

ISBN 979-979-8559-99-0



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”

BOOK 3



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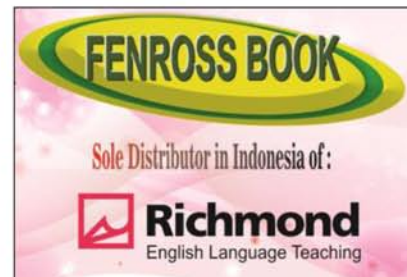
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FOREWORD

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 63rd 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

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6	Joseph Ernest Mambu, PhD	Satya Wacana Christian University, Salatiga, Indonesia
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10.	Dr. Neil England	University of Technology Sydney
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12.	Ann Eastlake	British Council
13.	Michael Little	British Council
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THE RELATIONSHIP BETWEEN SYNTACTIC COMPLEXITY AND EFL READING PERFORMANCE IN AN INDONESIAN CONTEXT

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ABSTRACT

This paper examines the extent to which syntactic complexity plays a role in L2 reading scores across different EFL proficiency levels in an Indonesian university. Indonesian university students (N = 148) at Intermediate and Advanced levels of proficiency read four English passages differing in syntactic complexity. The latter was measured by several widely used text modeling tools. Participants read two low and two high complexity texts and completed a post-test comprehension test. Syntactic complexity had a statistically significant but low magnitude effect size, accounting for 2%-05% of the variance of reading performance between the L2 English proficiency levels. There were also noticeable differences in text analysis measures across the different complexity tools. The usefulness of syntactic complexity as an isolated dimension of text complexity is evaluated in light of the results. Theoretical and practical implications of this study are discussed.

Keywords: *syntactic complexity, reading comprehension, readability*

BACKGROUND

Reading skill is of central importance in English medium academic study in a second language. Better readers in both second language (ESL) and foreign language (EFL) settings perform better than their less proficient counterparts (Anderson, 1999a, p. 2). As a result, achieving reading competence is one of the most important goals for students (Richards & Renandya, 2002). Factors contributing to L2 reading include lexical knowledge (Kweldju, 1997, 2000; Muldjani, Koda, & Moates, 1998; Nurweni & Read, 1999; Sahiruddin, 2008b), the role of L1 reading (Koda, 1988), topic familiarity (N. J. Anderson, 1999b; Goodman, 1967; Pulido, 2004, 2007), comprehension strategy (Pearson, 2009), and L2 linguistic knowledge (Bernhardt & Kamil, 1995). As typical of many EFL settings, Indonesian students find it a challenge to develop the English reading skills needed to read the English textbooks required in their university study. Kweldju (2002) found that university learners in one of universities in Indonesia had lower vocabulary knowledge. Similarly, Sahiruddin (2008a) reported lower vocabulary size the learners had and it contributed to lower reading performance. The level of knowledge and skills the reader brings to a reading task are crucial predictors of reading outcomes. Key aspects are introduced above and these have received significant attention from researchers. However, what the reader brings to the reading task is only part of the story. Reading outcomes are the result of the interaction between learner-internal factors and the difficulty of the text. The level of complexity of the text (generally known as text complexity or text readability) is also a crucial aspect. Complexity refers to the lexical and syntactic features of the text written or spoken, that affect how easy it is to understand (Skehan, 2009). The effect of text complexity on reading outcomes has been of particular interest in reading education, where evidence shows texts with high complexity given to beginner readers may result in poor reading performance while texts with low complexity given to more advanced readers will also result to less than optimum learning outcomes since the texts may not challenge their current level of reading ability.

The construct of text complexity consists of both lexical and syntactic complexity. Lexical complexity consists of word length and word frequency. Syntactic complexity, on the other hand, involves sentence length as an index of complexity. Readability formulas combine both dimensions to yield an overall text complexity measure. The focus in this paper is on syntactic complexity alone. The few studies on the role of syntactic complexity on L2 reading are inconclusive. Nation and Snowling (2010) found similar pattern that syntactic complexity

influences reading performance and differentiate between normal readers and poor comprehenders. This provides support for syntactic complexity as factor affecting L2 reading. In contrast, other studies showed an opposite result (Barrot, 2013; Karami & Salahshoor, 2014). In addition, syntactic complexity was of interest since text readability formula had much more weight on syntactic complexity (in this case sentence length index) (Hiebert, 2012).

REVIEW OF LITERATURE

Text complexity was historically developed in English native speaker context (L1 setting) resulting that text complexity predicted L1 reading performance. It has been proposed that readability formula or quantitative readability as reliable indicator or a correlate of potential reading difficulty in the L2 (Koda, 2005, p. 109). Looking at text variables in specific such as lexical complexity and syntactic complexity which were believed to affect reading performance, these two variables are discussed here although the focus of the study would be only of syntactic complexity (also called syntactic maturity or linguistic complexity (Ortega, 2003) as it has various definitions. Generally, syntactic complexity refers to the ranges of forms that surface in language production and degree of sophistication of such forms (Ortega, 2003, p. 492), and also expressions used to convey ideas (Carroll, 2008, p. 288). Syntactic complexity involves length of production units (spoken and written forms), amount of embedding, range of structural types, and sophistication of the particular structures deployed in production. All these features lead to the complexity of structures. Dealing with this case, complex sentence is associated with one of complex syntactic forms which contain one or more dependent clauses besides its independent or main clause. In psycholinguistic perspectives, complex sentence is one expressing more than propositions so that beside the fact that such linguistic forms are difficult to process, comprehending the propositions within those linguistic forms is also not easy.

Syntactic complexity is significant to examine since the ability to understand sentence meaning is one of the requirement to build a coherent mental representation of overall text meaning. The readers could get propositions in the texts as to integrate this information with previous knowledge (Kintsch, 1998). In addition, English teaching practices in Indonesia put much attention of grammar learning for students with a belief that grammar understanding would help students develop their reading ability.

Meanwhile, syntactic complexity where generally assessed by sentence length as an index of syntactic complexity was found to affect reading. For instance, in the 1980s studies, Berman (1984, p. 153) suggested that syntactic complexity is essential factor in L2 reading “efficient EFL readers must rely in part on syntactic devices to get at text meaning”. In long sentences particularly within complex sentences, for instance, where some sentences are interrelated each other, readers are required to unpack the meaning of every sentence embedded. As a result, if readers had a problem with syntactic patterns and their meaning they would found difficult to get the amount of information and store it to their memory and in turn they could not relate one information with others (missing points). In particular, related to the role of sentence length as an index of syntactic complexity, Coleman (1964, p. 190) pointed out that sentence length can predict readability because it is correlated with syntactic complexity predictors such as nesting, transformation complexity and others. Simply put, the more complex sentences become, the more difficult they can be processed for comprehension. In psychological terms, Kintsch (1998) and Lennon and Burdick (2014) provide supports to the role of sentence length in comprehension suggesting the longer the sentence, the greater the likelihood that multiple discrete ideas, called prepositions, are embedded in it. Embedded structure in long sentence or complex sentence carries many proposition in the text by which readers should be able to unpack such propositions and their logical relationship of the information in the text. Within the role of syntactic complexity, Nation and Snowling (2010) found similar pattern that syntactic complexity and semantic ambiguity influence reading performance and differentiate between normal readers and poor comprehenders.

However, syntactic complexity defined within sentence length construct also was found to have a weak contributory effect. For example, syntactic complexity it was found not significant at influencing grade 7 readers’ reading comprehension since they could comprehend short and long texts equally (Davison, Wilson, & Herman, 1986). Davidson and Green (1988) also posited that syntactic complexity does not drive text difficulty and by itself not a complex

element in comprehension. Similarly, Arya et al. (2011) found that syntactic complexity (referring to embedded structure and complex construction or mean number of clauses) did not play a significant role in L1 third graders' reading performance over four texts used in their study, arguing certain lengthy sentences sometimes were easier to understand reading a series of short sentences

Another syntactic complexity measure which assess sentence complexity is what was suggested by Ellis (2009, p. 495) about the amount of subordination or the mean number of clauses per T-unit. T-unit is the shortest unit of a text containing one independent clause with its independent clause/s and can be segmented without 'leaving any sentence fragment as a residue' (Hunt, 1970, p. 189). Assessing the role of syntactic complexity to L2 speaking assessment, Iwashita, Brown, Mcnamara, and O'hagan (2008, p. 32) assessed grammatical or syntactic complexity using the number of clauses per T-unit, the ratio of dependent clauses to the total number of clauses (dependent clause ration), the number of verb phrases per T-unit (verb phrase ration), and the mean length of utterance. In addition, for Wolfe-Quintero, Inagaki, and Kim (1998) complexity can be best measured based on clauses per T-unit, number of dependent clauses per total clauses, or number of dependent clauses per T-unit. Recently, Ortega (2003) conducting a meta analysis reviewing 25 studies rating the syntactic complexity of the written work of EFL and ESL learners found that mean length of T-unit was the most frequent measure employed in those studies. T-unit along with other measures like 'concept of error' accounted for 84% of the variance in writing proficiency (Homburg, 1984).

Barrot (2013, p. 12) comparing the effect of both lexical complexity and syntactic complexity on reading by sixty primary students in Manila also found that syntactic complexity (measured from mean length of T-units, average number of words in T-units, total number of T-units containing an independent clause and one or more dependent clauses in the most comprehensible texts (COMPLEX), did not significantly affect reading comprehension, but lexical complexity was the most determining factor for reading comprehension. In short, longer sentences are often easier to understand than shorter ones. Different means of T unit in words (MLT-W) and sentences (MLT-M) did not bring any difference of means but similar. On the other hand, recently Karami and Salahshoor (2014) investigated to what extent do syntactic complexity (T-unit) and lexical complexity (lexical frequency index) affect academic reading comprehension (IELTS) by 50 Iranian university students enrolled in Teaching English program. It revealed that both lexical complexity and syntactic complexity are able to significantly predict academic reading comprehension, $\beta=.39$ for lexical complexity and $\beta=.37$ for syntactic complexity.

Overall, support for the direct link between syntactic complexity and reading performance has been mixed. Syntactic measures of syntactic complexity do not consistently correlated with measures of reading comprehension. This study focused only on the role of syntactic complexity on text comprehension. As part of larger study on the role of readability in L2 setting, investigating the contribution of syntactic complexity alone establishes the extent to which this factor alone affects reading comprehension. The study evaluates the contribution that a range of syntactic complexity measures make to individual differences in L2 reading outcomes. These are word per sentence (Flesch's formula), Clause per T-units, mean clause of T-unit, clauses per sentence (Syntactic analyzer), Syntactic complexity (Source Rater formula) and Syntactic simplicity (Coh-Metrix formula) influenced in L2 reading. The hypothesis was that syntactic complexity and 2 reading may be highly correlated and become a strong predictor for L2 reading.

THE STUDY

The study examines measures of syntactic complexity and the effect they have on L2 reading outcomes. Indonesian university students at Intermediate and Advanced levels of ESL proficiency read English passages of low and high syntactic complexity.

The study attempts to answer the following questions.

1. To what extent do the syntactic complexity measures affect L2 reading comprehension?
2. To what extent does syntactic complexity predict L2 performance across and by different group proficiency?

It is hypothesized that syntactic complexity is closely related to reading performance suggesting that the greater the complexity of a given text (as measured by sentence length and T-units), the lower the reading performance will be. In more detail, the effect of syntactic complexity is different across group proficiency indicating that the more proficient or skilled readers have better reading performance across different syntactic complexities.

To answer the above questions, two studies or experiments were conducted where this study focused on comparing the performance of low proficiency group and high proficiency group based on academic performance (IELTS).

This compared the performance of L2 Indonesian university adult on a battery of online experimental reading tests comprising of two low and two high syntactic complexity texts (four texts) with various syntactic complexities (two low and two high syntactic complexity).

Participants

The participants are Indonesian EFL learners ($N=148$) in an Indonesian university English Study Program. They were between 18 and 23 years of age. At the time of the study the students had completed an average of 6 years learning formal English as a foreign language through formal education. Most participants were from first year and second year university level by which their proficiency were about intermediate or pre-advanced level as measured Test of English for International Communication (TOEIC) scores ($M=526$, $SD=187$), where the maximum score is 990. The participants were also classified into two proficiency groups based on their TOEIC scores; the High proficiency group ($n = 77$) have scores above 500 ($M= 684$, $SD = 103$) and the low proficiency group ($n = 71$) have scores below 500 ($n=71$, $M= 355$, $SD = 69$).

Tests and Materials

Four texts of approximately 250-300 words in length were used in the study. Four passages were selected from published samples of as Test of English as a Foreign Language (Davy & Davy, 2002; Duffy & Mahnke, 1998). Of four texts, two were of low syntactic complexity and two were high syntactic complexity based on Flesch's readability formula (Flesch, 1948, 1951, 1979), Source Rater readability (Sheehan, Kostin, Futagi, & Flor, 2010), Coh Metrix formula (Graesser, McNamara, Louwerse, & Cai, 2004; McNamara, Louwerse, McCarthy, & Graesser, 2010), and syntactic complexity analyzer (Aihaiyang software, 2013). These readability formulas were chosen because they were easily the best known readability formula in current use, in spite of its syntactic complexity descriptions. The levels of syntactic complexity in the texts were assessed in term of sentence length (word per sentence), average clauses per sentence, and mean length of T-units. T-unit analysis was used since this syntactic complexity measure has been found to correlated with academic achievement (Hunt, 1970), L2 reading (Barrot, 2013; Karami & Salahshoor, 2014).

The result of syntactic complexity assessment on four texts use in this study showed the same results about the level of syntactic complexity in the texts being evaluated (see Table 1). Each participant was given online reading tests. Since two low syntactic complexity-texts were not difference in terms of complexity and the same case was also evident to two high syntactic complexity texts, the two low and two high syntactic complexity texts were then combined for each level (see Table 1).

Table 1. syntactic complexity measures from several readability formulas

Topic s	Words	Source-Rater readability (Sheehan, et al. 2010)		Flesch readability (flesch, 1947, 1976)		Coh- Metrix	Syntactic complexity analyzer				
		Synta ctic compl exity (SR)*	Text compl exity overall 1	Word per senten ce**	Rea ding ease		Clau ses per sente nce (Nor man	Mean lengt h of T- unit (ML T)	Me an len gth of cla use	T- unit per sent ence (T/S)	Claus e per T- Unit (CT) (Iwas hita,

							et al. 1992)	(Iwas hita, 2006)	(M LC)		2006; Beers & nagy, 2009)
Telev ision	205	50	56	18	55	49	1.9	18	10	1	1
Agin g	310	58	75	22	43	30	1.5	20	15	1	2
Susan	257	66	56	29	63	2	2.0	25	14	1	5
Litera ture	311	73	75	39	25	2	2.3	28	19	2	5

Comprehension tests

The reading tests included five multiple choice questions measuring both literal and implicit information in the texts. Text comprehension was assessed through five multiple choice items given at the end of each text. The items

Procedure

The participants were tested individually in laboratory using computerized online reading tests over four texts with five multiple choice questions for each text allowing 75 minutes to finish the tests. The participants were instructed to read the text on the computer screen and as soon as they finish each text, they continue to the multiple-choice questions. They were warned that they cannot go back to texts once they finished reading. The decision of requiring participants to answer questions without the ability to refer back to the text because other studies with 15 years old students (grade 8 and 9) in Berlin German found that without text condition was more sensitive and purer to assess online comprehension as reflected in the quality of the mental representation of the texts (Schroeder, 2011, p. 892). The participants' performance was scored by assigning two points for each question correctly answered. The maximum score on each passage was 100.

RESULTS

Descriptive statistics for reading accuracy results for the whole group are presented in Table 2. The normal distribution of the data was assessed through the value of skewness ($S=1.33$) and kurtosis ($K=-.01$) demonstrating that the data was normally distributed since the values were not greater than 1.96 or 2.58 (Field, 2009, p. 139). The reliability of reading test was at Cronbach's $\alpha=.90$. A summary of reading accuracy on four texts with two low syntactic complexity levels and two high syntactic complexity levels is described in Table 2. Further analysis focused on the combined data from both low syntactic complexity scores and high complexity scores.

Table 2. Means and Standard Deviations of reading comprehension with various complexities

Complexity	Texts	M	SD
Low	Television	62	22
	Aging	28	22
	Low subtotal	45	22
High	Susan	47	24
	Literature	33	19
	High subtotal	40	21

The first aim of the study was to investigate to what extent did syntactic complexity variable affect reading performance in general and by group proficiency level in particular. First, paired t-test was computed to examine whether reading accuracy for low syntactic complexity scores and high syntactic complexity were different. The result revealed that across group proficiency levels, reading accuracy scores were significantly higher for low syntactic complexity ($M=45$, $SD=22$) than for high syntactic complexity ($M=40$, $SD=21$), $t(72)=6.27$,

$p < .000$, $d = 1.48$. Cohen's d effect size was calculated using online tool via <http://www.uccs.edu/~lbecker/>. The effect size of the difference was small (Cohen, 1988) so that syntactic complexity (low and high syntactic complexity) did differentiate reading performance across group proficiency levels but it had small effects. This supported the idea that the reading performance was accounted by other variables such as lexical complexity.

Looking at more details on the group performance (high proficient group and low proficient group) on both low syntactic complexity-based texts and high syntactic complexity, reading accuracy means for low syntactic complexity and high syntactic complexity discriminates the two group proficiency levels at $p < .000$. The means for each group are given in Table 3. Overall, low syntactic complexity demonstrated a higher performance compared to high syntactic complexity. This finding supports the hypothesis that reading comprehension decline is caused by the increase of syntactic complexity level within texts (figure 1). Regardless of syntactic complexity factors, high proficiency groups outperformed low proficiency group.

Table 3. Means and Standard Deviations of reading comprehension with various syntactic complexities

Complexity	High proficiency group		Low proficiency group		Overall	
	M	SD	M	SD	M	SD
Low	55	18	35	14	45	19
High	49	12	29	15	40	17

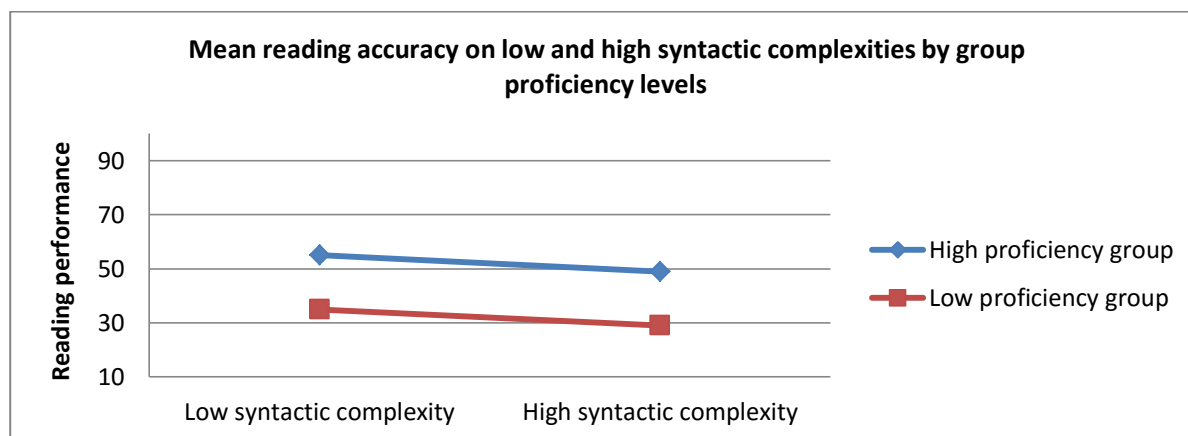


Figure 1. Means accuracy by proficiency levels and syntactic levels

Two-way (Group x Syntactic level) ANOVA was conducted to see the difference of reading performance by two proficiency groups on two syntactic complexity level-based reading. Group was the between subject factor (High proficient group x Low proficient group) and syntactic levels become the within subject factor, repeated measure factors (low syntactic level x high complexity). The results revealed a main effect of group proficiency level on reading performance, $F(1,73)=26.92$, $p=.000$, η^2 (partial η^2)=. 269, and syntactic complexity level, $F(1, 72)=7.77$, $p=.007$, η^2 =. 098. These main effects were not qualified by an interaction between group proficiency and syntactic complexity level, $F(1, 72)=0.795$, $p=.375$, η^2 =. 011. Pair wise comparison for group and syntactic level showed the mean differences were significant at $p < .05$, based on a Bonferroni adjustment made for multiple comparison. The absence of the interaction between group proficiency levels and syntactic complexity demonstrated that group differences in reading performance were not influenced by the effect of syntactic complexity.

Furthermore, one way (syntactic level) ANOVA by group was conducted to see in more detail how different proficiency groups performed at every level of syntactic complexity-based texts (see Table 4). Analysis of variance on low level of syntactic complexity text revealed significant main effect of group proficiency levels on reading performance, $F(1, 73)=26.92$, $p=.000$, η^2 =. 269. In case of reading performance on high syntactic complexity –based texts,

there was also significant main effect of proficiency levels on reading performance, $F(1, 71)=42.82$, $p=.000$, $\eta^2=.376$. Post hoc analyses using Bonferroni indicated that statistical difference of low syntactic complexity and high syntactic complexity- based reading performance were evident at $p=.000$. These results illustrated that syntactic complexity did discriminate reading performance by group proficiency levels. This finding supports the hypothesis that syntactic complexity level in the texts did consistently predict reading performance between high proficiency and low proficiency group levels. In other words, increasing the level of syntactic complexity overall reduce reading comprehension for two group proficiency levels.

Table 4. Mean differences of ANOVA by group proficiency levels

No	Complexity levels	Reading accuracy		Sig.	Partial η^2
		High proficiency	Low proficiency		
1	Low	55	35	.000	.269
2	High	49	29	.000	.376

Key: Different significant at the .05 level, Bonferroni adjusted for multiple comparison

The second aim of the study was to examine syntactic complexity as a predictor of reading comprehension across and between group proficiency levels. The predictive power of syntactic complexity was assessed by Pearson's correlation and hierarchical regression analyses. Syntactic complexity levels (high & low) as predictor variable and reading accuracy as the criterion variable. A summary of the results are presented in Table 3. Both syntactic complexity measure and reading measure were less correlated across proficiency levels, Pearson's $r(148)=.14$, $p<.098$. In line with this, syntactic complexity accounted for only amount of variance of around 2% in reading measure, indicating that syntactic complexity brought less improvement in reading comprehension (Table 5). This suggested that syntactic complexity was less predictive of reading performance across proficiency levels.

Table 5. Hierarchical regression analyses of the syntactic complexity measure as predictors variable and reading performance as criterion across group proficiency levels

<i>n</i>	R	R^2	Adjusted R^2	R^2 change	B	SEB	β
148	.14	.019	.012	.019	-4.910	2.950	-.136

B, Unstandardized coefficient; SEB, Standard Error B; β , Standardized coefficient.

F significant at * $p < .05$, ** $p < .01$, *** $p < .001$.

Further set of correlation and regression was also computed in between group proficiency levels. As indicated in Table 6, syntactic complexity was not significantly correlated with reading performance ranging from $r=.17$ (high proficient group) to $r=.23$ (low proficient group). In addition, using the Fisher r-to-z transformation to assess the significance of the difference between two correlation coefficients of two group proficiency levels, it was found that the two coefficient values were not statistically different ($p=.711$, $z=-0.37$). In terms of predictive value of syntactic complexity toward reading, syntactic complexity accounted for only 3% of the variance of reading for high group proficiency and 5% of the variance on reading test for low proficiency group. Overall, syntactic complexity was less predictive on reading performance between two group proficiency levels suggesting that many other variables accounted for L2 reading performance.

Table 6. Hierarchical regression analyses of syntactic complexity measure as predictors' variable and reading performance as criterion by group proficiency levels

Proficiency levels	R	R^2	Adjusted R^2	R^2 change	B	SEB	β
High proficiency (n=77)	.17	.029	.016	.029 (n.s)	-5.365	3.564	-.171
Low proficiency (n=71)	.23	.054	.041	.054 (n.s)	-6.707	3.367	-.233

B, Unstandardized coefficient; *SEB*, Standard Error *B*; β , Standardized coefficient.
F significant at * $p < .05$, ** $p < .01$, *** $p < .001$. *n.s.* (not significant)

DISCUSSION

The present study was designed to address two questions of (1) whether syntactic complexity exerts great effects on L2 reading performance in Indonesian EFL context, and (2) to what extent syntactic complexity predicts L2 reading. The results of this experiment provided partial support for the link between syntactic complexity and L2 reading. It is partial since the evidence demonstrated that the difference of reading performance for low syntactic complexity and high syntactic complexity was small across and between group proficiency levels. On the other words, this partially supports the complexity-accuracy framework (Skehan, 2009) in reading by which the higher complexity in the texts, the lower accuracy performance on reading comprehension. The finding showed that there is a decline in reading comprehension when the texts contain more increasing of syntactic complexity across and between group proficiency levels. Reading performance on texts with low syntactic complexity levels was better than reading accuracy on texts with high syntactic complexity.

Meanwhile, the effect of proficiency levels in L2 reading was more pronounced than the effect of syntactic complexity in which the latter showed a small effect power. It suggested that L2 proficiency is more likely to exert on L2 reading (Bernhardt & Kamil, 1995). Moreover, it is acknowledged here that these participants were still struggling with reading comprehension since the overall performance was still below 60%.

In addition, low correlation was observed between syntactic complexity and reading comprehension across and between group proficiency levels. The evidence that the two correlation values between the two groups were not significant also indicated that syntactic complexity did not affect much on reading comprehension. Following such pattern, syntactic complexity was also less predictive to reading comprehension accounting for only 3-5% of reading variance. This finding supported previous findings about non-significant effect of syntactic complexity on reading by children (Arya et al., 2011) and L2 adult (Barrot, 2013). Hence, this fact was against the finding that syntactic complexity contributes significantly to L2 reading with $\beta=.37$ (Karami & Salahshoor, 2014). Further investigation is necessary in order to look at the effect of lexical complexity as a function of textual complexity on reading comprehension.

In addition, it may be that the nature of the relationship between syntactic complexity and L2 reading comprehension was indirect. It could be argued that syntactic complexity and text comprehension are fundamentally independent. There are good and bad short sentences, and good and bad long sentences. More complexity in syntactic level does not necessarily equal lower reading comprehension. Since syntactic complexity is only one measure of text readability measures instead of lexical complexity, it is playing a role but other factors might account for a very large proportion of the variance in L2 reading. It may be that there are other factors such as lexical which make L2 reading easy and difficult to process since some reading scholars found understanding words was a bottleneck in L2 reading (N. J. Anderson, 1999a; Grabe, 2009). In other words, simple sentences with less frequent words used might be more difficult than complex syntactic structures with popular or most frequent words used.

The result of this study partially supports the hypothesis about the role of syntactic complexity as a function of text complexity on reading performance. This might have practical implication particularly in testing purposes. Syntactic complexity was not sufficient to have a high proportion in judging the level of complexity of the texts. In pedagogical purposes, minimizing the syntactic complexity of the texts may not bring group's reading comprehension differences significantly. Another variable in text complexity such as lexical complexity might have a better predictive value on L2 reading.

CONCLUSION

There are some broad conclusions to draw from the materials presented in this article - that complexity (syntactic level) and accuracy in reading texts are important dimensions of second language reading but since syntactic complexity play a little effect, lexical complexity as another function of text complexity need to be considered in future study so that the two general

linguistic factors in text complexity framework (lexical complexity and syntactic complexity) can be closely assessed for future practical testing purposes and pedagogical considerations particularly in L2 context.

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EDMODO IN THE CLASS: STUDENTS' VOICE ON ONLINE LEARNING (A STUDY AT UNIVERSITAS MUHAMMADIYAH PAREPARE)

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ABSTRACT

Online learning has been main concern in today's teaching learning process. It offers many variant activities and it becomes new alternative way to communicate among teacher and students. Recently students and teachers are expected to have decent knowledge in digital learning as one way to facilitate their learning process. One form of digital learning is using EDMODO in the class. Some researches have been done on it, yet these studies mostly focused on teachers' voice toward its application in their classes. This study is a bit different as it concentrates on students' voice toward EDMODO application in the class. The aim of the study is to explore students' perception or students' voice on online learning particularly EDMODO application in class of writing subject. This research applied descriptive study. The data was taken from 27 students of class B, English Department students of Universitas Muhammadiyah Parepare in 2015. The sample were chosen purposively from 77 students of writing class. The data was taken from open ended questionnaire and analyzed descriptively. It is revealed that using digital learning especially EDMODO in the class of writing can contribute big and positive change on the process of learning such as improving students' digital learning knowledge. Also, various material of learning writing can be accessed online that enrich their horizon. Despite its negative side such as the signal problem, overall conclusion of the study is beneficial for students.

Keywords: EDMODO, online learning, students' voice

INTRODUCTION

Some teachers have been widely concern on using technology mediated learning for their pedagogical practices in this technology world. They use it in different way of practices with various technology tools in online or offline modes. Previously, the technology used in language learning known with CALL – computer assisted language learning. However the transition emerges as time passed by and online learning has its own position now in the field of education. The kind of popular online learning utilized for educational purposes are lms, schoology, or Edmodo. These online modes of learning can be done in blended learning form that is blend the face to face interaction and online learning. They may help the teachers and the learners engaging actively without having an obligation to meet face to face or having direct meeting in the class but communicate actively within online world.

In higher education, generally, the subject course within two credits is scheduled in ninety minutes for one meeting per week and there are 16 meetings in one semester. In my case study for English department students, this allotted time is considered not enough to have much exposure in English unless they take extra time for English exposure. The English department students are expected to be proficient in English, however they need extra work to make it real. The contribution of teacher to provide variant pedagogical approach and effective teaching strategy are needed it to bridge the issue. One possible attempt that can be done is by utilizing and empowering the use of technology in learning.

Beside time limitation, the variety of learning material is being another concern. The use of various English materials in the class can enrich students' knowledge. Using books, magazine, newspaper, audio or audiovisual sources and online resources to cover the material make students widen their horizon. Yet, the limited time available for formal teaching learning process put the least exposure of various materials in learning process. The extension meeting seems needed to exploit the various learning material. Creating additional room to interact between teacher and students outside the classroom may become the supplementary solution. In

this case, the technology position is taking its turn to mediate the interaction. Applying blended learning model using Edmodo can be an alternative way to touch the problem.

Blended learning is commonly known as a mix interaction in learning between face to face interaction and online interaction. Colis and Moonen (2001) define blended learning as a hybrid of traditional face-to-face and online learning. The instruction happen both in the classroom and online, and where the online element becomes a natural extension of traditional classroom learning. Oliver & Trigwell (2005:17) describe the concept of blended learning as a combination of pedagogical approaches and methodologies irrespective of the technology used in constructing an optimum learning outcome. All types of technological tools can be integrated with face to face instruction in the creation of a blended learning environment. Tomlison (2013:210) in his book gives some sample of technological tools used for blended learning such as SNS, wiki, web page, LMS, mobile phone, bulletin board, blog, skype, and YouTube.

Some studies on technology mediated learning have been done for teaching learning process, such as study by Ciaffaroni (2013), Floris (2012), Pollard(2015), Dewi (2014). These researchers revealed with the general conclusion on the significance contribution of technology in teaching learning process. They have similar concept on the worth doing of technology in learning that it can assist the students to be more interested in learning.

In my study, kind of technological tool used is webpage by empowering Edmodo application in class of writing through blended learning mode. Edmodo is a social network which application designed for educational purposes. The features of it aim to aid the learning community in enhancing the process learning by surfing the network. The application is similar to facebook as a social network but focus more on education platform. Teacher and students can interact each other, share material and discuss text, images, or even audio and visual media. Teacher can provide the learning material to be used in the class, give assignment and grade it as well as give feedback. The students can share ideas to each other or ask more explanation on the material. Another good things of Edmodo is the parents can have their own account and can see the things posted on Edmodo.

Cauley (2013) stated that Edmodo does not require special computer laboratory in the school or laptop in the classroom as it can be used as additional learning resources outside the school time. Students may open the website outside the class and provide more time for them to communicate with the teacher. Cauley explained that this kind of learning make students performing better work and more focus on asking high and sensitive level of questions which may be hard to be expressed in the class.

In particular, Dewi (2014) had specific study on the use of Edmodo in the class. She found that students got more positive attitudes on virtual class and they enjoyed having blended learning mode using Edmodo as they have extra time to expose their English ability by having more interaction between their peers and teacher (p.10)

Regarding my study, Edmodo is utilized in blended learning mode. Normally the meeting for the writing course is 16 meetings and it blended within online and offline meeting. Online meeting using Edmodo mostly concentrates on providing various materials for writing course, such as using YouTube, e-book, e-story and some writing hint taken from internet. Also, the assignments were delivered using this mode. Offline meeting was done to make students get more comprehension on the material given via Edmodo. In addition, offline meeting can assist students on handling the possibility problems that may appear when accessing Edmodo.

METHOD OF THE RESEARCH

This research was based on the data taken in 2015 from English department students of Muhammadiyah University of Parepare who registered in writing course. This study applied descriptive study which aims to explore students' voice on Edmodo application in the class of writing. Some researches on Edmodo application have been done previously but this study is a bit different as it investigates on students' insight on this online learning mode.

The population of the research was the first semester students of English Education study program which consists of two classes. Class A consists of 25 students and class b consists of 27 students. For the sampling, the researcher used purposive sampling and took class B as the respondent with 27 students in it.

In collecting the data, the respondents were given open-ended questionnaires to reveal their insight toward Edmodo usage in the class. The questionnaires were given at the end the class of writing course. This open ended questionnaires focus on the strength, the weakness, the students' opinion and the suggestion toward Edmodo application. The questionnaires are as follows:

1. What is your opinion toward Edmodo application in the class?
2. What is the strength you feel during the use of Edmodo in your class?
3. What the weakness you experience when you use Edmodo?
4. What is your suggestion toward Edmodo usage for learning?

FINDINGS AND DISCUSSION

This part covers the result of the open ended questionnaire distributed to the students who registered in writing course. The findings will discuss about students' voice on Edmodo usage with blended learning mode in writing course, the strength, the weakness and the students' suggestion on this model of learning.

Students' opinion on Edmodo application

The first question in the questionnaire focuses on students' opinion about this application. All students totally agree saying that Edmodo provides them with new and interesting zone of learning. They enjoy using it as new thing in their horizon of learning process. In students' opinion, the word "flexible, easy, discipline, and skillful" dominates their answer in the first question. Using Edmodo with blended learning mode in writing course put students in positive condition. There were 4 students said that the online and offline mode of learning make them flexible in learning. Online learning with Edmodo as the bridge tool help the students to have various materials for learning. In writing class, Edmodo is used to provide many materials to improve their writing. The materials presented were taken from YouTube (punctuation, simple sentence, complex sentences); e-story (story for teens); e-book (writing book).

Despite Edmodo is still a new thing for them, the students welcome it enthusiastically. They stated that it is easy to learn and useful for them. There were 12 students agreed that Edmodo ease them to learn as they can access it outside class, while 3 students said that they do not need to meet teacher to ask the unclear things as Edmodo offers the answers. In line with student's statement, Cauley (2013) stated that this kind of learning tool make students easy to learn as it is a kind of additional learning resources that can be accessed outside the classroom.

Another opinion of students reveal that Edmodo supports them to be discipline and skillful toward the technology. There were 5 voices of the students stated that the assignments given in Edmodo trained them to be more discipline because there is a time limit to finish their assignment. In addition, there was 1 students felt that Edmodo make him more skillful in accessing this learning technology.

Table 1. Students' Opinion on Edmodo

No	Students' Voice	Number of Student
1	Flexible	4
2	Useful and Easy	13
3	No need to meet face to face	3
4	Discipline	5
5	Skillful	1

The strength of Edmodo

Dealing to the second question of the questionnaire about the strength of Edmodo, the frequent words usage in students' answer toward are *flexible, easy, more independent, time and responsibility*. There were 6 students stated that Edmodo made them flexible in learning as they did not fix in certain time to learn or do their assignment as long as they still concern on the due date. The students also said that this application is easy to learn. These 10 students gave the same opinion on it as they feel easy and quick to learn and access the application.

Another opinion revealed on Edmodo usage that 4 students felt being more independent to learn when they start using Edmodo. They chose the word '*independent*' as they have to

access the application by themselves and learn as well as do the assignment given alone. They cannot depend on others to do the assignment. Similar opinion was also stated by three students that besides being more independent, Edmodo made them have big responsibility in learning and finishing their assignment on time. Moreover, 5 students said that using Edmodo gave them more time to do the assignment. The time allotted to do assignment given by the researcher was one week. Therefore the students still have more flexible time to finish their assignment.

Table 2. Student' voice on the Strength of Edmodo

No	Students' Voice	Number of Student
1	Flexible	6
2	Easy to do	10
3	More Independent	4
4	More time to do assignment	5
5	Responsibility	3

The Weakness of Edmodo

The third question in the questionnaire aimed to find out the weakness of Edmodo usage in the class of writing. Students' responses on the question varied by using the word "copy, accessibility, least exploration, account and least understanding". From 27 students in the class, there were 2 students agreed saying that the weakness of Edmodo was easy to copy other students' work. In fact, this thing happened because some students put their work / assignment in the main menu even though they have been told to put their work in the "assignment centre" menu to avoid plagiarism.

The highest response on the question was about the accessibility on Edmodo. There were 15 students complained on the way they access the application. The limited account of their internet quota put them in a small problem on accessing the material and the assignment given. Another problem faced by the students was the exploration toward Edmodo. There were 4 students criticized the least exploration on the application because the limit of internet quota they have. Similar opinion was also showed by 2 students who stated that the way to registered on Edmodo needs more patience. If they failed on the first chance and they try the second, they cannot use the same email account. They have to make other email account to be able to be processed. In addition, they cannot be the member of the course group if the teacher doesn't accept their member application. Interestingly, there were 3 students said that face to face meeting better than online meeting.

Table 3. Student's voice on the weakness of Edmodo

No	Student' Voice	Number of student
1	Copy Paste	2
2	Accessibility	15
3	Least Exploration	4
4	Registration	2
5	Least understanding	3

Students' suggestion on Edmodo

Students' voice on the last question was about their suggestion about the application of Edmodo in the class. The suggestion given by student was not expressed by the whole members of the class. From 27 students, only 10 students gave their response on the last question while others did not answer the question. The first suggestion was exposed by only 1 student that Edmodo can aid him to share knowledge on technology. Other suggestion from 1 student was about the interesting feature Edmodo has. She enjoyed exploring Edmodo feature in learning writing.

Some students (6 students) gave suggestion on having more training in exploring this learning tool, while 1 student proposed to have email account more than one to anticipate the failed registration at the first time. Other suggestion was offered by 1 student that Edmodo application should be used in other courses as it has many benefits in learning.

Table 4. Student' s voice on suggestion toward Edmodo

No	Student' voice	Number of Student
1	Sharing knowledge	1
2	Interesting feature	1
3	Need more training	6
4	More than 1 email account	1
5	For other courses	1

CONCLUSION

In conclusion, the findings showed that Edmodo application in class of writing assist the students in having more knowledge on technology mediated learning particularly via online learning mode. They reported that learning writing through Edmodo gave them flexible time to learn. Also it is easy to learn and explore the feature on Edmodo while at the same time it make the students more discipline and skillful as the assignment given has time limitation to finish.

However, the internet accessibility seems be the main problem for students. The limited internet connection bounds them to explore Edmodo deeper. The teacher as the student's partner need to create more interesting and interactive learning tool that promote collaboration and interaction.

ACKNOWLEDGEMENT

I thank all the students who participated in this study. I also convey my gratitude to the Head of Department of for supporting my research.

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PLANNING A LOCAL BASED TEACHING MATERIAL OF ENGLISH FOR TOURISM FOR HIGH SCHOOLS: A NEED ANALYSIS OF ENGLISH OF LOCAL COMMUNITY AROUND LOMBOK INTERNATIONAL AIRPORT IN CENTRAL LOMBOK

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ABSTRACT

This study aims at mapping and analyzing the needs of the English language in Central Lombok district since the official operation of the Lombok International Airport (BIL). The results of the mapping and analysis will become a reference in the construction of local content textbooks for English For Tourism for High Schools. The research data was obtained through interviews, questionnaires, and documentation. Interviews and questionnaires were used to explore the needs of local community in Central Lombok towards English after BIL is operated. The needs of English language are tabulated based on community groups and language functions. Documentation was conducted by collecting documents used in tourism businesses and industry. The research finds out that the most required language functions are for security purposes in view of the security situation in some Central Lombok tourism areas, apart from other purposes such as getting acquainted, maintaining friendship, building and maintaining networks, and describing and promoting tourism attractions and objects in the surrounding area.

Keywords: *local content textbooks, language needs, Lombok International Airport (BIL), English For Tourism.*

INTRODUCTION

As an international language, English is the language used globally, not only connecting people around the world, but also for locals involving multilingual society with different cultures (McKay, 2002 in Acar, 2009). In developing countries such as Indonesia, the English language has a vital role for the development of various fields, namely education, economy, trade, medicine, politics, tourism, etc. English is also required as a means of communication in developing relations with other countries in the international forum, one of which is Tourism. In the province of Nusa Tenggara Barat (NTB), tourism is one of the leading sectors which increases the local revenue (PAD). Through the Visit Lombok Sumbawa program, NTB government tries to raise this sector and is targeting two beautiful islands of Lombok and Sumbawa islands as the world tourist destination after Bali. In order to stimulate and increase the number of tourists visiting this area, the provincial government has officially operated Lombok International Airport (BIL) which enables and opens a wider global access to the islands. Since it was established in October 1, 2011 BIL has become the main entrance to hundreds thousands of foreign and domestic travelers. However, many still criticize the BIL operation since it is not adequately accompanied by the government's efforts in equipping the human resources (HR), thus the local community tends to participate as low-paid workers and have not contributed significantly to their social economy life.

In relation to the need of the English language for the development of tourism in the province, many public high schools include English For Tourism as a local content subject with a hope to

sustain the employment needs in the future. In addition, the local government plans, in the near future, to found and establish a Tourism College in the region of Central Lombok and this is an evidence of how the local government recognizes the importance of increasing the quality of local human resources to professionally support the tourism development in Central Lombok (<http://www.ntbprov.go.id/baca.php?berita=1504>).

English as a local content subject such as English For Tourism is expected to equip learners with applicable skills align with the needs of the learners in context. This can be done by examining current needs of English language in the community. Therefore, this study concentrates on the development of local content textbooks for tourism purposes in Central Lombok district. The study was conducted to address (1) the level of needs of the society towards English language in Central Lombok district since the operation of Lombok International Airport (BIL); (2) the dominant needs of English language based on group of users; and (3) the English language functions required by each group of users. In general, this study aims to improve the merit of textbook for English For Tourism subject in High Schools by referring to local community needs of the language for tourism purposes, and at the same time will also improve the quality of human resources in the respective area.

It is a fact that most English for Tourism textbooks used in schools have been more global; without accommodating the needs of learners on particular contexts (Subroto, 2016). Development of tourism sector is actually gives chances for the region to raise and sell their local heritage and culture and this need requires actualization in the integration of local culture into the curriculum so local property can be conveyed. Research on needs analysis of English for Academic Purposes (EAP) and Specific Purposes (ESP) is generally descriptive (Clarke, 1991). Research on this area is concerning more to identify and describe the elements of the targeted audience needs as a basis for the material development. Material development for EAP and ESP units can be done through a survey about the background of the learners and their learning objectives (Benesch, 1996). In addition, analysis of learning needs can also involve issues of politics and economics as part of the social context of the learner because learners are basically varied in terms of their perception, desires, and needs (Jin, 2011). In addition, Social context is another factor that affects the learning goals of learners. In this case, learning English as a second language must accommodate social issues and economics to understand the reason for learners to learn the language such as getting a job or participating in social context of others, or more in order to improve their social and economic lives as individuals and members of society. Furthermore, Belcher and Braine (2001) explained that academic discourse is a source of strength for users to deal with labor market (job market) which is an important principle of Contextual Learning Needs. Contextual learning (contextual teaching and learning) is the concept of learning where the teacher brings the real world into the classroom and encourage students to make connections between the knowledge and its application in their daily lives (Nurhadi, et al. 2003: 13), thus in order to be able to become an active participant in social life, a process of learning should put the needs of the learner as a priority. Targets to be achieved by the student must be a reference for the curriculum, syllabus and textbooks development. Furthermore, Nurhadi et al establishes six basic principles of contextual learning, one of which is a curriculum developed based on the standard, namely learning content should be related to the standard on local, provincial, and national level as well as development of science and technology and the world of work. In addition, learning outcomes are expected to be more meaningful. The principle is basically aligned with Work-Based Learning that requires a teaching approach that allows students to use the context of the workplace to learn the subject matter and how the material is used on a variety of activities on the workplace (Smith, 2001). The teaching should relate to what has been known to students with new information (up to date) and how it is related to usefulness in life. Learning should begin with the specific task in accordance with the situation and focus on learning experience in employment; where "usefulness" in this case, is the key. English For Tourism as one unit of English for Specific Purposes (ESP) is taught and studied for tourism purposes involving tourism stakeholders from different countries with different languages and cultures. In college, these courses are offered in order to answer the challenges of the work-world of tourism where teaching materials are generally directed to oral and written communication skills required for prospective employees of the travel agency (Udoyono, 2010).

As an initial step of need analysis work, cooperation which includes teachers or lecturers in the search for information about the program is required. This is about how English language can be adapted to their programs and priorities of learning and teaching that have been determined by the learners themselves and the developers of the program. This is part of a situation analysis of the target (Target Situation Analysis) or more commonly called a needs analysis (analysis of needs). This can be done by conducting investigations on the above aspects of the widest possible and most important is the balance between the objectives of the learning and teaching of the students' needs.

If the initiative includes cooperation more teachers and program managers, then make direct collaboration initiatives to prepare students to specific targets, and this is done from two directions, namely learning and language programs. At this stage, program and language teachers work together outside of class to determine the boundaries of learning. In general, collaboration can be made (1) in the scope of planning a class where the language and units can be combined and taught lessons in the target language, for example, teach you how to transact online with the English language; (2) implementing learning for certain skills which program developers have inputs specific material as a support and specific material fully prepared based on program needs and learners. The last stage of the specification of textbook is to integrate the program with the language in which teachers who are experts in this field cooperatively teaching both in the classroom called the teaching team (Team Teaching). At this stage, each teacher (expert) uses actual materials (authentic) that have been disaggregated based on the needs of the learners. In relation to the local needs of learners toward English language as a result of the new international tourism infrastructure in Central Lombok district, this particular study was conducted to reveal the (1) the level of English language needs of the local community around BIL, and (2) the most and least dominant needs of language functions based on group users.

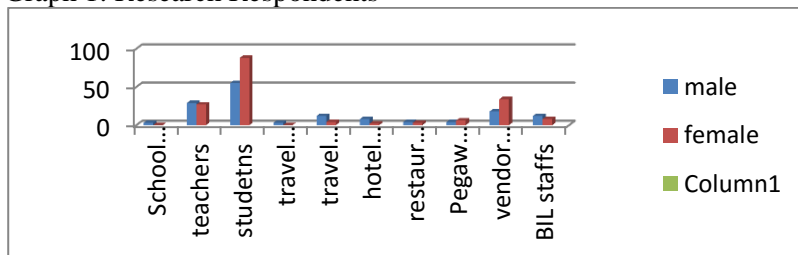
METHODS

This qualitative research employs more verbal interpretation by referring to percentage or figure of English language needs of local community in Central Lombok district. The study was conducted in Central Lombok district of West Nusa Tenggara province, concentrating to various community groups and institutions that are directly in-touch with Lombok International Airport, namely educational institutions and tourism business expertise in the region. The community groups were grouped into five namely: (1) general public, (2) Tourism Business and Industry including Travel Agents and Aviation, Transportation and Accommodation Enterprises, (3) Department of Education and Culture of Central Lombok, (4) Schools with English for Tourism program, and (5) international tourists. The data were collected following the need analysis research framework: Interview, questionnaire and documentation. The data were analyzed through some stages: Identification, tabulation, interpretation and drawing conclusion.

FINDINGS AND INTERPRETATION

The research was conducted for approximately four (4) months, involving 336 (three hundred and thirty-six) people from the above mentioned groups as shown in the graph below.

Graph 1: Research Respondents



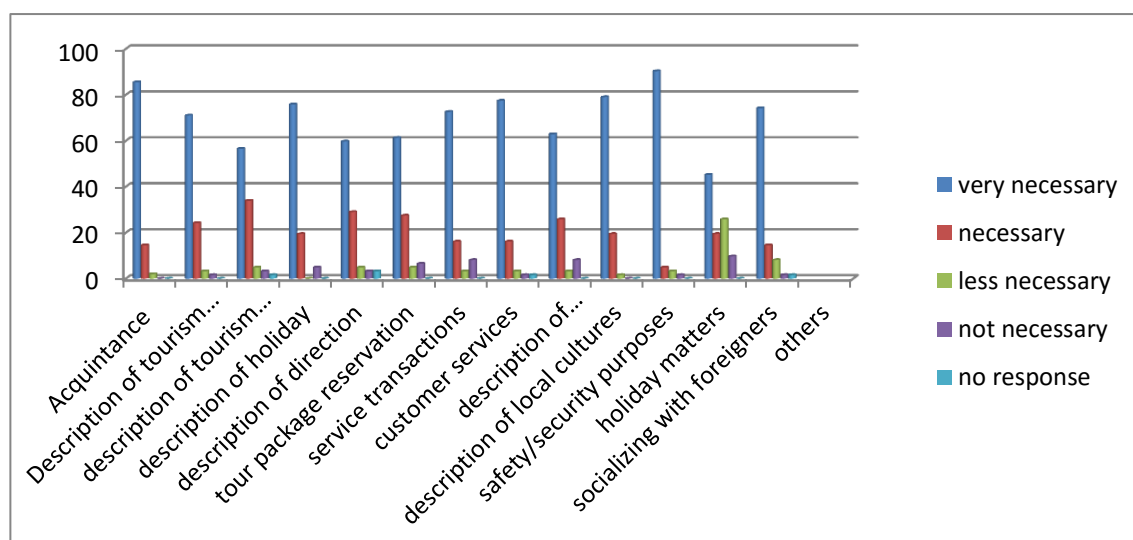
Graph 2 below maps the community feedback about the needs of English language of the local community since the operation of Lombok International Airport (BIL), especially in the business community and the tourism industry. 85.5% of respondents believe that English is very much required in order to obtain the economic benefits from the operation of BIL, 96.8%

agreed that schools around BIL must respond to the needs of the community in particular due to the operation of BIL and improve the quality of the teaching and learning of English in their schools. Meanwhile, 96.8% of respondents believe that English classes should equip students with relevant needs to communicate, and 95.2% agreed that English teaching should be based to the needs of users for interaction in the airport and other tourism sectors. Therefore, based on the data obtained, it can be concluded in relation to the operational of the new international airport, the local community needs toward English language is very high.

In addition, this fact may also align with the relevancy of the contents of English textbooks used at high schools. The contents are more irrelevant as they cover more western issues and inappropriate to local students (Subroto, 2016). Schools must be more responsive to the challenges of the local world of work. High school graduates both public schools and vocational schools are less capable of equipping their graduates to participate actively and directly to the economic and social interaction within the communities. Most of high school graduates work as low-paid employees in the tourism sectors such as shopkeepers, waitresses, and airport porters.

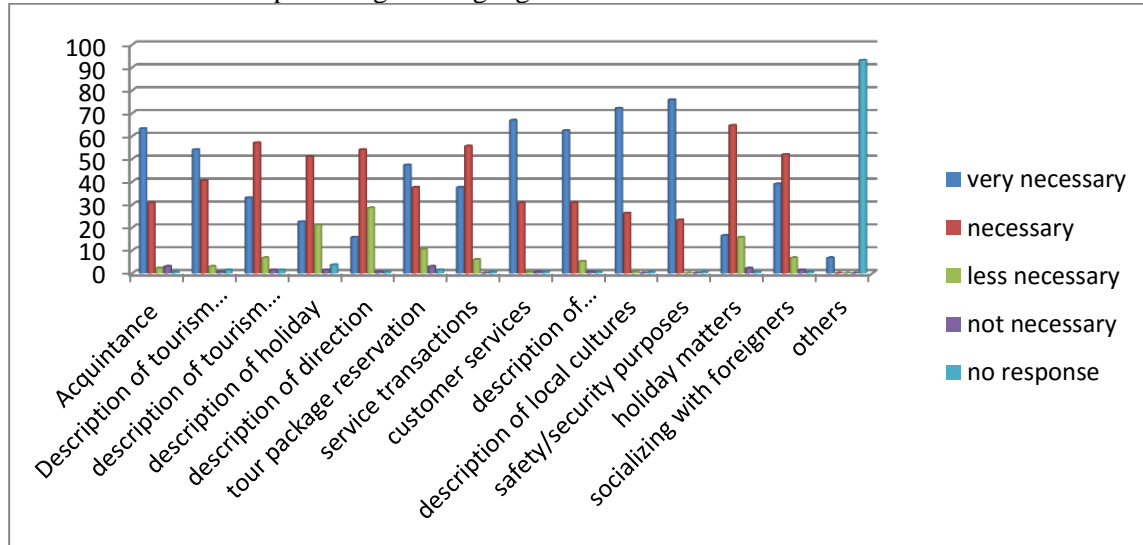
The graph below describes the English language needs on Business transactions in the respective community.

Graph 2: English language needs of the Business Expertise in Central Lombok district since the operation of Lombok International Airport (BIL)



It is a surprising finding that 90.3% of business expertise put the needs of English as an international language for security issues as the highest demand followed by English for acquaintances (85.5%), customer services (77.4 %), holiday descriptions (75.8%), service transactions (72.6%), and descriptions of the tourism objects (71%). Meanwhile, 56.5% of the respondents need English to describe tourism events or activities in tourism places. The research respondents from educational sectors also had almost similar opinions as shown in the following graph. The most required language skills for people around BIL is survival language (75.9%), language needs in emergency situations. This similar finding may be affected by the current security issues or criminality rate to international tourists in some tourism destinations in Central Lombok. On the other hand, the least dominant needs of English language are those mainly required for giving directions (15.8%), entertainment purposes (16.5%), holiday descriptions (22.6%), descriptions of the tourism events or activities (33.1%), and service transactions (37.6%).

Graph 3: English language needs in Educational sectors



Based on all the findings, the following table maps out the needs of English language by the local community around BIL which fundamentally should base the construction of English for Tourism textbook for high schools in Central Lombok district by referring to the Longman Dictionary of Applied Linguistics (1985) framework.

Table 1: The Local Needs of English in Central Lombok District

Type of Discourse	Language Skills	Language Component		Language Function
		Structure	Vocabulary	
Introducing oneself	Speaking Writing	Tense: simple present tense	Nouns related to personal details	Introducing; Questioning
Describing tourism objects	Speaking	Tense: Simple present tense, Simple past tense	Present & Past Verbs, Proper nouns, adjectives	Defining, explaining, describing, questioning
Describing tourist attractions	Speaking Writing	Tense: Simple present tense, Simple past tense	Present & Past Verbs, Proper nouns, adjectives	Defining, explaining, describing, questioning
Having holidays	Reading Writing	Tense : Simple Past, Simple Future	Past & Future Verbs, Adjectives	Describing Telling & Retelling
Explaining /Describing direction	Speaking	Simple Present Tense, imperative sentence	Verbs, cohesive devices	Describing; enquiring
Doing shopping	Reading Writing	Future tenses	Nouns	Asking; bargaining
Reserving tour package, hotel, transportation	Speaking Writing Reading	Future tenses	Nouns related to hotel, transportation	Reserving; enquiring;complaining

Giving services	Speaking Writing		Formal & informal vocab	Servicing; enquiring; complaining
Reserving guests	Reading Speaking		Formal & informal vocab	Servicing; enquiring
Describing international culture	Listening Speaking Writing Reading	Tenses; passive voices	Verbs; proper nouns; adjectives; adverbs	Defining, explaining, describing, questioning
Describing local culture	Speaking Writing Reading	Tenses; passive voices	Verbs; proper nouns; adjectives; adverbs	Defining, explaining, describing, questioning
Explaining safety & security matters	Listening Speaking Writing Reading	Tenses; passive voices	Verbs; proper nouns; adjectives; adverbs	Defining, explaining, describing, questioning
Enjoying entertainment	Listening Reading	Simple future tense	Verbs; proper nouns; adjectives; adverbs	Describing;
Making new friends with tourists	Listening Speaking Writing Reading	Tenses	Verbs; proper nouns; adjectives; adverbs	Introducing; leave taking

CONCLUSION

Based on the findings, the needs of English language by the local community of Central Lombok district particularly those living in the neighborhood areas of Lombok International Lombok are in very high demand. In general, people expect schools to respond quickly to the social and economic changes of the respective communities; thus the school graduates can actively participate in the development of the local area. In addition, there was a claim that textbooks used in high schools contain presumably irrelevant and inappropriate contents in relation to the social and cultural conventions of the local communities. Therefore, the needs to have local based textbooks are very urgent. In relation to the criminal rate in some tourism objects in Central Lombok, people put communicating for security purposes (survival language) in the first place followed by other language functions, that are making friends with foreign visitors. This finding is considered novel as it contradicts other research which mainly reveal more descriptive uses of English in tourism business such as describing tourism objects, tourism attractions, and directions; yet it strengthens how language, socio-economic, and culture are interrelated and inseparable, so do the teaching and learning.

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USING LITERARY WORK IN IMPROVING STUDENTS' PERFORMANCE IN SPEAKING CLASS

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ABSTRACT

This presentation will show the results of a research about how a piece of literary work can improve students' performance in speaking class. The main purpose of this study is to describe the use of literary work in teaching speaking skill to the second semester students of English Study Program, Universitas Nusa Cendana (UNDANA). The exemplificatory and exploratory purposes are to be able to identify whether or not drama can be used to improve the students' performance in speaking skill as well as to find out the difficulties encountered by students in using drama in teaching and learning speaking. This study has employed qualitative design and the data has been gained through observation and interview. The result of the observation shows that all students can perform well in the drama performance assigned by the lecturer. This result has been supported by the result of the interview, in which all students say that they enjoy their performance very much. Although several students say that it is difficult for them to concentrate on their speaking ability and acting at the same time and they have to struggle hard to be able to memorize the script and pronounce all the English expressions correctly, but they are happy that they have this experience of performing in dramas using English.

Keywords: *Literary Work, Drama, Students' Performance, Speaking Skill.*

INTRODUCTION

Teaching English in Indonesia is challenging because not all students are interested in learning that language. Some think that it is a difficult subject; others think that the ways their English teachers teach are conservative and boring and make the subject complicated to understand. In this case, teachers have to try hard to find other creative and interesting ways to teach as well as motivate their students in learning that subject in responding to the above-mentioned perceptions of students'.

Teaching English, however, can be fun and attractive if teachers are creative to know how to serve the students well with the language. The teaching itself has to focus on the students' needs and so the target can be achieved. For instance, if the focus is on improving students' speaking skill, then teachers have to be able to find innovative and interesting ways in presenting speaking materials in teaching and learning process. In this process, teachers have to make sure that all students can participate well by taking part in every activity to improve their speaking skill.

Many activities can be used by teachers to enhance their students' speaking skill. They can be in the form of games, presentations, discussions, performances, etc. One way to improve students' speaking skill is by using literary work, and the appropriate type of literary work used to teach speaking is *drama*. Using literary work in teaching English as a Foreign Language (EFL) students have been studied by many people and they come up with the result, which is more or less similar, that it is effective to be applied in EFL class (Chen, 2014; Hişmanoğlu, 2005; de Riverol, 1991).

There are many reasons provided by different researchers as well as authors about why literary work is considered important to be used in teaching EFL class. However, this study has only adopted four reasons, namely: "valuable authentic material, cultural enrichment, language enrichment, and personal involvement" (Collie and Slater (1990:3). Those are the major reasons why a type of literary work is applied in teaching speaking skill to a group of English Department students in this study.

Talking about literary work, there are many types of literary work that can be used to teach the four basic skills (speaking, writing, listening, reading) and the two language components (grammar, and vocabulary), such as poetry, prose, novels, short stories, drama, etc.

and the exemplificatory of literary work used in this study is drama. Why drama? Because many studies have proved that drama can improve the speaking skill of EFL and ESL students of all ages in different countries (Noor et al, 2012; Davies, 1990; Albalawi, 2014; Prayitno, 2012; Aldavero, 2008; Makita, 1995; Starja, 2015).

Drama is not a new kind of literary work in educational field. Like other literary work, it has been used in the teaching and learning language, especially, in EFL class, for quite a long time. Despite the disadvantages, such as, noisy classroom (learning language is about producing it loudly, right?) and limitation of time (teachers can always have many ways to overcome this time limit issue), using drama in EFL class, particularly, in teaching speaking is beneficial because it can get all students to participate in the teaching and learning process. It is a good way to encourage students to use the language they are learning actively in the classroom which hopefully will be continued to out of the classroom use. Besides, it will allow learners to experience a real communication by getting involved in a story which makes them able to express their *ideas, emotions, feelings, appropriateness* and *adaptability* (Chauhan, 2004). Drama makes the classroom alive because all students, including the quietest ones, will take part in it. This creates a positive teaching and learning atmosphere and fun learning situation for both teachers and students.

This type of literary work can be applied to all levels of students, of course by paying attention to the difficulty level. The easy and simple drama is suitable for basic or elementary level, and the more complicated one is for the higher level. In this study, the use of drama has been applied to the second semester students of English Department in the teaching of speaking skill. There have been three classical stories used to be played by these students in three different performances.

METHOD

This qualitative study is aimed at answering the question of whether or not a piece of literary work, in this case, drama, can be used to improve the students' performance in speaking skill. It also aims to identify the students' difficulties in using drama in teaching and learning speaking.

30 students of the second semester of English Department, Nusa Cendana University have been involved to become the research sample in this study. There are some features about the students who have been involved in this study, as follows; they are thesecond semester studentswhohave passed speaking 1 subject; theyconsistofbothmalesandfemales (11 malesand 19 females) whoseages are between 17to 19yearsold; theycomefromdifferentpartsofEast Nusa Tenggara Province; andtheyweretakingsspeaking 2 subject in the semester when the study was being conducted.

In this study, the students had to work in groups to perform three classical stories in the form of drama, titled *Cinderella*, *Snow White* and *Beauty and The Beast*. They were given play scripts of the stories but each group had been assigned to improve the stories the way they wanted. They had to perform *Cinderella* drama in the fifth and sixth weeks, *Snow White* drama in the ninth and tenth weeks, and *Beauty and the Beast* drama in the thirteenth and fourteenth meetings out of the sixteen weeks' time of a semester. The other weeks were for their other performances: individual presentation, group discussion, debating, role-plays, and also some follow-up activities of the dramas that they had played.

This study has employed qualitative design and the data has been gained through observation and interview. An observation sheet and sets of questions have been used to gain the data. The observation has been aimed at looking at the students' improvement in speaking skill through their drama performance. There have been several aspects to look at through observation, they are: self-motivation, ability to work in team, willingness to talk, ability to work under pressure, ability to use variety of vocabulary and expression, ability to speak smoothly, ability to produce clear pronunciation, ability to use good intonation, enthusiasm in joining the lessons, being autonomous at the performances, being creative, and being able to improvise. In the interview section, ten students have been chosen randomly to be interviewed. The questions mainly related to their perception about the use of drama in speaking class; how they felt about that and whether or not they encountered difficulties in their drama performance.

The data has been analyzed qualitatively in a narrative genre. The result of the observation has been classified based on the students' performance and the recorded interview has been transcribed to make easier in analyzing discussing.

FINDINGS AND INTEPRETATION

The findings of the observation show that all students could perform well in the three drama performances (*Cinderella*, *Snow White* and *Beauty and The Beast*), looking from several aspects stated in the observation sheet, as they have been previously mentioned, namely: self-motivation, ability to work in team, willingness to talk, ability to work under pressure, ability to use variety of vocabulary and expression, ability to speak smoothly, ability to produce clear pronunciation, ability to use good intonation, enthusiasm in joining the lessons, being autonomous at the performances, being creative, and being able to improvise. Every student has been observed during 16 meetings in one semester to know whether or not there has been an improvement in his/her speaking ability.

Learning speaking was not new to this group of students because they had taken speaking 1 subject in the previous semester. However, what had been learnt in speaking 1 was only the basic materials about how to introduce themselves, how to introduce others, talking about their daily habits, talking about their hobbies and interests, and practicing short dialogues in the form of role-plays. During speaking 1, it was noticed that there were only six students active in speaking class; they did well in individual presentations, they talked more than their other friends in group discussion, and they dominated the classroom interaction. Other students could talk only if they were assigned to talk. In other words, they only wanted to talk if the lecturer would give scores to their talk and they would not do that voluntarily. In short, these students' level of willingness to communicate was low.

When they came to speaking 2, the materials were getting more complicated and it took even much more effort to keep up with the lesson. In this case, the lecturer had to find ways to make these students have more motivation to talk and interact in the teaching learning process. One way to make all these students talk was by using a piece of literary work, that was, drama. There were three dramas chosen for the students to play, the first one was, *Cinderella*, the second was *Snow White* and the third was *Beauty and The Beast*. These three stories were selected because they had been considered as classical stories and all students were familiar with them. This made them easy to be able to fall deep into the characters that they would play.

In the first four weeks, the students were taught about other materials but drama, and like what happened in speaking 1, only the same six students participated in each and every lesson. Other students could only say things whenever they were asked, if not kept quiet at all, during the teaching and learning in speaking class. In the fifth and sixth meetings, these students were given a play script of *Cinderella* and they were asked to sit in groups and start discussing about it. They had to discuss about things related to their performance for the coming week. They decided themselves in groups about the characters they would play based on each student's characteristics, personality, voice, manners, etc. Based on the observation, this was a good start where almost all students could participate well in the talking during the group discussion. They could express their agreement or disagreement and share their ideas to other members of their groups. Some of them tried to talk in English, others used Bahasa Indonesia which was fine because my first target was to get them all talking and participating in the discussion.

The performance was carried out a week after that and three groups had prepared themselves to perform. Further observation was conducted in this meeting, and based on the aspects to be observed, it has been found out that all students could participate well in the drama performance. The following is the detail of the observation result:

Self-Motivation:

It has to be admitted that this aspect is not really easy to observe but I tried to draw a general conclusion from my observation on the students' activities during the discussion and performance of this first drama. It was indeed hard to measure the improvement of the students' motivation, and it was a bit subjective to say that the improvement existed; but it could be clearly seen that there was a positive change in their willingness to take part and participate in these learning activities, in which I call motivation. Although there was no clear measurement

about the improvement of their motivation, it could be seen from the way they joined the drama activity energetically.

Ability to Work in Team: Every student could work well in his/her team. They could decide about 'who played which part' in groups through discussions and they could also help each other in the practices. They could involve everyone in their groups to actively participate in the drama they played.

Willingness to Talk: There was an improvement in their willingness to talk/communicate. Despite the fact that few of them were still shy and could not give their best performance, many of them did quite well. None of these students was quiet during the drama activity. Everyone got a part to play and I could see that they made their effort to do that, especially the quiet students.

Ability to Work under Pressure: They could show that they were able to work under pressure through this drama performance. Some of these students still did not have enough self-confidence to play in this drama because it was quite hard for them to concentrate on two activities (acting and using English) at the same time.

Ability to Use Variety of Vocabulary and Expression: All groups could show that they were able to use variety of English vocabulary and expression produced during their play. They were creative in finding and using several expressions to show their emotions; whether they were happy, sad, surprised, worried, etc.

Ability to Speak Smoothly: There was no problem related to fluency of speaking for the six active students. They have been good since the beginning when the first time they started this speaking class (speaking 1).

There were twelve other students could show their ability in speaking smoothly. They could speak well in their performance without hesitation, and this was quite surprising because they never did this before.

The rest of the students performed good, at least they did better than what had been done before in this lesson.

Ability to Produce Clear Pronunciation: Almost all students could pronounce most English words clearly but there were some words could not be pronounced accurately. The clear pronunciation might be because of lots of practice had been done in groups before.

Ability to Use Good Intonation: The result of observation on this aspect is more or less similar to that of the previous one (ability to produce clear pronunciation). They used good stressing and intonation. They knew when to rise their voice, lower their tone or even whisper.

Enthusiasm in Joining the Lessons: The students were so enthusiastic in the playing that they nearly forgot if it was a part of their speaking class. Everyone looked busy and was so into the part that they were playing. They wore the appropriate outfit and prepared all the facilities to support them in the play.

Being Autonomous at the Performances: Not all students showed their autonomy in their performance. In fact, more than half of these students still depended on their other

friends in groups and even lecturer. Whenever they forgot what to say or do in their parts, they would spontaneously look at their friends to ask for help. However, few of them could show their autonomy in their performance. They seemed to perform really well.

Being Creative: In spite of their lack of being autonomous, all students were very creative in their play. They could create an amazing story based on the given simple play script. There were three groups altogether in this first drama, and all groups could improve the dialogue of this drama.

Being able to Improvise: Improvisation is another strong part that these students could show through their performance. As it has been mentioned earlier, these students were able to create almost different story from the script that had been given to them. Improvisation is a good way for students to improve their language skill in real communication. As stated by Boudreault (2010) that in drama, students will deal with many important aspects, and one of them is improvisation, in which students will get more opportunities to develop the language they are learning in a real (authentic) and dynamic situations).

The similar process was repeated in the ninth and tenth meetings with a different story, which was about *Snow White*. The students were observed using similar observation sheet during the process of group discussion (in the ninth meeting) and their performance (in the tenth meeting). The result shows that all thirty students got better in all aspects, especially in working under pressure and ability to speak smoothly. The students who could not do well in those two aspects during the first drama, could show their positive change in the second drama. During their group discussion to brainstorm the play script, there were more students could express their ideas and opinions in English. The improvement was obvious in this second drama. Some quiet students seemed to get better, not only in speaking skill but also in acting. It was clearly seen that the first drama that they had played had a positive effect on their self-confidence in playing in the second drama.

The similar observation was continued to the third drama, *Beauty and The Beast*, and the result was not as expected. I did expect that there was another improvement from the second drama, but there was not. The students' performance was similar to the second one, and this time they were not creative enough to be able to improvise the story well as they did in the first two dramas. One of the three groups even did not improvise at all but performed exactly like what had been stated in the given play script. My assumption is that they got bored with the similar technique offered to them again and again. However, it did not make them demotivate in joining the activity and all other aspects observed were as good as their second play.

Based on the three observations, it can be stated that the use of drama works well in speaking class. This result has been supported by the result of the interview. Ten students were randomly selected to be interviewed. The interview was carried out in English. However, there were times when I had to translate the questions into Bahasa Indonesia and the students gave their answers in Bahasa Indonesia as well because of the existence of several unclear expressions. Based on their answers, it can be said in short that all students enjoyed their performance very much. Although several students said that it was difficult for them to concentrate on their speaking ability and acting at the same time and they had to struggle hard to be able to memorize what to say and pronounce all the English expressions correctly, but they were happy that they had this experience of performing in English dramas. The followings are several samples of interview extract which have been fully translated into English:

What do you think about the use of drama in speaking class?

Student 1: *It's really great. I feel like I'm able to use English in real life communication.*

Student 7: *This is the first time in my life playing in drama. I could not believe that I did that, especially, when I used English in every play that I performed. Now I can speak English more with my friends in class.*

Student 8: *I found it difficult to cope up with the story in the first drama. I could not concentrate because I was nervous... but my friends in group encouraged me that I could do that and I think I did it.*

From the students' answers to this question, it can be seen that although they found it difficult to deal with drama in the beginning, but they eventually think that using drama in speaking class is good and beneficial. Some of them even think that the dramas that they played have become a good starting point for them to encourage themselves to speak English. Besides, according to them, using drama in speaking class can improve their team work, because they can encourage and support each other as a team.

Do you enjoy learning speaking through drama? Why?

Student 3: *Yes, it is enjoyable. I did not even realize that I was actually in the speaking class.*

Student 10: *Yes, I do. It is exciting. All my classmates said they would prefer to play in dramas that perform individually in front of the classroom.*

Student 2: *Well, actually, I enjoy learning with drama, but not too much work on drama.. It's boring. I think we also need to learn other things, not only drama.*

The second question is about whether or not they enjoy their speaking activities through drama and most of them say that they enjoy drama activities;. Their other answers are, they are happy in their acting and using English at the same time, and they enjoy wearing the outfits based on their characters. In addition, they can have an experience to practice their English orally using real life situations. Other students say that they can have a relax way of learning speaking and this makes them not realize that they are learning. However, there are 3 students argue that they start getting bored with drama in the third play because it is too much for them. Basically, they like using drama in speaking class but not too many and not too often.

Did you enjoy your performance?

Student 2: *The first performance was not that good because there were two or three of my friends in group could not concentrate well during the play. But it is getting better in the second and third play. However, our group could not really improvise the third story because we did not have time to do that.*

Student 9: *I enjoyed the performance very much and my friends did, too. My favourite part was when I was playing as the Beast in the third story and I had to get angry and use English expressions. That was cool... Now I know what to say to my friends in English when I get angry.*

Student 3: *Yes, I did enjoy every performance. I think we did great because all of us prepared ourselves. We practiced every day for the whole week.*

In this question, all students make a similar statement that they did enjoy their drama performances. Although some of them were not satisfied with their first performance, most of them said that they enjoyed every single activity of the plays, including their time of practise.

What benefits can you gain through the use of drama?

Student 1: *I can improve my speaking skill, my pronunciation is getting better, and I know how to use correct stress and intonation.*

Student 5: *I can start talking in English. It was not easy for me when I had to play in the first drama but my friends kept on telling me that I was not alone but in groups.*

Student 10: *I am now confident to speak English.*

In answering this question, the students admitted that there have been many advantages gained through drama, such as, they can improve their speaking skill, they can have better pronunciation, they can learn about correct stress and intonation in communication, and they can build up their self-confidence in speaking English. There were students who could increase their fluency in speaking only by regular practicing in groups. This is in a line with what has

been suggested by Foster and Skehan (1996) that better planning, in this case, practise, will contribute to greater fluency. So, the more they practice, the better their fluency in English will be.

Could you use English well when you're performing your drama?

- Student 3: *I am not sure because all I did was to memorize. But after the play I could still use several expressions from the dramas to talk with my friends.*
- Student 2: *Yes, I could even improvise some expressions whenever I forgot what to say, and it was fun.*
- Student 9: *Yes, of course.. We practiced to use good English as well as correct pronunciation.*

Five students answered this question in doubt because they were not sure whether or not they could use their English well during the plays. However, most of them thought that their English got better after the plays. They thought that after the plays, they were braver to speak English with their friends. Five others also said that their English was getting better and they could use several other expressions to improvise the play they were in. *The more, the better* applies here. The more they use the language, the better their ability will be. In playing in the three dramas, these students dealt with much practise time which allowed them to use the language over and over again, and about this phenomenon, Gatbonbon and Segalowitz (1988) say that incorporating repetition is an effective activity to use a language.

Could you concentrate on playing your character and producing good English pronunciation at the same time?

- Student 5: *It was hard but I think I could make it.*
- Student 6: *If I concentrated too much on the pronunciation then I would forget the mime or what to do with my body language.*
- Student 1: *I focussed too much on the way to pronounce several words and I forgot that I had to bow to the prince in the play of Snow White.*

In this question, some students said that it was not easy for them to concentrate on their character while trying to memorize what they had to say and produce good pronunciation. However, many of them think that they could overcome that problem and do well in their performances

Have you encountered any difficulties in practicing speaking using drama?

- Student 5: *Many.. Almost everyone in my group thought it was really hard at the first time. We had to concentrate on the use of English while trying hard to play our characters as good as possible.*
- Student 7: *The first story was hard, but once we got used to the play then we could deal with that.*
- Student 6: *It was hard because we had to use English throughout the play.. We really had to concentrate otherwise we could forget what to say that.. One more thing, not all of us knew how to act and this made things worse. But everything was good in the second and third story. I think everyone is getting better.*

The students' answers to this question will fulfil the second purpose of this study, which is, to find out the difficulties encountered by students in using drama in teaching and learning speaking. From the answers of the students, it can be summed up that the main difficulty encountered by the students, especially, in the first play (*Cinderella*) is dealing with the use of English throughout the play. Some of them thought they could not perform well because they did not know how to act. However, based on my observation, not knowing how to act was not the real problem that they faced. They actually could act well but in the first drama, they were too afraid and shy to act. Some of them were nervous. The positive change could be seen in their performances in the second and third dramas where they were getting better to act the mime.

Looking back to the four reasons why drama should be used in EFL class suggested by Collie and Slater (1990:3), it can be summed up that in their drama performances, these students have gained several advantages based on these reasons. The three dramas are considered as classical English dramas, so by being able to perform in those dramas, the students have been provided with valuable authentic material and at the same time, they have also learnt about some cultural aspects through the dramas they performed. In addition, by being able to perform in these dramas, every student has automatically enriched the language s/he is learning (i.e. English) because everyone involved him/herself in those drama activities.

CONCLUSION AND SUGGESTION

Using literary work in EFL class, especially in teaching English skills (speaking, writing, listening and reading) can be beneficial. In speaking, it can be used to help learners to experience using the language in real life (authentic) situations, which will lead to the development of their communication skill. Such an experience will directly boost not only their motivation but also their self-confidence in using the language they are learning. Teachers can encourage their students to actively talk in speaking class through drama because all students will get involved in that activity. However, it is better not to use drama too often because students will get bored with the same activities. Variation on teaching activities needs to be applied in teaching and learning process.

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ENGLISH VOCABULARY ACQUISITION OF A SEVEN YEARS OLD CHILD INNON-SPEAKING ENGLISH COMMUNITY

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ABSTRACT

This is a study on English vocabulary acquisition of a seven years old child in non- English speaking community, in Makassar. In this research, the researchers use descriptive qualitative research that produced descriptive data, factual, detail, and accurate about the process of English vocabulary acquisition process. The instruments of research are observation sheet and recorder. The writer applied longitudinal study in this research by choosing one sample of a seven years old child. The result of this research showed that English acquisition vocabulary of a seven years old child occurred by several ways, such as imitating from people around him, acquiring from game in his phone and listening music or watching TV and there are some kind of English vocabulary that he acquired in two months such as verb, noun, adjective and adverb. Based on the finding, the researchers concluded that the ways of the child acquire English vocabulary could be divided into three majors process; imitating, acquiring from game and listening music or watching TV. In addition, he acquired several kind of English vocabulary in two months such as noun, adjective, verb, and adverb as additional information that the child has his own role in using language after he imitates from people around him.

Keywords: *English vocabulary acquisition, child, non-speaking English community*

INTRODUCTION

The ways of acquiring English for the learners are also varieties. Language Acquisition is a process where someone acquires a language in unconscious situation. Krashen (2009: 10) who distinguishes both acquisition and learning, he states that “acquisition” is a sub-conscious process where the learners acquire language which understandable and meaningful to them. By concentrating on meaning, they subconsciously acquire form. Whereas “learning” includes the formal study about language rules and patterns. It is also known as formal knowledge of a language or explicit learning.

Old people learn English as a foreign language is motivated by current factors, such as: environment, job, government, and education are some reasons that were usually used. Different with children, they learn language by acquiring. They learn language initially to get what they want, play games, stay connected with those on whom they are dependent, Raffill (2013:3).

Most people believe that children are better than adults when attempting to learn new language. Factors involved in language acquisition can be divided into psychological and the social. Under psychological we shall consider his intellectual and under social we shall consider the types of situation and his interaction in acquiring new language, Stenberg (1993:202).

According to Lieven and Tomasello in Piter and Nick (2008:168), children learn language from their language experiences—there is no other way. They argue that the child learns language from actual usage events,” i.e. from particular utterances in particular contexts, and builds up increasingly complex and abstract linguistic representations from these. Moreover, George said that Child is acquiring the language principally through a process of imitating adult speech. Certainly, children can be heard to repeat version of what adult say on occasion and they are clearly in the process adopting vocabulary from the speech they hear,

(2010:175).

Child language is interesting to be observed because they have their own system and unique. Child acquires from their environment and makes their hypothesis then they try to pronounce and step by step their language is develop. Other interesting thing is children will force their self to make their language same like old people.

METHOD

Descriptive qualitative research is used in this research because the researchers try to produce descriptive data, factual, and accurate about the real and the existential of the process of language acquisition. This research is more also known as the term of naturalistic inquiry, that gives images about factually and systematically condition. This method is used together with the psycholinguistic perspective in looking for the case of language acquisition process of the students in learning English

However, the researchers only choose one sample as total sampling because this research was done by longitudinal study. So, the researchers choose Muhammad Azmir Ikhtizam, who was born in Makassar on 21st December 2007 as a sample of this research, where he lives in a non-English community. He only acquires English formally in English and through talking to researchers.

The researcher used observation sheet and tape recorder as the research instrument, in order to find out the improvement of his English vocabulary and the ways he acquires English. This research was done in two months, August till September to find out the main information about what, where, and how a seven years old child acquires language by acquisition process. The data are taken at home, school and the child's environment. To gain the data, the researcher applied some procedure, they are: 1. the researcher followed every activity of the child and note his English vocabulary development. 2. The researcher conducted conversation with him, in order to stimulate his English.

Moreover, in analyzing the data from observation sheet, the researchers used the theory of Skinner, Behaviorist theory (imitation and reinforcement). Skinner divides child's language acquisition in two kinds, first is imitation where the child acquires language by imitating the speech of people around him and the second is reinforcement that assists a child's use of language and his language development.

FINDINGS

After doing a research to the seventh years old child in some places such as home, market, school and his environment, the findings of this research deals with observations sheet which the researcher used during the process of collecting data:

1. Observation

The observation was done in several places such as home, market, going to school and his environment. So that, the researcher presents the finding as follows:

Table 1. HOME

DAY 1 / DATA 1					
Date	Way of Acquiring	Vocabulary/Phrase			
		Noun	Adjective	Verb	Adverb
04-11-15	Imitating and Reinforcement	- sister - mother - TV - dad - egg - rice - water		- eat - play	

DAY 2 / DATA 2

5-11-15	Imitating	- sister	- fine	- drink	
		- TV			

DAY 3 / DATA 3

6-11-15	Imitating	- okay - mom	- fine	- drink - eat	
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DAY 6 / DATA 6

9-11-15	Imitating	- phone - game		- play	
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DAY 8 / DATA 8

11-11-15	Imitating		- fine	- drink	
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DAY 10 / DATA 10

13-11-15	Imitating	- car		- go	
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DAY 11 / DATA 11

14-11-15	Imitating	- okay - thanks - school			
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DAY 12 / DATA 12

15-11-15	Imitating	- father - police - okay - game			
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DAY 15 / DATA 15

18-11-15	Imitating	- TV - apple - father - orange			
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DAY 16 / DATA 16

19-11-15	Imitating	- school - okay - yes			
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DAY 17 / DATA 17

20-11-15	Imitating	- book - okay - yes			
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DAY 18 / DATA 18

21-11-15	Imitating	- okay - yes	- fine	- go	- morning
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DAY 19 / 19

22-11-15	Imitating	- yes - okay	- fine		- morning
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DAY 20 / DATA 20

23-11-15	Imitating	- friend - okay		- go - play	
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DAY 21 / DATA 21

24-11-15	Imitating	- yes	- ready		- morning
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DAY 22 / DATA 22

25-11-15	Imitating	- game - yes - okay	- good		- morning
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		- bye - thank			
DAY 23 / DATA 23					
26-11-15	Imitating	- school - yes - okay	- fine	- go	
DAY 24 / DATA 24					
27-11-15	Imitating	- yes - start - weapon - power up	- left - ready	- play	- morning
DAY 25 / DATA 25					
28-11-15	Imitating	- school - yes - okay		- go	
DAY 26 / DATA 26					
29-11-15	Imitating	- yes - okay - thank		- play - watch	
DAY 27 / DATA 27					
30-11-15	Imitating	- yes - okay - school - thanks - dad	- fine	- play - drink	- morning
DAY 28 / DATA 28					
01-12-15	Imitating	- game - okay - yes	- fine - awesome	- play - eat	- morning
DAY 30 / DATA 30					
03-12-15	Imitating	- game - phone - pen - okay	- fine	- play	- morning
DAY 32 / DATA 32					
5-12-15	Listen Music and watching TV	- Lady - Iron - Spider		- Love	
		- Man - Bee			
DAY 33 / DATA 33					
6-12-15	Imitating	- Yes - Okay	- Fine	- Drink - Eat	
DAY 34 / DATA 34					
7-12-15	Imitating	- Car	- Fine		
DAY 35 / DATA 35					
8-12-15	Imitating	- Hand - Clock - Rice - Egg		- Drink - Eat	

DAY 36 / DATA 36					
9-12-15	Imitating	- Okay - Breakfast - Money	- Fine	- go	
DAY 37 / DATA 37					
10-12-15	Imitating	- Rice - Egg	- fine	- Drink - Eat	
DAY 38 / DATA 38					
11-12-15	Imitating Watching TV	- Rice - Egg - Plate - Water		- Eat - drink	
DAY 39 / DATA 39					
12-12-15	Imitating Watching TV	- no		- eat	
DAY 40 / DATA 40					
13-12-15	Imitating		- Fine	- Go - Eat - Drink	

The table above shows that the seven years old child acquired some simple vocabularies in several days. The vocabulary he acquired at home is varieties enough. From four types of vocabulary, noun is the most type of vocabulary that he acquired at home. The vocabularies are acquired by imitate from hand phone, game, television, and people around him at home.

Table 2. MARKET

DAY 29 / DATA 29					
Date	Way of Acquiring	Vocabulary/Phrase			
		Noun	Adjective	Verb	Adverb
02-12-15	Imitating	- apple - mother - bottle - car			

In market, based on the table above, the English uses of the child are simple words. Most of the words are things and people that he saw or gone with them such as mother and father. And also several things which he saw in the market, such as: bottle and car. The vocabularies are acquired by imitate people around him at home.

Table 3. Going to school

DAY 5 / DATA 5					
Date	Way of Acquiring	Vocabulary/Phrase			
		Noun	Adjective	Verb	Adverb
8-11-15	Imitating	- car - clock			
DAY 7 / DATA 7					
10-11-15	Imitating		- grand (hotel)		
DAY 9 / DATA 9					
12-11-15	Imitating	- car			
DAY 14 / DATA 14					
17-11-15	Imitating	- school	- ready	- go	
DAY 31 / DATA 31					
04-12-15	Acquiring from game	- start - Guardian - lord - weapon - gun - blood	- power - fail - win - lose	- fight - Try	

The tables above show that when the child were going to school, the English used of him are mostly referred only simple words of building and transposition that he saw. He acquired the English words by two ways, they are: imitating by people around him and acquiring from game.

Table 4. ENVIRONMENT

DAY 13 / DATA 13					
Date	Way of Acquiring	Vocabulary/Phrase			
		Noun	Adjective	Verb	Adverb
16-11-15	Imitating	- friend - okay			

In his environment, the table above shows that the child just acquired two simple words. Okay to express his deal with friends and friends refers to his friend.

The result of observation showed that the child acquired English vocabularies by imitating people around him, such as researcher and his parents. In line with Skinner (2013: 1), children acquire language by imitating the speech of others. When a child produces words successfully and they receive praise and encouragement, they will subsequently be motivated to repeat the behavior. The child may even see that their caregiver is happy and approving. This reinforcement assists the child's use of language and encourages development. There are also some words acquired by the seven years old child from the game in his phone. This part is different with Skinner, children do not learn language initially just by imitating people around him. They also learn language by game. Therefore, it can be concluded that most vocabulary that the child acquired is from watching television programs and playing game in his phone. It happened because there are a lot of repetitions every time as much as he was watching TV program and playing game in his phone.

On the above enlightenment, we can state that a seven years old child would be active in using English when he was at home and on the way to school, while will be passive when he was in market or in the environment. It was caused by the environment of that child. The environment was influential to the child's utterances. He would be active and acquire more when the environments were active in using English. Moreover, as the behaviorism believes that

language can be learned and performed through a process of stimulus, response and reinforcement (Malone, 2012: 5). According to this behaviorism, acquisition refers to the practice which should be based on repetition and memorization so that learners can make habit formation. Repetition and memorization should be involved through participation of the environment. The behaviorist argues that the more the learners repeat the forms of the target language, the better they will acquire that language. On the contrary, English acquisition will be less to the children when the environment is not active in using the target language as shown in the observation sheet at the environment. The children mostly interact with using *bahasa*. It was limit a seven years old child opportunity to acquire new English vocabularies or forms about his environment. It might be seen also in the market.

CONCLUSION AND SUGGESTION

Generally the way of the child acquires English might be divided into three major processes. They are: *First* is by imitating people around him in the some places (home, going to school, etc.), such as: through imitating to what his brother mentioned when giving command, through imitating when his brother or parents speak. *Second*, he acquired from game in his phone, by playing game the child can acquire English vocabulary. The last is by listening to the music or watching TV. based on the result of the research that a child can acquires English vocabulary when he or she is listen to the music and watching TV programs, listen to the music or watching video.

Based on the result of the research, the researcher found that the major kind of English at home and market is noun. The words that he acquires are the things that he saw in those places, such as: "room", "movie", "cup", "knife", etc. While going to school, the most kind of vocabularies that acquire by him are noun also. It happened because the words that acquired are mostly refers to the things that he saw on going to school. However, he kinds of English that acquire in the environment only noun and verb. This condition was caused because he lived in non-speaking English community. He is rarely enough to speak English with his friends.

In addition, the researcher gives some suggestion; First, to the next researcher who wants to do research about the same phenomena, they may focus on other side such as structure or pronunciation because in doing this research the researcher just focus on English vocabulary acquisition of child. Second, to the people around the child to give stimulation the child to speak English every time because they have a big influences to the child English vocabulary acquisition.

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BENEFITS OF WRITTEN CORRECTIVE FEEDBACK IN AN EAP WRITING CLASS

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ABSTRACT

In this paper, students' perspectives towards the benefits of Written Corrective Feedback (WCF) to their writing development are discussed. The data were derived from a collaborative action research study consisting of three cycles. The study took place in a writing class of IELTS Preparation Program, held in collaboration between Yogyakarta State University and LPDP of Ministry of Finance. Indirect and unfocused feedback was given to their writing once they had completed composing an essay on certain topic. 11 participants, who were prospective awardees of LPDP (on behalf of Indonesian government) scholarship, took part in this study. Once the cycles were completed, the students were asked to fill in questionnaires to tell their perspectives towards the feedback they received during the class. An interview with open ended questions was conducted to support data obtained from the questionnaires. The results of the interview indicated that the students benefited from written corrective feedback from their instructors in two aspects namely linguistic and non-linguistic aspects.

Keywords: *written corrective feedback, EAP, writing*

INTRODUCTION

Studies in the area of written corrective feedback for L2 writing have shown that these treatments have been beneficial for learners' writing development. Much attention is now being given to research in the area of how learners can benefit from written corrective feedback. Some studies, in this aforementioned area, explored the usefulness of feedback as perceived by both teachers and students (Ferris & Roberts, 2001; Hyland, 2003; Amrhein & Nassaji, 2010). These studies have provided some practical implications to language teaching. Hyland and Hyland (2006) argued that written corrective feedback provides opportunities for potential of learning and for students' motivation. Effective self expression is then regarded as the ultimate goal of written corrective feedback in the process-based as well as learner-centered classrooms. Seen from the perspective of instructional design, both students' and teachers' perspectives should be connected. If there is no correspondence between those two aspects, learning will be impaired and thus it creates students' dissatisfaction toward their learning progress (Brown, 2009).

This paper focuses on the students' perspectives towards the benefits of Written Corrective Feedback (WCF) to their writing development. The data were collected from a collaborative action research study consisting of three cycles. The study took place in a writing class of IELTS Preparation Program, held in collaboration between Yogyakarta State University and LPDP of Ministry of Finance. Indirect and unfocused feedback was given to their writing once they had completed composing an essay on certain topic. There were 11 participants taking part in this study. They were prospective awardees of LPDP (on behalf of Indonesian government) scholarship. Once the cycles were completed, the students were asked to fill in questionnaires to tell their perspectives towards the feedback they received during the class. An interview with open ended questions was conducted to support data obtained from the questionnaires.

A. IELTS Writing Tasks

Writing is one of skills tested in the IELTS test in order to measure test takers' ability in applying their knowledge in developing a good paragraph and essay. This section consists of

two parts namely writing task 1 and task 2. In task 1, the test takers are required to interpret a graph in the form of bar, line or pie graph as well as table and chart. This task also requires students to interpret a text showing process. In the principle, there are four main purposes of this task. They include analyzing the trends, emphasizing the main features, comparing and contrasting the data, and explaining the process. Task 2, on the other hand, emphasizes on analyzing a topic to be discussed. This task therefore requires the test takers to be able to understand the problems, outlining the general ideas, providing supporting arguments and details, as well as proposing solutions from the given topics. In this study, the participants are expected to achieve at least band 6. This band requires them to arrange paragraph in cohesive and coherent ways, provide a clear purpose, and show appropriate features of text. In terms of the language, they must show the mix use between simple and complex structure properly as well as the use of appropriate academic vocabulary.

Written Corrective Feedback

Written corrective feedback is a type of teacher feedback which primarily focuses on providing learners with written comment on their work. Written corrective feedback is aimed at giving reaction to what learners have developed. It is also used to provide learners with correction to the mistakes and errors they committed. In a much wider scope, written corrective feedback provides learners with the teacher's expectation during the teaching learning process. In other words, learners are provided with information on how their writing is assessed. By taking this issue into account, teachers could correspond students' perspectives and theirs in teaching and learning process.

Ellis (2009) characterizes feedback into five main categories. These categories include direct and indirect feedback, metalinguistic, focused and unfocused, electronic feedback, and reformulation. Direct feedback is the provision of correct form on the students' errors. While direct feedback provides a clear guidance on the learners' errors, indirect feedback provides clues to the learners indicating that they have committed errors. Metalinguistic feedback is a means of providing feedback with comment of the type of errors they made. In using focused feedback, teachers select specific cases to be corrected. This can be, for instance, in the form of the correction of article, preposition, or tense only. On the other hand, unfocused feedback covers all errors found in the learners' writing. Electronic feedback generally employs corpora in the form of software or program accessible by electronic devices such as computer, laptop, or smart phone. Reformulation means providing learners with a resource to be independently used to correct their errors.

This study generally employs unfocused and direct feedback as proposed by Ellis (2009). As mentioned earlier, teachers choose all errors to be corrected regardless their nature in applying unfocused feedback. This has helped learners in exploring a range of errors since they are provided with a range of errors they have committed. This research also occupies direct feedback which means the teacher provides the correct form of errors directly. The teacher then gives a circle indicating the errors and provides the correct form on it. The advantage of the method is that learners will get a clear explanation on how they should correct their errors.

Methods of Providing Written Corrective Feedback

In implementing written corrective feedback, there are some principles that should be taken into account. Jordan (1997) states that there are three kinds of marking technique considered efficient for learners i.e. special codes, cross, and underline. Although this technique is teacher-oriented, it benefits learners to be autonomous learners to independently revise their work. In the principle, Cowie (1995) proposes four effective methods of giving feedback. The first principle includes the scope of the feedback which should cover global aspect. Second, feedback should be directly provided in certain intended area. Third, it has to be clear and corresponds to the learning goals. Another thing that should be taken into account in giving feedback is teachers need to provide a positive feedback to the learners.

THE STUDY

This study is a part of a larger study aimed to increase learners' essay writing skills, especially those to complete Task 2 in IELTS, by providing Written Corrective Feedback. The

feedback was given in the forms of direct and unfocused feedback, described by Ellis (2009). The study took place in IELTS Preparation Program, Language Centre, Yogyakarta State University, whose participants are prospective awardees of Indonesian government scholarship who would continue their masters and doctoral studies abroad and have various cultural and linguistic background.

This Action Research study consisted of three cycles of teaching and learning process. Once the three cycles were completed, the researcher and her collaborator conducted an interview to the participants. The interview was aimed at exploring participants' perspectives towards the benefits of written corrective feedback to their writing development. The interview was unstructured ones with six main questions to be asked.

DISCUSSION

The results of the interview revealed that students got benefits from written corrective feedback in both linguistic and non-linguistic aspects.

A. Benefits of Written Corrective Feedback in terms of Linguistic Aspects

The benefits of written corrective feedback on linguistic aspects included some improvement on students' grammatical, lexical, organizational, and mechanic skills. In terms of grammatical aspects, written corrective feedback improved students' understanding on the use of complex sentences, subject-verb agreement, and parallelism. By using the feedback, students could understand the use of those rules in context. In the lexical aspect, students benefited from the feedback received in the use of linking devices and word choices. Feedback on organizational aspect led students to use various linking devices. Feedback on mechanical aspects, on the other hand, improved students' understanding on spelling and comma use.

"Now, I understand parallelism better than before. I also know how to use complex sentence in appropriate manner." (Tiwi)

"Previously, I didn't really understand about linking devices. By receiving the feedback, I know that we should avoid monotonous way of expressing our ideas." (Karina)

"Feedback makes me aware of some grammatical points needed in writing, because when we are writing something it is very important to master its grammatical features." (Hana)

"With the feedback provided (by the lecturer) I know which part contains mistakes. So, I will never repeat the mistakes again." (Dirga)

B. Benefits of Written Corrective Feedback in terms of Non - Linguistic Aspects

It was also evident from the interview that students benefited from written corrective feedback in several aspects. They included fostering autonomous learning principle, promoting self-editing ability, improving their motivation in learning EAP writing, and accommodating their immediate needs.

Written Corrective Feedback Improves Students' Attitudes toward Autonomous Learning

The results of interview revealed that students' attitudes toward autonomous learning improved significantly. It was shown from some activities that the students did after receiving feedback from their lecturer. Those included reading grammar book, consulting dictionaries, and looking for the answer model on the websites. Reading grammar book was aimed at checking some grammatical points that they made. Consulting the dictionaries, on the other hand, was used to improve their spelling accuracy as well as to explore some technical terms related to their essay topic. Looking for some answer models on the website was a means of improving their writing quality based on the IELTS answer model provided. Those answers can be seen in the following extract.

"For me, written corrective feedback means read and re-read again until everything is clear " (Aisha)

"I prefer to study independently after receiving feedback by checking the model answer. In my opinion, it can improve my score later on when I have my IELTS writing test." (Dirga)

"Yeah, I know that...um..grammar is my weakness so I think I have to overcome this. After the lecturer gave me my essay, I will er..check it on my grammar book." (Zein)

Written Corrective Feedback Improves Students' Self Editing Ability

It was also evident from the interview that students benefited from the feedback they received with regard to the self-editing ability. Upon receiving feedback from their lecturer, students were asked to re-write their essay. This stimulated them to do self-editing since they were provided with unfocused type of written corrective feedback. This is also evident from the interview.

"My ability in doing self-editing improves since feedback is given in many areas. So, I can explore them" (Hana)

"Yes, I always do self-editing at home because I want to get good scores in my upcoming test. And I think this is an ultimate way to improve my writing" (Nanda)

Written Corrective Feedback Improves Students' Motivation

The results of the interview also revealed that written corrective feedback fosters students' motivation. Based on the students' perspectives, feedback is not merely seen as a method of correcting their essay but this is also a means of showing care to them. This is also seen as the way to motivate the students through their writing development. Another thing that should be taken into consideration is that they prefer to know the mistakes they committed.

"Based on my experience, knowing our mistakes in writing is very important. Previously, my writing teacher did not provide any feedback. So, I am confused with what I should do next. (Bagus)

"I will be motivated in writing because I know my mistakes, and later on I can explore what I don't know." (Galang).

Written Corrective Feedback Caters Students' Immediate Needs

The results of the interview show that students prefer to receive individualized comments from the teacher. In other words, they need to know their specific errors that they made. In the principle, the errors in students' essay vary from one person to others. This requires teachers to work with their individual errors by showing them the nature of them. The students' perspectives can be seen in the following extract.

"The feedback is different from one person to another and I feel the lecturer cares to everyone in their progress." (Nanda)

"When I join another class, the lecturer never gives me direct feedback. Instead, she just gives my writing circles indicating the errors. I find this method is not clear." (Yakobus)

CONCLUSION

This paper discusses students' perspectives towards the benefits of Written Corrective Feedback (WCF) to their writing development. The data were derived from a three-cycle action research study taking place in an EAP class at the Language Centre of Yogyakarta State University. The findings of interview to the students revealed that there were two major benefits of Written Corrective Feedback to their writing development i.e. linguistic and non-linguistic aspect. In terms of their linguistic aspect, the feedback enhanced students' grammatical, lexical, organizational, and mechanic skills. Non-linguistic aspects, on the other hand, provided students with opportunity to develop their self-editing ability, fostered their awareness towards autonomous learning, improved their motivation, and catered their immediate needs. It is then suggested that Written Corrective Feedback can be employed to facilitate students' writing development. In addition to using Written Corrective Feedback in an EFL/ EAP writing class, teachers can combine that with other types of feedback.

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IMPROVING STUDENTS' SPOKEN INTERACTIONS OF DESCRIPTIVE TEXT THROUGH A *FAN-N-PICK* TECHNIQUE

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ABSTRACT

This study aimed to improve students' spoken interaction of descriptive text through Fan-N-Pick technique. An action research was carried out to the students in one of Private Junior High School in Semarang. In collecting the data the researcher used observation, test, questionnaire and documentation. This study was conducted in three cycles. The result of this study showed the great improvement occurred in student-students interaction. Students were enthusiastic to interact with their group member. Most of the students involved in spoken interaction actively. They were able to keep the interaction going on. Moreover, they could describe people, place, and thing well. Therefore, Fan-N-Pick technique is effective to promote students' interaction as well as a useful technique for language learners to improve their skill in spoken descriptive text. Thus, interaction not only could develop students' social skill but also enable them to construct a text being learnt.

Keywords: *Descriptive text, Fan-N-Pick technique, interaction.*

INTRODUCTION

Interaction is of utmost importance in learning a language. It is an activity in which exchanging of knowledge, information, and the idea occurred. According to Ellis (1994), the interaction provides learners with opportunities to encounter input or to practice the second language. It means that interaction is useful for language development. If we want children to develop a language skill, they have to experience the language through interaction because through interaction people get the language input and practice the language directly. Thus, they have experiences using the language in context. Only through interaction can the learners decompose the target language structures and derive meaning from classroom events; interaction gives learners the opportunities to incorporate target language structures to their own speech (Chaudron, 1998). Hall (2011:25) also noted that much applied linguistics research now places interaction of one sort or another at the centre of language teaching and learning.

Furthermore, Richard (1990) stated that speaking as interaction to what is normally meant by "conversation" and describes interaction which serves a primarily social function. In other words for developing students' ability in speaking, let them practice that language orally and the effective way to foster speaking is through interaction. Actually, for students who learn English as a foreign language. Speaking English is not easy. According to Cameron (2001) "to get the abilities of learning a foreign language, it is different from learning the first language. For Indonesians who take English as a foreign language, it is difficult to master English, since the language is not spoken in society yet, it is taught in the school. This condition also undergone by the research participants in which they had low interaction in speaking English and classroom interaction did not take place well. The teacher dominated in the class. When the teacher threw the turn open to the whole class, students rarely responded to the turns given by their teacher. Then, the students lacked confidence in expressing their ideas when did the exercise individually. Whereas when the teacher applied group discussion, only a few students were active in the group, the more outgoing learners frequently dominated the discussion, while others who understood or did not understand what the discussion is about, just kept silent. Consequently, learners who were not involved may not be learning because they were constructing neither opinion nor understanding and then the high students were more active while the others were less active.

Regarding to the conditions many researchers have proven the benefit of classroom interaction strategies to build students language. Kramsch (1986) suggests that to achieve students' communicative competence, students must be given opportunities to interact with both

the teacher and fellow students through turn-taking, to receive feedback, to ask for clarification, and to initiate communication. An earlier study conducted by Zhang (2009), investigated the role of input, interaction and output in the development of oral fluency in the EFL context. The study was conducted in an English training program in a private training center, in which the participants of the study were 15 young Chinese-speaking English learners who had learned English for four or five years. They ranged in age from 9 to 13. In this study two instruments were used to collect the data : tests of oral fluency and face-to-face interviews. The result of the study showed that non-native oral fluency could be obtained through efficient and effective input, interaction and output in EFL.

Wang & Castro (2010) have proven that classroom interaction and the language output may activate learners to learn English and have a positive effect on improving the learning of a foreign language. Then Azadi et al (2015) revealed that there was a positive and significant relationship between the variables of classroom interaction with speaking skills, by reinforcing classroom interaction, speaking skills will be improved as well.

Other studies also conducted in Indonesian EFL Classroom, Suryati (2015) investigated classroom interaction strategies employed by English teachers at lower secondary school. Her findings revealed that EFL students' extended turns were rare. The research conducted on eighteen teachers from Lower Secondary Schools in Malang, East Java indicated that the most frequent classroom interaction strategies were initiation response feedback (IRF) patterns, display questions, teacher echo, and extended teacher turns. The study argued that alternative classroom interaction strategies are required to promote students' oral communication. The importance of classroom interaction strategies to develop students' speaking is confirmed by Cholifah's study (2007) on students of vocational school in Bawen, Central Java. Her research finding indicated that interaction is important to be built in the classroom because it encourages students to negotiate meaning and information that also enhances students' ability in speaking.

The reviews explained above shows the role of interaction in language skills especially speaking. Then in EFL classroom, students' turn interaction is still limited. Based on the previous research and problem occurred in the research subject, the current study focused on the students-student interaction. The selected teaching technique is Fan-N-Pick technique because it is one of cooperative strategies that employs student-centered activities rather than teacher-centered activities. Fan-N-Pick Technique is a kind of cooperative learning which is adapted from Kagan (2009). It is designed to divide students into small groups consisting of four students. Each member of the group has its own responsibilities. The technique is appropriate to be implemented for young learner because it is applied not only in group but also to be applied in structured tasks. Meng (2009) states "Group work encourages multiple interactions including interactions between students and interactions between teachers and students". That is why group work encourages learners to practice English orally and it also can decrease students' shyness in speaking because in a group students have an opportunity to work together and use visuals to enhance their motivation in speaking. Therefore this study aimed to describe the problems faced by the students in mastering English spoken descriptive text, to describe the implementation of Fan-N-Pick technique in students' spoken interaction of descriptive text, and to examine the improvement of students' spoken interaction of descriptive text through Fan-N-Pick technique.

METHOD

This action research consisted of three cycles which covered seven meetings. The series of cycling activities are planning, action, observing, and reflecting. The subject was the 35 students in one of Private Junior High School in Semarang, Indonesia. The participants were in the seventh – grade of that Junior High School . Due to the objective of teaching students to use language in academic context such as explaining, describing, arguing and so on, descriptive text was chosen to be the matter of students' spoken interaction. It is one of the texts which is taught at the seventh grade of junior high school. In collecting the data, the researcher used four research instruments, such as test, observation, questionnaire, and documentation.

Test was employed to measure students' speaking while observation was done to watch the process of conducting Fan-N-Pick technique to improve students' spoken interaction. Observation is needed to observe students' benefits and challenges in that technique. It is also

important to collect valid data about students' spoken interaction in asking, answering, explaining, responding and their effectiveness in speaking based on the frequencies of speaking and period of silence. During the observation the researcher also used field notes and observation checklist for students' interaction. Here, the researcher observed students in each group and focused on the observation are: the interaction process of English spoken of descriptive text between students in their group. Time effectiveness to different activities during English lesson; students' performance on task during group work; the observer at last reports on the information collected during the observation. Questionnaire is needed to present respondent with items or questions asking about their thoughts and actions. Questionnaire was given to gather information about attitude, motivation and preference in learning English through a Fan –N-Pick technique. The researcher used closed-ended questionnaire in the form of "likert Scales". Next, in recording, the researcher used a video camera in gaining more accurate data. Through video taping the researcher gained clearer interaction among the students. By video recording the researcher knew whether they enjoyed the activities or not. Then it made easier for the researcher to replay and examine the detail of capture. In analyzing the data, the writer adapted steps of analysing Action Research data which is proposed by Burn (2010: 104-105) including collecting the data, analyzing and synthesizing the data both qualitatively and quantitatively, building meaning and interpretation, employing WH- Question, and reporting the outcomes.

FINDINGS AND DISCUSSION

Students Interaction

Table 1. The Result Percentage of Student – student Interaction in Cycle 1-Cycle 3

	Criteria	Cycle 1	Cycle 2	Cycle 3
Students' active interaction	The student asks question in his/her turn	100%	100%	100%
	When the student gets turn to answer the question, he/she can explain the answer (such as giving information about the picture on the card, and describing people on the card)	60%	89%	100%
	The student can respond the question which is given in his/her turn	100%	100%	100%
	When the student gets turn, he/ she can initiate, maintain and close face-to-face conversation.	31%	46%	84%
	The student can ask very simply for repetition when he/she does not understand.	23%	31%	78%
	Can ask for clarification about key words or phrases which are not understood using stock phrases.	20%	31%	78%
	Can praise when other's answer or statement is true	89%	100%	100%
	The student doesn't speak when he/she get turn to ask or answer the question .	-	-	-
Students' Passive Interaction	When the student get turn to speak, he/she speak with gesture only	-	-	-

	When the student get turn to speak, he/she is out of order (suh as giggling, uninterested, out of the class)	-	-	84%
Duration of silence to answer or to respond a question or statement	Student can take turn properly (suh as asking, aswering, and responding spontaneously)	51%	60%	19%
	When the student get turn, he/she take time with much pausing to ask, answer and respond the questions or statements	49%	43%	

The data gained in pre-observation showed that the learning proses happened in one direction where the teacher dominated in the class, such as transferring, and explaining the material while the students were less active in the class. They were reluctant to answer the teacher's question. They just listened the teacher's explanation, they were not curious in doing the speaking exercise which was given by the teacher even their interaction was not built. Then, they were not motivated to be involved in speaking activities. Due to the condition, in cycle 1 the teacher had the students to sit in group, they were divided into group of fours. Then, the teacher introduced and displayed the example of playing Fan-N-Pick technique. Each group had been given five cards of person, so the students did the technique to describe the person on the cards. This cycle focused on students' spoken interaction in describing people.

In describing condition of the classroom interaction, the researcher applied Flanders' theory of interaction for recording interaction analysis to get the data of students' interaction (Alwright & Bailey, 1991: 129). There are many components being described in interaction in the classroom. They are divided into 2 groups:

1. Determining students' interaction based on frequencies of speaking :
 - a. Students' active in interaction.
They are asking (asking question and making communication in English), Explaining (giving information, giving direction and suggestion), Responding (giving specific response, guessing,)
 - b. Students' passive interaction. They are silent (refusing to speak, non-verbal expression), Confusing (non –work oriented, speaking with gesture only) Out of order (giggling, uninterested, out of the class)
2. Determining students' interaction based on the duration of silence to answer or to respond a question or statement. It means that the students who are capable in speaking will be fluent in uttering a question or statement.

The data collected from observation and documentation showed that the active students interacted with their friends happily, they tried to express opinion in describing person on the card. When they found difficulty, they did not give up. Moreover, some students did not enjoy learning in group, they were not enthusiastic to work in group and involved in spoken interaction. Eventhough they were persistent to take a solicit turn but their interaction was still limited. They asked and answered questions in his turn but they could not maintain the interaction. Table 1 reveals that in first cycle the average of students' active interaction was only 60 %. During the activity, some students in the groups were not active while some other students enjoyed learning in group

In the second cycle, the students were required to sit in group again for applying Fan-N-Pick technique. Since in the first cycle, some students did not maintain the interaction and they could not describe person well. The teacher and the researcher decided to prepare cards which consisted of picture of person, thing, and place. Due to the fact that some students had not describe person yet well, they were asked to describe person again. So they could stengthen to describe person well and they also know how to describe other objects such as cat, flower and school. In the cycle 2, their interaction was better than the first cycle. The percentage of the

average students who were active in interaction were 71%, it shows in table 1. It was proven by their behavior in group interaction. They were more active to involve in interaction. Most of the students maintained thier interaction. They could elaborate their speaking and describe the detail of the picture. However, a few students were not motivated in learning: they hesitated in interaction; they spoke softlty; they were nervous to interact with other members in group. Then, any students who did not focus in learning; when they were learning, they giggled and teased their friends.

Since there were any students who could not maintain their interaction and could not describe thing and place well. The study was continued to the next cycle. In the third cycle, the students were asked to describe cards of thing and place which were used in the cycle 2. In the third cycle, students did the best. The great improvement occured. The average of student' active interaction was 91 %. In this cycle, Most of them took the turns properly. When they got the solicit turn, they could take it well. They could ask and answer the question. Then, they not only could initiate the interaction but also they could maintain the interaction well. They were capable to ask clarification about words or phrases which were not understood. They could ask very simple for repitition when they don not understand. They could praise others' answers or statement.

Students' Spoken of Descriptive Text

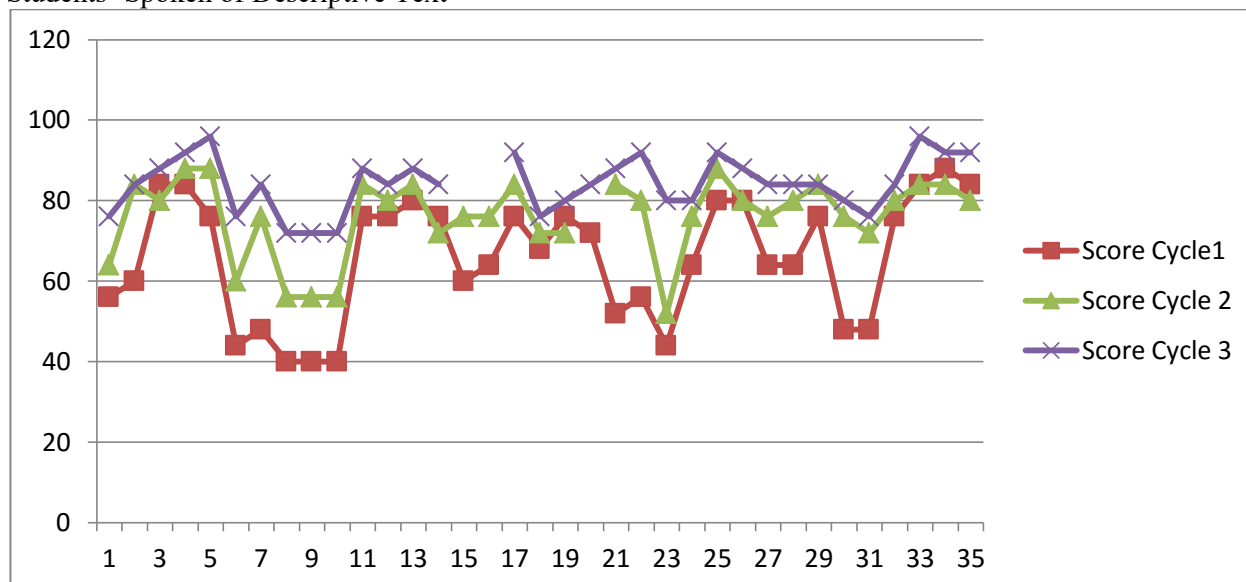


Figure 1: Students' Score of Spoken Descriptive Text in Cycle 1- cycle 3

Speaking score of 35 students over the three cycles displayed in the figure 1 indicates that the average speaking score of students in the cycle 1 is 65.8, cycle 2 is 73.8, and cycle 3 is 79.4. Table 1 shows that students' interaction in the first cycle was not good enough because they could not develop their speaking. They described person on the text in simple. Some of them lacked vocabulary. Eventhough the teacher had taught the vocabularies related to the people description, they could not describe people well. Then, grammatical error and inappropriate pronunciation also occured in their spoken interaction. The speaking grade is 75. The percentage of students passed the speaking grade were 43 % (15 students) and the average speaking score was 65.8.

The students' weakness in interaction was eventhough most of them could ask, answer, and respond in interaction, they found the difficulties in maintain the interaction. Then, the main speaking problem faced by the students were structure, pronunciation aspect, and limited vocabulary. It could bee seen from their utterance. The following are examples of grammatical errors found in students' speaking:

Misuse of auxiliary

for examples :

He is short hair

Lost verb

for examples :

His skin yellow

Misorderring

for examples :

She has nose flat

Grammatical error

for example:

He is a old

He is pointed nose

She hair brown

He is wear glasses

He is long hair

His hair frizzy

He is flat nose

The face square

She is curly hair

He is dark skin

Based on the finding above, the researcher awared that the students' interaction in spoken descriptive text had not developed well. Therefore, the researcher decided to continue the research to the next cycle. In the second cycle, 72% students passed the speaking grade. The average of speaking score was 73.8. Thus, there were any students who could not interact well and they got difficulty in spoken descriptive text. In this cycle, most of the students were able to describe person well, but they got difficulty in describing thing and place. The speaking problem were faced by the students are: firstly, most of the students who did not pass the grade because they could not describe the picture in detail; they just spoke in one sentence. Secondly, when they were required to speak, they took much time to think or grope the words. It was because their vocabulary related to thing and place was not adequated. Thirdly, some students made grammatical errors in their utterances for instance, two female students made error in grammar. The missuse of auxilary was existed for instance they said "he is short hair", "he is pointed nose", and "it is one security post". Then, the loss of verb also occurred, for example one female student said "they long tail", they white fur", " they funny", and " they round eyes". Next, one male student could not use pronoun correctly. He used "he" refer to a cat. He said " he is a cat and he has long ears".

In the last cycle students interaction was great, it influenced their speaking skill. Their speaking was also better than the previous cycle. Most of the students could describe cards of person, cat, flower, and school well. They also spoke with appropriate pronunciation and grammatically.

Consequently,

94%

students passed the speaking grade and they interacted with their friends well.

Students' respons of classroom spoken interaction

Table 2. The Result of Questionnaire of Students' perception towards Fan-N-Pick

Items	Technique			
	Strongly Disagree	Agree	Strongly Disagree	Disagree
1. I enjoy my English Lessons	51.43%	47.57%		
2. I enjoy learning English using Fun N-Pick technique	37.14%	57.13%	5.71%	
3. The technique is easy to do	57.14%	37.14%		
4. The technique is challenging and interesting	48.57%	51.43%	5.71%	
5. Fan-N-Pick tehcnique encouraged me to interact with others	60%	34.28%	2.86%	
6. The technique helps me to describe a person, a thing, and a place easily	45.71%	51.43%	2.86%	
7. The technique helps me to improve my English speaking	68.57%	28.57%	2.86%	
8. I am responsible to the turns which are given to me	28.57%	68.57%	8.57%	
9. I enjoy learning in group	62.86%	28.57%		
10. All of the members of my group have turn to speak up	71.43	28.57%		

Questionnaire was used to know the students' perception toward Fan-N-Pick technique and its effect toward students' interaction in spoken descriptive text. Based on the analysis of the questionnaire above, it could be concluded that most of the students have positive perception toward Fan -N-Pick technique. Positive perception was presented when they chose the statements: strongly agree and agree. While negative perception was represented when they chose strongly disagree and disagree. It could be seen from the presented data, most of the students felt that they enjoyed learning English using Fan-N-Pick technique. This technique was regarded easy. Then, they were fond of this technique since it encouraged their interaction; it helped them to describe person, thing, and place easily. So their English speaking improved too. Next, all of the students had positive perception that this technique was challenging and interesting. It enabled them to gain equal participation to interact with others because all the members had turns to speak up. Dealing with the use of group work in this technique, the data in table 2 shows that most of the students were aware that learning in group is enjoyable. It trained them to be responsible to the turn which were given to them. Therefore, Fan-N-Pick technique had facilitated them to improve their interaction and it could lead them to achieve speaking skill of descriptive text.

The research finding shows that Fan-N-Pick technique could improve students' interaction. Then, the improvement of students interaction leads to the achievement of students' speaking. This finding supports previous research (Cholifah, 2007; Zhang, 2009; Wang & Casrtro, 2010; Azadi et al., 2015). That is why in the learning process, Fan-N-Pick technique could improve students' spoken interaction of descriptive text, since it fosters positive interdependence, individual accountability, equal participation, and simultaneous interaction.

Equal participation occurred since the technique has a clear rule for each student, in which they have to play all of the tehcnique role alternately. Because of its explicit role, no one dominates in group activity. Each student has a chance to take a picture that will be described by their friend. Then, they have to give question and response about the card, and give comment of others' opinion. Beside that, individual accountibility was also built since in the group, there researcher gave an individual testtoeachstudent. The individual test ocured when they spoke in their turn. Therefore, no hitchhing, each member has to involve in spoken interaction. Then, in this technique students were required to work in group of four. Due to students' different personalities and abilities to speak English, group work as the ways of organizing the class. Group workcouldreduce tension in class, create a pleasant atmosphere and build up students' independence and confidence. Then, the success of group's spoken interaction depends on the involvement of all members, so each group member's efforts are required and indispensable for group success. That is why this technique could build positive interdependence. As suggested by Cohen (2008) that Cooperative learning requires structuring of positive interpendence, such that the successful outcome is achievable through such interpendence and requires face tofaceinteraction with individual and group accountability.

The last, simultaneous interaction occurred in this group activity. It is supported by Borich (2001) that this technique is planned well because it meets the demands of teacher-student ineration and student- student interaction. In the first cycle all of the students took a part in spoken interaction, but they found difficulty to maintain the interaction. Then, some students hesitated to interacted with others. They took much pausing in interaction. So the students who were hesitation and infrequently interaction needed teacher's support and assistance. In the second cycle, students' interaction was better than before. They could reduce hasitation and pausing. Some students were able to keep the interaction going on. While in the third cycle, most of students could initiate and maintain the interaction. That is why the improvement of students' interaction happened during the activity. In fact, the improvement of students interaction cause the development of students' speaking skill. The prevalence of student-students interaction in developing students' speaking is similar to others research finding, Lestari (2008) revealed that studen-students interaction is believed to be more conducive and gives more chance for the students to practice the target language. Then since Fan-N-Pick technique uses cards as a media, so it has built good atmosphere for the students to speak. It encouraged the students to be brave and confident. It is suported by Harmer (2007), a good primary classroom mixes play and learning in an atmosphere of cheerful and harmony.

Therefore the technique could improve the students speaking ability dealing with interaction with others in conversation talking about the description of person, thing, and place.

CONCLUSION

During the group activity over seven sessions, it shows that Fan-N-Pick technique could be implemented well in students' spoken interaction of Descriptive text. It could be seen from the development of students' interaction and speaking skill from the first cycle to the third cycle. This technique facilitated students to work in group cooperatively and enhances them to be involved in learner-learner interaction. The cards which were used as media in the technique could attract students to speak. Then, the group work was structured and each member has explicit role in which the equal participation existed. Each student has a chance to take a picture that would be described by their friend. Then, they have to give question and response about the card, and give comment of others' opinion. It also reduced tension in class, created a pleasant atmosphere and built up students' independence and confidence, no one dominated in group activity. This research has proven that Fan-N-Pick technique could improve students' spoken interaction of descriptive text. It gives students practice to take the turns properly. Therefore, Fan-N-Pick technique is effective to promote students' interaction as well as a useful technique for language learners to improve their skill in spoken descriptive text. Thus, interaction not only could develop students' social skill but also enable them to construct a text being learnt.

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STUDENTS' PERCEPTION ON TOEFL

A survey at Samarinda State Polytechnic

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ABSTRACT

TOEFL is one of the graduation requirements for Diploma-IV students of Civil Engineering Program of Samarinda State Polytechnic. The students need to reach the TOEFL score of 450. This program has been implemented since 2005, however, there is very limited information about the effectiveness of the TOEFL toward students' point of view about the TOEFL. Therefore, this study investigates the effectiveness of Polytechnic measures designed to enhance performance on Test of English as a Foreign language (TOEFL) – including a standard passing score of TOEFL and how TOEFL influenced students learning. Using questionnaires with 6 Likert scale given to 102 students participated in this study; the results indicated that the students gave more positive opinions than negative opinion regarding the effectiveness of TOEFL as a graduation requirement. Those in favor of the requirement thought the policy enhanced their English proficiency and motivated them to learn English. Although standard passing score of TOEFL, English learning counseling, and English extracurricular activities were effective, the students were not confidence enough to pass the TOEFL. This suggests that the TOEFL program needs to be more emphasized on the TOEFL preparation and the standard passing score will be reconsidered.

Keywords: *Samarinda State Polytechnic, Students' Perception, TOEFL*

INTRODUCTION

TOEFL is the most widely used and most internationally recognized of English proficiency. It is a means of assessing language competence among prospective international students (Choy & Davenport in Ng: 2007). American Colleges and universities recognize the significance of language competency as a prerequisite for successful academic performance and thus consistency use the TOEFL to access international students' potential for academic success. Moreover, Alderson and Wall in Robert (2000) say that a language test of significant importance to the learner, and in some cases the teacher (who may be judged by the success of the teacher's students), will affect classroom behavior. Given its importance for the futures of the test takers, TOEFL can be expected to have significant impact on the way students approach language learning.

Furthermore, Chen and Squires (2010) had already examined the students' perspectives on English proficiency test. They used some variables, such as age, major subjects, the students' ability in English and the students' experience in taking the proficiency test. They focus on all English standardized proficiency tests that conducted in one vocational university in Central Taiwan that taken by all freshmen students. The results of their research showed that those all test enhanced the students' English proficiency and increased competitiveness in future career and advanced studies. However, it provided little or no motivation for the students to prepare for the tests. The students were motivated by scholarships and waving freshmen English. Some findings on the TOEFL were also resulted from some researches that conducted internationally.

The former high schools, the English material, the college requirements, or the standard TOEFL score can be some factors that influence the students' perception on TOEFL that conducted in Samarinda State Polytechnic. Although the TOEFL gives some benefits for the students in, it means nothing if they have negative perception on it. Hybels, S. et al (2004)

define perception as the concept of how we see others and the world around us. It is very important to know that our perceptions come from interactions with others and from our cultural background. In the perceptual process, we select information, organize it, and interpret it. Our education and experience will influence how we carry out this process. They add that our perceptions are essential to the building, maintenance, and sustained support of your self-concept. It can be concluded that positive perception on something tends to build positive self-concept, while negative perception will create negative self-concept.

METHOD

In this research, the researchers decided to take all Diploma-IV Civil Engineering students of Samarinda State Polytechnic as the population. It was correlated to the statements that it may be possible to survey the whole population (Muijs:2004). The number of Diploma-IV Civil Engineering students of Samarinda State Polytechnic was 102. The number of Diploma-IV Civil Engineering students who followed the TOEFL and filled in the questionnaire was 95%. All the questionnaires were valid and used in the final analysis. 41% students had low scores of TOEFL and 59% students who had intermediate scores of TOEFL. The majority of the participants (80%) were male.

The techniques that the researchers conducted to collect the data are from TOEFL, questionnaire, and interview. The researchers conducted TOEFL to all Diploma-IV Civil Engineering students of Samarinda State Polytechnic. Its aims were to give the equal experience of taking TOEFL to all students and to tabulate the results of TOEFL so that it could give some information for this research.

Survey research designs are quite flexible by the collection of data. The questionnaire that was used in this research was adapted from an established questionnaire by Chen & Squires (2010) that consisted of 26 items in three categories. The categories are (a) students' background information, (b) students' TOEFL taking experiences, and (c) students' opinions regarding TOEFL as one of graduation requirements. The researchers also added one category on the questionnaire, which was the students' opinion on the effectiveness of the polytechnic measures (e.g. policies, programs, and requirements) which attempt to increase the students' English proficiency.

Another way to collect data is by conducting interview to some participants. Its purpose is to complete and convince the data obtained from the previous data collection. Genesee in Haris (2007) mentions that by doing an interview, a researchers can probe the respondent for additional information in response to interesting or important answer that arise unexpectedly from the planned questions.

This condition may let the researchers get additional information related to the problems being investigated. There were eight students taken from each level of TOEFL. The Diploma-IV Civil Engineering students of Samarinda Polytechnic only came into two categories; they were intermediate level and low level. There were 57 students who were in intermediate level and there were 40 students who were in low level. The researchers took randomly four students from each level of TOEFL. Those students were asked some questions in order to understand their perspective on the TOEFL as one of graduation requirements and on TOEFL conducted in Samarinda State Polytechnic.

There were ten questions that try to elicit some information from the participants about their perception on their experience in taking TOEFL and the Samarinda State Polytechnic policy in enhancing the student's English proficiency test by stating TOEFL as one of graduation requirement. It was conducted for approximately 10 minutes for each interviewee. The interview was conducted in Indonesia, audio taped, and transcribed for further analysis.

FINDINGS AND DISCUSSIONS

As stated in the chapter III, the aims of conducting TOEFL to the Diploma-IV Civil Engineering students of Samarinda State Polytechnic were to give them the equal experience so that they could give their opinion on TOEFL as well as to classify the students into the TOEFL score level to determine the students who would be interviewed.

Table 1
TOEFL Score Data of Diploma-IV Study Program Civil Engineering of Samarinda State Polytechnic

STUDY PROGRAM	CLASS	SEMESTER	TOEFL SCORE LEVEL			AVERAGE SCORE			
			Low	Intermediate	High	Section 1 (Listening)	Section 2 (Structure)	Section 3 (Reading)	Total
Civil Engineering	Regular	I-A	18	9	0	422	336	386	382
		III-A	7	19	0	463	380	437	427
		V-A	14	9	0	428	371	403	401
		VII-A	1	20	0	467	404	476	449
			40	57	0	445	373	426	415
TOTAL			40	57	0	445	373	426	415

There were 97 students who followed TOEFL. The highest score was 523 and the lowest score was 400. Meanwhile, the mean score of TOEFL was 415. It meant that the score was under the standard score of TOEFL, 450, that stated by the management of Samarinda State Polytechnic for the graduation requirement.

Table 7 showed that the mean score of Listening Section was 445, the mean score of Structure and Written Expression Section was 373, and the mean score of Reading section was 426. From these data, it could be assumed that most of the students were having low score in the Structure and Written Expression section. Besides, the TOEFL that conducted to the students showed that there were 40 students (41%) who were in the low level and 50 students (59%) who were in the intermediate level. No students who were in the High level.

The data from the questionnaire consisted of the participants' background, the students' perception on TOEFL as one of graduation and how their preparation as well as the students' perception on Samarinda State Polytechnic Measures (policies, programs, and requirements) to improve the students' English proficiency. The participants' background would describe the number of the students from some variables. The variables were semester, class, and the TOEFL score level. There were 97 students who returned the questionnaires. There were 27 first semester students (28%), 26 third semester students (27%), 23 fifth semester students (24%), and 21 seventh semester students (21%). Most of the students were from male students (80%) and in the intermediate level of TOEFL score (59%).

In the part II of the questionnaire was asked students about their opinion based on their TOEFL experience. It consisted seven items. In the first question, the researchers would like to find out the students' perception on their interest in learning English so that the researchers would have got additional information related to their perception on TOEFL as one of graduation perception. The results of the second part of the questionnaire are presented on Table 8.

Table 2
The Participants' Perception on Their Interest in Learning English and Confidence in Conducting TOEFL

Questions	Indicator	n	Percentage
How interested the student on learning English was	Very Interested	15	15%
	Interested	57	59%
	No Opinion	17	18%
	Not Interested	6	6%
	Not Very Interested	2	2%
How confident the student in conducting TOEFL was	Very Confident	29	30%
	Confident	63	65%
	No Opinion	4	4%
	Not Confident	1	1%
	Not Very Confident	0	0%

From Table 2, we could see that 15 students (15%) were very interested and 57 students (59%) were interested in learning English. There were 17 students (18%) giving no opinion on it. Meanwhile, 6 students (6%) were not interested and 2 students (2%) were not very interested in learning English. It meant that 74% of the students of Diploma-IV Civil Engineering had positive opinion and only 8% of them had negative opinion on learning English.

The second question of part II of the questionnaire was about the participants' perception on the confidence in conducting TOEFL. This result would give valuable information related to the student's perception on TOEFL as one of graduation requirements. Table 8 also tells us that 29 students (30%) were very confident and 63 students (65%) were confident. Meanwhile, there were 4 students (4%) did not give their opinion. There were only one students (1%) were not confident and no students were not very confident. The data showed that most of the students were confident in conducting TOEFL (95%).

The participants were also asked about their reason in taking TOEFL that they could have more than one reason. The result of this question can be seen on Table 3.

Table 3
The Participants' Reasons in taking TOEFL and Ways in Preparing TOEFL

Questions	Answers	n	Percentage
What the students' reasons in taking TOEFL were	To improve the English Proficiency	13	13%
	To fulfill the graduation requirements	63	65%
	To apply a job	75	77%
	To continue study S1 / S2	32	33%
	To continue study on aboard	21	22%
	Other reasons	0	0%
What the student's ways in preparing TOEFL were	Watching English Program and Movies	31	32%
	Reading English books	16	16%
	Listening the English songs	48	49%
	Taking English Courses	26	27%
	Learning the TOEFL from books or onlining	16	16%
	Other preparations	0	0%

Table 3 shows rationale of the participants in taking TOEFL and ways in preparing TOEFL. There were two most frequent reasons in taking TOEFL; applying a job (77%) and fulfilling the graduation requirements (63%). The least frequent reason in taking TOEFL was to improve the English proficiency (13%).

Meanwhile, when the researchers asked the forth question about the students' TOEFL preparation, it was found that there were some ways of preparations that the participants did to face TOEFL. Most of them prepared themselves by listening English songs(48%) and by watching English program and news on TV(31%). Others shared the comparable percentage by reading English article, taking English course, and learning the TOEFL from books or on-lining.

The fifth, sixth and seventh questions of the questionnaire were to know the students' perspective on the difficulty of each section of TOEFL. The sections were Listening section, Structure and Written Expression section, and Reading section. The difficulty of the TOEFL in each section is presented in Table 15. In order to ease in reading the result, the five indicators (Very difficult, difficult, no opinion, not difficult, not very difficult) classified into three three indicators; difficult (the sum of percentage of very difficult and difficult), no opinion, and not difficult (the sum of the percentage of not difficult and very difficult).

Table 4
The Participants' Perception on the Difficulty TOEFL Section

Questions	Indicator	n	Percentage
How difficult the listening section of TOEFL for the student was	Very Difficult	10	10%
	Difficult	71	73%
	No Opinion	8	8%
	Not Difficult	10	10%
	Not Very Difficult	1	1%
How difficult the structure and written expression section of TOEFL for the student was	Very Difficult	10	10%
	Difficult	66	68%
	No Opinion	8	8%
	Not Difficult	13	13%
	Not Very Difficult	0	0%
How difficult the reading comprehension section of TOEFL for the student was	Very Difficult	4	4%
	Difficult	55	57%
	No Opinion	9	9%
	Not Difficult	27	28%
	Not Very Difficult	2	2%

Table 4 showed about the participants' perception on the difficulty of Listening section of TOEFL. It showed that 81 participants (83%) thought that Listening section was difficult. It was compared to 11 participants (11%) who said it was not difficult. There were 8 participants (8%) had no opinion about it.

We could also see that 76 participants (78%) thought that Structure and Written Expression session was very difficult. There were 8 participants (8%) had no opinion and 13 participants (13%) considered that it was not difficult. The table also showed that 59 participants (61%) gave their opinion that the Reading section was considered difficult. This percentage was compared to 29 participants (30%) who said that it was not difficult. It could be concluded that most of the participants (83%) felt that Section 1, Listening Section, was the most difficult section. It was followed by Structure and Written expression Section (78%) in the second position and Reading Section (61%) in the last position.

Part III of the questionnaire was asked about the participants' opinion on TOEFL as the requirement graduation. The two most frequent reasons given for its effectiveness is that it can enhance English proficiency (65%) and increase the opportunity to study abroad (56%). The least frequent reason given for an English graduation requirement is that can enhance the country competition (4%). The two most frequent reasons given for the ineffectiveness of the English graduation requirement were TOEFL will become test-oriented (64%) and decrease study time (32%).

The last part of the questionnaire was about the participants' perception on the Samarinda State Polytechnic measures to improve the students' English proficiency. There were 11 measures which the participants had to give their opinion on. It was described on table 18. In order to ease in reading the result, there would be three indicators, effective (the sum of percentage of very effective and effective), no opinion, and ineffective (the sum of the percentage of very ineffective and ineffective).

Table 6
The Students' Perception on the Effectiveness of Samarinda State Polytechnic Measures

MEASURES	Very Ineffective		Ineffective		No Opinion		Effective		Very Effective	
	n	%	n	%	n	%	n	%	n	%
1 TOEFL as one of Graduation Requirement	4	4.1%	20	20.6%	14	14.4%	48	49.5%	11	11.3%
2 TOEFL Preparation Course	1	1.0%	7	7.2%	17	17.5%	49	50.5%	23	23.7%
3 Giving a Scholarship to a student who passes TOEFL	1	1.0%	10	10.3%	19	19.6%	32	33.0%	35	36.1%
4 English Interviewing to New Students	4	4.1%	17	17.5%	16	16.5%	43	44.3%	17	17.5%
5 Giving a TOEFL Course to a Student who did not pass the Standard Score	1	1.0%	11	11.3%	16	16.5%	47	48.5%	22	22.7%
6 Standard TOEFL Score 450	3	3.1%	15	15.5%	26	26.8%	46	47.4%	7	7.2%
7 Conducting English Course	0	0.0%	3	3.1%	9	9.3%	58	59.8%	27	27.8%
8 Conducting English Extracurricular	2	2.1%	5	5.2%	19	19.6%	59	60.8%	12	12.4%
9 Students' Ability Based on English Proficiency	3	3.1%	28	28.9%	25	25.8%	31	32.0%	10	10.3%
10 Providing English Online Materials	6	6.2%	17	17.5%	20	20.6%	40	41.2%	14	14.4%
11 Teaching All Subjects in English	3	3.1%	17	17.5%	19	19.6%	48	49.5%	10	10.3%

Among 11 measures, the two items thought effective by the largest number of participants were conducting English course (87.6% effective or very effective), and TOEFL preparation course (74.2% very effective or effective). On the other hand, the two items thought effective by the smallest number of the participants were students' ability based on English proficiency (42.3% very effective or effective) and standard TOEFL score 450 (54.6% very effective or effective).

Meanwhile, the two items of measure that the largest number participants considered were not effective were students' ability based on English proficiency (32% very ineffective or ineffective) and TOEFL as one of graduation requirement (24.7% very ineffective and ineffective). On the other hand, the smallest number of participants also chose conducting

English course (3.1% very ineffective or ineffective) and conducting English extracurricular (7.2% very ineffective and effective).

The researchers also conducted an interview to eight participants. The interview was conducted after the researchers got the TOEFL result. They were taken randomly from regular and non-regular classes who got low and intermediate level of score TOEFL. The questions in this interview which aimed to support the data from the questioners. The results of the interview were presented in four themes. These themes are the students' perception on learning English, the students' perception on TOEFL and their preparation, the students' experience on TOEFL, and the most difficult section of TOEFL. Most of the participants perceived that learning English was important and useful for them. The participants had different ways in improving their English but most of the interviewees believed that they needed to improve their English proficiency

These participants agreed that all of them had obstacles in learning English especially in practicing their English orally because of no partners to do English conversation in their daily lives. All participants also agreed with TOEFL as one of graduation requirements. Some of them believed that TOEFL could be used to improve their competency so that it could help them to compete in the work world.

They believed that TOEFL could give them a motivation in learning English and get better score of TOEFL. They gave an extra time to learn English and prepare TOEFL to improve their TOEFL score. But, most of them need to have tricks and tips in answering TOEFL correctly to get better score instead of to improve their English proficiency.

When the researchers asked the participants whether they have gotten TOEFL preparation or not during studying in Samarinda State Polytechnic, 75% of them said that they have ever gotten it in the class or in Samarinda State Polytechnic Program. However, they needed an explanation about their answers after they finished doing TOEFL, not just got to know the score. There were 25% of them had never got TOEFL preparation before even in the class or in Samarinda State Polytechnic. Indeed, TOEFL preparation was needed by the participants to get better score and to make them confident answer it well.

The participants were also asked about their opinion about the TOEFL conducted in Samarinda State Polytechnic. There were 25% of them thought that it was not good because it has less preparation, having an unfixed schedule, and an unclear coordination. Although most participants said it was quite good, they believed the TOEFL conducted at Samarinda State Polytechnic still needed some enhancements and improvements. From the opinions above it could be said that TOEFL conducted in Samarinda State Polytechnic were quite good but still needed some enhancements and improvements about the schedule and the coordination.

The researchers also would like to know the most difficult section of TOEFL for all the participants. There were 50% of the participants believed that the most difficult section of TOEFL was listening section. It was because some reasons such as fast conversations, unclear voice and pronunciation, as well as unfamiliar word meanings. There were 25% of participants chose section two, structure and written expression section, as the most difficult one for them. It was because they have difficulties to find out the correct choice as long as the answer seemed the same for them. The rest of them believed that reading comprehension section was the most difficult section for them. Their reasons were because of the long texts and less English vocabularies. Overall, Listening was the most difficult section of the three sections of TOEFL, followed by Structure and Written section and Reading section.

The results of the interviews to eight participants showed that there were 76% of the interviewees loved learning English. They realized the importance of English for their future lives, such as, to communicate with other people and to ease the future work and academic (Roberts, 2010; Brett, 2011). However, they knew that learning English generally was different from learning TOEFL. Therefore, when they had to face TOEFL, they had some difficulties in answering it. It was because the students had no preparation TOEFL even conducting in the class or in Samarinda State Polytechnic.

Most of the participants perceived TOEFL positively. This could be seen from the result of the questionnaire that showed 71.2 % of them perceived TOEFL positively and 22. 8% perceived TOEFL negatively. Even though the position of TOEFL as one of graduation requirements of all polytechnic measures to improve the students' English proficiency was not

in the highest position, but the number of the participants who said it was effective (63,6%) were more than those who said it was not effective (23,4%).

TOEFL was considered by the participants could improve their English proficiency (82%). This statement is also supported by the findings that taken from the interview that all the interviewees agreed with it. They said that TOEFL also motivate them in learning English. Because of that, they needed to have a TOEFL preparation and a special class for TOEFL. The participants preferred TOEFL preparation was to increase their TOEFL score to increase their English proficiency (Robert, 2000; Chen & Squires, 2010).

Most of the participants just prepared themselves by watching English movies and programs or listening English songs. No wonders if the average score of Listening section was the highest of three section of TOEFL. These interview and questionnaire data were quite surprisingly when they are compared to the students' opinion about the most difficult section of TOEFL. They put Listening section in the first position, followed by Reading section and Structure and Written section.

According to Guo and Wills (2011), the participants tried to guess the meaning of the words as they usually hear when they did Listening section. The ability to guess the meaning of words is also an important listening micro skill. Listening comprehension does not mean understanding every word, but some words do play a crucial part in listening comprehension. It is a normal phenomenon not to understand every word that is uttered.

Watching English movies and programs as well as listening some English songs are some activities of intensive listening that can gain some knowledge in order to improve the students' English listening skills. Guo and Wills (2011) also pointed out that exposure to demands of listening should include aspects of everyday life, science and technology, and academic lecturers. Teachers must create language-learning environments that stimulate students' interests.

The lowest average score of TOEFL was Structure and Written Expression Section. In this section, the participants must know the correct patterns of English. TOEFL is different from English used in the daily activities. Qashoa (2006) found that some students referred to English structures in general as the main cause for the low marks they got in the English tests. The patterns of English must be learnt such as studying in the English class or having English course. This situation was having relation with the result of the questionnaire and interview of how the participants prepared themselves to face TOEFL. The results of the questionnaire and interview also showed that taking English course and learning TOEFL from the books were their last choices.

The participants agreed that TOEFL that conducted in Samarinda was quite good; however, it still needed some enhancements and improvements. These interview data also pointed out that the participants hoped that if they had preparation TOEFL well, it could have them to achieve the standard score of TOEFL that stated by the management of Samarinda State polytechnic. They also believed the better their TOEFL score, the easier they prove their proficiency of English when they have to compete in the work world.

These results confirmed previous research of Robert (2000) that the participants believe that an important part of their TOEFL preparation education is to learn the test-taking skills that help improve test scores without necessarily improving their language proficiency. These practices seem to subvert the TOEFL as a direct test of English language proficiency.

Most the participants agreed with all polytechnic measures to improve the students' English proficiency. Conducting English course, conducting English extracurricular, giving a TOEFL course to a student who did not pass the standard score and TOEFL preparation course were measures that a lot of participants considered very effective to improve their English ability. These questionnaire data were relevance with the data from the interview. The interviewees believed that those measures could help them to increase their TOEFL score.

The participants believed that those effective measures could help them to decrease their difficulty in learning English. By studying in a group or in course, it could help them to practice their English with their friends as well as could give them some more knowledge about English such as in pronouncing the English words and writing correct sentences (Roberts, 2000; Chen & Squires, 2010; Brett; Guo and Wills, 2011)

Most of the participants who returned the questionnaire perceive TOEFL as one of graduation requirement effective. The measure of TOEFL as one of graduation requirements was perceived to be effective by 72 participants (63.6%) compared to 25 participants (23.4%) who perceived it ineffective. To judge the students by their ability based on their English proficiency was both the least effective measure (52.7%) and the most ineffective measure (25%).

CONCLUSIONS AND SUGGESTIONS

The research revealed that more participants (71.2%) thought that TOEFL as graduation requirement was effective than those thought it was ineffective (28.8%). Most of the participants believed that the policy could enhance their English proficiency and motivate them to learn English. Even though, there was reported that no one of the students had high proficiency in English and most of them had low proficiency in English (67%). It happened because most of the participants were not confident in passing TOEFL test (56%). Therefore, it is essential for Samarinda State Polytechnic and English lecturers to work together to offer students more help with general test preparation strategies and technologies to enhance their confidence in passing the TOEFL.

It is also found that TOEFL did not influence the students on English study strategies or on the amount of time studying. If Samarinda State Polytechnic policy makers required students to pass a specific level in standardized English proficiency test, that is TOEFL, before graduation, and they did not, there would be an extra course for students to take. Moreover, the participant needed TOEFL preparation to help them to get better score of TOEFL.

All measures of Samarinda State Polytechnic to improve the students' English proficiency were perceived positive by more than half of the participants from these three study programs. Two measures perceived to be most effective by the most participants were conducting English course (89%) and conducting English extracurricular activities (79.9%). The least effective that said by 52.7% of the participants was classifying students' ability based on their English proficiency

Some suggestions were delivered to all parties involved. The management needs to appeal to the English lecturers to give some exercises to their students about TOEFL since TOEFL is not included in curriculum of Samarinda State polytechnic. Samarinda State Polytechnic asks the students to pass TOEFL to prove their English proficiency before their graduation. However, the lecturers do not teach the content tested in the TOEFL so it is suggested that the lecturers need to align what they teach to what is being tested (Bailey, 1996& Gates, 1995).

Then, the management and the lecturers need to increase the students' confident in passing or conducting the TOEFL, such as, giving some seminar of TOEFL and conducting TOEFL competition. Since it was reported that TOEFL test had little influence on English study strategies or the amount of time studying, the management to give an extra course for students to take so that they will prepared them well for the test.

Since the standard score of TOEFL, 450, is still high for the Samarinda State Polytechnic students to obtain, it is necessary that the management reconsider to decrease the standard score of TOEFL become 400 – 425. However, the management of Samarinda State Polytechnic can give TOEFL preparation for the students if it wants to graduate competitive students who have good English proficiency so that those students will be able to used the TOEFL certificate to apply a job vacation.

ACKNOWLEDGEMENT

The researchers delivered theirs thanks to all civil engineering students who participated in this study. The researchers also expressed their gratitude to the Head of Civil Engineering Departmentof for supporting this research.

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THE EFFECT OF SEMANTIC GRADIENT STRATEGY TOWARDS VOCABULARY MASTERY OF THIRD YEAR STUDENTS AT SMP PLUS AT-THOIBA PEKANBARU

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ABSTRACT

Semantic Gradient is an array of related words placed on a continuum that allows students to make connections between known words and new vocabulary. This helps to discern shades of meaning. The researchers tried to do research in order to know the significant effect of semantic gradient strategy towards vocabulary mastery of third year students At SMP PLUS At-Thoiba Pekanbaru. The research was conducted at SMP Plus At-Thoiba Pekanbaru which is located on Jln. Kapau Sari Ujung Harapan Raya Pekanbaru-Riau, Indonesia. The sample was the third year students IX.1. Amount of population in this research is 13 students. The data collection technique is using pre-test and post-test. Moreover, because of this research is pre-experimental design which has one group pre-test and post-test design only, the data analysis is analyzed by using N-gain formula by comparing the result of pre-test and post-test, and t-test is also used to know whether there is any significant effect in students' English vocabulary mastery or not after giving semantic gradient strategy as a treatment. The result of this research showed that there is significant effect of semantic gradient toward students' vocabulary mastery. The improvement of students English vocabulary average score in vocabulary mastery an experimental class from pre-test to post-test is as follow: The researchers interpreted the average of students improvement about 0.47 from average pre-test to post-test with categorize improvement "Middle" by using N-gain. And also the researcher found that there is an improvement in students' average score of pre-test from 395 to student's average score of posttest 820. There is also any improvement score of mean pre-test is 30.38 and post-test is 63.07. It increase about 32.69. The result $t_{observed}$ was 3.03 and t_{table} was 1.782. It show that $t_{observed}$ is greater than t_{table} ($3.03 > 1.782$). So, the null hypothesis was rejected and the alternative hypothesis is accepted. Furthermore, it can be said that there was significant effect of semantic gradients strategy towards students' vocabulary mastery at SMP Plus At-Thoiba Pekanbaru.

Keyword: *Semantic Gradient, Vocabulary Mastery, Connection*

INTRODUCTION

One of the biggest problems with vocabulary learning is that what is „learned“ today is often forgotten tomorrow, and most of the language learners seem to have all experience in this problem”. Many Strategies have been applied by the teachers to teach vocabulary. But those strategies did not guarantee the students to acquire what they have learned.

Based on the researchers“ observation on September 2013 and information from the English teacher most of the third year students“ vocabulary problems at Junior High school are First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case, language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Second, students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many new words in a text and then ask the teacher to explain the meanings and usages. Forth, many

Indonesian learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly.

The last, the students need new strategy in learning vocabulary. Even the teacher at SMP Plus At-Thoibah has taught vocabulary by using many strategy, but the teacher also should have more than one strategy in order to prevent students' boredom in learning vocabulary. The teachers not only can use list-group-label, Cross word, Semantic Mapping, etc.; but also can use Semantic Gradient to improve students' vocabulary. That is why the writer considers a strategy that can be used in teaching vocabulary. It is Semantic Gradient.

THEORETICAL FRAMEWORK

Semantic Gradient

Semantic gradient is strategy to broaden and deepen students' understanding of related words. Students consider a continuum of words by order of degree. Semantic gradients often begin with antonyms, or opposites, at each end of the continuum. This strategy helps students to distinguish between shades of meaning. By enhancing their vocabulary, students can be more precise and imaginative in their writing[1].

Procedure of Semantic Gradients Strategy

There are some procedures to apply in the classroom. According, Greenwood and Flanigan (2007) there are several ways in applying this strategy as follow:

1. Select a pair of polar opposite words from a passage.
2. Using a book that has been learned create at least 3 synonyms for each opposite words.
3. Arrange the words in a way that illustrates an understanding of each word meaning.
4. Have students discuss their rational for placing certain words in certain location.

Ellery (2009) in Safitri (2013) explains there are several procedures in applying semantic gradients strategy:

1. Select a short passage and choose several words to omit.
2. Guide students in figuring out the missing words
3. Have students generate ideas for words meaning.
4. Records these ideas either on sticky notes
5. Allow students to change their prediction if the words they predicted
6. Using the list of words students determine where the words could be placed on a continuum.

Rojas (2009) explains the procedure of semantic gradients:

- The teacher establishes the opposing terms of the semantic gradients.
- The students develop words that fit between the two poles.
- Teacher asks the students to arrange the words in continuum.

The Advantage of Semantic gradient

There are some advantages of semantic gradient such as:

- Helps broaden and deepen students' understanding of related words
- Helps students distinguish between shades of meaning
- Enhances students' vocabulary, which can help them be more precise and imaginative in their writing.

RESEARCH METHOD

The Design of Research

This study is one group Pre-test Post-test design of the experimental research. One group of pre-test design is that a pre-test is given before instruction (or treatment) begins. So, there are test; T1 = pre-test and T2 = post-test, Z is used to symbolize the treatment. The reason for using one group pre-test and post-test design is that; the first year students of SMP Plus AT-thoiba Pekanbaru consist of one class only. Therefore, writer does not have a control group as comparative group for the experimental group. Research consists of two variables, namely; Pre-

test and Post-test variable. Pre-test (T1) is the score of the students at the pre-test, Post-test (T2) is the scores of students at the post test after series of teaching processes through by using Semantic Gradient.

Population and Sample

The population of this research is all of third year student at SMP PLUS AT-THOIBA Pekanbaru. There is only one class at SMP PLUS AT-THOIBA Pekanbaru. It is only 13 students as sample of this research.

Instrument of the Research

Instrument is a device used by the researcher while collecting data to make his work become easier and to get better result, complete, and systematic in order to make the data easy to process. The instrument of this research is a test. The test items will be adopted from English textbook and order source that related to the material. The reason using this tests because the students have been studied the textbook before.

In this study, the writer will take the data from the student's answers of the test. The test items consisting of the 20 questions that proved from four topics, they are Cinderella, synonym, antonym, and context clause. The writer will administer the test items in multiple choices and essay test and student will get one test and answer in the paper test. The time given is 45 minutes. There are two kinds of test given to the students, there are pre-test and post-test.

Data Analysis Technique

To find whether there is any improvement the students vocabulary mastery or not the researcher take the steps of data collection technique as follow:

1. Giving score the students' answers with alternative answers and score system, it get the score of pre-test and post-test.
2. Making table in the students' score of pre-test and post-test in the experimental class.
3. Accounting the students' competence improvement whether before and after the treatment is used by using formula Normalized gain which is developed by Meltzer (2002) in Rezi (2013):

$$\text{Normalized Gain (g)} = \frac{\text{skor postes} - \text{skor pretes}}{\text{skor ideal} - \text{skor pretes}}$$

The result of Normalized Gain is interpreted by using classification which is satated by Hake (1999) as follow:

Tabel Gain Normalized Classification

The Number of N Gain	Interpretation
$g \geq 0,7$	High
$0,3 \leq g < 0,7$	Middle
$g < 0,3$	Low

4. After that to know whether any signiifcant improvement or not to the students vocabulary mastery, it is used the t-test for testing significant of differences between two mean as follow:

- **Mean**

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{x} = Mean Score

$\sum x$ = average score

N = number of students

- **Standard deviation**

$$S = \frac{\sqrt{\sum (X_1 - \bar{X})^2}}{N-1}$$

Where:

S	= Standard deviation
$\sum(X_1 - X_1)2$	= sigma of individual deviation of students score
N	= Number of students
1	= constant of number

- **Variance**

$$S_1^2 = \frac{\sum(X_1 - X_1)2}{13-1}$$

Where:

S^2 = Variance

N = number of student

$\sum(X_1 - X_1)2$ = the average of student test
1 = variable constant

5. Hypothesis Testing

Hypothesis Testing is gotten from the t-test calculation to know whether any significant or not by using t-test as follow is gotten from the t-test calculation to know whether any significant or not by using t-test as follow:

- **Standard Error**

$$S(X_1 - X_2) = \frac{\sqrt{(S_1)^2 + (S_2)^2}}{N_1 + N_2}$$

- **t_{observed}**

$$t_o = \frac{X_1 - X_2}{\sqrt{\frac{(S_1)^2 + (S_2)^2}{N_1 + N_2} - 2.r \left(\frac{(S_1)^2 + (S_2)^2}{\sqrt{N_1} + \sqrt{N_2}} \right)}}$$

- **Degree of freedom**

$$Df = N-1$$

Where:

Df = Degree of freedom

N = Number of students

1 = constant number

After calculating the formula above the result of t-test is compared by the t-table to know whether any significant or not by considering as follow:

$t_0 < t_1$ = H₀ is Accepted

$t_0 > t_1$ = H₀ is Rejected

The null hypothesis is accepted if the value of t-table (t₁) is greater than t-observed (t₀). However, if the value t-observed (t₀) is greater than the value of t-table (t₁) the null hypothesis is rejected.

PRESENTATION OF THE RESEARCH FINDING

Result of the Research

N-Gain

To know the result of semantic gradient strategy toward students' vocabulary mastery before and after treatment, so that the researcher used "normalized gain" score analysis based on data pre-test and post-test. To know the improvement the students' vocabulary mastery is seen by the difference of pre-test and post-test.

$$\text{Normalized Gain (g)} = \frac{\text{skor postes} - \text{skor pretes}}{\text{skor ideal} - \text{skor pretes}}$$

Table 4.1 The Students' Improvement in Pre-Test and Post-Test

Students' Number	score post-test	Score pre-test	Score N-Gain
1	70	25	0.60
2	40	20	0.25
3	55	20	0.44
4	95	60	0.88
5	65	20	0.56
6	45	45	0.00
7	60	45	0.27
8	60	35	0.38
9	80	20	0.75
10	50	15	0.41
11	75	30	0.64
12	65	25	0.53
13	60	35	0.38
N=13	820	395	0.47

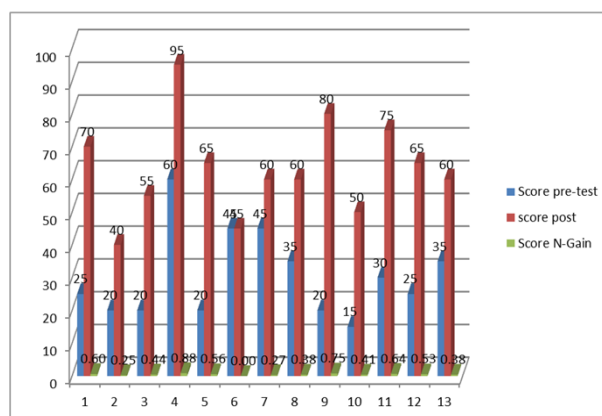


Figure. 4.1 The Students' Improvement in Pre-Test and Post Test

To know whether any improvement the result of pretest and posttest after giving treatment, the researcher interpret the result of "N-Gain" to classification table as followed Hake (1999):

The numbe of N-Gain (g)	Interpretasi
$g \geq 0,7$	High
$0,3 \leq g < 0,7$	Middle
$g < 0,3$	Low

Tabel 4.2 The result students' Pretest and Post-test by using classification Gain Ternormalisasi

Number of Students	Score pre-test	Score post-test	Score N-Gain	Interpretation
1	25	70	0.60	Middle
2	20	40	0.25	Low
3	20	55	0.44	Middle
4	60	95	0.88	High
5	20	65	0.56	Middle
6	45	45	0.00	Low
7	45	60	0.27	Low
8	35	60	0.38	Middle
9	20	80	0.75	High
10	15	50	0.41	Middle
11	30	75	0.64	Middle
12	25	65	0.53	Middle
13	35	60	0.38	Middle
N = 13	395	820	0.47	Middle

Based on the data above, it can be seen that the score of students' pre-test to post-test increase by each categorize of improvement. The researcher interpret the average of students improvement 0.47 with categorize improvement "Middle". And also the researcher found that there is an improvement in students' average score of pre-test from 395 to student's average score of posttest 820.

The Progress of Students' Score in Vocabulary Based on Indicator

After knowing the result of improvement after treatment, the Researcher also tried to classify the result of students' test based on the indicators that want to achieve by calculated the mean each of indicator weather pre-test or post-test as followed appendix I.

Table 4.3The mean result of Pre-test and Post-test each indicator

	Indicator		
	Synonym	Antonym	Context Clause
Pre-test	14.62	10	5
Post-test	37.31	13.08	12.69
Increase	22.69	3.08	7.69

We can see from the table 4.3 that the increase made by students' in synonym, antonym and context clause which taught by semantic gradient strategy. Synonym was 22.69 point, antonym was 3.08 point, and context clause was 7.69 point. Mostly the indicator above was increasing. The percentages of students' result of indicators in following figure 4.2 below:

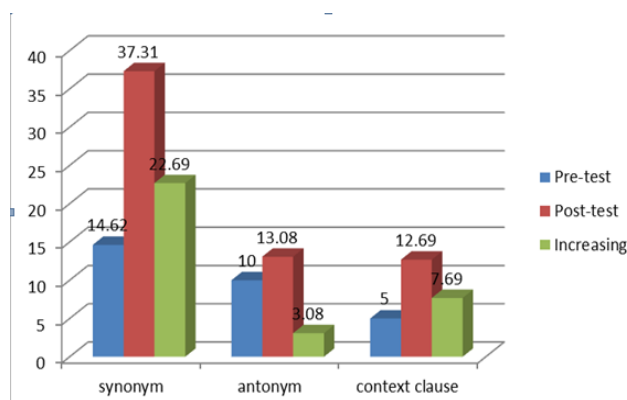


Figure. 4.2The mean result of Pre-test and Post-test each indicator

Based on the figure 4.2, showed that the students' increase in synonym, antonym and context clause from the lowest to the highest. First, from the graphic we can see the lowest mean score was synonym , in pre-test the students got 14.62 points and post-test increased become 37.31 points in post-test. Second, in antonym, the students got 10 points in pre-test and increased become 13.08 points in post-test. Third, in context clause, the students got 5 points in pre-test and increased become 12.69 points in post-test. It was significantly increase from the mean score of pre-test to post test.

The significant Students' improvement

To know the weather is there any significant effect after using semantic gradient, the Researcher calculate the mean, Standard Deviation, Variance in order to get T0 score as follow appendix I. After calculating mean score pre-test and post-test in experimental class, now we can see the progress of students' result by using Semantic Gradient Strategy towards vocabulary mastery based on mean score, variance, and standard deviation, as table below :

Figure 4.3 The progress of students' vocabulary mastery at pre-test and post-test

Data Analysis	Pre-test	Post-test	Increase
Score	395	820	425
Mean	30,38	63,07	32,69
Variance	174. 83	1476,92	1302,09
Standard deviation	13.22	38.43	25,21
High	60	95	35
Low	15	45	30

Based on the table 4.3 above, it can be seen that the mean score of student's from pre-test was 174. 83 and post-test was 63,07. The variance also increases from 174. 83 points in pre-test to 1476,92 in post-test. It also include Standard deviation from 13.22 points in pre-test to 38.43 points in post-test. So the Researcher take the conclusion after saw the result in table 4.6. it can be interpreted on figure 4.2.

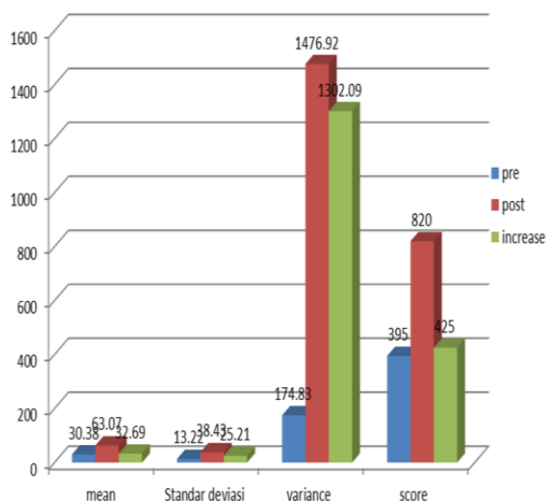


Figure. 4.2 The mean result of Pre-test and Post-test each indicator

The analysis table 4.3 only experimental classes. Therefore, the researcher compared between pre-test and post-test score. In the table 4.3 and figure 4.2 above showed that there was an increasing of students' test result. The average score of pre-test was 395 and the score of post-test was 820.

The mean of students' pre-test was 30,38 and post-test was 63,07. It was increase point about 32,69 from pre-test to post-test. Variance was increase 1302,09 from pre-test to post-test. Meanwhile, standard deviation also was increase about 25,21 from pre-test to post-test. Based on explanation above, it can be seen that there was a significant improvement of students' vocabulary mastery after applying Semantic Gradient Strategy.

HYPOTHESIS TESTING

In order to find out whether the null hypothesis and alternative hypothesis is accepted or rejected, firstly we need to find out the standard error of mean score from pre-test and post-test, then after that the researcher calculated t-test. It can be seen on appendix I. The result of calculation showed that the score of standard error is 1,40. After getting the standard errors' score the Researcher found the score of T-test is 3,30. It can be seen on table 4.7 below.

According to Hatch and Farhady in Sapta (2013), the alternative hypothesis is accepted if the value of t observed is greater than the value t table. However, if the t table is greater than the value of t observed the alternative hypothesis is rejected.

Based on the calculation of t -test above, it is clearly seen that the value of t observed is 3,03 and the value of t table is 1,782. Therefore, the result score of t observed is greater than t table ($3,30 > 1,782$). So, the alternative hypothesis is accepted and the null hypothesis is rejected. It means that there is any significant effect of vocabulary mastery after using Semantic Gradient Strategy.

DATA INTERPRETATION

From data analysis, we saw that there was difference result between pre-test and post-test. The mean score in pre-test to post-test improve significantly (30,38 to 63,07) after treatment was conducted. It means that there was a significant effect of students' English vocabulary. In addition, there is any significant effect of vocabulary mastery after using Semantic Gradient Strategy. It can be seen in some tables which had explained above.

Therefore, to know hypothesis is accepted or rejected, t -test statistic is used to measure whether null or alternative hypothesis is accepted or rejected. Thus, it is clearly seen that the value of t observed 3, 03, meanwhile the value of t table is 1,782. The significant difference between t observed and t table is t observed is greater than t table ($3, 03 > 1,782$). As the result, null hypothesis (H_0) is rejected and alternative hypothesis is accepted. In conclusion, t observed is greater than the t table which alternative hypothesis is accepted.

CONCLUSION

After presenting and analyzing the data at the pre-test and post-test that is used semantic gradient strategy as a treatment to improve students' vocabulary at the third year student's at SMP Plus At-Thoiba Pekanbaru, the researcher presented the research finding as the answer to the questions in the formulation of the problem as following:

1. There was any significant effect of semantic gradient strategy toward student's vocabulary mastery of the third year students at SMP PLUS AT-Thoiba Pekanbaru.
2. It was proved that observed statistic (t observed) is greater than the critical statistic (t table). So the null hypothesis (H_0) is rejected and the alternative (H_a) hypothesis is accepted. Therefore, the result score of t observed is greater than t table ($3, 30 > 1,782$). So, there is significant effect of vocabulary mastery after using semantic gradient strategy.

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COGNITIVE STRATEGY USED BY THE STUDENTS IN READING COMPREHENSION AT THE FOURTH SEMESTER OF STKIP PGRI SUMATERA BARAT

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ABSTRACT

The purpose of this research is to analyze the use of cognitive strategy used by the students in reading comprehension. This research is descriptive research which is analyzed by using quantitatively. The participants are students at the fourth semester of STKIP PGRI Sumatera Barat. In determining the sample, the researcher used random sampling technique. In this research, the researcher used questionnaire and also interview. The researcher distributed questionnaire to the students and giving interview to gather information about cognitive strategies used by the students in comprehending the passage. After that the researcher calculated the questionnaire by using Riduwan formula. Here, the researcher analyzed the students' questionnaire and tabulated the data. It showed that the students have done the process of cognitive strategy in reading, the researcher has found the percentage of questionnaire were Practicing 76.4%, Receiving and Sending Messages 75%, Analysis and Reasoning 75%, Creating Structure for Input and Output 46.4%. It means to comprehend the text the students used their cognitive strategy in reading.

Keywords: *cognitive strategy, reading*

INTRODUCTION

Reading is a means of communication in order to share information and ideas. It is an important aspect for students because it is valuable benefit in developing knowledge. With reading, students especially in academic context need to comprehend and deal with all reading aspect. In addition, reading comprehension is an interactive process between the reader and the text. The reader extracts the meaning of the text by employing effective reading comprehension strategies during the reading process. Students can success in their study if they have good ability in reading, but if their reading skill is poor they are very likely to fail in their study. Hence, the students should have language learning strategies in reading because the strategy is one of factors that influence reading comprehension.

Students not only need to know good language learning strategies but also they need guidance from their teacher. They need steps and ways to use the strategies because reading strategies is one of factors that should be considered in reading process. According to Oxford (1990:17) the strategies divided into two parts, there are direct and indirect strategies. Direct strategies are Memory, Cognitive, Compensation strategies, while Indirect strategies are Metacognitive, Affective and Social Strategies. Based on some strategies in language learning strategy, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. Skehan (2003:265) cognitive strategies are concerned with the direct activities that are engaged to promote in learning. It means that cognitive strategies can help and also needed in learning English especially in reading comprehension. Thus, cognitive strategies are typically found to be the most important reading the text.

Here, the researcher is interested to find out the use of students' cognitive strategy in comprehending the passage.

METHOD

In this research, the researcher used descriptive research which is analyzed by using quantitatively in order to investigate cognitive strategies that used by students at the fourth semester of STKIP PGRI Sumatera Barat in academic year 2015/2016. Population of the research was students at the fourth semester, there were 173 students at this year. The researcher used random sampling technique to select a sample. According to Gay, Airasian (2000:123),

random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. The researcher chose random sampling because the researcher chose sample randomly in each of classes. According to Gay and Airisian (2000:134), for descriptive research, it is common to sample 10 to 20 % of the population. Based on opinions above, the researcher selected sample 10% from the population. There were 20 students as sample. The researcher chose the students randomly in each of class where each of class consisted of four students as a sample.

The instruments of the research were questionnaire, it was consisted of 15 items in the questionnaire related to students' cognitive strategy that used by the students in reading comprehension and also the researcher had conducted interview to the students, it was approximately an hour and it was semi structure interview.

FINDINGS AND INTERPRETATION

In finding out the data through questionnaire, researcher used Likert Scale. Arikunto (2010: 284) explains that Likert Scale refers to group of items with five alternative answers like always (5), often (4), sometimes (3), seldom (2) and never (1). The researcher used the questionnaire sheets to the students and it was consisted of some statements related to the cognitive strategy used by the students. According to Oxford (1990:43) Cognitive strategies enable the learner to manipulate the language material in direct ways. These strategies divide the major group into four sets strategies: practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. The first one is practicing; it is set of cognitive strategies and important in learning. Practicing contains five strategies: repeating, formally practicing with sounds and writing system, recognizing and using formulas and patterns, recombining and practicing naturalistically. In short, to improve their ability in comprehending the passage, the students have to use their practicing while reading the text.

The second is receiving and sending message, it consists of getting the idea quickly and using resources for receiving and sending message, while reading the passage, the readers have to be able to get some information of it. Besides that, receiving and sending message are tools to help students find the idea through skimming and scanning to get the key point. The third, analyzing and reasoning, Mackey (2011:52) explains the strategy determines as deductively, analyzing expressions, analyzing contrastively across languages, translating and transferring. It can be concluded, the five learners strategies in this set help learners to use logical thinking to understand and use the grammar rules and vocabulary of the new language. The last one is creating structure for input and output, This strategies allow the students to demonstrate their understanding related and prepared for using the language, To understand better, learners need to structural all this input into manageable chunks by using strategies such as taking notes, summarizing, and high lighting. In here, the learners can used taking notes to writing down the main idea, and summarizing to make summary or a longer passage, and also high lighting can use a variety of emphasis techniques such as underlining, starring, or color coding, boxes, bold, etc.

The result of the study shows that the students have used their cognitive strategy in reading comprehension, it can be seen from the questionnaire that had been constructed by the researcher and interpreted criteria of the score by using Riduwan formula (2004: 89). It is classified into never (0 %-20%), seldom (21%-40%), sometimes (41%-60%), often (61%-80%), always (81%-100%).

Table 1 The percentage of students cognitive strategy

No	Cognitive strategy	Total (%)
1	Practicing	76.4
2	Receiving and sending messages	75
3	Analyzing and reasoning	75
4	Creating structure for input and output	46.4

Table 1 shows the cognitive strategies have been considered by the students in order to understand the passage, it is clearly that practicing is often used by the students, it is showed by 76.4% total percentage of students cognitive strategy. Mackey states (2011:51) Practicing are

repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns recombining and practicing naturalistically. It means that from the steps in practicing will make easy in practicing of learning English to imitating a language model, including over practice and silent rehearsal. Based on the result of the questionnaire, it can be seen that the students often determine the cognitive strategy while reading the passage and cognitive is important in reading comprehension. It is supported by interview that is stated below:

Student 1: Yes, because i can't understand the text if i read it once so I need to read the text again and again.

Student 8: I often read the text repeatedly because to understand about the text clearly we have to read the text more.

The result of interviewed showed that students often read the text repeatedly to understand the text because they can't understand if they just read the text without repeating it and they try to know about the pattern of the sentence in order to get the main point of the passage.

For receiving and sending message, the total percentage of cognitive strategy was 75 %, it means that the students often used their ability in receiving and sending message. According to Oxford (1990:46) receiving and sending messages are necessary tools, it consists of getting the idea quickly help learners locate the main idea through skimming or the key points of interest through scanning. It can be said that this strategy implies that it is not necessary for learners to focus on every single word. Besides that, receiving and sending messages are tools to help student's find the idea and understand about the text quickly. In addition, using resources for receiving and sending messages is also an important thing to increase the students' knowledge, and it can be used while the students read the text. The result of the interview can be seen below:

Students 4: Sometimes I use skimming and scanning but sometimes no because I can't understand the text very well if I use these techniques.

Students 6: ya, I often use skimming and scanning to read the text quickly

It means that the students have used these techniques to understand the text quickly. But some students said that they rarely to use skimming and scanning while reading because the techniques don't help them very well to understand about the whole text .In addition, the students also read some sources to improve their knowledge in English

Student3: yes, I read some books but only related to my lesson for example, academic book, story books in English.

The students often read some books that make the enjoy about it, for example, magazine, article and also the others interesting book to improve their knowledge. It is necessary to them to make their English become better.

The next aspect refers to analyzing and reasoning, the percentage showed 75 % students have often used these strategies. These aspects consists of reasoning deductively where the students have used this in reading, it can be proved by the interviewed that has been conducted:

Student 5: I always analyze the meaning of the text in the beginning until the end of the sentence because sometimes I don't know the meaning of the words one by one

The students said that they try to get the meaning of the text based on their background knowledge or what they have known, if they can't guessing some word on the passage, they also use dictionary to find out the meaning of the text and then they try to transfer it to the new language. The interview also showed the students often used dictionary while reading the text because it can help them if they find some difficult words in order that they can understand about the passage.

. Further information from the interview, the students rarely to get the whole meaning of the text, they just try to find the main point of the text.

Student 10: I just try to guess the meaning all of the text but sometimes I just understand a little bit about the text

It can be seen, the students didn't try to get the meaning of the whole text and they rarely to translate the words one by one because they think that it is not necessary for them to translate the words. To understand the text, they just try to quests the meaning of the text

The last one is creating structure for input and output. The result of questionnaires were 46.4 % , it explained that the participants sometimes used this strategies while comprehending about the text. Here, to understand better about the text, the learners need all the input by using strategies such as taking notes, summarizing and highlighting.

According to Kindersley (2011:115) taking note is a method of writing down the crucial items of a lecture, a meeting or reading text rapidly, briefly and clearly. So, the learners need this strategy to make some important points in order that they can review them later. In taking notes, the participants sometimes considered about it because they just read it without writing it down. They just take notes if they necessary them to do that. In addition, Shulman (2005:78) also states summarizing is the strategy of comprehending, focusing on important information and rephrasing the information in a concise form. The learners need summarizing to catch some important information of the passage. The interview showed the participants often use this strategy, they confirm that to understand about the text they don't only read it but they have to make summarizing in a long text.

The last point is highlight; the learners can be easy to understand in reading when they are using highlighting. It cause of highlighting help them to get the point. The strategy emphasizes the major points in drawing, color, underlining, bold, circles and so on.

Student 7: Sometimes I make highlight while reading the text, I do it if I necessary to do that.

From the result of the interview, the students said that they just sometime to make highlight of the text, they do it if they need to understand abut the text. However, they need to do highlighting to make them to be able to comprehend some important points of the text.

CONCLUSION

Reading is a kind of complex activity not only technical skill but also the students have to be mastered in reading comprehension. Meanwhile, reading comprehension is influence anything which is one of them is cognitive strategies. It cannot be denied that it is influential aspect in reading because it can lead the students to understand more about the passage

Cognitive strategy is one of strategies which can be used by students in reading. There are four sets of cognitive strategy such as practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. From the finding, it can conclude that, the students have used their cognitive in understanding of the text. Three indicators showed that they often use these strategies in reading, only creating structure for input and output showed that they sometimes to use it.

Additional research about cognitive strategy for others skill is needed in order to know the students understanding in improving their new language. And also the future research can be conducted in a large sample.

ACKNOWLEDGEMENT

Thank to all of students who have participated on this research and also express our gratitude to the head of this campus for supporting this research.

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THE USE OF *HIJAIYAH* (ARABIC ALPHABETS) IN ENHANCING EFL LEARNERS' PRONUNCIATION

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ABSTRACT

Pronunciation is an important aspect of English that needs to be acquired to achieve speaking proficiency. One of the general approaches to the teaching of pronunciation is an analytic-linguistic approach. It utilizes information and tools such as phonetic symbols, articulator descriptions, and other aids to enhance listening, imitation and production. Phonetic symbols accurately represent sounds of the foreign language. Providing phonetic training is significant to develop learners' oral production ability and to establish good speech habit. However, some EFL learners, particularly in the context of Aceh Indonesia, experience challenges in understanding and producing the phonetic symbols. The objective of this study was to explore a strategy that could help students overcoming problems in English pronunciation, especially in producing segmental; vowels and consonants, by using Hijaiyah (Arabic alphabets). It examined whether the use of the Hijaiyah improved the students' pronunciation. The research method used was Classroom Action Research, and the subject of the study was the first semester students of English Education Department, IAIN Langsa, Aceh in the academic year of 2015/2016. The techniques of collecting data in this research were observation and test. The results revealed that the use of Hijaiyah enables the learners to articulate phonemes effectively. It enhances the students' pronunciation, and the learning atmosphere is more engaging.

Keywords: *Hijaiyah (Arabic alphabets), EFL Learners, pronunciation*

INTRODUCTION

One of the objectives in learning English, both in ESL and EFL contexts, is to achieve the language proficiency. Speaking as one of the language competencies covers many aspects and pronunciation in theory and practice constitute the basis of the skill (Dan, 2006). Ur (1996: 12) mentions that one needs to master other important language elements to acquire speaking skill such as grammar competence, listening skill, vocabulary mastery, and good pronunciation. As language is a fundamental medium of communication which should be understood by people (Seyedabadi, *et al*, 2015), intelligible pronunciation is seen as an essential component of communicative competence (Morley, 1991: 513). Improper pronunciation results in a failure to convey messages which often causes misunderstanding. While, acquiring good pronunciation may make the communication easier, more relax and more useful (Kelly, 2000). Therefore, as the foundation of communication, the pronunciation should be put as a priority as other language skills and components as well as it must be viewed as a pivotal and an integral part of communication that should be incorporated into classroom activities (Gilakjani, 2011). It aims at allowing learners to successfully enhance their productive skill and to overcome problems they encountered in learning the target language.

The fact shows that a number of students in particular context find pronouncing English difficult. Most factors affect students' pronunciation as Kenworthy (1988) highlights are the native language, age, amount of exposures to the target language, phonetic ability, attitude and ability, motivation, and concern for good pronunciation. For EFL learners, recognizing and producing particular sounds tend to be difficult as each language has its sounds and characteristics. They also do not have ready-made context for communication in the target language beyond their classroom. The exposure towards the language would be obtainable only through language clubs, books but efforts must be made to create such opportunities (Brown, 2007). In the context of Malaysia, which English roles as a second language, mispronunciation of words is often a source of jokes, and the person who mispronounces is frequently mocked and laughed at since their pronunciation interfered by their mother tongue (Rajadurai: 2001, Murni: 2011). Nevertheless, Kenworthy (1988) further suggests that to deal with such problems

teachers can initiate to facilitate amount of exposures towards the practice to enhance the students' pronunciation accuracy.

Particularly in Aceh setting, one of typical problems the students experienced in pronunciation deals with single sound production. The students' inability to produce proper words often causes misunderstanding which affects communication in language classroom. It develops their anxiety in learning and practicing the foreign language. Thus, to introduce phonetics and to facilitate the training at the introductory level is considered effective to meet the students' need, which the learning then may be improved at the next levels. The field of modern language teaching basically has developed two general approaches in the teaching of pronunciation which are *intuitive-imitative approach* and *analytic-linguistic approach*. An *intuitive-imitative approach* deals with the learner's ability to listen, imitate the rhythm and sounds of the target language without the intervention of any explicit information. While an *analytic-linguistic approach* utilizes information and tools such as phonetic alphabets, articulator descriptions, charts and the vocal apparatus, contrastive information and other aids to supplement listening, imitation and production which directs the learners to focus on sounds and rhythms of the target language (Celce, *et al*, 2010: 2). This study specifically explores the use of *analytic-linguistic approach*, which utilizes phonetics alphabets and develops the practice in the teaching of pronunciation in accordance with the students' context. Research of Behzadi & Fahimniya (2014) reveals that this approach is more advantageous and effective applied in teaching pronunciation of English sounds.

Kreidler (2004) describes phonetics deals with the way sounds are articulated by the speaker. In phonetics teaching and learning, the most common aspect to encounter is segmental transcription which deals with consonants and vowels (Heselwood, 2013). The phonetics symbols teaching has been one of long used and known techniques in teaching pronunciation and it can be a valuable tool in learning the foreign language system (Celce, *et al*, 2010). Kelly (2007: 7) adds the significance of mastering phonetics symbols due to one uses typically more vowels and consonants in speaking English, at about 20 different vowel sounds (including 12 diphthongs) and 24 consonants, than in writing which is 5 vowel and 21 consonant letters only. This demonstrates that recognizing the symbols is necessary for the learners in order to be able to produce English sounds properly to achieve the communicative skill. Thus, phonemic transcription, according to Kelly, provides both teachers and students a means of accurately recording the pronunciation of words and utterance.

Moreover, recognizing the sound symbols contributes to build students' autonomy in learning. The International Phonetics Alphabets (IPA) represents English sounds and it shows pronunciation in dictionary (The International Phonetic Association, 1999). The long existed IPA symbols are adopted in reputable dictionaries such as Oxford Advanced Learner's Dictionary, Oxford Dictionary of Pronunciation, Cambridge International Dictionaries of English, Longman Pronunciation Dictionary and Collin English Dictionary (Por & Fong, 2011: 170). Thus, the learners can easily refer to the phonetic transcription in the dictionary when they encounter problems with pronouncing new language items. Even though it may take time to learn the symbols; however it becomes a crucial tool in learning the foreign language sound system.

Research of Rajadurai (2001) shows that training in English segmental aspect of pronunciation; consonant and vowel, enhanced most students' pronunciation, developed their awareness and concern for pronunciation, and developed their overall confidence in using English. Breitkreutz, *et al*, (2001: 52) supports that introducing segmental and supra-segmental elements is one of effective ways to teach pronunciation. This study, however, aims at enhancing EFL students' pronunciation in Aceh setting, which in particular to improve their ability in producing segmental by utilizing sound association of the phonetic symbols with one they are familiar with in their context that is *Hijaiyah* (Arabic alphabets). This is due to most of the Arabic alphabet sounds are closely tailored to fit English phonetics.

Hijaiyah (Arabic Alphabets) is letters used to form sentences in Arabic consisting of 29 letters. They are crucial to early learning of the Arabic language, and it is the words of the Holy Quran. Recognizing the letters and how its sounds lead people to easily recite the Holy Quran as the verses constructed through the letters. Aude and Samno (1986: 18) explains that Arabic alphabets consist almost purely of consonants. In fact of the twenty nine letters of

alphabets, twenty-six are consonants and of the other three, in certain patterns, can stand for long vowels. However, once a learner get used to the various pattern, the lack of short vowels becomes less of problems. The *Hijaiyah* (Arabic alphabets) comprises of أب ت ث ج ح خ د ذ ر ز س ش ص ط ظ ع غ ف ق ك ل م ن ه و ي ء. While, English phonemes consist of two categories, vowel sound, which includes /i:/, /ɪ/, /ʊ/, /u:/, /e/, /ə/, /ɜ:/, /ɔ:/, /æ/, /ʌ/, /ɑ:/, /ɒ/ and consonant sounds, which consists of /p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /j/, /w/.

Most of *Hijaiyah* and English phonetics uses similar speech mechanism and similar position of the organ of speech in the production of the sounds. Take some consonants for example; the phonetic symbol of /b/ and ب/. To produce /b/ the lips are closed firmly and the soft palate is raised so that the breath cannot get out of the nose or the mouth but it is trapped for a short time. When the lips are opened the breath rushes out with a slight explosion or popping noise (O'Connor, 1998). Similarly, /p/ is a bilabial which the two lips are the primary articulator (Tekan, 2005). The phonetic symbol of /t/ and ت/. To produce /t/ the soft palate being raised and the nasal resonator shut off, the primary obstacle to the air-stream is formed by closure made between the tip and rims of the tongue and upper alveolar ridge and side teeth. Lung air is compressed behind this closure. The air escaped with force upon the sudden separation of the alveolar closure (Indriani, 2009) and to produce /t/ the tongue tip firmly against alveolar ridge. /θ/ and ث/ the tongue tip and rims articulate with upper teeth. /f/ and ف/ the lower lips articulate with the upper teeth. /s/ and س/ the blade, or tip and blade, of the tongue articulate with the alveolar ridge. /ʃ/ and ش/ the blade, or the tip blade, of the tongue articulate with alveolar ridge and there is at the same time a rising of the front of the tongue towards the hard palate. Thus, O'Connor (1998) illustrates that written letters or phonetic symbol is considerably useful to remind learners of corresponding sounds, but they cannot make them pronounce sounds which they do not already know. The learners, therefore, may notice that most English sounds are similar to the sounds of *Hijaiyah* (Arabic alphabets), which may ease them to learn English pronunciation.

The rationale for applying *Hijaiyah* in teaching phonetics symbols is because the students are familiar with the letters since most of them have learnt to recite The holy Quran since they were kids, which *Hijaiyah* was the basic symbols taught to The holy Quran recitation. Students at Islamic University also learn Arabic at the first and the second year of learning at a higher institution. This provides them the opportunity to notice the symbol and to recognize the sounds of the Arabic letters. Furthermore, most of Acehnese is familiar with *Arab Jawi* (Arabic letters) as they found them daily in their context which they are written on the pamphlets of every governmental office as an impact of *Islamic Syaria* (Syariat Islam) applied in Aceh. Moreover, most people at all ages in Aceh learn to read *Kitab* (classic book with Islamic content) which is written on Arabic. Therefore, since the learners are familiar with the Arabic alphabets, the sound of the letters is then used to support them in learning basic sounds production in English pronunciation. For those reasons, this study specifically focuses on developing the students' ability in pronouncing English segmental. It is aimed at finding out whether the use of *Hijaiyah* improve the students' ability in articulating English sounds and identifying how the *Hijaiyah* (Arabic Alphabets) develop the students' pronunciation on English segmental features.

METHOD

This research applied a classroom action research as the main objective was to improve the lecturer's own instructional practices. It adopted McKernan model of action research which included identification of problems, assessment of needs, proposition of ideas, implementation of action, analysis of the first act implication, evaluation, and conclusion. The research was conducted at English education department of IAIN Langsa, Aceh during the academic year of 2015/2016. The subject of the research was the first semester students of English education department consisting of 25 students. A preliminary observation was conducted to identify problems in learning pronunciation. The study contained two cycles, each of which consisted of three weekly sessions. Each session lasted 100 minutes.

The main learning activities in each session covered phonetic training, listening and imitating, practicing dialogues and reading aloud. The instruments used to collect the data were

observation and test. The observation was used to identify activity which was occurring during the implementation of the teaching and learning. The test employed reading aloud and minimal pairs and the passing score targeted was 7.

FINDINGS AND DISCUSSION

Result of the research indicated that the use of *Hijaiyah* (Arabic alphabets) helped the students in learning pronunciation particularly in producing English words. Based on preliminary observation, the researcher identified one of major problems the students encountered in pronunciation was the inability to produce proper the sounds which generated anxiety, lack of confidence and less enthusiastic in learning the target language. Some of the students, moreover, assumed that English pronunciation was a terribly difficult skill to be acquired. Therefore, an attempt needs to be established to support the learners to produce English words and utterances properly, to facilitate the training and to provide an embracing climate that encourages students to enhance their pronunciation. Thus, to teach English phonemes by using sounds association of *Hijaiyah* (Arabic alphabets) was considered effective to improve their pronunciation ability. Applying *Hijaiyah* in teaching phonetics enable the learners to produce basic sounds of English, which then they may develop their competency to orally produce language chunks of different length. The researcher, then, designed the lesson plans, prepared the source of the materials, designed activities, tasks and tests, and implemented the instructional practice.

In the first cycle, the topic discussed was the vowels sounds. Four sessions tutorials were conducted, with 100 minutes allotted for each meeting. The first part of the lesson was introducing vowels sounds. The vowels were demonstrated along with the *Hijaiyah*, such as / i: / / ي /, / ɪ / / ا /, / ʌ: / / ا /, / u: / / و /, / ʊ / / ا /, / ʊ / / ا /. In the initial stages of learning, the lecturer drew an analogy of the sound production between the phonetic symbol and *Hijaiyah*. The learners, then, required simply to listen and repeat what the lecturer says and respond to questions and commands. During the practice phase, the learners were given more chance to practice the language in less controlled situations. The activity was elaborated into reading a dialogue and reading a passage, which the text contained, sounds which were being practiced. In the later stage, the test was given to identify whether there was an improvement on the students' ability in articulating English vowel sounds. Results indicated that the use of *Hijaiyah* benefits the learners to produce English phonemes. Most of them found it easy to produce the phonemes by referring them to the sounds of *Hijaiyah*. Having producing the phonemes properly, the learners practiced to utter lexical items and elaborate the practice. Even though, the progress rose slightly which the mean score was 5, 84 more opportunities for practice were required to improve their acquisition of pronunciation. Thus, based on the data collected, the second cycle was conducted.

The topic in the second cycle was consonant sounds. There were another four time tutorials with 100 minutes allotted for each meeting. The first part of the lesson was introducing the consonant sounds and showing *Hijaiyah*, which has similar sounds. The phonetics symbols were demonstrated in isolation such as the consonant sounds of /ʃ/ and / ش /, /s/ and / س /, /θ/ and / ث /, /w/ and / و /, /n/ and / ن /, /m/ and / م /, /l/ and / ل /, /f/ and / ف /, /h/ and / ه /, /j/ and / ي /, /z/ and / ز /, /dʒ/ and / ج /, /t/ and / ت /, /b/ and / ب /, /d/ and / د /, /k/ and / ك /, /ð/ and / ط /, /r/ and / ر /. The students directed to identify the phonetic symbols and to produce the sounds by using the sound analogy of *Hijaiyah*. Repetitive drill and minimal pairs were conducted. The activities were elaborated to reading aloud, practicing and role a dialogue. Finally, test was given to evaluate the students' progress. Result revealed that there was a significant improvement on the students' pronunciation, which the mean score was 7, 04. Based on the result of the first and the second cycle, the comparison between the two can be seen as following:

Table 1. Result of students' mean score in the first and the second cycle.

No	Cycles	Total score	Mean
1.	First	146	5,84
2.	Second	176	7,04

Furthermore, to find out whether the hypothesis of using sound association of *Hijaiyah* (The Arabic alphabets) enhance the students' pronunciation was accepted or rejected, an

analysis towards the students' learning outcomes in the first and the second cycles was conducted by using t-test. The calculation of the t-test can be seen in the following table:

Table 2. Analysis of students' learning outcomes in the the first and the second cycles.

No	1 st cycle score	2 nd cycle score	D	D ²
1.	5	7	2	4
2.	5	7	2	4
3.	6	7	1	1
4.	5	7	2	4
5.	7	9	2	4
6.	6	8	2	4
7.	5	6	1	1
8.	5	7	2	4
9.	7	7	0	0
10.	6	7	1	1
11.	5	7	2	4
12.	5	6	1	1
13.	7	9	2	4
14.	6	7	1	1
15.	7	8	1	1
16.	6	7	1	1
17.	7	8	1	1
18.	6	7	1	1
19.	5	6	1	1
20.	7	7	0	0
21.	6	7	1	1
22.	5	6	1	1
23.	6	6	0	0
24.	5	6	1	1
25.	6	7	1	1
Jumlah			30	46

The table indicates that the mean score is: $46/25 = 1,84$. The calculation was conducted by using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{1,84}{\sqrt{\frac{46 - \frac{(30)^2}{25}}{25(25-1)}}$$

$$t = \frac{1,84}{\sqrt{\frac{1150 - 900}{25(24)}}$$

$$t = \frac{1,84}{\sqrt{\frac{250}{600}}}$$

$$t = \frac{1,84}{\sqrt{\frac{10}{600}}}$$

$$t = \frac{1,84}{\sqrt{0,0167}}$$

$$t = \frac{1,84}{0,1292}$$

$$t = 14,24$$

The result provides t-score = 14,24, The t-table at dk 24 and $\alpha = 0,05$ is 2,064. It indicates that the t-score > t-table, $14,24 > 2,064$. Therefore, the hypothesis of the research is

accepted. This revealed that the use of *Hijaiyah* (The Arabic alphabet) improved the learners' ability in pronouncing English words.

Producing English phonemes by using the sound association of *Hijaiyah* (Arabic alphabet) contribute to develop the students' ability in producing proper English sounds. The learners' outcomes, which the mean score was 5, 84 in the first cycle improved significantly to 7, 04 in the second cycle. Most of them found articulating English was easier than before. They performed habit to pronounce English sounds until they were familiar with them and practiced them in context. The students then elaborated the activity to reading and performing dialogue to develop their communicative competency.

Furthermore, applying *Hijaiyah* in teaching pronunciation developed the learners' ability in producing English words since the English phonemes was similar to Arabic alphabets which they were familiar with in their context. It encouraged the learners to improve their ability as they convinced that they have a competency to produce them. Not all students, in fact, found the treatment influence their pronunciation since few of them found articulating both sounds were problematic due to the interference of their native language. However, most of the students demonstrated high enthusiasm in the learning. They were encouraged to initiate the practice by their own, eagerly repeated each sound, produced utterances in English, completed the tasks, and gave positive response to every instruction in class.

CONCLUSIONS

Pronunciation is an important element to achieve communicative competence that needs to be developed in language learning. The target of learning English as a foreign language is to achieve the intelligibility which the spoken language is comprehensible. Most learners found pronunciation problematic, thus to facilitate approach including appropriate methods and techniques are required to support them in learning pronunciation. Applying *Hijaiyah* (Arabic letters) in teaching phonetics eases the learners to recall the symbols and to produce the sounds properly in the context of Aceh. Result of the research indicated that their mastery of English segmental increased significantly and reached the present standard. Lecturers, then, can consider that to introduce basic English sound system is significant not only to improve the students' oral production ability, but also to develop their speaking and reading fluency. *Hijaiyah* (Arabic alphabets) provides an alternative to learn English sounds production, which lead the students to be more enthusiastic in learning and motivated to initiate the practice English by their own. All in all, *Hijaiyah* (Arabic Alphabets) contributes to productive pronunciation classroom activities.

ACKNOWLEDGEMENT

I would like to thank all students and colleagues who took part in this study for participations and contribution they gave to this research.

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PROMOTING INDEPENDENT LEARNING STRATEGIES FOR SUPPORTING EFL WORKING LEARNERS

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ABSTRACT

A number of working learners increase significantly today. Most of employed learners explain that their main reason for working is to pay tuition and living expenses. On average, working learners spend almost 9 hours a day working while enrolled. It means that students spend more hours for working rather than studying. The state has affected on various aspects of their study especially on the process of teaching and learning. This issue becomes a concern to find out a teaching learning strategy suitable for working learners. Promoting independent learning for EFL working learners is considered to be one of the alternative ways to assist employed learners comprehending materials. This paper outlines a frame work of independent learning in the context of important issues such as student-teacher roles, the role of information and communications technology (ICT), and student's internal factors in teaching and learning for working learners. This paper also elaborates the impacts of independent learning for working students.

Keywords: *independent learning, working learners, information and communication technology, learning process, EFL*

INTRODUCTION

For decades, the prevalent conception of an undergraduate college student in Indonesia has been the full-time student who enrolls in a four-year college immediately after graduating from high school. However, the fact today that there are greatly outnumbered working learners: students who balance learning in college with earning money. On average, employed students spend almost 9 hours a day working while enrolled. The rise of working students should become educators' concern as teaching strategies are supposed to be different from the full-time students.

Firstly, most of employed students spend more time at working place rather than at campus. There are some private universities in Indonesia open classes for part-time students. The class usually starts after work hours around 06.30 p.m. and it finishes at 09.30 p.m. On the average, working students only spend three hours at campus.

Secondly, the main issues occurred is working shift schedule. Some of the students often come late for class or skip class due to their working shift. It may give a great effect to their academic performance.

Either to blame their condition or to reduce an academic standard grade is not recommended to solve these issues since it can cause negative effect in the future. Understanding these issues may help institution leaders and policy makers craft policies to help students balance their need and desire to work with their academic priorities.

Working learners mostly who are the EFL learners need to expose themselves in English environment as much as possible. This condition cannot be achieved merely using traditional teaching learning. Therefore, lecturers should find creative strategies to cope with the situation.

This article argues that integrating technology into the EFL classroom may help address the above limitations by providing EFL working learners opportunities to be exposed to the target language in a more authentic and contextualized way and, at the same time, to afford them opportunities to use the target language for real life purposes in limited time (Wiburg & Butler-Pascoe, 2003).

This article outlines the ideas of working learners and their academic performance. It also subsequently discusses about the role of educators and the strategies of independent learning for EFL working students, and lastly this article provide an example of how technology can be integrated into the EFL working learner classroom to overcome limitations identified earlier.

EFL Working Learners

In the 21st century students need to pursue college to gain a foothold and prosper in the job market. Employment during school can have both negative and positive effects on students' academic performance. Since students spent working might substitute for time spent on academic, social, leisure, or extracurricular activities. This can negatively affect academic performance, social integration, or student well-being. Hence, Working can aid in the development of soft skills that have value in both academic and vocational settings, such as communication, problem-solving, adaptability, responsibility, organization, and working under pressure.

Working learners are students who balance learning in college with earning money. There are various reasons for being working students. However, the most paramount reason is that these working learners are from lower socioeconomic status. They earn money to support their family as well as to finance their tuition.

EFL working learners are working students who focus their study in learning English as a foreign language. Many of the adult EFL learners lack appropriate basic English skills when they pursue college. In addition, they tend to face tremendous financial distress that often times prevent them from concentrating on their studies. Teaching them can be a significant challenge for the teacher and curriculum developer.

There are several areas of importance that students must gain competence in when learning English as a second language in an international school. The first two areas of language use were labelled by Cummins (1979) as Basic Interpersonal Communication Skills (BICS), or the language of social interaction, and Cognitive Academic Language Proficiency (CALP), or the language required for success in academic disciplines. BICS is the language of the playground, of talking with one's friends, of shopping, and will usually be acquired in informal settings, e.g. in the playground, school corridors, or with friends. Teachers need to use different ways of organizing the classroom, designing a curriculum, and presenting lessons to gain these two competences.

Independent Learning

The term of Independent Learning can mean different things to many people. According to Knight, Independent Learning implies going it alone, unaided (1996). Independent Learning is also interpreted as an isolated and solitary activity, in practice selfish and self-centred and undertaken without support or the need of tutors (Allan *et al*, 1996). While, Academic discourse abounds with synonyms to describe 'independent learning' as 'autonomous learning, independent study, self-directed learning, student initiated learning project orientation, discovery and inquiry, teaching for thinking, learning to learn, self- instruction and lifelong learning' (Kesten, 1987).

In context adult learning, Canon argues that principles of the andragogical model of adult education are more applicable to higher education practices that seek to promote Independent Learning (2001). Candy (1991) defines Independent Learning as a process, a method and a philosophy of education in which a student acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation. It includes freedom of choice in determining those objectives, within the limits of a given project or program and with the aid of a faculty adviser and it places increased educational responsibility on the student for the achieving of objectives and for the value of the goals.

Based on the definition, it clearly states that the responsibility for learning in higher education is on students aided by teaching staff and defined by the limits and objectives of the programme.

Characteristics of Independent Learning

Gardner et al. (2007) highlight how independent learning areas bring together students with different abilities or those who are at different stages in their education. This is reminiscent of Jackson and Montgomery's (2008) discovery that independent learning areas can provide students with the opportunity to meet others who are studying the same subject but are in a different year group. In a similar vein, Christie and Everitt (2007) draw attention to the way in

which their Learning-Zone can bring together students from different colleges and make them ‘feel part of a university community’. Frequently, those seated at computers are either working individually or in their own peer group consisting of a small number of tightly-knit friends. In short the characteristics of independent learning are:

- a. focusing on the process and not simply the goal.
- b. more flexible for different levels of intelligence.
- c. encouraging students to be responsible for own learning.

Strategy in Developing Independent Learning for Working Learners

As working increasingly becomes commonplace among college students, the relationship between working and college educational outcomes have potentially important implications for the design and implementation of academic programs. Gardner et al. (2007) laud independent learning areas as environments that reinforce ‘productive attitudes to work, lifelong learning and social inclusion’ and the achievement of goals that result from ‘social collaboration on many levels’.

Jackson (2005) suggests that ‘ICT gives students access to a much wider variety of resources and this is both a blessing and a curse’. Most students use the Web extensively, rely on search engines (especially Google) and often ignore subject gateways and databases. Some students lack evaluative and critical skills and accept as accurate and reliable whatever they see on the Web. Some of the Web may not be appropriate resource to meet the need and relevant material for papers.

Therefore, the role of teachers and academics is not only to facilitate familiarity with technology, but there is also a need to formulate a method to gain the teaching learning goal. Related to the conditions of working learners who have a little time spends at campus, teachers can take advantage of ICT. ICT is a good environment for EFL learners to expose themselves as frequent as possible to English. The following strategy summarizes the activities to structure learning as described by Kesten and identifies the teacher’s role in this process.

Table 1. Activities to Structured Learning Mapped to Student and Teacher Responsibilities

Activities to Structure Learning	Student\ Learner	Teacher
Diagnose Needs	Understand own values	Help student identify Values
Set Objectives	Describe learning outcomes	Help student identify potential learning outcomes
Identify learning style	Identify preferred learning style	Help student determine their learning style. Know your teaching style
Use resources	Choose appropriate resources	Help student identify resources
Assess learning	Provide honest assessment	Facilitate assessment process

It is noted here that Kesten points out that teacher’s role to diagnose needs, set objectives of a course, identify learning style, and learning resources. Students can participate in discussing with the teacher about the preferred learning style and kinds of assessments. These

two components are important to motivate students' independent learning. It is also necessary that teachers know instructional strategies or inputs such as inquiry, discovery, cooperative learning, etc. in order to impart independent learning in their subject area.

THE ROLE OF ICT FOR WORKING LEARNERS

As technology becomes more and more embedded in people life, it is imperative to provide learners with relevant and contemporary experiences that allow them to successfully engage with technology to support their educational life. Technology becomes one of important aspects for working learners for it can be a tool to assist them who have a limited time at campus.

However, there are some issues related to the use of technology that need to be considered for teachers. Walker and Moen (2000) said that young people 'gravitate towards the World Wide Web . . . as a primary source to resolve their information problems or for other purposes' and concluded that, for the 'networked generation', it has become 'the desired method of locating information'. It is true that more and more students only rely on one Website to find information and do not have enough information about the quality of sources they visit. It can be a teacher as a facilitator to give sufficient information to their students about the reputable sources.

A number of studies believe that ICT plays a helpful role in independent learning mostly for working learners because it:

- a. As put by (Bransford, Brown, and Cocking, 1999) cited in Volman (2005), there is a common belief that the use of ICTs in education contributes to a more constructivist learning and an increase in activity and greater responsibility of students. This limits the role of the teacher to supporting, advising, and coaching students rather than merely transmitting knowledge.
- b. Butler's (2012) definition: "a wide array of web-based applications which allow users to collaboratively build content and communicate with others across the world." Moreover, these emerging technologies can help students become engaged learners and active contributors to the learning process (Shihab, 2008).

CONCLUSIONS

Working students have become commonplace on college campuses. Working while studying can improve soft skills, such as: time efficiency, communication, problem solving ability, and personal responsibility. On the other hand, time spent working may crowd out time spent on studies. Either to blame their condition or to reduce an academic standard grade is not recommended to solve these issues since it can cause negative effect in the future.

Promoting independent learning and using technology effectively will profoundly increase the learner's capacity to access learning without depending on anyone. Students have to work by themselves independently. Many students are following this principle and also getting success, but some students are not able to cope up with independent learning and they need a little extra support. Therefore, the role of teachers and academics is not only to facilitate familiarity with technology, but there is also a need to formulate a method to gain the teaching learning goals.

Kesten (1987) describes activities to structure learning mapped to student and teacher responsibilities. Based on the activities described teacher can be a facilitator for their students to conduct independent learning. It is also necessary that teachers know instructional strategies or inputs such as inquiry, discovery, cooperative learning, etc. in order to impart independent learning in their subject area.

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ONLINE DICTIONARY: A TOOL FOR PRONUNCIATION ACCURACY

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ABSTRACT

It is indisputable that intelligibility is the most pragmatic objective of pronunciation for most language learners. Improved pronunciation skills will possibly make the communication more relaxed and effortless hence, leading to boosting learners' confidence to use the language. This project seeks to assess the efficacy of computer-assisted pronunciation learning tools, namely online dictionaries that have audible pronunciation guide to improve learners to become more intelligible speakers. The project took place at Universiti Kebangsaan Malaysia (UKM) where the participants are from Faculty of Islamic Studies and obtained bands 1 and 2 in Malaysian University Entry Test (MUET). The participating students (n=11) first did the pronunciation pre-test and later underwent three stages of pronunciation training, i.e., Word Level Pronunciation, Sentence Level Pronunciation and an Extended Pronunciation Task. A post-test was conducted afterward. The findings of the study reveal that students were motivated to use online dictionaries and agreed that it is effective in refining their ability to produce improved English pronunciation. This computer-assisted pronunciation learning tools promotes autonomous pronunciation learning which are very useful as they allow learners to study pronunciation at any time.

Keywords: *pronunciation, accuracy, computer assisted learning*

INTRODUCTION

An investigation on word pronunciation acquisition for learners of English as a second language (henceforth, L2) reveals that adult L2 learners are not likely to be able to speak English the way native speakers do or nor they can reach a native-like proficiency, particularly in speaking. This is considerably all right because the goal of L2 learner in learning pronunciation and speaking is to be intelligible and articulate, and not to sound native-like though some may have an inclination to sound like one for personal reasons.

Pronunciation is seen as a key ingredient to gaining full communicative competence, and without ample pronunciation skills, the ability of the learner to communicate is strictly limited. Some undergraduate students of Fakulti Pengajian Islam of UKM may not even speak English at all as they are afraid of making mistakes and be embarrassed by it. Pronunciation training may improve students' competence and boost their confidence. According to Celce-Murcia, Brinton, and Goodwin (1996), one of the three approaches to pronunciation instruction is the intuitive-imitative approach where L2 learners listen and imitate the rhythms and sounds of an L2 without any explicit instruction. Among technologies used today for this purpose are audiotapes, videos, computer-based programmers, and Web sites.

This study focuses on if computer-assisted pronunciation learning tools, namely online dictionaries (henceforth, OD) which have audible pronunciation guide will improve learners to become more intelligible speakers. This computer-assisted pronunciation learning tools promotes autonomous pronunciation learning which are very useful as they allow learners to study pronunciation at any time.

The objective of this study is to improve student's pronunciation skills through the use of computer-assisted pronunciation learning tools, namely online dictionaries. It will adopt an action research approach with an intervention procedure in the pronunciation practice. Students can record their speech and they can criticize (self-evaluate) their own pronunciation learning. Self-monitoring, reaction and reflection are among characteristic features of good pronunciation

learners. Giving awareness and exposure are used as input strategy in the stages of autonomous learning. It will also indicate students' ability towards empowering independent learning at higher institutions.

The participants for the study were students of Foundation English class. They were of 1st year undergraduates who took Foundation English at The National University of Malaysia (UKM). 8 female students and 3 male students composed the sampling group for the study. Their English proficiency was ranged from Band 1 to 2 in the Malaysian University English Test (MUET). MUET is a test of English language proficiency, mostly for university admissions in Malaysia. Students who wish to pursue their tertiary studies are required to sit for the test as an entrance requirement. The components tested in MUET are reading, speaking, listening and writing.

The Significance of Pronunciation Accuracy

While teachers are busy focusing on other linguistic skills, pronunciation is an area on which least time is dedicated in most ESL classes. More effort and attention should be given more in teaching pronunciation as this subskill of language scaffolds the speaking accuracy and determines the intelligibility of speech produced.

Pronunciation is the underpinning of speaking. English, both written and spoken, has been accepted as the dominant instrument of communication for most of the world but some misunderstandings have been caused by inappropriate pronunciation (Yong, 2004). Although poor pronunciation can lead to learners' disadvantage in academic and work advancement, the teaching of pronunciation and oral skills in foreign and second language classrooms has not been given priority and emphasis. Good pronunciation may make the communication straightforward and more relaxed and thus more successful.

According to Morley (1991:488), "Intelligible pronunciation is an essential component of communication competence". Hence, teachers should integrate pronunciation into their courses and pay attention to reassessing learners' needs and learners' goals, instructional objectives, and learning and teaching methodologies. They should be anxious with how pronunciation fits into communicative language teaching, and give prominence to meaningful communication when teaching it to the students. The learner's ability to communicate is severely limited if not taught ample pronunciation skills. Morley (1991:489) asserts that not focusing on a student's pronunciation needs "is an abrogation of professional responsibility".

Morley (1991:51) further maintains that the significance of teaching pronunciation, in relation to the cutting-edge advance of technology and successful approach of ESL teaching, is realized in the context of real communication. It is the teaching of pronunciation effectively that offers learners a genuine choice in how they express themselves (Fraser, 1999). Carter and Nunan (2001) describe that due to the complexity of the process of second language acquisition, students have to begin to learn pronunciation early and persist in learning high level of Academic English. This is strongly substantiated by Lennerberg (1967) who claims that a language will be swiftly acquired at a very tender age especially in areas of pronunciation and accent. Besides, the teaching of pronunciation should focus more on the issues of exposure to authentic use of language and learners motivation towards the target language. This can be achieved by promoting awareness of the graveness of pronunciation and providing more exposure to input from native speakers (Jones, 2002).

METHOD

This study will employ an action research paradigm to improve students' pronunciation, spoken intelligibility and communicative competence for Fakulti Islam students studying English in UKM. The respondents of this study are 11 year-1 undergraduate students of Fakulti Pengajian Islam of UKM who have obtained either Band 1 or 2 in the Malaysia University English Test (MUET). Data from recordings, tasks evaluations, pre-test and post-test will be collected to investigate to what extent OD help to improve students' pronunciation. Giving awareness and exposure are used as input strategy in the stages of autonomous learning. Questionnaires are designed to elicit information on students' perception on the effect of learning pronunciation using OD. This study will also examine students' reflections on their performance and improvement.

Proposal of Intervention: Computer-assisted pronunciation learning tools, namely online dictionaries (OD).

Procedures:

A. Pre-Test: Students read a passage and their reading will be recorded in order to compare the performance after the training.

B. Stages of Pronunciation Training:

Stage 1 - Word Level Pronunciation

a. Students will be given a set of 18 words to pronounce and this task is recorded. The word pronunciation accuracy scores is by comparing the learner's pronunciation to the OD, which provides our pronunciation accuracy measure. They will later listen to the pronunciation of every word that they have recorded and make a comparison with theirs. Then they will be taught to use OD where they can listen to and repeat after the voices of native speakers on OD.

b. Students will be given 2 weeks to learn to pronounce the words that they mispronounced properly. Students record their own voice and listen for pronunciation mistakes. By doing this, it will help them become conscious of the mistakes they are making. Then they will be asked to record their pronunciation of the words again. (At this stage, if students make no improvement, personal coaching can be included when need be).

Stage 2 - Sentence Level Pronunciation

The reading paragraph in reading-aloud exercise is a listen-and-repeat exercises in which the students are asked to repeat a word or phrase and attempt to mimic its pronunciation and intonation. Students are given a short paragraph to read where they prepare and practise on their own on the correct pronunciation using OD. Two weeks later they will read the paragraph and this too will be recorded. Students are to self-correct if they mispronounced any words and repeat the recordings until they perfect them.

Stage 3 - Extended Task

Extended Task: Students prepare a short talk. (For this task, the Teacher will help students to check on the grammaticality of the talk. During this activity students use OD as a reference for correct pronunciation both for correctness of sounds and word stress. The talk should be delivered with correct pronunciation. Students have to record it to a compact disc. The length of the talk is approximately 3 minutes.

C. Post-Test:

Students read a passage of equal difficulty level as the one in Pre-Test and their reading will be recorded in order to compare the performance after the training.

FINDINGS AND INTREPRETATION

B. Stages of Pronunciation Training:

Stage 1 - Word Level Pronunciation

a. Students would be given a set of 18 words to pronounce and this task is recorded. The word pronunciation accuracy scores is obtained by comparing the students' pronunciation to the OD, which provides our pronunciation accuracy measure. They will later listen to the pronunciation of every word that they have recorded and make a comparison with theirs. Then they would be taught to use OD where they can listen to and repeat after the voices of native speakers on OD.

It is assumed that the students have pronunciation problems as they are MUET Band 1 and 2 scorers. The MUET score descriptors for Band 1 and 2 are as follows:

Description of Aggregated Scores

Band 2 - Limited user. Not fluent; inappropriate use of language; very frequent grammatical errors Limited understanding of language and context Limited ability to function in the language

Band 1- Very limited user Hardly able to use the language Very limited understanding of language and context Very limited ability to function in the language

Adapted from:

MUET

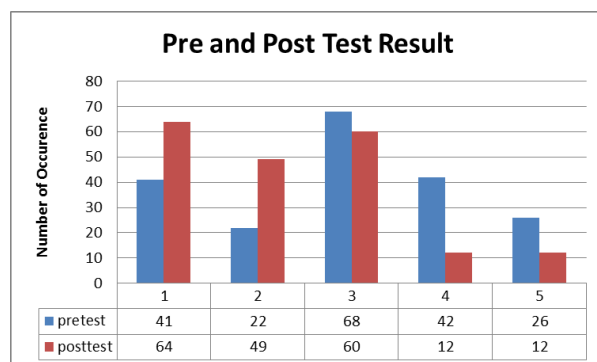
Regulations, Test Specifications, Test Format and Sample Questions

There were two pronunciation tests. One was a diagnostic test, in this paper referred to as pre-test of Stage 1, and another one was a performance test, which is referred to as post-test of Stage 1. The post-test is to examine the effectiveness of listening to Online Dictionary. Each

pronunciation test comprises of 18 words. The outcome of the two pronunciation tests is tabulated as in the table below:

Table 1 The number of occurrences of Pre-test and Post-test Pronunciation Accuracy

	Words	Accurate (1)		Clear (2)		Acceptable (3)		Recognizable (4)		Unintelligible (5)	
		Pretest	Post	Pretest	Post	Pretest	Post	Pretest	Post	Pretest	Post
1	splendour	8	8			2	2			1	1
2	accumulated	3	3	1	1	7	7				
3	summoned	2	1		3		2	1		9	4
4	wealth	2	2	1	2	4	5	2	2	1	1
5	marauders		2		1	6	5	3	2	2	1
6	administer	8	9	1	1	2	1				
7	fortifications	3	5	1	2	7	4				
8	invulnerable		4	2	5	5	2	4			
9	recognizable	2	2		3	4	5	2		3	1
10	tough	4	11					5		2	
11	pedestal	2	3	2	3	4	5	2		1	
12	enlightens	1	3	6	2	5	2		3		
13	awfully	5	6	1	3	6	1				
14	represents			2	6	7	6	1			
15	stealthily			2	5	1		7	3	1	3
16	insurmountable	1	2		3	2	5	6		2	1
17	demeanour		3	1	4	1	2	7	2	2	
18	honorary			2	5	5	6	2		2	
Total no. of occurrences		41	64	22	49	68	60	42	12	26	12



The results of the pre-test showed that the number of occurrences of the students whose pronunciation being classified as “recognizable” and “unintelligible” is 42 and 26 respectively. After the pre-test, the number of occurrences of students whose pronunciation categorized “recognizable” slumped to 12 from 42 while those categorized as “unintelligible” dropped to 12 too from 26.

The results of the post-test also showed that the students seem to improve significantly. The number of occurrences of students whose pronunciation categorized as both “clear” leapt from 22 to 49, while those tagged as “accurate” rose from 41 to 64.

The number of occurrences of the students whose pronunciation classified as “acceptable” show a slight decrease in the post-test compared to the pre-test. This could be due to the much higher number of occurrences in the “accurate” and “clear” categories.

It could be seen that the students made impressive improvement after the Stage 1 of this study and it could be assumed at this preliminary phase that using OD is quite an effective strategy in dealing with pronunciation problem.

The preliminary results of the study unveil that the students can accomplish learning at their own pace. The students were able to access Online Dictionary anytime at their convenience. In this way, they indeed get to repeatedly practice and see the effects of, for example, parroting the pronunciation provided by the OD. Below are the responses of the interviews conducted with the students after the post-test.

Learning at Own Pace

Students claim that they could repeat the process without fear or intimidation. According to them, they can first listen to a word, and if it is difficult to pronounce, then they would listen to it repeatedly. They assert that they could practice reading and speaking every day and keep practicing until the pronunciation is accurate and learning got easier.

A Fascinating Mode to Learn English

Online Dictionary is fundamentally important to the success of this research as students enjoy the opportunity of exploring and repeating difficult tasks until they are satisfied with their outcome, assuming that they almost “sounding like the dictionary”. It gives them the experience and more profound learning benefits of the autonomous learning process. It also aids in training students to become more innovative and creative in completing their assignment.

Able to Learn Beyond Pronunciation

This mode of pronunciation practice actually engages them even more, as students realized that by browsing through OD, they not only get to learn the correct pronunciation, they were also able to discover that English words have syllable stress, as well as everything else that is available in the dictionary, like parts of speech, synonyms, antonyms, phrases and etc. By teaching students to use OD, this research helped bolster their knowledge in the use of language more precisely.

CONCLUSION AND SUGGESTION

Students' ability towards empowering independent learning at higher institutions is strikingly substantiated. Thus far, this could be assumed as true since the students were able to use online dictionaries that have audible pronunciation to correct their pronunciation so as to be more communicatively competent and confident. They are able to greatly improve their pronunciation skill by a dint of sheer hard work and practice as well as regular consultation with the online dictionary. It is irrefutable that the advent of ICT has opened the floodgates for autonomous pronunciation learning and teaching as promoted by innovative English language instructors.

Why use online dictionary? Turning to technology when as this era was very timely. Given our limited time for classroom interaction, it is difficult to teach pronunciation and, if not almost impossible. We somehow wanted to find a way to really get our students involved in learning to pronounce English words properly by engaging them in learning it autonomously. The Online Dictionary allows the students to individually learn and practice in their own time.

There are setbacks faced, however. Among them are dealing with infrastructure issues such as, Internet access in the classroom. Some students have computers and internet access in their residence; some students have access to the Internet from the campus vicinity and computer labs only. Even so, the internet connection available on campus is sometimes straggling. Increasing the number of modems used on campus and upgrading the internet speed are fundamental in using web technology in classroom.

It is observed that students' pronunciation improved with regard to comprehensibility albeit unlike anywhere near native speaker's. With sharper pronunciation, students feel that they have the opportunity to perform better in everyday communication and oral presentations. Many participants admit that they are more confident to speak English as they feel that they are more intelligible to others now. The discovery of using online dictionary has helped the students to practice pronunciation in an engaging and fun way.

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THE IMPLEMENTATION OF A WEB-BASED LEARNING ACTIVITY TO ENHANCE STUDENTS' ENGLISH SPEAKING PROFICIENCY AND CONFIDENCE

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ABSTRACT

The use of the web to link the students with the other students in another country is an alternative way that is applied to provide opportunities to speak English. It is thought that if Indonesian students are linked with native-English speaking students in another country through teleconferencing in order to work cooperatively on a shared project their English speaking can be improved. The result of this research shows that the use of a web learning activity results in positive effects in improving students' spoken English.

Keywords: *web based learning activity*

INTRODUCTION

Promoting a new activity for language learning is a challenging thing for an English teacher to do, especially on how to make students be more active in speaking. The teacher requires finding out what the proper activity that can encourage students to speak which is not only speaking in good English but also experiencing with authentic speaking context. Something authentic and remarkable activity is not easy to find while doing speaking activity is quite monotonous and boredom only by doing textbook activity.

In 2014, I did a research as a result of the condition in my class in speaking activity which revealed that the activity of grouping them to discuss some topics or doing role play activity seemed to be common for them. In group discussion activity, most of the students in the groups did not want to speak English instead of *Bahasa* and when I had come closer they started to speak a bit English. Active students who were confident were not many and they couldn't encourage others to speak English as well. Thus, role play activity was a well-organized activity stated on the textbook. The students have already obtained the outlined of topics which endorse with gambits. When they were asked to make their own ideas of making conversation, for instance, they were restricted with the expressions. As a result, they felt that making conversation must be based on the textbook or they had to follow all of the structures and instruction on it. In fact, there was no more challenging activity that could encourage students' creativity on making ideas for speaking or even being experienced of using their English.

In order to overcome those problems, I have conducted a research to connect my students with students' English speaking country, so that they would experience on applying their English and they were attracted to communicate in order to increase their speaking confidence. In this case, I took students in Maryland Secondary School in Maryland, USA. The both groups of schools had the same age as 12 and 13 years old and level of study, and had also 20 students in a class. Along the activity I would involve the students to use web as a tool to support the connection of both countries so that the students could be in touch with one another. The webs used in the study are; email, DropBox, Edmodo and Skype. The students did emailing and making video of themselves through DropBox while the teachers used Edmodo to publish and discuss the activity. After finishing the activity the students did tele-conference through Skype to discuss about the activity which they had done.

The result of the study shows that the students were so enthusiastic and eager to speak in English. They were interested in learning something new about other culture and school. However, the time difference of two countries became such a barrier in the study. Once making a tele-conference the teacher and I in charge in Maryland required deciding

the best time for us. The early morning in Jakarta is the late afternoon in Maryland and vice versa.

To overcome the barrier of the previous research I would like to conduct the research by modifying the connection and the activity since the benefit of the research is useful to enhance my students' confidence in speaking.

Research Question, The Objectives of The Research and The Significance

The research question to be investigated in the study addresses how to apply web learning activity in order to enhance students' confidence in English speaking and I will also observe how students' behavior along the activity, especially 7th grade students.

The objectives of the research tend to the effectiveness of web learning activity for supporting 7th grade students' confidence in English speaking and the significance of the study tends to the implementation of the method theoretically and practically. The research has been conducted in the two semesters which were running from August to March and the students who were in the study are 38 students of 7th grade. Theoretically the benefits of the research are to proven the recent theories related to the research. The theories must prove that the students are more interested and eager to speak in English by learning through web learning activity. The research is also benefit for the teachers who are willing to use web as the alternative activity in order to attract students' interest in speaking for it is suitable with the needs of the students to be experienced to speak with other students' English speaking country and the teacher will be used to having technology in classroom.

For the school it is useful to improve the school qualification in terms of inviting learning environment for the students.

Web-Based Learning Activity

Using technology in classroom is not something new recently, however it is a challenging activity for teachers as long as they know the usage of it can improve the students to be more eager to learn. Computer and internet are sorts of technology that can be applied to enhance learning process since internet provides various materials and sources of learning for its sophisticated features. Some reasons for teachers using internet in classroom are as follows (Gavin Dudeney and Nicky Hockly,2007):

- Teachers can find ideas and select proper activity for their students easily and fast. Internet offers various materials and the latest techniques that can inspire teacher to create an alternative way of learning.
- Teachers can integrate the technology into teaching learning process, for examples students may do essay or project in word processing or video recording and send or upload it through email or web.
- Internet is easily accessed by both teachers and students so that students can practice their English and even can do any tasks simply at home or anywhere.

Web as a learning tool features contents of certain learning objectives that are proper in line with students' needs and curriculum demand (Said Hadjerrouit,2010). It has also reusability elements that can be applied not only for one subject but also two or more in different setting as integrated learning. For example, English teacher can collaborate to integrate one or two subjects with other teachers' non English subject into a project by using web along the activity.

The use of web learning in this study is only restricted with the use of email, Facebook messenger, forum and Skype in order to endorse students in two countries easily to communicate each other, especially for students age 12-13 years old. For the students, email is very handy to communicate as a personal or as a group; even they easily send files or photos. Facebook messenger is used by the teachers to communicate in ease and quick response even the teachers could simply post the students activity through Facebook. Forum is a web which is used as a media to communicate among schools, teachers and even students. It can be used as well to post pictures and videos.

Lastly, Skype is used to conduct face to face communication among students around the world. They can discuss and share the work they do together even they may figure out how students other countries like.

However to succeed the use of web for learning process, it requires both teachers and students' understanding about how to use it wisely. They must be familiar about how to conduct it and wisely to use according to the objective of the learning. Teachers must concern about how students behave on using it because they must aware that once students involve in internet as an unlimited media, there must be a filter that can secure them to be not out of control.

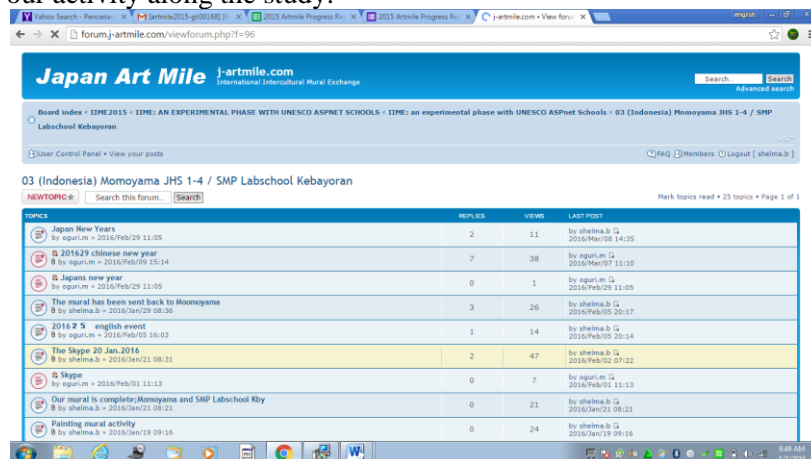
The Design of The Study and The Sample

In order to overcome the barrier in previous study, for this study I apply the use of web for 7th grade students, especially in one of the six classes which each has 36 students. I took a part in IIME 2015 (International Intercultural Mural Exchange) as an annual program for ASP-NET school of UNESCO. It is followed by schools in 63 countries around the world and the study has started from August 2015 to March 2016. The regulation of the program is as follows:

- As a school of ASP-NET of UNESCO, my school registers to the committee for joining in the program.
- The committee will assign my school with a school from one of 63 countries around the world.
- The committee will provide the team of school sheets of discussion before starting the activity.
- The program is designing the team of schools to discuss about the diversity of two countries that can be viewed from cultures, school life, and natures and so on. Then the result of the discussion is reflected through the painting of the mural.
- The committee will provide the schools with mural and painting equipment. The schools can decide what school paints first as a half mural and the other will finish the rest.
- The last school that has a turn to finish the mural will exhibit it in the school before sending it back to the committee.
- The committee will exhibit the whole of the paintings.

Along the study the schools are provided with a forum named Art Mile Forum. The forum is used as a media to communicate both teachers and students even among schools. We can take a look all schools activities in the forum even we can send pictures and videos about the activity we do in the schools.

My partner school is Momoyama Junior High School in, Japan. It is located in Kyoto and it is a school attached by the education faculty of Momoyama University as same as my school. The students for the sample are the same level and ages as mine and some of the students in Momoyama are used to speaking English as they have lived in America or other western countries. Besides the forum my school and my partner have agreed to use email, Facebook messenger, and Skype for tele-conference and also to communicate and to ease our activity along the study.



(Figure 1: The activity of my school and partner along the study)

The forum is designed by the committee with the easy features for the teachers to report and to communicate each other. Before using the forum, the committee provides the teachers in charge of the program with username and password.

The Cycles of the Study

a. The first cycle

I was connected with Momoyama Junior High School in Kyoto in August 2015. At that time, two teachers from the school visited my school in two days. We talked and discussed about the timeline of the project and also the topics that are suitable with our students. They also observed my English class and activities in my school, including joining my school specialty occasion in commemorating Independence Day. In the discussion we agreed to initiate the project earlier for Japanese New Year coming in February though the schedule of the project for the whole participants would end in March. We designed as well for the chance of having tele-conference for three times and the topic that we set up for the project was about culture diversity between Indonesia and Japan, then we agreed to have the first tele-conference on 27th of August.

In English class, the teacher assigned the students to write each other about introduction themselves as initial activity and posted them in Japan Art Mile Forum. They wrote about their daily activity in the school and also a bit about their city. They sent their photos in the forum to be attached with the mail. The teacher assisted them to post it using the forum. Along the activity of writing the mail, the teacher was around to check and facilitate for any questions students had.

After they got the replies, the students were reading them and discussed for the topic they wanted to talk in the first tele-conference. They were very excited to have the replies from their new friends in Kyoto especially when they were quite unfamiliar with the names of their new friends, as well as having their pictures too. Meanwhile, the teacher communicated through the Forum and Facebook messenger to set up for the proper times for the two schools to have the tele-conference. The first tele-conference would be conducted in the afternoon at 1.40 p.m. Jakarta time and 11 a.m. Kyoto time since the time difference of the countries are about two hours earlier Jakarta. Before having it, the teachers of the two schools checked the running of the connection a day before the teleconference.

In the first teleconference the teachers and the students gathered in English class on the third floor with the setting of teleconference as a big screen, a computer and an internet connection by using *Skype*. There were two English teachers assisted by IT teacher and 36 students of 7A. The session began on scheduled and on time. The students were overjoyed to meet their new friends via *Skype*. They introduced each other and told about the letter they wrote in the Forum. They shared their excitement of having different school life and also cultures. At the end of the session, the teachers and the students were amazed when the students in Momoyama Junior High School did their respect with Indonesia Independence Day by showing Indonesia's flag. The students felt so impressed and the feeling of the friendship was already inside them. They couldn't wait for another conference and kept on working about the mural project. In addition, the connection was running smoothly and the discussion lasted in an hour. At last, the first teleconference was definitely succeed and satisfying.

b. The second cycle

The teachers evaluated the previous activity and discussed for the next activity. The students were still writing mails through the Forum to discuss about the materials that they wanted to paint in the mural. The mural would be divided into two; the Japan had first in painting and my school would finish the remaining. The students had agreed to paint about the diversity of their culture which is about traditional clothes, food, and other things.

On November 2, Momoyama Junior High school's mural finished and arrived in my school. The parcel was not only the mural but also the painting colors set and a set of the students' handwriting letters. The English teacher brought the letters to the class and shared to the students. The teacher asked the students to work in pairs and write the letters as the replies. In the Art class, the Art teacher assigned the students into groups and asked them to

make the rough draft as a design for their mural. They discussed about the design while the Art teacher and English teacher were observing the activity. The students were serious and enthusiastic to design the mural. The Art teacher divided them into 3 sessions on painting that they did after school. For this activity there were 15 out of the 36 students involved and did the painting as they discussed in the class.

The activity of the painting was under a supervision of the Art teacher and English teacher. After finishing it, the teachers dealt to have the second teleconference to show up the finishing mural before it would be sent back to Japan. It would be conducted on January 21 and as the prior teleconference the teachers checked the connection on January 19.

On January 21, the teleconference was held in Art class at 1.40 p.m. until 4.45 p.m. The students had designed the class and put the mural as the background of the teleconference. The students also had prepared for some materials which were in the mural, such as *Angklung*, the replica of Prambanan temple, and *Wayang* as they made it with paper and woodsticks. For this teleconference the Art teacher was in to observe the activity and the students presented the materials they had painted in the mural. The students showed the mural and explained the pictures in the mural. They performed *Angklung* that made the students in Kyoto amazed and interested. They were delighted to see how it is made and played. The more detailed of the mural painted by Momoyama students were explained in the mails in the Forum.

For the second teleconference, it was running smoothly. It took more than an hour with the result all the students could communicate with one another. The both schools were more satisfied with the activity.

c. *The third cycle*

As the mural finished, the teacher sent it back to Japan and it arrived safely on February 5. The teachers of the both schools discussed about the parcel and further activity which was still possible to do since the schools had accomplished the program earlier. The teachers made the agreement to have two other Skype in February to present the celebration of Chinese New Year in Indonesia and Japanese New Year as the extending of the program. The teachers set up for the two dates of the Skype as 9 and 19 February for presenting Chinese New Year and Japanese New Year, especially on February 19 the Skype would be attended by 30 teachers from some schools in Japan. They wanted to observe the activity of collaborating program of Labschool and Momoyama Junior High School.

In English class, the teacher asked the students to work in group to discuss about Chinese New Year in Jakarta. They were asked to write the result of the discussion and prepared for the next Skype. Meanwhile writing mails in the Forum was still going on.

On February 9, the Skype was held in multimedia room in the school library at 1.40 p.m. The students brought Chinese special stuff for the celebration such as moon cake, fortunate envelope, Chinese special snack and one of the students wore Cheong Sam as Chinese traditional clothe. However as the first time having Skype in the multimedia room, the technician was hard to connect the Skype though for many times of efforts to reach the connection as a result it was failed. Fortunately the teacher had Ipad and used it to communicate still using Skype and it succeeded. In some ways it was a little bit late not as like the prior ones but it was running well though the students must have moved the Ipad to communicate with their Japanese friends. In this session the students were impressed to see Momoyama students used Indonesian such as "*Selamatsiang*", "*Apakabar?*", "*Namasaya...*" and "*Sampaijumpalagi.*" The students were glad to hear it and felt that in every Skype there was always a surprise from their Japanese friends. At last, it was conducted in about one hour and Momoyama students were interested to see the presentation. They asked the students to tell more about the cake and snacks.

For the last Skype in February 19, the Skype was held in Art class and the connection was well. The students greeted their Japanese friends in Japanese such as "*MinasanOhayou*" as "Good morning,guys" and "*Ohisashiburidesu ne*" as "Long time no see". The students and the teachers were amazed and gave big applause for the greetings. The Momoyama students did great presentation and in once performance they asked Labschool students to say some Japanese words as their traditional games. They also performed how they pray in Japanese New Year and explained the traditional food and snacks in every Japanese New

Year celebration. To end up the Skype Labschool students showed Japanese flag and left taking in Japanese.

RESULT AND FINDINGS

The study has run from August 2015 to March 2016 and according to the observation along the study the result of the study show as follows:

1. My students are very delighted to have new friends from Japan. They like talking through the Skype and learn a lot about Japanese culture such as food, traditional clothes, flowers, and also school life in Japan.
2. For the first time having connection through Skype we need to prepare it a day before and it is good. However, in my place sometimes the bad connection happened especially at the time we moved the class for the meeting.
3. My students learn about the Japanese culture and school life and they do appreciate it. They also learn about how to build communication with overseas students and they are fond of being a part of global citizen.
4. The teachers are very keen on being facilitators on the project. They have learned about how to conduct distance conference and apply the technology as well. They are also delighted to be connected with the teachers from overseas school. Thanks to my partner school for spending time visiting my school before starting the project.
5. The students increase not only their confidence in speaking but also improve more skills such as writing activity and sense of art as painting mural as well as using technology to support their speaking.
6. Although the students are not connected with the students' English speaking country as the previous study Japanese students have showed the ability to communicate in English properly.
7. The barrier of difference time as the previous study not happened in this study.

From the result above, the students are excited with the activity because they have new experience on having friends from Kyoto even they can communicate and can see what their life are like. They can also practice their English with confidence though their partners are not from the students' English speaking country. They learn how to respect each other and the beauty of the diversity of two cultures.

CONCLUSION AND SUGGESTION

Since the study ran about seven months, it is concluded that 7th grade students were interested with using web for their speaking activity and involved in it well. The topics to be deal with are their own choice so that they are eager to speak to the students in Kyoto. The students themselves are interested to read the Momoyama students' mails and they felt confident in speaking with their friends in Kyoto. Moreover the students not only have learned much about improving their English but also about improving character of being respectful and appreciating diversity of other culture.

The upcoming research is suggested to be held in longer period in order to increase and catch the better result, and the webis also suggested to be applied in the same place in order to reduce the lost connection and other technical problems.

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USING TRADITIONAL FOODS AS ENGLISH MATERIALS: A THEME-BASED LANGUAGE INSTRUCTION IN IMPROVING STUDENTS' ACHIEVEMENT

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ABSTRACT

Language teachers were not only as a facilitator but also as an evaluator. They have responsibilities to integrate many kinds of interesting materials in their classroom. One of them is culture. Maintaining and preserving cultures is the responsibility of one's community. Baturaja's traditional foods can support South Sumatera through culinary. The 11th grade students of SMA Negeri 4 OKU have lowest interest in learning English. They felt bored because the teachers often use the same and monotonous materials from textbook. In this classroom action research, the study wanted to improve the students' achievement by using traditional foods as English materials: a theme-based language instruction. The subject of the study will be the 11th Social 3 students of SMA Negeri 4 OKU in the period of 2014/2015, which involved 20 students. This study applied collaborative classroom action research between the researcher and English teacher. In this study, the researcher conducted two cycles that covered planning, implementing, observation and reflection. Each cycle of this study consisted of two meetings. The instruments of this research were interview, observation and test. The data of this study were the students' score. The criteria of success in this research successes when there was 75% of students could pass the assessment score ≥ 70 based on the minimal mastery level criterion.

Keywords: *Traditional food materials, a theme-based language instruction*

INTRODUCTION

The cultural heritage of South Sumatra is very rich. Each has its special characteristics. Especially Baturaja as one of subdistrict in OganKomeriingUlu regency, it has traditional clothes, traditional food, folktale, tourism object and others that can make Baturajaness very proud. For traditional clothes, Baturaja has Songket that is wellknown in Indonesia and overseas. For traditional foods, Baturaja has *kinok*, *kasam*, *pempek*, *panggang* and *otak-otak*.

Maintaining and preserving cultures is the responsibility of one's community. Baturaja traditional foods have been well known not only in local but also in international scope. Baturaja traditional foods can support Baturaja as cultural sub through culinary tourism. It was the responsibility of language teachers to integrate culture into their classrooms.

Before we move further to the teaching approach employed, it is very for us to understand what we mean by Language proficiency or Linguistic proficiency. This is done in order to make sure the approach we have will us achieving our main target, i.e. developing the students' English proficiency. To our opinion language proficiency of linguistic proficiency is the ability of an individual to speak or perform in an acquired language. The ability comprises four main skills namely listening, speaking, reading, writing skill and languages element such as vocabulary and structure.

Success in foreign language learning depends on language aptitude, motivation, opportunity, and environment (Brown, 2000). Therefore, to produce success or failure, these four components must work synergistically Brown explains briefly that if a learner has a high language aptitude, an excellent opportunity, a conducive environment and a high motivation, success is guaranteed. If she has a low aptitude, an excellent opportunity, a conducive environment, and a high motivation, a good measure of success is probable. If she has a high aptitude, a conducive environment, a high motivation, but a restricted opportunity, some success is possible. Ifs/he has a high aptitude, a good opportunity, but the environment is unfavorable accounting for low motivation, chances are s/he would fail. If s/he has a high motivation but low aptitude, a poor opportunity, an favorable environment, s/he would most probably fail. If she

has a good opportunity, but a low aptitude, a low motivation and unfacilitative environment, s/he would fail. If s/he has a high aptitude, but no opportunity, an unfavorable environment, and a low motivation, s/he would also fail.

One of method that can be used in teaching language is theme-based language instruction. The characteristics of dynamic theme-based language instruction were incorporate real life situation in instruction, integrate all four language skill communicatively, encourage learner autonomy or learner choice, use experimental learning and apply project-based learning. This method of teaching links curriculum strands and capitalizes on children's interests, creating a sense of purpose and community in the classroom. By building on their interests and life experiences, young people's attitudes, skills and knowledge are developed in meaningful ways. Inquiry and communication are activated by a desire to know more, resulting in enthusiastic participation in the learning process.

There were many activities to introduce culture in the classroom. Because no textbook perfectly integrates language and culture education, teachers need to build up supplemental activities to make culture learning a consistent component of their language classes. Ideally, these activities will reflect real language use while providing the instructor with the opportunity to assess the learners' efforts. In Cameron (2001) the use of theme-based units in language teaching offers the possibility for students to decide what topics to cover. The role of the teacher changes with the advanced integration of the students.

The writer suggests using theme-based language instruction in presenting Baturaja traditional foods as English teaching material.

METHOD

The participant of this study were eleventh grade students of social class 3 of SMA Negeri 4 OKU in the period of 2014/2015, which involved 20 students. This study applied collaborative classroom action research (CAR) between the researcher and English teacher. In this study, the researcher conducted two cycles that covered planning, implementing, observation and reflection. Each cycle of this study consisted of two meetings. The instruments of this research were interview, observation and test. The data of this study were the students' score. The criteria of success in this research success when there was 75% of students could pass the assessment score ≥ 70 based on the minimal mastery level criterion.

As the main objective of this study is to improve the students' achievement and also cultural awareness by using traditional foods as English materials: a theme-based language instruction, CAR was deemed to be the most appropriate methodology. This study carried out in four phases of activities within two cycles; namely Planning, Action, Observation, and Reflection.

During the planning phase, the researcher prepared lesson plans, instruments, handouts and worksheets dealing with the strategy of using traditional food theme-based language instruction. The focus of the description of Baturaja traditional foods explained by the researcher by showing the video of local area cooking of some traditional foods.

The action phase consisted of a theme-based language instruction of using Baturaja traditional food. A theme-based language instruction was implemented in two cycles as follows: (1) cycle one (12th November 2015) focused on the use of durians in cooking *kinok* and *kasam*. (2) cycle two (22nd November 2015) dealt with presenting cooking *pempek panggang* and *otak-otak*. The steps for planning a thematic unit were as follows:

Step 1: Examine curriculum standards and required units for the class

Step 2: Choose a theme that is meaningful and relevant to students

Step 3: Brainstorming ideas that can incorporate real life situation

Step 4: Choose, organize, and order activities

Step 5: Incorporate projects that can encourage learner choice and autonomy

Field notes were used to record what the observer heard, saw, and thought of the stage of collecting and reflecting on the data. They covered the strengths, weaknesses, and suggestions concerning the setting of the class, the classroom atmosphere, the interaction between the teacher and the students, and other things that happened in the class. The field notes were analyzed descriptively.

The other instrument used was a speaking test. The instruction was asking the student to make and perform a short dialogue based on the topic of the lesson. Time for preparing the dialogue 10 minutes and for performing the dialogue was 10 minutes. The test required the students to produce spoken form. The scoring of the test is based on a scoring rubric. Besides, this rubric gives opportunities for the students to receive detailed feedback and allows for the positive wash back effect of the test to take place. Due to its rich data, the researcher can also inform decisions of remedial action.

In the observation phase, the students' English speaking were observed and noted with occasional supplements of note taking documents. An observation checklist was also employed. This checklist was also useful to see if any particular student was lacking speaking samples for certain cultural topics.

The reflection part involves an analysis of the results of the action implementing during the cycles. The data obtained in the observing stage were compared to the indicators of the criteria of success. The criteria of success concern with two aspects: the teaching and learning speaking process and the product of students' speaking.

FINDINGS AND DISCUSSION

The findings of the study are concerned with two things: the improvement of the students' speaking ability after the treatment using traditional food theme-based language instruction and their responses towards the use of traditional food in speaking instruction.

Developing Student's English Proficiency by Using Local Culture Content Traditional Foods

Based on what we understand about English proficiency and the cultural traditional food content material we have. The assumption of integrating activities focused on the four language skills in the process of speaking as used by Cameron (2001) is employed. Therefore, the development of student's English proficiency will be arranged in the lesson plan, as follows.

Thematic unit: Eating out with friends

Lesson 1: Inviting friends to have dinner by phone

Lesson 2: Making a reservation

Lesson 3: Getting directions to the restaurant

Lesson 4: Ordering food at the restaurant

Lesson 5: After eating out (talking to a friend)

The relative comparison of the accuracy improvement in the pre-observation when the thematic type implemented was indirect speaking problem and after CAR treatment using traditional food theme-based language instruction—that is, the traditional food orally direct accuracy and fluency.

In identifying the students' involvement in the implementation of theme-based language instruction, the observation used an observation checklist and field notes. The students' activities during the teaching and learning process using traditional food theme-based language instruction during the first cycle had not resulted in expected outcome. Considering the result of the first cycle have not met all the criteria of success, the researcher and observer concluded that the action had to be continued to the next cycle.

However in the second cycle, it was found out that the students were active and motivated during the teaching and learning process. It was indicated that most of students got involved well in each activity. The improvement of the students score had met the criterion of success.

Based on the result of the speaking test, it was found out that the students' speaking achievement was improved up to the targeted level. It was recorded that 19 out of 20 students (95.65%) successfully achieved the criteria of success. Even when the minimum passing grade (KKM=75) is set as the criteria of success, the number of students who can pass that criteria is still high, 16 out of 20 students (82.60%). What can be clearly seen here is that the percentage of accuracy and fluency improvement before treatment is slightly better than after treatment.

In line with previous explanation, it shows that from the second cycle, the achievement of the students' achieved the target score, 75. Thus the researcher and the observer concluded that the action could be terminated.

Table 1. The summary of the research findings can be seen in the following table.

Research	Before action research	After action research
1. Improvements in the students' speaking skill		
a. Achievement	Mean of pre test : 63	Mean of cycle 1:70 Mean of cycle 2 : 79
b. Students' comprehension	The students competence to recognize and interpret the dialogue material can be unsatisfying,	Students can describe main ideauses supporting details from thetopics
c. Studentsanalysis	students'aren't able to distinguish the major points and details of the topics,difficult togetideaofthedialogue	The analysis can be identifiedclearly
d. Students' criticalthinking	students' find difficulties tounderstand how the tomake a dialoguewiththetopicschosen	Students can speakupextends topicsintodialogue correctly
2. Improvement in classroom situation	Students : Not alive, uninterestingspeakingactivities , did not giveattentiontothelesson, passive. Lecturers : uninterestingtopics, not innovative, did not recognizestudents' problem, not explorestudents' potentials	Students: joyful learning, live, interesting activities, gave attention to the lesson, active. Lecturers : interestinghabitualtopics, spoken form,innovative, createdworksheet,recognizedstudent s' problem

The Students' responses towards the use of traditional food in speaking instruction

In relation to the students' responses toward the implementation usingtraditionalfoodtheme-basedlanguageinstruction was shown from the observation, most of the students gave positive points in response to the effect they did during the CAR after experiencing speaking process using traditional food theme-based language instruction.

Furthermore, theuseoftraditionalfoodtheme-basedlanguageinstructionmadethestudentsenthusiasticaandgavefullattentiontotheteachingandlearningprocess.Students, in general

CONCLUSIONS AND SUGGESTIONS

Baturaja traditional foods can support Baturaja as cultural hub. Through culinary tourism, people will know more about Baturaja. It means that food can be used as our identity that can promote the region to the outside world. Moreover, in terms of English language teaching, the foods can be used as the valuable materials which can help maintain and preserves our cultures.

The existence of Baturaja traditional foods should be maintained well by the government and citizens. It can be done by holding traditional foods sellers to survive in this difficult situation.

Theme-based teaching can be used in large or small amounts, and in varying concentrations. In concentrated form, and in skilled hands, it could replace course book and syllabus together. More realistically, it can be adopted for one or two lessons in a week, or for several weeks in a term, to supplement other work, and to help teachers build up the skills and knowledge that are demanded. Even when the course book is used fairly closely, theme-based ideas can provide extra activities. Many course books use topics or themes to structure their units, although this is often a superficial covering for a grammatical or functional sequencing.

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DEVELOPING BUSINESS CROSS CULTURE MATERIALS IN NEED OF ENGLISH FOR SPECIFIC PURPOSE

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ABSTRACT

Some English departments generally provide Cross Cultural Understanding (CCU) as a content subject. They usually emphasize more on knowledge. In need of English for Specific Purpose (ESP), Business Cross Culture (BCC) is designed to develop learners' communicative skills in English for business or social purposes for learners of Business English department of Politeknik Ubaya. In this paper, the writer aims at sharing his teaching experience to develop BCC materials in need of ESP instead of content-based instruction. It is necessary to identify the specific needs of the learners that study BCC. Then, their learning objectives are clearly set up and their relevant learning tasks are also prepared. As a matter of fact, ESP is a promising approach for preparing learners to succeed in their future global workplace. The learners also want to learn passionately when they learn what they need. That's why the writer develops BCC materials based on their needs especially to cope with Asean Economic Community. Feedbacks of the working experience are also needed to enhance the success of communication in the diverse workplace. To achieve the desired outcomes, the learners should also have authentic, appropriate, and joyful learning materials so that they could perform not only their English communication skills but also their knowledge, skills, and attitude to deal with people from different culture with respect.

Keywords: *developing BCC materials, ESP, needs analysis.*

INTRODUCTION

English departments generally provide Cross Cultural Understanding (CCU) as a content subject, they carry out content-based instructions. The instructional program might focus on the content the learners learn in regular classrooms. Business English department of Politeknik Ubaya Surabaya provides Business Cross Culture (BCC) in need of English for Specific Purpose (ESP). BCC is similar to CCU in business context. And BCC as ESP means the instructional program arranged by the specific needs of a particular group of learners (Richard et al, 1992:125). ESP in BCC is expected to be a promising approach for preparing learners to succeed in their future global workplace. In ESP, the teacher also has the role of a researcher of the course contents. In this study, the writer (as BCC teacher) has to conduct a survey on analyzing the needs of the learners. For this survey, the respondents are the two-batch students of Business English study program of Politeknik Ubaya Surabaya that took the BCC subject and some others of that did their apprenticeship at some workplaces. Based on the data of needs analysis, the writer also has to choose the learning materials by considering their qualities, such as authenticity and appropriateness. And to enhance the effectiveness of the learning process, the teacher also has to make the learning activities joyfully so that the learners keep their passion/motivation/needs to learn. Moreover, they also enjoy learning the BCC materials when they engage in their joyful learning activities. In this paper, the writer also explains the hard-skills and soft-skills of BCC to cope with current competitive challenges of preparing human resources in the Asean Economic Community (AEC) so that the learners are ready to compete their future career in workplaces of Asean. For that reason, the writer would like to develop BCC materials by analyzing the needs of the learners that took the BCC course so that the BCC learning materials are really useful to equip with their career in the intercultural workplaces.

Needs Analysis

It is important to analyze the learners' needs in order to know what they really need, such as knowledge, skills and attitude that they have to master. Evans and John also states (2000:123)

that needs analysis aims at knowing what the learners didn't know in order not to waste their learning time. It also makes the BCC course as ESP be more professional. The teacher also learns to know how well the learners know the BCC learning materials and which culture they need sharpening. It is necessary to find out what skills the learners need in order to perform a particular role, such as business communicator/negotiator across cultures. To make their learning materials be effective and efficient, the teacher as a researcher of the needs analysis has to develop the learning materials based on the learners' needs by using questionnaires, self-ratings, interviews, meetings, observations of learners' behavior in a target situation/in class, collecting learners' portfolio tasks (two or more sources) as a triangular approach (Richards, 2001:59). Needs analysis is also the process of establishing the what and how of a course design (Evans and John, 2000:21) Brown (1995:35) also states that needs analysis refers to the activities involved in gathering information that will meet the learning needs of a particular group of students. As a matter of fact, the learners only learn what they really need or want to learn (Tomlinson & Masubara, 2004:2).

Needs to Cope With AEC

It is expected that the BCC learning materials could also cope with the needs of the intercultural workplaces, such as the Asean Economic Community (AEC) that consists of 10 countries - Indonesia, Malaysia, Thailand, Singapore, The Philippines, Vietnam, Cambodia, Myanmar, Laos, and Brunei. English is still needed to be the medium of communication in the workplace like Asean. Therefore, the BCC course should provide the hard-skills and soft-skills which are relevant to the needs of the intercultural workplaces like South East Asian Countries. The hard-skills the learners need in the BCC course could be the cultural components, such as language, religions, basic cultural types of the Asean people, and other communication aspects. And the soft-skills they need in the BCC course could help raise the cross cultural awareness of tolerance, respect, and understanding. In short, the BCC learning materials might help the learners gain intercultural competence and positive attitude towards the workplace diversity. The learners that take the BCC course are prepared and expected to be ready to adjust with the diverse workplaces such as South East Asian countries. Developing the learning materials of BCC is also as an instrument of preparing competent human resources that could compete with the hard-skills and soft-skills of others in the scope of AEC. The people of AEC that are living in one global village should understand and communicate in the workplaces without erasing their own identity of their mother tongue cultures while learning others. That's why, the learners in AEC have to cope with the local and global needs of their future workplaces. They have to compete with other local professionals. But when they have to compete with other global professionals, they have to meet the global standards. To compete globally, they must be equipped with the knowledge and skills to behave in a manner of a specific culture. Cultural diversity will manifest within global market place, making intercultural competence an extremely important skills (Heidari & Dabaghi, 1991).

ESP vs CBI

To develop BCC learning materials using ESP approach differs to that of content based instructions (CBI). Some characteristics of BCC learning materials in CBI would be as follows:

- the teacher decides the learning materials based on the objectives of the instruction.
- the evaluation of the instruction is generally measuring the learners' knowledge.

On the other hand, some characteristics of BCC learning materials by using ESP approach would be as follows:

- the teacher who as a researcher decides the learning materials based on the needs analysis of the learners to meet specific needs of the learners and specific discipline, such as BCC.
- the evaluation of the instruction is measuring the abilities required for successful communication in occupational settings (Gatehouse, 2001). In the BCC course, the teacher would evaluate not only the hard-skills (the learners' intercultural competence like their knowledge and performing skills) but also the soft-skills (the positive attitude and manners of the learners).

- the language teacher could collaborate with the expert of the subject matter and, the teacher as the researcher has to conduct need analysis before designing the BCC course.

The Characteristics of ESP

The BCC teacher tries to develop BCC learning materials based on some necessary aspects and features by using ESP approach. Some necessary aspects of the BCC learning materials are knowledge, skills, and attitude. First, the learners should learn enough appropriate knowledge on other cultures based on the aim of the course and the learners' needs. Second, the learners should perform/show their intercultural abilities/competence/skills to support their work. Third, the learners have the willingness to learn about the others' cultures. They show their positive attitude to understand other cultures and raise the awareness of tolerance, respect, and good understanding to the culture diversity. According to Byram et al (2002:11) intercultural competence has different components including knowledge, skills, and attitudes, complemented by the values one holds because one belongs to a number of social groups. Some other necessary features of learning materials developed by using ESP approach are authentic, appropriate, and joyful. First, authentic learning materials have the qualities of natural or real speech or writing, such as speech taken from radio/TV program or writing tests taken from magazines or newspaper (Richards et al, 1992:27). Authentic learning materials should be from genuine/original sources that reflect closely in meaningful real life communication. Second, appropriate learning materials should help learners connect the learning experience in the classroom to their own lives outside it (Tomlinson & Masubara, 2004:2). Appropriate learning materials should be suitable for the particular situation/context (Richards, 1992:20). The learning materials should be appropriate to the learners' ages, language level, prior learning experience, and learning styles (Tomlinson & Masubara, 2004:12). Third, the learning materials should be learned joyfully because the learners (students and teachers) really want to learn and are intrinsically motivated because they find learning fulfilling and enjoyable. So, learning is joyful (Ng, 2005:3). Learners only succeed if learning is a positive, relaxed, and enjoyable experience (Tomlinson & Masubara, 2004:2).

The Survey Results

In analyzing the learners' needs, the writer collected some data by conducting a survey for developing BCC learning materials. The techniques used for collecting data were questionnaires, interviews, and reflections. And the respondents of the questionnaires were all students of Business study program of Politeknik Ubaya in the academic year of 2014/2015 and 2015/2016 (N=25) who had already taken BCC course. The survey was conducted in March 2016. The results of the survey from the respondents of Business English study program of Politeknik Ubaya Surabaya concerning on the needs of BCC learning materials are as follows:

When asked about the most useful BCC learning materials, the respondents replied that they were verbal communication(47% of the respondents), such as kinds of greetings, how to say 'hello', 'thank you', 'good-bye', etc in different languages, how to exchange business cards (44%), non-verbal communication(42%), such as gestures and body language from different cultures and table-manners(40%) from different cultures.

When asked about priorities of BCC learning materials the learners need for their future career, the respondents replied that BCC learning materials they needed could be prioritized/ranked as follows:

- the study of cultural components(language, religion, etc) - (89% of the respondents)
- verbal communication (hello, thank you, good-bye, etc) in different language (86%)
- table-manners (American, Continental, Chinese, Japanese, etc) - (84%)
- how to cope with cultural shocks (82%)
- non-verbal communication (gestures, body language, proxemics, etc) from different cultures (79%)
- how to exchange business cards (74%)
- understanding basic cultural types of people from different cultures (poly-chronic/mono-chronic, high-context culture/low-context culture, collectivism/individualism, etc) (73%)
- understanding stereotypes (64%)

When asked about BCC learning materials they thought that the learning materials were not so useful/urgent, they replied that the following BCC learning materials were not so useful/urgent as follows:

- songs/dances etc from different nations (66% of the respondents)
- meals/cuisines/beverages from different nations (33%)

When asked about how much knowledge on BCC learning materials they gained before and after the BCC course, the respondents replied that they gained the total average score 34% (score scales 0%-100%) before the BCC course, and the total average score 79% after it.

When asked about the positive impacts after taking the BCC course, the respondents replied that they could raise the awareness of respect and tolerance (80% of the respondents), have the ability to communicate and compare (73%), know the table-manners of people from different cultures (67%), make the business negotiation/communication run smoothly (60%), have more friends from different cultures (53%), and develop their self-awareness of their own culture (47%).

When asked about their attitude on different cultures before and after taking BCC learning materials, the respondents replied as follows: (scales 0% - 100%)

Cultural items	Before taking BCC	After taking BCC
Raising the self-awareness of their own culture	40%	78%
Raising the awareness of respect	51%	83%
Raising the awareness of tolerance	53%	86%
Raising the awareness of appreciation	53%	82%
Raising the awareness of accepting different cultures as they are	55%	85%

When asked about the most beneficial BCC learning materials, the respondents replied that they were as follows:

- learning other simple daily languages and cultures from different countries (53% of the respondents)
- learning how to use non-verbal communication appropriately from different cultures (20%)
- learning how to eat correctly by using table-manners from different countries (16%)
- learning how to exchange business cards from different cultures (13%)

When asked about their suggestions to improve the BCC course, the respondents replied that their suggestions were as follows:

- having more practice/role-plays on verbal and non-verbal communication
- inviting more experts/foreign guest speakers in class
- seeing more videos/movies to learn different cultures
- having more table-manners' practice
- having study-tours on some countries to learn different cultures

Some Findings

Based on the results of the survey above, the writer could summarize in the following findings: the knowledge of BCC learning materials the learners needed would be as follows:

- simple basic verbal communication from different languages, such as kinds of greetings, how to say hello/thank you/good-bye.
- non-verbal communication form different countries, such as gestures, body-language, and proxemics.
- some cultural components, such as languages, religious, etc.
- some table-manners from different countries, such as American table-manners, Continental table-manners, Chinese table-manners, and Japanese table-manners.

- understanding how to cope with cultural shocks, understanding stereotypes, and basic cultural types, such as collectivism/individualism, poly-chronic/mono-chronic, and high-context culture/low-context culture.

And some other findings were that the BCC materials, such as songs and dances, cuisines and beverages from different countries were just nice to know (meaning that they were not so urgent).

The skills of BCC learning materials they needed would also be as follows:

- the practice/the use of some basic simple verbal communication from some different languages, such as how to say hello/thank you/good-bye in different languages.
- the practice/the use of non-verbal communication appropriately from different countries
- the practice/the use of some table-manners from different countries
- the practice of exchanging business-cards appropriately from different cultures

The attitude of BCC learning materials the learners could gain would also be as follows:

- raising the self-awareness of their own culture
- raising the awareness of respect, tolerance, and appreciation on people from different countries/cultures
- raising the awareness of accepting different culture as they are

Based on the learners' reflection on taking BCC course, the respondents that gained all aspects of BCC learning materials (knowledge, skills, attitude) significantly could be shown in the following formula (with score-scales 0%-100%)

$\text{Total average gain} = 79\% - 34\% = 45\%$
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To enhance the BCC learning materials, the respondents suggested their passionate ways of learning BCC, such as role-playing/practicing, seeing videos/films, having study-tours, having table-manners, and inviting foreign guest-speakers.

Benefits of learning BCC by using ESP approach.

- using the learning materials to the learners' needs
- enhancing cross cultural communicative competence in Business English Class
- developing the positive attitude towards cross-cultural tolerance
- helping the learners raise the intercultural awareness and competence
- preparing the learners to cope with their living and working in global workplaces for successful communication

CONCLUSION

Developing the BCC learning materials by using ESP approach promotes the learners' effective learning. The learners only learn what they really need for their future career so they don't waste their time to learn the learning materials they don't need. By knowing their needs on BCC learning materials, the learners could learn the authentic and appropriate learning materials joyfully. They could gain their intercultural knowledge and skills significantly and raise their intercultural awareness of tolerance, respect, and understanding. They are preparing the learners to cope with their living and working in global workplaces, such as in AEC for successful communication. Therefore, the needs analysis of the learners could foster the learning effectiveness to gain the intercultural competence and awareness.

EDUCATIONAL IMPLICATION

In this study, the writer could learn not only to develop BCC learning materials by using the ESP approach but also how to provide the learning effectiveness for the learners' future career in cross-cultural workplaces as follows:

- the learners want to learn what they really need for their career
- authentic and appropriate learning materials should also follow with joyful activities
- to be successful of intercultural communication in diverse workplaces, the learners that take BCC course, have to enable not only to understand/know the knowledge on BCC but also to show their intercultural communicative competence as Business communicators/negotiators

- the learners that gain the intercultural communicative competence could prepare themselves to be ready to cope with the challenges of the global diverse workplaces

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THE IMPORTANCE OF NEED ANALYSIS ON TEACHING MATERIAL FOR VOCATIONAL SCHOOL IN PADANG

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ABSTRACT

This paper is aimed to discuss and to describe the importance of doing need analysis in selecting teaching material in vocational school. Different from common language students, the vocational school students must have specific purpose or skill to study which encounter with their needs or their field. In fact, based on the data from pre observation and interview, the researcher has got information that teaching English for vocational school is not specific but rather general. Considering this problem, it is very crucial for the researcher to do the research through need analysis especially on the students' need of material. The design of the research is the descriptive research by using qualitative data. In collecting the data, the researcher used questionnaire and interview to the hotel students and teachers of vocational school no 6 Padang. Then, the data showed that the high percentage of the students' need on the relevant material, activities and task in the language skill including Speaking, Reading, listening and writing. Besides, the need for learning grammar also takes high percentage. The result of the research could be very beneficial for the teachers to provide and to prepare the appropriate teaching material that encountered with the students' needs.

Keywords: *Need analysis, teaching material, vocational school*

INTRODUCTION

Since the language teaching becomes the big trend in Indonesia, English is stated as the compulsory subject that should be given to the students both in common public school and vocational school. Giving English as the learning subject is based on the reason that English can help the students to fulfill the international demand for the challenging future and to face the increase of global economic competition. Specially, teaching English in vocational school has significant difference from teaching English in common senior high school. Vocational school that is known as secondary program of education or SMK provides English for specific skill. In fact, the phenomena of teaching English in vocational classroom become the crucial problems in the language teaching within ESP perspective while the teachers still give or use the general teaching material rather than the specific ones. According to Kotsikis (2007) the term vocational school is general and includes every form of education that aims to prepare the students with the qualifications related to a certain profession, art or employment or that provides the necessary training and the appropriate skills as well as technical knowledge. It means that teaching English in vocational school must be very specific and professional so that the teacher as the practitioner must be very careful to design the teaching program including giving the appropriate teaching material with the students' interest and ability and specialized exercises and training for the four English skills; reading, writing, speaking and listening.

It is supported by Myan and Nicodemo (2012) who emphasize that Vocational education is school-based, oriented to provide a specific qualification to access the labor market. For this reason, teaching English in vocational school must go to specific skill or identified skill to make the students get ready to proper them for the labor market or perform a particular job. To make the students accomplish the target of their study, English must be served based on the specific purpose of the students or within ESP approach. Paltridge and Strafield (2007) state that English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. It means that teaching English must have content and aims that is precisely related to the students' need of study. The teacher must be aware to find out the appropriate skill and material and know how to use them in specific activities that the students need to carry out in studying English.

Moreover, Robinson (1991) said that people wanted to learn English not for pleasure or for the prestige of knowing the language, but to learn English to open doors to the international currencies of technology and commerce. This theory gives strong emphasis that the concept of ESP in the language classroom today is to prepare the students with the specific skill or knowledge for the future job as one of the major activities around the world to face the development of technology and commercial. Then, Strevens (1988) stated that ESP is designed to meet specified needs of learners; related to content, to particular disciplines, occupations and activities; and centered on the language appropriate to those activities, in syntax, lexis, discourse, semantics" and in contrast with General English. It gives the awareness to the language teachers that teaching English for specific purpose is a complex process in which the teacher must fully understand on the teaching aim, goal and objective that should be achieved and encountered with the students' needs. One of the ways is the teacher should do a professional preparation related to the teaching aids before entering the classroom. As one of the teaching aids, teaching material must be designed and selected specifically based on the related content to the students' disciplines or field of study into the activities of the language use for speaking, reading, and writing and listening.

Then, Tomlinson (2011) stated that teaching material is anything which is used to help language learners to learn and these materials can be in the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, even a paragraph written on a whiteboard. In other word, teaching materials are anything which help the teacher or language practitioners to present, to transform and to inform the knowledge or all about the language being learned in the teaching and learning process and they can be in the form of printed text, visual or audio – visual. In teaching English, materials have the vital roles to scaffold learners' understandings, to motivate, to stimulate and to support the students to learn the language. For this case, the language teacher or lecturer must design stimulus and interesting material for the students. Equally important, material for teaching language within ESP concept must be specified to the students' needs. As conveyed by Hyland (2006) that since the objective of ESP materials is to expose learners to real language as it is used in a range of professional and/or academic settings, they are to be closely related to students' target needs. Obviously, this theory clarifies that the demand of teaching material for specific purpose especially in vocational school is quite difference from common public school because language teaching served to the students is based on the specific vocation field of the students. It helps them to be better in their academic setting and to prepare them for the future career.

To specify the teaching material for the specific purpose, the practitioners must use the authentic material that really related to the real situation of the students. For example, the hotel students have to be given the material related to Hotel topic in each language skill. Beside, all activities and language task given through the material can make the students interact in the real- life communicative situation of the hotel domain so that the students can enhance successfully the specific purpose of study the language for their vocation field. Furthermore, Karpova (1999) emphasized that authentic texts play an important role in demonstrating 'real' language use and their selection usually follows the stage of **needs analysis** which has to take account of various factors such as the content of the materials, which must be appropriate to learners' age, interests, needs and goals, proficiency level. Based on this theory, to make the teaching material encounter with the students' need, the teacher or the other English practitioners have to do need analysis to know what should be given to the students, why the students must get such those materials and how to deliver those teaching material to ease the student to attain good achievement.

Need analysis has the importance role for designing teaching material for vocational school. For some experts opinions are that needs Analysis should be able to provide input for syllabuses designing, materials and the kind of teaching and learning that takes place in a classroom (Higgins, 1966; Richterich in Trim in et al., 1973/80; Strevens, 1977; Coffey, 1984. It makes clear that need analysis is the starting point for the practitioners to gather the information about what the learners need to have, to prefer or to do on their learning material so that the teaching material can be designed effectively and communicatively. According to Hutchinson and Waters (1987) that need analysis can be indicated from two sides which are target need and the learning need of the students. Then Munby (1978) explains that the selection

of materials based on needs analysis can indicate that the of specific learners' needs for the target language by analyzing the reasons for learning, content areas and activities involved, skills (listening, speaking, reading, writing, grammar, etc). For this case, it is very important for the teacher in the hotel Vocational school to do the analysis on the target need and the learning need of the students to help the students fulfill the demand of their target situation or in the future job field. Also, doing need analysis is very important as the teachers' evaluation on the teaching material that they give to the students in order to do the better improvement on the material design.

METHOD

The design of the research was the qualitative research because in this point the researcher illustrated and described all the gathered data for the researcher to investigate more deeply about what the learners' need on the teaching material that should be applied in their classroom. This study involved 32 participants from Hotel students A of SMK 6 Padang at the second grade in Academic year 2015-2016. In this case, the researcher used purposive sampling to specify the participant of the research. In that case, the researcher purposed the hotel students who had been apprenticed in many hotels and had already gotten a lot of experiences and known about their real necessity, lack in their target need in the workplace in order to do better evaluation on what they really need for their learning. In other word, these 32 participants had done apprentice in the first semester so that the researcher considered that these group participants gave available, valuable and real data related to the research.

The instruments used in this study were interview and questionnaire. Hutchinson and Waters 1987:58) suggested using questionnaire and interview to gather information about learners' needs. In this research, the researcher used interview to gather information about the students' target needs including their necessity and lack both in the field of study and the workplace. Then, Questionnaire was used to know the learning needs" or what learners need to do in order to learn. The analysis was determined based on each indicator of need analysis question on what skill, what content area, what method and task or activities they need to learn.

FINDINGS AND INTERPRETATION

Having done the research on need analysis toward the students 's target need and the learning needs through interview and questioner, the researcher analyzed each datum and find the importance of doing need analysis on material design. The first, need analysis can excavate more deeply about the students' necessity and lack. The second, need analysis gives a known about what the students need or want to learn. In other word, the result of the research showed two important points, they are the students' target need and learning need as described under the following subheadings :

The students' target needs

The target need is the umbrella of teaching English for vocational school because it helps to know what the students' necessity or lack in their target situation or workplace. The **students' necessities** could be shown from the result of the interview to all of the participants about what they want to do or to be in the target situation or in the workplace and it could be proven from some answers as the representative of the participants in the interview section:

Student No 1:

"After doing apprentice for several weeks in some hotels, I realize that I need to be able to communicate English into both spoken and written within the hotel context "

Students No 13

" I like working as the employee in the hotel or tourism agency so that I require the communicative and meaningful English use into four skill, speaking, writing, reading related to the demand from my workplace"

Students No 20:

“In order to prepare myself to be success in my future carrier, I need the knowledge about the English language related to the hotel domain so that I can use all language skills correctly and communicatively.

The students’ answers showed that they have the similarities of the necessities in their target need. After getting a lot of experiences of using English language in the real situation when they did the apprentice in some hotel areas, they had already known what exactly they needed to get in their studying process. Most of the students are demanded to have good skill in having communicative and meaningful communication both in the written and spoken language. Also, they needed to have good ability in four language skills related to their field of study. It is very important to know the students’ necessities especially for the teacher for designing the teaching material that have professional fulfillments of the students’ future job. According to Hutchinson and Waters (1987) necessities are what they students have to know in order to function effectively in the target situation. Moreover Munby (1978) stated that the necessities of the learners who will choose the hotel as the workplace must get the language learning including the language function, form, activities discuss more specifically to the hotel field. However, to identify the students’ necessities alone is not enough for designing the specific teaching material so that the **students lack** is also the necessary concern of this study. The students lack can be determined from the gap between what they already know or have and what should be demanded from them. The students’ lacks could be known from the interview data as the following:

Student No 7 :

“When we work in the hotel during the apprentice time, we get difficulties in using some of vocabularies that are fixed from the hotel communication.

Student No 10:

We do not find what we had learnt with the real context of the language use so that we got lost in having communication in the hotel area”

Student No 13 :

“Sometime we are not able to do the communication because we have lack knowledge about some vocabularies that are applicative in Hotel area”

The interview data above are the representative of the students’ feeling about their lack in the using English language in the real situation. The students believed that they still had some lacks mainly in using English language for the hotel area because they did not have enough knowledge about it. Some of their difficulties were using some vocabularies in the hotel communication and doing the conversation meaningfully and communicatively as the real context. Moreover, they felt that what they had already learnt in the classroom could not support them in the language use in the workplace. These data were really important for the English teacher in order to do the evolution on what they had given to the students. According to Jordan (2011) the gap that is discovered can be the basis of the language syllabus. In other word the finding from this need analysis could give the authentic information for the teachers about the students lack or gap with the teaching material so that they were encouraged to design the appropriate syllabus and teaching material that match with their students’ need for studying.

The students’ learning needs

The learning need is related to what should the students have and do in the learning processes that are appropriate to their specific of study. This kind of analysis was done through the questionnaire by giving 25 items of questions to the students that were derived from 5 main categories including what the form of language or skill, the content, task or activities and the learning method they needed to have and whether they needed Grammar as their skill. The questionnaire gave the information that 32 % of students needed to learn speaking, 84 % reading, 81 % writing, 91 % listening and 91 % for grammar. From the percentage, it could be interpreted that the students’ need to learn all the language skill because the average of percentage for each skill is quite high.

It was similar with the students’ need on the content area of each skill that should be included in the teaching material. There were 97% of students needed the content related to the Hotel topic and specific vocabularies and 87, 5% of students wanted video or movie besides

book as their teaching material for speaking lesson. Then, in reading skill, 98 % of students wanted the text that was provided with the relevance topic and vocabularies with their specific study and about 91 % of students who needed to read another sources from internets or magazine to add their knowledge about Hotel and tourism. Thus, for writing skill, 91 % of students wanted the topics about hotel and tourism to learn and to elaborate into their writing task and 98 % of students needed the provided vocabularies for each writing text and picture, video, movie or film as the inspiration material for their writing. The high percentagewas also seen form the students' need for listening skill, about 91 % of students needed to learn the topics about the hotel and tourism and they also needed to learn the vocabularies that enable them to understand each listening topic. Then, 84 % of students wanted to learn by using video, movie or tape recorder as their learning sources instead of the teacher.

Furthermore, the data represented the high percentage of the students' needs toward the relevance task or activities and the learning methods. It was about 96, 8 % of students' answered that they preferred having task such as dialog or conversation practice in pair or group activity for speaking. Next, 78 % of students liked to do task in the group discussion for the problem solving that they found when they read and answered the questions related to the rewarding texts. It was about 86 % of students chose to do writing task in pair or group correction. Then, for listening task , the students needed to do activities to drill their speaking skill through group work (81 %). From this result, it could be interpreted that the students tended to have the task in communicative method that was pair or group work. As stated by Jendrich & Wisniewska (2011) communicative task can be designed in the form of pair or group activity to make the students enjoy interacting to enhance the meaningful result. To make the meaningful task form each language skill, the students also needed to learn grammar and it was shown from the students' answers from the questionnaire sheets. There were about 91 % of students wanted to learn grammar that should be integrated in each skill that they learnt but they limited that they only needed the grammar rules that were very applicable for their specific study.

From the whole result of this research, the researcher interpreted that the English school teachers have not done need analysis yet before designing teaching material, it seemed that the teacher still got difficulties and it could be also proven from the use of irrelevance syllabus and books with the students' specific study. The finding by Ho (2011) also showed that that most of course designers and teachers encountered problems related to the design of the course, the task, assignments and the teaching methods. Form this related finding, the researcher believed that this research was very valuable for the English teacher especially in vocational school because the result of questionnaire toward the students' need analysis could help the teachers to evaluate their course design especially the teaching material. Need Analysis is an important mean of carrying out for designing and evaluating lessons, materials, syllabus and it helps draw a profile of students or course in order to determine the priority needs for which students require English (Richards et al, 1992, cited in Jordan, 1997:20). Through this need analysis, the teacher could learn what are exactly needed by their students to have, to learn, to do in the learning process in order to match with their field so that the teacher could prepare the more appropriate course design to fulfill the students' target in the workplace.

CONCLUSION AND SUGGESTION

The result of this study can successfully investigate what the vocational school no 6 Padang really need for their teaching and learning material. The findings indicate that most of students need to learn all language skill including speaking, writing, reading, listening ad grammar. However, they demand the material that involves the topic, the task and activities related to their specific purpose of studying English. Also, the students prefer studying in group activates or pair work to explore their communicative ability that is very beneficial in their future job. The finding also shows the students' lack in what case they could not do better interaction in the hotel communication when they did apprentice in some hotels area in what case the material that they learn were not reliable to what must be demanded on the work area. Perhaps, the findings of this research become the special concern of the vocational school teacher to do need analysis in order to find out what the students' need from the teaching material given to them. It is hoped that the teacher do better evolution on the course in order to be very careful in designing more relevance, appropriate and acceptable syllabus and material

that encountered with the students' need for their study and prepare them to be success in the related job.

ACKNOWLEDGEMENT

The researcher gives special thank to all students who became the participants of the research and had willingly given the all data to support the research findings. The researcher also expresses the deep gratitude to the headmaster of vocational school no 6 who gave the permission for the researcher to do the research. At last, the researcher purposes the special gratitude to the English teacher who has been cooperative to give the time for the researcher to gather the data in the classroom.

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STUDENTS' EXPECTATION AND LANGUAGE MATERIAL DESIGN FOR ENGLISH FOR ISLAMIC STUDIES: A CRITICAL GENRE REVIEW FOR ENGLISH FOR SPECIFIC PURPOSES

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ABSTRACT

This paper first presents part of the research findings on the use of Islamic themes in learning English writing for Islamic studies in Indonesian Islamic colleges. Students' responses toward the use of such themes reveal their expectation and hindrance as EFL learners and as 'novice' members of disciplinary community in Islamic discourse. Students reflect their lack of vocabulary in discipline-specific terms in English become the major barrier in their learning to write in English. They expect to have more English for Islamic studies materials to help them develop their vocabulary, which in turn, will help them improve their English writing in their discipline. The second part of the paper juxtaposes this students' expectation with some underpinning theories of genre-based ESP teaching, in particular those of principles for instructional material design. The paper concludes with some implication for the teaching of 'disciplinary' English in EFL context, in particular in Islamic studies.

Keywords: *student's expectation, language material design, ESP-based genre*

INTRODUCTION

The common purpose of the teaching of English writing in English for Specific Purposes (ESP) has been to develop students' ability to use English in their discipline-based writing tasks. Several studies such as those of An's (2008), Samraj's (2008), Martin & Perez's (2009), Lakic's (2010), Rakhmawati's (2012), Briones (2012) and Tiainen (2012) highlight the call for adaptation in English for Specific Purposes focusing on the teaching of academic writing based on disciplines. Concluding from a study, An (2008, p. 50) imposes that genre-based approach facilitates effective teaching of writing in academic setting within the framework of ESP in particular discipline. Studying genre-based teaching of Chinese electrical engineering students, An (2008) concludes that the development of academic literacy is better facilitated through reading and analyzing discipline-specific genre. This finding by An (2008) can be well related to findings from other researches aiming to explore characteristics of discipline-specific genres within academic discourse. Samraj (2008) found that introduction of master's theses from biology, psychology and linguistics is a different genre from that of research article introduction. Studying research article introduction (RAI) in Clinical and Health Psychology and Dermatology, Martin & Perez (2009) found disciplinary variations on rhetorical structures. Also studying the rhetorical moves of RAI, Lakic (2010) found that RAI in economics is characterized by circular occurrence of rhetorical moves and summary of previous research. Tiainen (2012) highlights the interactional and informal discourses as the prototypical characteristics of academic research blogs. Disciplinary variations highlighted in these researches necessitate genre-based approach in discipline-based writing pedagogy.

Keeping in mind that disciplinary discourse is related to professional discourse, it is worth to note Bhatia's (2012) idea of critical genre in discussing English writing in ESP. That is the use of certain genre in professional practices or professional genres within particular academic and professional context, *i.e.*, it is ESP-motivated genre-based approach in teaching English writing. The challenge emerging from this critical genre in ESP is the fluidity of genre boundaries (Bhatia, 2004). As genre is context-bound and as context is evolving, students who are learning as novice members of their disciplinary community can be confronted by the dynamic and evolving nature of disciplinary genres they are learning. This notion of students' learning as novice member emphasizes the importance to give the students sense of ownership toward their learning and room for them to participate in genre construction in their academic discourse. This raises the importance to understand students' expectation in their learning to

write within their discipline specific genres and to have thorough theoretical basis on critical genre-based approach in ESP writing. Therefore, learning material can be better designed to suit students' expectation and to facilitate better learning. For this purpose, this article will first look at what students expect from the learning material, then, discusses some theoretical underpinning of critical genre-based approach in ESP writing. Implication for learning material design will conclude the article. Although the students' expectation described in this article are those from Islamic colleges, such expectation may reflect expectation of students from other disciplines and/or other ESP writing classes.

Students' Expectation

Information on students' expectation in their learning to write within ESP context was generated from a mixed-method study in four Indonesian Islamic colleges. These colleges offered English as a compulsory subject and institutionally aim at integrating Islamic values through subject matters (including English) in every discipline. In this sense, the teaching of English can be considered as having a specific purpose that is achieving institutional mission through the teaching of English. Hence, English teaching in these four Islamic colleges can be considered as ESP. The major purpose of the study was actually to get insights if Islamic topics help students in Islamic colleges learn English writing better. While results from interview with seven English writing lecturers and from survey of 100 students' participants in four Islamic colleges in Indonesia reveal some benefits and drawbacks from the use of Islamic topics, reinterpretation of the data in the study also highlights students' expectation in their learning English writing for Islamic studies.

These students' expectations in particular emerge from two sources of data, lecturer interview and student survey. One out of fifteen interview questions explored lecturers' opinion on factors that better facilitate students' learning. The lecturers' responses bring up some students' expectations. Five lecturers reflected that the students expect to be assigned with topics they are familiar with (the students have background knowledge about the topic/content). Two lecturers mentioned about the use of reading on topic-related resources while the other two talked about the use of authentic examples. Other two lecturers pointed out positive feedback and reinforcement.

The other data set was collected from student survey. Two out of 18 survey questions explore factors that hinder and factors that enhance students' English writing within the institutional purposes of integrating Islamic values in disciplinary courses. While revealing data on these hindering and facilitating factors, other interpretation of the responses also reveals students' expectation. Responding to the question of hindering factors, 63% indicated problems in transferring writing skills in Bahasa Indonesia into English, 22% ticked not familiar with the types of English writing and 15% selected not familiar with topics for the writing tasks. The open-ended responses to this question highlighted students' lack of vocabulary and low mastery of grammatical structure.

Another survey question asked about factors enhancing students' English writing skills. Responding to this question, 85% students ticked the option of 'freedom to choose what to write about (the topics)', 73% selected 'opportunity to express myself (my identity, beliefs, values and cultural background)'. These popular responses were followed by 'opportunity to discuss my culture in comparison to other cultures' (19%), 'opportunity to write what I know about other cultures'(18%), 'writing about Islamic topics in English'(13%), and 'other' with an 8% response rate. In open-ended response, students mentioned 'freedom to the genre' and 'freedom to combine text types'. These responses emphasize students' expectation to be given more freedom in their writing.

Data from lecturer interviews and student survey inform Islamic college students' expectations on their learning to write in English. The data suggest that the students expect to have (1) familiarity with the topic assigned, (2) material support in form of topic-related reading, (3) authentic examples of the genre for the writing tasks, (4) guidance in improving their discipline-specific vocabulary and common grammatical structure used, (5) coaching from lecturers and (6) freedom in deciding the topics and genres of their writing. The students also touched upon issues of culture. However, as culture is considered as an embedded part of genre (as discussed in the section that follow), this issue of culture is not discussed in a separate part

but is considered as part of students' expectation to have freedom in selecting the genre for their writing.

Genre and ESP Writing

Crucial in discussion on genre and ESP is how genre should be defined and the role of genre in the teaching of writing in ESP. The way genre is defined is important as such definition will inform pedagogical design of genre-based ESP writing. Discussion on genre should embark on the intertwined nature of language and culture and the ways in which genre as a cultural element of a particular community operates through the use of language in a recurring pattern (Miller, 1984: 163 in Miller, 2005, p. 58). This notion of genre as a cultural element brings complexity in defining genre due to the absence of its own ontological reality (Coutinho and Antonia, 2009, p. 39). This results in different ways of naming genre, some consider it as identical to text type characterized by content, form and function (van Leeuwen, 2005, p. 135) while others see genre as type of communicative event (Saville-Troike, 1982, p. 139-140 in Kachru & Smith, 2008, p. 33)

It is interesting however that we will easily recognize to what genre a text belongs by looking at its textual resources such as lexis, grammatical structure and rhetorical structure. We will easily determine, for example, if a text belongs to a recipe or a manual although both may have similar pictures or consist of instruction and procedures of doing things. Our knowledge of what are commonly instructed and what words are used and how they are used inform our understanding of which text is a recipe and which one is a manual. This suggests, according to Coutinho & Miranda (2009) that genre is an abstract concept that can only be identified from a text as genre manifestation, its ontological entity. This short illustration of recipe and manual shows that our understanding of a genre is informed by our knowledge of 'common' textual features of lexico-grammatical elements such as lexis, syntax, cohesion and reference (Bruce, 2008: 13) and understanding of regularity of text organization pattern (Eggin, 1994: 36 in Bruce, 2008: 13). Our recognition of which usually write and read a certain text, why and in what situation also inform help us recognize to which genre a text belongs. Kramsch (1998, p. 27) states that in the process of writing and reading a text, we are recollecting the 'structures of expectation' in our mind. Such structures are framed by our cultural background. Freedman & Medway (2005, p. 2) call this genre knowledge about textual regularities and knowledge about regularities of human activities. Hence, we can understand genre as textual regularities and commonality of human activities in using language.

Considering genre as a cultural element as proposed by Miller (1984 in Miller 2005, p. 58), we should understand the regularities and commonalities in genre as being shaped through recurring situation and recurring activities in response to or within that situation. This suggests that genre knowledge is acquired through observation and experience on the recurring pattern and situation of the text production, use and consumption. This understanding is important, in particular, for the basis of genre-based teaching in ESP. In the teaching of writing in ESP, lecturer should raise students' awareness of this (common) situation- (common) response relationship and textual manifestation of this relationship in professional genre. With this awareness students will be able to experience the discourse practices in the professional community they are going to participate in the future.

The teaching of writing in ESP should also raise students' awareness that different texts have different purposes and different ways of achieving such purpose. In the same vein, texts with the same purpose will have relatively the same way of achieving such purpose; hence, they will have similar characteristics and belong to the same genre. Swales (1990, p. 45-57) uses this purpose orientation in defining genre. For Swales, genre (1) constitutes a class of communicative events, (2) is formed by set of shared communicative purposes that determines its principal criteria features, (3) is prototypical in its exemplars, (4) establishes constraints and criteria for acceptable content, positioning and form and (5) is named based on insights from discourse community's nomenclature.

This genre definition by Swales (1990) signifies the importance of students' understanding and knowledge of text characteristics, purpose, and context in their learning to write in ESP. Students should have the knowledge of 'writ[ing] the right thing in the right way while playing the right social role and (appearing) to hold the right values, beliefs and attitudes'

(Gee, 1990, p. 142). Elaborated interpretation of Gee's idea seems to be well presented in Bhatia's (2004, p. 23) definition of genre as

“language use in a **conventionalized** communicative setting in order to give expression to a **specific set of communicative goals of disciplinary or social institution**, which give rise to **stable structural forms** by imposing constraints on the use of lexico-grammatical as well as discoursal resources” (2004, p. 23, emphasis added).

Bhatia's definition of genre above indicates that in learning to write in English with critical genre approach, students should understand convention in language use to achieve certain communicative purpose within their disciplinary or institutional purposes. With students in Islamic colleges, they have to keep in mind that they need to integrate Islamic values in their English writing within academic discourse and within their institutional discourse. In this case, being members of the institution and while practicing to be part of the academic community, these students should be given more opportunity to express what they expect from their learning. Therefore, the language learning material for the teaching of writing in ESP can fit with students' expectation and assist student in 'becoming competent members' (Bhatia, 2004, p. 36) of the professional community in their institutions. As expert member of professional community often manipulate genres in their professional practice (ibid, p. 24) causing genres to develop or change, the teaching in ESP should also help students to acquire professional expertise and to experience freedom to negotiate their responses toward frequent or new rhetorical situation.

Implication for Language Material Design for ESP Writing

Reflecting back to students' expectation in their learning to write in English within institutional context of Islamic colleges and reviewing genre theory and its position in ESP, some implication for language material design in the teaching of English writing in ESP can be drawn as follows.

Corpus-Based Language Material

The study suggests that the students expect to be given authentic examples of the genres for their tasks. The students also indicate that they are lack of vocabulary, especially English lexical items related to Islam and Muslim. Thus, language materials that can help them acquire English vocabulary used in academic and professional practices in their colleges will give the students benefit in developing their ESP writing skills. In addition, the students expect more freedom in deciding the topic for their writing. For the assigned topics, they also hope to be given more reading materials to familiarize themselves with the topics.

One way to meet these students' expectation is to provide them with corpus-based language materials. That is, the students learn genre from data of 'naturally occurring examples of language use' (Houston, 2002, p. 2). The materials are generated from actual examples of texts representing genres used in professional practices. The use of corpus-based language materials benefits students in several ways. First, the corpora can raise students' awareness of language features they need to engage in their tasks and in their future professional practices. From the corpora, the students can recognize possible patterns (conventions) in their discipline-specific or institutional-specific genres. Second, the corpora used as learning material provide students with authentic examples of language use in professional practices. Third, the corpora serve as a source for vocabulary development. Students will not only learn the vocabulary but also how they are used and in what context. Using corpora from authentic texts by professionals enables collection of discipline or institutional related vocabulary. Therefore, the problem of lack of vocabulary as reflected by the students can be resolved. The concordance in the corpora also enables students to learn extended phraseology and sentence patterns commonly used by professionals. Students can also recognize any features deviating from the common patterns and learn the acceptable 'violation' or flexibility. Fourth, looking at most frequent and key words in the corpora, students can also learn the common topics and trends discussed by professional members. Hence, they can get familiarized with the knowledge commonly shared in their

academic or institutional context. With these benefits, it is expected that students can learn ESP writing better. In short, the use of corpus-based language material will not only facilitate students' learning of the genres in their discipline or institution but also fulfill students' expectation on their learning.

To develop corpora as learning materials, ESP writing lecturers can use three possible ways. The first is by collecting from texts that represent genres written by professionals in the disciplines or institutions. In this way, the students will be exposed to authentic texts and authentic use of language. The lecturers need to be cautious that the language used in the corpora should be on students' language level. If it is not, the lecturers need to make some modification and adaptation in order to suit students' level. The second way of developing corpora is by asking students to collect their own corpora. This will enable students to take ownership on their learning and give them opportunities to observe and learn from as many corpora as they want. Students-collected corpora can also improve students' motivation.

Comparative Language Material

Students' reflection on their difficulty in transferring their writing skills in Bahasa Indonesia to English writing indicates students' expectation to get coaching in this skill transfer. A possible way to approach this difficulty is by having comparative language materials. These materials consist of texts of a certain genre from both languages. These texts should be parallel and comparable in terms of their communicative purposes. By observing texts from both languages, students can learn how a certain communicative purpose is achieved in each language. It is expected that from this process, they will find strategies to transfer their writing skills in their first language into English writing.

Different from corpus-based learning materials that can be provided by both lecturers and students; comparative language material is better provided by the lecturers. Lecturers can better select which text one language is relatively comparable to another text in the other language. This is because the lecturers have more experience both in academic context and in professional context. Also, not all texts in both languages are comparable despite their similar communicative purposes. Thus, a certain level of expertise is needed in finding comparative texts suitable for students to learn ESP writing.

Authentic Response Example

One finding from the study on students' expectation indicate that the students want to get coaching from their lecturers when writing for ESP. While in the learning process the lecturers can go to each student, give coaching and help them with their individual writing on a given task, the lecturers can also provide students with authentic response examples from other (previous) classes as learning materials. Lecturers who have been teaching ESP writing for several years will of course have some understandings on students' problems and weaknesses in their learning to write in ESP. They have read, corrected, responded and possibly help students revise their writing. Lecturers can keep copies of students' work with lecturers' corrections and responses and use these as supplementary resources. Lecturers can document these experiences and use them as learning materials, in particular as examples of authentic responses to students' ESP writing product.

The use of authentic response examples can help students develop their ESP writing skills in several ways. First, by reading the works of other students, students can learn how other novice ESP writers write within academic, disciplinary and institutional discourses. In addition to learning from the corpora from ESP professional writers, reading novice ESP writers' product can raise students' awareness on their learning continuum in ESP writing. By comparing text by professional writers and authentic responses to texts by novice writers, the students can learn the process of developing text in certain professional genre to achieve a particular communicative purpose. Second, authentic response examples will enable students to observe the common mistakes other novice students make so they can avoid doing the same mistakes in their writing. The students can, therefore, anticipate the possible hindrance in their learning and find possible strategies to overcome the obstacle. Third, the students can learn from the positive responses on works by previous classes; they can identify what are acceptable in ESP writing and the ways to adhere with the expectation of the task and the professional genre.

Collaborative Design

As previously mentioned, students indicate their expectation to be guided and coached particularly in developing their discipline-specific vocabulary. This students' expectation seems to echo Chan & Foo's (2001) recommendation of collaborative teaching between language teacher and discipline-specific expert in ESP writing. While collaborative teaching is more process oriented, this recommendation by Chan & Foo can also be applied in material design through collaborative language material design. In this case, ESP writing material is developed by expert member of particular discipline (in the case of this paper, it is expert member of Islamic institution) and language lecturers in collaboration. This is because very often language lecturers have no expertise in other discipline while expert members of the discipline often concern more on content rather than on the language. Collaboration of these experts in designing learning materials will benefit the students as both language aspect and disciplinary aspect of professional genres can be better approached.

Two main benefits that students can get from collaborative design of ESP writing material by the language and disciplinary experts are as follows. First, students can better learn discipline-specific/institutional specific vocabulary. Every discipline commonly have their own discipline-specific lexical items and expert members of the discipline can best provide these in learning materials. Second, students can better understand the discipline-specific genre and convention. Professionals in certain discipline have long engagement in professional practices, in particular those related to their professional genres. This has equipped them with good understanding on the acceptable practices and enable them to adhere with the expected written product of professional genres. When these professionals are involved in developing learning materials, they can disseminate their experience to students through the materials. Third, students can learn the textual properties of professional genres from the language lecturers. As previously mentioned, language lecturers may not have disciplinary expertise but they are equipped with the skills to express things effectively through the use of language. They can help people use language better to communicate their messages more effectively. Having language lecturers and disciplinary expert collaborate in designing learning material will of course enable better design for ESP writing materials.

These four approaches in designing language materials for ESP writing it is expected that students can be better facilitated in their learning to write in ESP. This is because the design of the materials are informed by what the students' expect in their learning and by the development of genre theory. As students are prepared to be able to write within their discipline-specific genre and/or within institutional discourse, these designs can be considered as ways to better enhance students ESP writing skills. Again, while this paper is in part informed by expectation of students in Islamic colleges, the designs proposed here can also be applied in the teaching of ESP writing in other disciplines or colleges.

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THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN IMPROVING STUDENTS' SPEAKING SKILL:, ITS ADVANTAGES AND WEAKNESSES (A CASE STUDY IN THE SECOND SEMESTER STUDENTS OF ENGLISH DEPARTMENT UMS)

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ABSTRACT

This article aims at finding out whether Project Based Learning can improve students' speaking skill or not and what speaking aspects are improved through Project Based Learning. It also aims at determining what speaking activities are used in Project Based Learning. The step in implementing the Project-Based learning covers creating good atmosphere, attracting students' attention, choosing the topic, creating the project, process and feedback, collecting the material, presenting and evaluating the project (Journal English Language Teaching.vol 1 no.3, November 2013). After implementing the method, the writer found out that Project-Based Learning has some advantages and also weaknesses. The advantages was initiated in the improvement of the students' speaking aspects adapted from Harries (1984) and Brown (2004) which covers comprehension, vocabulary, grammar, fluency, and pronunciation. Of all the five aspects, comprehension and vocabulary were improved most significantly. While the weakness found in the implementation of the method was on the media and time allotment.

Key words: *project Based learning, speaking*

INTRODUCTION

Speaking is one of the skills that take very important role in learning English language. Sometimes it measures someone's ability as well. By speaking English well, someone can be determined to have good English proficiency. However, the other skills should also be taught while learning speaking since all is inseparable in learning English language.

Yet, the mastery of speaking skill is a priority for students and they often evaluate their success in language learning as well as the effectiveness of their English learning especially in their spoken language proficiency (Richards in Humairoh, 2008: 19). In learning speaking English at class, there are several factors that affect the learning process. Those factors include lecturers, students, the environment, as well as the facilities and systems used in the teaching learning process. These factors are related to each other in determining the success of the process of learning language. They may also affect the success of students in learning activities.

Many lecturers these days tend to use conventional models in their learning process. They probably have lack of teaching methods mastery. Actually, the mastery of teaching method is necessary to improve their professional skills to vary his or her model of teaching. It may encourage students' motivation in learning process as well. Conventional method in which lecturers merely give lectures in every meeting made students become passive in the class. Consequently, the students are not interested to learn more.

Based on the previous facts, there is one learning models that supposed to be appropriate and more challenging to teach speaking skill. It is the Project-Based Learning. It is stated in the theory from Larmer and Mergendoller, a classroom filled with the students' project may suggest that students have been engaged in meaningful learning. It is because the project is a series of tasks for the students to learn the content of material in depth comprehension in a group or individually. Project-Based Learning is a learning model that provides an opportunity for students to actively participate in making a project within the group or individual work to improve English language skills, especially in speaking skills (ability to speak). Projects are realistic, not school-like. Projects embody characteristics that give them a feeling of authenticity to students. These characteristics can include the topic, the tasks, the roles that students play, the context within which the work of the project is carried out, the collaborators who work with students on the project, the products that are produced, the

audience for the project's products, or the criteria by which the products or performances are judged. (Thomas, 2000).

While Markham (2011) describes project-based learning (PBL) thus: "PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. PBL students take advantage of digital tools to produce high quality, collaborative products. PBL refocuses education on the student, not the curriculum--a shift mandated by the global world, which rewards intangible assets such as drive, passion, creativity, empathy, and resiliency. These cannot be taught out of a textbook, but must be activated through experience."

Through this learning model, the observer expects to know the development of students' speaking ability conducted in groups outside the classroom, at the same time observes whether students feel comfortable and confident to express their creativity and ideas through the implementation of this learning method. Project-Based learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation (Patton in Humairoh: 2012, 13). In this study, students will be instructed to make a project.

This project is about making a recorded mini drama containing situational communication. Students are supposed to work in group and out of the class to make short script of their own containing conversation in several situations. They may record it in settings chosen by themselves with full properties based on the situation performed. By holding this project, students are going to inquire the basis learning and define the feature of project. In process of making project, it gives students a better understanding about the English expression used in certain situation and at the same time challenges their ability to give their best performance and record their mini drama.

By doing the activity, students will be motivated and challenged to make their project successful with their group. Through doing this project out of the class, they are supposed to be more confident and creative to make the mini drama as attractive as possible. The similar study has been already conducted by students of State University of Surabaya from class of 2009, who entitled her thesis "The Use of Project-Based Task to Improve Eleventh Graders' Ability in Writing Hortatory Exposition Text at SMAN 1 Ngadirojo Pacitan". The previous study has been applied the same method which support the study, that is Project-Based Learning. However, she provides students with complex tasks based on challenging questions or problems involving the students' problem solving.

Based on the background described above, it can be identified the following issues:

1. How is the implementation of Project - Based Learning to teach Speaking Skills for the second semester students of Muhammadiyah University Surakarta?
2. What is the improvement of the students speaking aspect during the implementation of Project-Based Learning in the speaking activity?
3. How are the students' responses towards Project-Based Learning during the speaking activity?
4. What are the strength and weaknesses of the implementation of Project Based Learning toward the second Semester students of English Departement UMS.

METHOD

In this observation, the observer is also the lecturer and the facilitator in the speaking class. The observation begins with giving instruction to the students at the speaking class about situational communication and the project based learning. The teacher then divides the class into groups then gives assignment. Each group is given project assignment about recording mini drama using situational communication material and with the title provided. They are supposed to do the project outside the classroom. Meanwhile, the observer will observe the use of Project-Based Learning as a method to teach students' speaking ability in order to motivate students to be active participants in their learning activities.

Some elements are used to carry out the observation consists of design, subjects, instruments, data collection techniques, and data analysis techniques.

In this study, the researcher took the study sites in English Department of Muhammadiyah University of Surakarta. It is located in jalan A Yani Tromol Pos I Pabelan

Kartasura. The observation takes place on April 2016. There are three meetings conducted using Project Based Learning Method. Each meeting will be observed by the researcher. The subjects in this study were students study of 2nd Semester English Department UMS which consist of 2 classes. The number of students who have received the application of learning models Problem-Based Learning (making advertisement) is 40 students.

In this study, the researcher will use some instruments to support the qualitative data, namely field note, observation sheet, students' speaking transcription, and interview. Field note is a kind of instrument that describes all of data collection during observation. The data collection contains the idea thought, activity, question, etc. Actually, in writing field note, the observer should describe the event in the observation as soon as possible. The details of event in the observation are the content of field note. It is generally used to record the data based on the reality in the field. In the observation, the researcher directly makes a note on the paper to record all the activities in the class. The content of field note will describe the whole process of teaching and learning process, including the activity in the beginning until the end of teaching and learning activity. All of the activity should be written in detail to depict the entire of teaching and learning process. Observation sheet is one of instruments that usually used in qualitative research to record the data. According to Clerck et al (2011), writing observation sheet involves detailed and concrete observation. It means the observation sheet showed what happened actually in the classroom. It will conclude objective which has been gained from the information acquired through conversation among the subject of research. Besides, it also includes the general information of teacher and students' activity in the class and out of the class. Finally, the observation sheet will be used by the researcher as the one of sources to analyze the data of the study. The observer also interviews the students on the progress and the obstacles faced during the activity.

FINDING AND INTERPRETATION

1. The Implementation of Project Based Learning

As stated in the early part of the paper, in this observation, the observer also acts as lecturer and facilitator. The observer gave lecture and observed the activity of the English Speaking class in which the material delivered with project based method is given. The subject is the 2nd semester students English Department UMS. The observation was conducted three times. During the observation, the observer took notes on the process the students conducting their project.

First, lecturer explained about project based learning. The students were then given example about how to make conversation in certain situations. The lecturer also gave vocabularies related to the topic provided. Next, students are given a chance to ask questions. After that lecturer gave instruction on how they should complete the assignment. Students are then divided them into groups in order to do the next step.

In the next step, students were supposed to make transcript of mini drama using the material of situational communication under the theme Indonesian folklore. They arranged their project in class in order to be carried out outside the classroom. They had a discussion on the performance, the setting, the script, the player, and the recording. During the discussion, teacher checks the groups one by one and gave further explanation. After finishing the discussion, the lecturer closed the class and made sure that all students understood about the project.

In the next meeting, the lecturer checked the students' progress on their project. Most of them hadn't finished recording the mini drama. They had difficulties in matching their schedule to record their mini drama. Each student took different subject in the semester so it was very difficult to be compromised. At the second meeting, the students rehearse their mini drama. Lecturer gave suggestion and input to what had been prepared by the students to be recorded.

In the third meeting, the students submit their assignment to the lecturer in the form of file. They recorded their mini drama by camera phone. The lecturer then gave comment and score to the students' work. Based on the observation, students tend to be more enthusiastic and responsible in doing the project. They felt that they could be free to express themselves without feeling shy and nervous in front of the teacher and friends.

2. The Improvement of Students' Speaking Aspect and the Weakness of the Method

Harries (1984) and Brown (2004) stated that there are five speaking aspects which covers comprehension, vocabulary, grammar, fluency, and pronunciation. Of all the five aspects, comprehension and vocabulary were improved most significantly in the process of completing the students' project. In completing the project, students seem to be very enthusiastic. They work hard in groups to make their performance perfect. They had a vivid discussion if they met difficulties. Automatically, they created their mini drama seriously and tried to minimize errors as little as possible. They use the new vocabulary and expression in accordance with the situation. Consequently, the comprehension and performance rose significantly.

3. The Students' Response Toward the Project Based Learning Method

Based on the interview done by the observer to the students, it turn out that students enjoy the process learning English using project based learning method. They said that they can be free to express themselves without being nervous or shy. Usually if they have drama performance in front of their lecturer or friend, they tend to forgot dialogue because of nervousness. By recording their mini drama out of the class they feel free to perform and they feel significant improvement in their English.

About the atmosphere of learning, compared to the teaching learning in class, they stated that project based learning make Learning English less boring. They said that they sometimes have to practice speaking in real condition in order to avoid monotonous learning and boredom.

4. The Strength and Weaknesses of Project Based Learning Method

From above explanation, it can be concluded that project based learning has many advantages. Students may improve their speaking ability as well as vocabulary and comprehension. They can also be more creative in expressing themselves. Students also think that doing their project with their group and out of the class is a good alternative in learning English. Learning using conventional method sometimes makes them passive students.

The weakness found in the implementation of the method was on the media and time allotment. As stated before, they had difficulties in matching their schedule to record their mini drama. Each student took project based learning has many advantages. Students may improve their speaking ability as well as vocabulary and comprehension. They can also be more creative in expressing themselves. Students also think that doing their project with their group and out of the class is a good alternative in learning English. Learning using conventional method sometimes makes them passive students. Different subject in the semester so it was very difficult to be compromised. They had also difficulties in making use of the media. Sometimes their camera phone did not work well in recording the mini drama

CONCLUSSION AND SUGGESTION

Project based learning has many advantages. Students may improve their speaking ability as well as vocabulary and comprehension. They can also be more creative in expressing themselves. Students also think that doing their project with their group and out of the class is a good alternative in learning English. Learning using conventional method sometimes makes them passive students.

Lecturers and teachers better vary their way of teaching in order to avoid monotonous activity and boredom. Students will be very creative if given chance to express themselves freely. Learning in class sometimes makes them boring and passive

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PROSPECTIVE ENGLISH FOREIGN LANGUAGE TEACHERS' LEARNING EXPERIENCES IN DESIGNING LEARNING MEDIA BY DEPLOYING POWERPOINT PROGRAM

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ABSTRACT

The objective of this paper is to explore prospective English foreign language teachers' learning experiences in designing learning media by deploying PowerPoint Program. Questionnaires, observation, and interview were administered to the eighty six prospective teachers of English as Foreign Language (EFL) joining classroom instruction about "Learning Media and ICT in English Language Teaching". They came from three classes in English Department, Islamic University of Riau. The results of the study revealed that the participants' knowledge and experiences in utilizing the PowerPoint Program to design interesting and meaningful learning media were expanded although there were also some barriers appeared during the instructions; they related to the preparation of learning materials, multimedia sources, and techniques of presenting the media. However, all of them could be anticipated well through connecting to internet and getting assistance from instructor and class members. Consequently, PowerPoint Program provides positive values for the Prospective EFL Teachers' learning experiences in underpinning effective design of English learning media.

Key Words: *PowerPoint Program, Prospective EFL Teachers' Learning Experience, and Designing Learning Media*

INTRODUCTION

Development of education and technology run together due to the improvement of education standard that inevitably influence teaching and learning activities in many realms, includes in EFL classrooms. Utilizing the education technology can affect the teaching and learning activities in the EFL classrooms to be more meaningful because it can facilitate students to develop their communicative competence and give possibilities for teachers to enrich their ways of teaching, (Wadmany, 2006; Akyol, 2010; Oomen, 2012; Sharndama, 2013; Abukhattala, 2015)

In this advance technology era, there are numerous English programs or applications that can be presented as learning media or aids for the students, such as PowerPoint programs from Microsoft Office, Facebook, Whats App, LINE, BBM, and some other applications, and websites or blogs that can be accessed easily. However, not all of the teachers actively deploy them in their EFL classrooms because of some reasons; lack of teaching experience with new technology, limited of technology devices, lack of time in designing class activities, and financial supports, (Mumtaz, 2000 in Oigara and Kengwee)

Relating to the teachers' barriers in deploying the technology in their EFL classrooms, there are some actions that have to be executed to figure out their problems; firstly, the teachers have to enrich themselves in utilizing technology in their classrooms through training and practicing, (Abukhattala, 2015). Secondly, Stakeholders have to support TBL (Technology Based Learning) activities by facilitating complete technology devices and giving full financial aids, (Zamorshchikova, 2011). The last but not least, the teachers have to be able to allocate their precious time to create and develop learning scenarios when using the technology in the classrooms. All of those ways out have to be implemented to develop the technology based learning atmosphere.

To develop rich technology environment in the classrooms, specifically in EFL realms, the EFL prospective teachers are provided a course about Learning Media and ICT (Information and Communication Technology) in English Language Teaching, it is presented to prepare the prospective teachers to be knowledgeable teachers who do not only have good English Skill, but also have competence to utilize the technology to support their teaching and learning activities

in the classrooms. It provides information that relates to the concept and practical knowledge of media and ICT that can be deployed in the classrooms. There are several objectives in presenting this subject to the prospective teachers; to improve their understanding in implementing and utilizing ICT in the classrooms, guide them to have good capability in designing and presenting learning materials and media based on their future students' needs, and prepare them as great teachers who have good competence in teaching the students by integrating the technology devices in their classes.

In English department, Teacher's Training and Education Faculty, Islamic University of Riau, Media and ICT course is presented to the fifth semester of prospective teachers, they have to complete 16 meetings for this subject, they learn about the concept of media and ICT. Then, project based learning approach was implemented in the class in which the students were directed to design English learning media by integrating the use of power point program as one of the technology products. Furthermore, the students were asked to present the learning media that they had designed in order to explain about their techniques in using the media. All of those activities were arranged to enrich the students' learning experience in deploying technology, especially in utilizing power point program as learning media in EFL classrooms.

PowerPoint, a part of Microsoft Office applications that has been widely known as a program to help its users in doing presentation in many areas can present information in more effective ways through its slides, (Apple & Kikuchi, 2007). In the past, it was only deployed for specific purposes in certain fields. However, its functions have been broadly used; it has been involving in many fields with verities of goals.

In education realm, the power point program is one of technology devices that can be integrated in teaching and learning because it can be used for several objectives; to run teaching activities, a tool to complete students' project, to do practicing and drilling, and a media for games, review, and test, (Ooman, 2012). In line with that concept, researcher utilized the program as a technology device that was deployed by the prospective EFL teachers in learning to design effective learning media.

After, the prospective teachers had designed the learning media; they had responsibility to explain what they had designed and how they would apply it in the classroom. This kind of learning activities challenged the prospective teachers to develop themselves to be professional teachers in the future. Based on the explanation above, a study to explore the prospective EFL teachers' learning experiences in designing the learning media by deploying the power point program needs to be conducted. It is expected to present the participants' knowledge and experiences after utilizing the PowerPoint Program to design interesting and meaningful learning media in the EFL classrooms.

METHOD

This descriptive study employed quantitative and qualitative approaches. The participants of the study were the prospective English teachers on 2015/2016 academic year who joined a course of Learning Media and ICT in English Language Teaching. They came from of three classes; A, B, and C with 86 participants. The data were collected through questionnaire, observation and interview. The questionnaire consisted of ten statements that were expected to explore information about the prospective teachers' understanding of PowerPoint Program before and after completing the course. The list of the statements can be seen in the following table:

Table I
Statements in Questionnaire Sheet

1.	I know very well, Power Point Program is one of the technology products that can be utilized to design and create interesting English learning materials.
2.	I know very well various techniques in designing learning media by using Power Point Program, such as techniques to add pictures, animation, and hyperlink.
3.	I know very well about various techniques to add pictures in designing learning media by using Power Point Program.
4.	I know very well about various techniques to add animation in designing learning media by using Power Point Program.
5.	I know very well about various techniques to add audio in designing learning media by using

	Power Point Program.
6.	I know very well about various techniques to add video in designing learning media by using Power Point Program.
7.	I know very well about techniques in designing games as learning media by using Power Point Program.
8.	I know very well various techniques in choosing appropriate lay out/ background in designing learning media by using Power Point Program.
9.	I know very well various techniques in designing interesting learning media by using Power Point Program.
10.	I know very well various techniques in presenting learning media by using Power Point Program.

Note: 5 Point Scale; 5=Strongly Agree; 4=Agree; 3= Not Strong Feeling; 2=Disagree; 1=Strongly Disagree

Based on the statements above, the prospective teachers had to state their point of views by selecting one of the score ranges (1-5). The statements were distributed in two sessions; the first part was expected to gather information about the students' understanding about power point program before taking the course, and the second questionnaire sheets were shared to explore about the students' learning experiences in using power point program after having experience in designing EFL learning media. Then, observation was conducted during the teaching and learning activities in the classroom. It was started at the 9-15 meetings when each student was addressed to design learning media based on selected topic by deploying power point program. In this step, the media was analyzed to gather information how well the students could design their learning media. The last, a question about students' barriers in designing their learning media during the course was also raised to support the information gathered from the previous actions.

FINDING AND INTERPRETATION

Valuable information was found after distributing questionnaire, doing observation, and conducting short interview to the prospective teachers. The findings of this study were classified into two categories; the prospective teachers' learning experience before and after completing the media and ICT subject, and their barriers in designing their learning media by using power point program. The detail description about the findings can be found in the following information:

Table II
Pre-Learning and Post learning Experiences

No.	Statements	Pre Course	Post Course								
1.	I	1	2	3	4	5	1	2	3	4	5
2.	II	0	0	21	45	20	0	0	1	25	60
3.	III	0	11	32	34	8	0	0	2	47	37
4.	IV	2	10	24	35	15	0	0	4	44	38
5.	V	1	11	40	22	12	0	1	4	50	30
6.	VI	5	12	37	25	7	0	1	6	51	28
7.	VII	4	16	38	19	8	0	1	9	44	32
8.	VIII	12	31	32	9	2	1	3	21	51	10
9.	IX	1	12	34	33	6	0	1	4	46	35
10.	X	0	19	48	16	3	0	2	9	48	27

The table above represents the prospective teachers' responses based on their experiences before and after completing a lecture about media and ICT in English language teaching. The findings showed that the prospective teachers had known some ways of deploying power point programs to design and create interesting English learning materials. They also know some techniques of utilizing it, such as adding pictures, animation, audio, video and hyperlink, choosing appropriate lay out/ background, and designing games through the power point program, (Miltentoff, 2003). Based on the data gathered before conducting the lecture, dominantly the prospective teachers said that they did not have strong feeling about some statements in the questionnaire. It means that the students' understanding about the PowerPoint

Program was still limited. In other words, the prospective teachers' understanding about the effective roles of power point program and some techniques to apply it in teaching and learning atmosphere still needed to be developed.

Then, the students' responses had better improved after they completed the lecture. It could be inferred that the students realized well about the important roles of power point program as an aid in teaching and learning process, (Alkash & Al-Dersi, 2013; Corbeila, 2007). Furthermore, their understandings about the power point program expanded because they got more meaningful information about how to present their learning sources in power point program to be more meaningful learning media that can encourage the students during the teaching and learning process. In this part, most of the prospective teachers stated their agreement towards some statements in the questionnaire sheet. It indicated that they know very well how to design the learning media successfully.

Based on the researcher's observation toward the students' activities in designing and presenting their power point media, there were only 21 students who could design the media well. Then, the rest of the students had to revise the media and showed their revisions to the lecturer. This finding indicated that the prospective teachers still faced some problems in practicing their understanding in designing learning media by deploying PowerPoint Program, but they could design the media well after getting some suggestions from the instructor and class members. Technically they know how to operate it, but practically they still faced some problems.

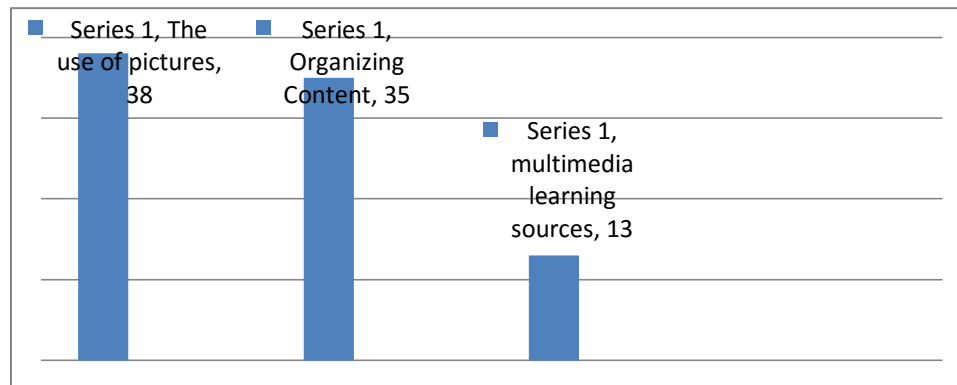
The researcher highlighted three big matters that mostly found when the prospective teachers designed their learning media by using power point program; firstly, most of the participants used pictures in their slides to deliver the learning materials interestingly. In this case, most of them did not really realize how to include the pictures in the PowerPoint effectively. Pictures can be very powerful aids in teaching and learning process, especially when they are integrated with power point slides, but they can also be powerless if they are not carefully selected and presented. In some slides, the researcher found that the pictures were not effectively used, such as; there were so many pictures in the slides. Then, there were inappropriate pictures used, for instance; the pictures could not represent the content of the lessons or they were not suitable for the students' age and mental development. This finding could explain that the prospective teachers' know what they had to include when designing their learning media in power point program, but they still had lack of understanding how to present the media in more effective ways. In this condition, supervisions from their collaborators and instructors were needed by the prospective teachers to enhance their skill in designing and presenting meaningful learning media by using power point program.

The second matter related to the prospective teachers' ability in organizing the learning materials in their power point slides. The researcher found that the prospective teachers mastered about the learning materials that they had to present, but many of them got confused how to organize the materials well. Some students stated that they got confused how to present the content of the lesson in their power point, for example when they had to teach about some types of texts. They wondered how they could present the information in their power point slides. Here, the researcher found that the media were designed in very poor standard because the prospective teachers never had any experience in designing learning media in PowerPoint Program when teaching some text types. In this condition, the prospective teachers had to be busy involving themselves in designing the learning materials well and having discussion with their instructors or collaborators who are experience in English language teaching and deploying power point program because it can be developed well through experience. Someone's experience in learning something can facilitate them to be more successful learners.

The last matter dealt with the prospective teachers' creativities in presenting content of the lessons. Although power point program facilitates its users to include multimedia in it, but the prospective teachers' ways in designing the learning media were still very simple. There were only thirteen students who could present the learning materials interestingly. One of them designed games in the power point program, and the other students included multimedia learning sources in their slides, but most of the multimedia used by the prospective teachers still derived from internet, such as browsing some pictures or videos in internet. They included some pictures and videos, but there were only a few numbers of them who could design the

media interestingly and creatively. In this case, the prospective teachers' creativities are challenged when they design the learning media by using power point program, even it can be very powerful tool to present learning media and sources in more meaningful ways, (Apple & Kikuchi, 2007). Data presentation about the prospective teachers' matters in deploying power point can be seen in the following table:

Figure I
Presentation of Prospective Teachers' Matters in Deploying Power Point Program



The table above shows three prospective teachers' common matters found by the researcher when the prospective teachers present their media in power point program. It means that the students know very well how to deploy power point program as a tool to enhance the teaching and learning activities in the classrooms, but they need to keep developing their knowledge and creativity in presenting more meaningful learning sources to run teaching and learning activities in the class more effectively, (Levin and Wadmany, 2006).

Furthermore, when the prospective teachers were interviewed about their personal challenges in designing learning sources by using power point program, some problems had been mentioned by the prospective teachers. However, dominantly they stated that they had to prepare a lot of things before deploying PowerPoint Program, such as multimedia that had to be included in their power point program, but the challenge could be figure out well by the prospective teachers as long as they could allocate their valuable time to browse learning sources that they needed.

In technology era nowadays, the students also stated that they really depend on the internet. They had to be connected to the internet to find more information and sources to develop their learning media. The students added that utilizing the internet is another influential factor that could assist them in learning, especially to design their English language teaching media. It could fulfill their needs and figure out some of their learning challenges.

Then, the prospective teachers also claimed that some technical problems were unavoidable when they designed and presented their learning media in the PowerPoint Program. However, all of them could be anticipated well because of their partners and instructor's helps.

CONCLUSION AND SUGGESTION

In conclusion, the effectiveness of deploying of PowerPoint Program in English language fields had been realized well by the prospective teachers in English Department at Islamic University of Riau. Their experiences in utilizing the PowerPoint Program expanded their knowledge in designing more effective and meaningful learning media because their competence and creativities were challenged to complete the media. Although some problems were still faced by the students, especially in preparing all the learning materials, multimedia sources, techniques of presenting the media, they still could figure out the challenges due to valuable supports from the instructor and class members. In addition, the existence of the internet connection cannot be ignored as one of the influential factors to enhance the prospective teachers' knowledge and experiences in designing learning media in the PowerPoint Program.

Since rapid development of technology devices nowadays, English language teachers

are expected to employ PowerPoint Program and design their own media by using the program to facilitate the students in more interesting learning media and activities. Then, further studies that relate to the implementation of other products of technology in EFL classrooms need to be conducted to enrich English language teaching activities.

ACKNOWLEDGEMENT

Great thanks to Allah SWT and everyone who had given full supports, hence the researcher could accomplish this study and write the paper. Hopefully, it can provide useful information, especially for the readers and education practitioners.

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REVISITING NEEDS ANALYSIS FOR ESP MATERIALS DEVELOPMENT IN A CONTENT-BASED INSTRUCTION CONTEXT

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ABSTRACT

English for Specific Purposes (ESP) is regarded as an important area in English language teaching today and is a progressive field that often witnesses revolutions and innovations. Teachers, researchers, and practitioners are in continuous search for the best teaching materials and practices that can help learners succeed in their language learning and meet the market and employment criteria. The significant move in response to this effort has been further motivated by the advocacy of exploring learners' needs aiming at obtaining a wider input to the design, content, and implementation of ESP program. This paper addresses the importance of needs analysis and how it helps in the process of materials designs. Thorough account of philosophical foundations and conceptual frameworks of ESP materials development and theoretical overview of content-based instruction are also highlighted to encompass the well-design learning materials that will equip learners with skills and knowledge they will need in their future life. Some suggestions to produce ESP content-based materials are proposed in the hope that existing and future materials developers and policy makers can use these to discuss and shape the future of the materials development process both in the short and long-term.

Keyword: *ESP, needs analysis, materials development, content-based instruction*

INTRODUCTION

Learning materials are regarded as one of the primary agents of conveying knowledge to learners that their role is undoubtedly crucial in teaching and learning practice. Learning materials also function as knowledge organizer that they are selected in such a way to meet learners' needs. As Hutchinson and Torres (1994) contend that materials provide the necessary input into classroom lessons through different activities, readings and explanations. Materials also serve as the basis for much of language input learners receive and the language practice that occurs in the classroom (Richards, 2001). Taking into account the significant roles of materials, it indispensable that teachers should be encouraged to design and/or adapt materials which are excellent enough to stimulate and support instruction.

In the context of English for Specific Purposes (henceforward ESP), the process of designing and developing learning materials are considered as complex, underpinned by comprehensive needs analysis in terms of both target and learning process needs. The language learning syllabi and materials developed as a result tend to be 'multi-layered' (McDonough and Shaw, 1993) including topics, skills, structures, functions, roles, etc. In addition, learning materials should make the most of learners' existing knowledge and experience and offer the chance of taking in new information through interesting, challenging and achievable tasks. Only in this way can learners be equipped with effective use of language for future communication purposes. The quality of the materials, to a great extent, can in turn influence the teaching methodology, which influences learners' motivation and learning results. Therefore, the success of ESP courses rests a great deal with high-quality teaching.

This paper addresses the importance of needs analysis and how it helps in the process of materials designs that the effective learning materials can be achieved. Comprehensive account of philosophical foundations and conceptual frameworks of ESP materials development and theoretical overview of content-based instruction are also stressed and examined to encompass the well-designed learning materials that will equip learners with skills and knowledge they will

need in their future life. Some suggestions to produce ESP content-based materials are proposed in the hope that existing and future materials developers and policy makers can use these to discuss and shape the future of the materials development process both in the short and long-term.

THEORETICAL FRAMEWORK

English for Specific Purposes (ESP)

The wide-ranging discussion of ESP has long been conducted by many well-known scholars in the world such as Tom Hutchinson, Alan Waters, Pauline C. Robinson, Tony Dudley-Evans and Maggie Jo St. John to name a few. ESP emerged due to the highly demand for a new brave world in the English language learning (Hutchinson & Waters, 1987). Since 1960's, as stated by Dudley-Evans and St. John (1998), ESP has become a vital and innovative activity within the Teaching of English as a Foreign and Second Language movement. In the beginning, English for Science and Technology was the most desired area of ESP with a particular attention being paid to specific varieties of written scientific and Technical English. Later, ESP was developed into sub-branches as English for Academic Purpose (EAP) and English for Occupational Purposes (EOP). These sub-branches evolved to include English for Secretary, English for Economics, English for Technicians and English for Medical Studies which continue up to the present day. The underlying factors behind this development are the essence to address the needs of learners.

ESP has been defined by Hutchinson and Waters (1987) as an approach to language teaching in which all decisions as to content and method are based on the learners' "reasons for learning". The ESP approach, in this sense, means addressing learner's specific language needs. Munby (1987) supports this view and defines ESP as 'those where the syllabus and materials are determined in all essential by the prior analysis of the communication needs of the learner'. This implies that the focus is on the purpose of learning the language; but Munby has also introduced the notion of communication into the definition, whereas Hutchinson and Waters (1984) argue that 'ESP is first and foremost a learning process, and it is not possible to have a communicative approach in ESP unless ESP is seen as primarily an educational matter'. Thus far, it could be deduced that ESP courses are or should be based not only on analyzing learners' communicative needs, which are usually derived from the target situation, but also on a complete analysis of all of their language needs, attitudes and interests; in other words, on a comprehensive analysis of the ESP learning and teaching situation. Another perspective regarding the concept of ESP was also proposed by Strevens (1988). He argues that the characteristics of ESP should be taken into account in the concept construction. There are four absolute characteristics and two variable characteristics of ESP. Absolute characteristics of ESP consist of English language teaching which is designed to meet specific needs of the learner; related in content (that is, in its themes and topics) to particular disciplines, occupations and activities; centered on the language appropriate to those activities in syntax, lexis, discourse, semantics and analysis of this discourse; in contrast with general English. These four absolute characteristics were later refined by Dudley-Evans and St. John (1998). They suggest that absolute characteristics of ESP should be designed to meet specific needs of the learner; make use of the underlying methodology and activities of the discipline it serves; be centered on language (grammar, lexis and register), skills, discourse and genres appropriate to these activities. Based on these absolute characteristics, it can be assumed that ESP focuses more on the learner's needs. Variable characteristics from Strevens' (1988) point of view, state that ESP may be but is not necessarily: restricted to the language skills to be learned e.g. reading only; and taught according to any pre-ordained methodology.

It seems that the definition of ESP reported above focus generally on the specific or goal of learners in learning language (learners' needs) and the contexts in which language is taught and used (specific learning settings, e.g. medical college, and specific domains, e.g. hospital).

Content-Based Instruction

Content-Based Instruction (henceforth CBI) is defined as "an approach to second language

teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus (Richards & Rodgers, 2001, p. 204). According to Brinton, et al. (2003), CBI is the concurrent teaching of academic subject matter and second language skills. Unlike language instruction approaches that define primary content in terms of grammatical structures, communicative language functions, or language skills, in CBI content refers to “the use of non-language subject matter that is closely aligned with the traditional school subjects, themes of interest to students, or vocational and occupational areas” (Stoller, 2008). By providing students with authentic, meaningful academic contexts, CBI aims to develop both the students’ language and their content knowledge.

Richards & Rodgers (2001) argues that CBI is grounded on the central principles:

1. People learn a second language more successfully as a means of acquiring information, rather than as an end in itself. This principle reflects one of the motivations for CBI that it leads to more effective language learning.
2. CBI better reflects learners’ needs for learning a second language. This principle reflects the fact that many content-based programs serve to prepare ESL students for academic studies or for mainstreaming; therefore, the need to be able to access the content of academic learning and teaching as quickly as possible, as well as the process through which such learning teaching are realized, are a central priority.

A number of assumptions about the nature of language underlying Content-Based Instructions are proposed by Richard and Rodgers (2001) who include:

- Language is text and discourse-based: CBI addresses the role of language as a vehicle of learning content. This implies the centrality of linguistic entities longer than single sentences, because the focus of teaching is how meaning and information are communicated and constructed through texts and discourse.
- Language use draws on integrated skills: CBI views language use as involving several skills together. The students are involved in many activities that connect the skills because it is related to how the skills are involved in the real world. So, the students might read and take notes, listen and write a summary, or respond orally to things they have read or written rather than learning grammar separately.
- Language is purposeful: Language is used for specific purposes. The purpose may be academic, vocational, social, or recreational. During the lesson, learners are focused on the purpose of the language samples they are exposed to. If they can attain the purpose, they will become engaged to language they learn.

CBI is supported by cognitive learning theory, in which it is believed that learning is accumulated and developed in several stages, namely the cognitive stage, the associative stage and the autonomous stage. In the cognitive stage, learners are developing the language skills through the required tasks (guided activities). Then, in the associative stage, they are more improved and have strengthened their skills, but still need support to accomplish the tasks (semi guided activities). Finally, in the autonomous stage, learners are able to perform the tasks automatically and autonomously (free activities).

Needs Analysis (NA) in ESP

In much of the ESP literature, there is a widespread assumption that ESP is designed mainly to meet the specific needs of learners (Dudley-Evans and St John, 1998; Hyland, 2006). Thus, identifying learners’ needs is regarded significant as it not only provides the input for course design but is also the source of authentic, needs-specific materials that can be used during the course. The needs investigation is usually undertaken through the process of needs analysis or needs assessment. The term needs analysis was first coined in 1920s by Michael West when he taught Indian civil servants, and the idea of the analysis of the learners’ needs was proposed by Richterich (1972). This idea was then developed to include Target Situation Analysis (TSA), which first appeared alongside the functional/notional work of Wilkins (1976), and was followed by Munby’s (1978) Communicative Syllabus Design.

NA is the term commonly linked to ESP, but it actually can also be crucial for English for General Purposes (EGP) as Hutchinson and Waters (1987) argue that “any language course should be based on NA” (p. 53). The goals of ESP classes are usually set up based on the learners’ purposes gained through the process of NA, which distinguishes ESP from non-ESP

purposes. As suggested by Richards et al. (1992), the NA process can determine why a particular group of learners need to use the target language, and can identify their needs. These needs can then be arranged in order of priority. If the reasons behind such needs are known, then these can be used to design the content of the language course. With such a systematic process, this content; the texts, skills, linguistic forms, and genres that a particular group of learners need can all be determined

The ESP scholars seem to define the term NA from its separate word: needs and analysis. The definition of needs varies depending on the purpose of analysis, but all take the learner as a focus of analysis, which is described as “objective and subjective” (Brindley, 1989), “perceived and felt” (Berwick, 1989), “necessities, wants and lacks” (Hutchinson and Waters, 1987).

As informed by West (1994) needs embrace what learners will be required to do with foreign language in the target situation and how learners might best master the language during the period of learning. This description has similar idea to that of Hutchinson and Waters (1987). They distinguish between “target needs” and “learning needs”. Target needs are “what the learner needs to do in the target situation”, and the learning needs are “what the learner needs to do in order to learn” (Hutchinson and Waters (1987). These needs may be taken into account in the construction of program’s goals and objectives, which in turn can be used to determine the materials selection, the teaching activities, and test development and evaluation strategies.

According to Brown (2004), NA refers to ‘a systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation’. In a similar vein, Graves (2000) argues that that NA is not only a systematic process but also ‘an ongoing process of gathering information about students’ needs and preferences, interpreting the information, and making course decisions based on the interpretation in order to meet the needs’. This suggests that NA should take into account the learning preferences which enable learners to acquire particular skills. Richards et al. (1992) define NA as the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. Needs analysts gather subjective and objective information about the learner in order to know the objectives for which the language is needed, the situation in which the language will be used, with whom the language will be used, and the level of proficiency required. More recently, Hyland (2006) sees NA as the process that are involved in gathering data which serves as the basis for determining the needs of learners or groups of learners and which can then be arranged according to priorities. This includes a focus on what has already been done. These kinds of needs include ‘learner’s goals and background, their language preferences, and the situations they will need to communicate in, which ‘can involve what learners know, do not know or want to know, and can be collected and analyzed in a varieties of ways’ (Hyland, 2006: 73).

From the perspective of curriculum development, Richards (2001) argues that NA provides information to identify general and specific language needs and aids the development of the content of a language program. He also explains that NA assures a flexible and responsive curriculum, rather than a fixed one, which provides information to the practitioners and learner about what the learner brings to the course, what has been accomplished, and what the learner wants and needs to know next. He states that NA in language teaching can be used for a number of different purposes:

- “to find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student,
- to help determine if an existing course adequately addresses the needs of potential students,
- to determine which students from a group are most in need of training in particular language skills,
- to identify a change of direction that people in a referenced group feel is important
- to identify a gap between what students are able to do and what they need able

- to be able to do
- to collect information about a particular problem learners are experiencing.”
(Richards, 2001, p. 52)

According to Long (2005), NA is conducted for several reasons among others to determine the relevance of the materials to the learners’ situation; to justify the materials in terms of relevance for all parties concerned (learner, teacher, administration, parents); to account for differences in learner needs and styles; and to create a syllabus which will meet the needs of the learners as fully as possible within the context of the situation.

The ESP researchers propose various NA taxonomies and suggest various ways in which students’ needs may be analyzed (e.g. Benesh, 1996; West, 1991; Berwick, 1989, Brindley, 1989; Hutchinson and Waters, 1987). These approaches are based on Munby’s work (1978) when he introduced “Communications Needs Processor (CNP)” in his communicative syllabus design. For the purpose of this paper, only three approaches will be discussed; target situation analysis (TSA), learning situation analysis (LSA), and present situation analysis (PSA). TSA involves identifying the target situation and conducting a thorough analysis of the activities, tasks, linguistic features and knowledge requirements of that situation (West, 1994; Hyland, 2006; Basturkmen, 2010). This suggests that TSA is primarily concerned with the real communication needs directly related to the target situation, rather than learning needs. In order to bridge the gaps in TSA or to overcome its limitations, PSA could be used. PSA is concerned with establishing what state students are at the beginning of their language course, by investigating their language proficiency, strengths and weaknesses (Robinson, 1991; Hyland, 2006). Jordan (1994) points out that the sources of PSA data are students themselves, the language teaching establishment and the user institution (e.g. place of work). According to Robinson (1991), the assumed difference between TSA and PSA is that the later represents constraints on the former, which will have been carried out first. Finally, LSA necessitates exploring the learning situation to discover how students learn to do what they do with language (Hutchinson and Waters, 1987). This suggests that LSA is usually concerned with identifying the preferred learning styles and strategies of students. NA in general is seen as a combination of TSA, PSA, and LSA; therefore, it is suggested that the three approaches can complement each other.

DISCUSSION

NA and ESP materials Development in CBI context

ESP literature regards learning materials very significant in teaching practice (Hutchinson and Waters, 1987; Jordan, 1997; Dudley-Evans and St John, 1998). They are essentially employed to provide language input exposure, motivation and stimulation factor, and teaching aids. As what Richards (2001) and Tomlinson (1998; 2012) contend that teaching materials are all the used teaching aids to ease learning of the language. These materials may be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, live performance, on cassettes, CD-ROM, DVD, or in the internet. According to Hutchinson and Waters (1987), good materials include interesting texts, enjoyable activities that engage the learners’ thinking capacities, opportunities for learners to use their existing knowledge and skills, and content, which both learners and teachers can structure, which will guide teachers and learners through various activities in such a way to maximize the chances of learning.

Dudley-Evans and St John (1998) provide some characteristics of ESP materials which

- “should present real language, and need to maximize exposure to the language, e.g. by providing additional materials;
- need to be reliable and most involve learners in thinking about and using language.
- should challenge learners and offer new ideas and information whilst being grounded in the learners’ experience and knowledge; to encourage fun and creativity;
- materials should be completed and well laid out”

Dudley-Evans and St John (1998: 171-172)

As CBI is organized around the content that students will acquire, the case of materials development might be similar to that of ESP. The materials should include relevant texts and

tasks that are inspired from the subject course of learners and appropriate content that fits learners' purposes and encourages their specialist knowledge. Thus, the process of materials writing should be carefully planned to reach the right decisions. Materials developers should have insightful thinking, profound vision, and a considerable experience that the materials produced suit learners' needs. As Hutchinson and Waters (1983) contend that so many ESP materials do not consider the realities of ESP classroom. This makes students uninterested in what is presented in the classroom. Materials developers are required to be creative as well. Hutchinson and Waters (1987) believe that students' lack of interest in ESP materials is because they are too uncreative; the scope of the language activities they attempt to engage the learner in is limited; and their knowledge content is largely unexploited.

Some principles and guidelines to produce good ESP teaching materials need to be followed to achieve their objectives, mainly the ones related to helping learners cope with different learning tasks related to their target situation needs and encouraging them to improve their cognitive and communicative skills. Hutchinson and Waters (1987: 107-108) set six principles that should be taken into account when developing teaching materials.

1. Materials provide stimulus for learning, hence, they need to contain appropriate content, interesting texts, and enjoyable activities that stimulate learners' existing knowledge and thinking capacities.
2. Materials help to organize the teaching-learning process. This can be done through providing a clear and coherent unit structure yet not tightly structured to allow a space for creativity and variety.
3. Materials writing should be based on the author's view of language theories and theories of learning. Hence, texts, activities, and learning items are to be designed as a reflection of these theories.
4. Materials reflect the learning task. Taking the assumption that learning is generally recognizes as a complex process, materials need to create a balanced outlook which both complexity of the task, yet makes it appear manageable
5. Materials can benefit the teacher as well by broadening his experience via acquainting him with new techniques and methods.
6. Materials elaborate models of correct and appropriate language use.

These principles imply that teaching materials should be made as relevant, interesting, motivating as possible for learners to meet their target demands. In addition, the materials should present materials for language practice, ease interaction between students, and promote learners autonomy because they are used as a source of language, as a learning support, for motivation and stimulation, and reference in classrooms.

In materials selection, materials developers should take into account the following points:

- Will the materials be useful to students?
- Do they stimulate the students' curiosity?
- Are the materials relevant to the students and their needs?
- Are they fun/
- Will the students find the tasks and activities worthwhile?

To meet these points, ESP teachers should analyze and produce their own instructional materials rather than relying on commercial materials due to the fact that ESP classes are designed to deal with the specific needs of learners.

CONCLUSION

ESP materials development is regarded crucial in the instructional process as materials can determine the success of teaching practice. Some principles should be taken into account in the process of materials development that the target goals of instructions can be achieved. To produce materials that are relevant to learners' and stakeholders' demands, needs analysis should be conducted. Needs analysis can provide information learners' language skills, learners' language proficiency, learners' gap, and learners' problems. Thus, it is suggested that materials designers or teachers should have the ability to connect, link and integrate the language elements as well as the specialized field that they are providing for. Another consideration in ESP materials development is the materials authenticity. It is suggested that authentic materials should be used as they can provide students with up-to-date knowledge, and represent what students would actually encounter in the real world.

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GETTING THE BEST SCORE ON INTEGRATED COURSE: STUDENT'S EFFORT AND STRATEGY

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ABSTRACT

This paper presents how brilliant students get their success in facing integrated course. What did they do to improve their ability in four skills and what kind of effort or strategy that they have made should be placed as the main question in this article. And to get the findings, descriptive method will be done. Interview and questionnaire are given as tool to gather information from those students who got the best final grade score. Considering integrated course given in the first semester of English Education Department, those students' effort and strategies in learning English should be considered as the best thing to spark another students or whoever wants to study English easily. Theirs are at the best first step to tap the next ladder step to gain their English. Besides, how to facilitate the students to get their motivation and confident to face the second, third and four years of study.

Keywords: *integrated course, student's effort, strategy*

INTRODUCTION

First year university students should have great experience and get their confident in facing the rest years of study. Getting the first year experience right entails embedding with the desirable skills and behavior considered as one of the goal of integrated course in our department. Integrated course is a course given in the first semester. With 12 credits this course is addressed to the students being able to develop their knowledge of grammar, vocabulary, pronunciation as well as the skills of listening, speaking, reading, and writing communicatively and comprehensively in an integrated and systematic approach.

Raising students motivation and confident to learn English well is also the important way to make all the students ready in facing the second, third and fourth years of study. Lecturer should be an extrinsic motivation for them. Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit (Brown, 2007). William and Robert (1997) as quoted in Harmer (2007: 98) suggested that motivation is a 'state of cognitive arousal' which provokes a decision to act, as a result of which there is 'sustained intellectual and /or physical effort' so that the person can achieve some 'previously set goal'. It means that from motivation can be derived into action to get the achievement and it pointed out that the strength of that motivation will depend on how much value the individual places on the outcome person wishes to achieve, in addition Harmer divided motivation into two, they are intrinsic and extrinsic motivation. Extrinsic motivation is the result of any number of outside factors, for example the need to pass the exam, the hope of financial reward or the of future travel. In contrast, intrinsic motivation comes from inside, within the individual. Thus he or she might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

Some external sources such as the goal (student target themselves to pass exam and it make them serious to learn), the society we live in (is the environment make the student enjoy to get lesson), the people around us (students language learning will be greatly influenced by the people who are close to them), curiosity (students have at least a mild interest in who their new teacher is and what it will be like to be in his or her lesson) can change student's habit in learning. All the example of extrinsic motivation influences the students effort to get the best achievement.

Strategy in language learning can be defined as strategies which contribute to the development of language system which the learners construct and affect learning directly (Weden and Rubin in Husnayaini, 2013). In brief Oxford described language learning strategy as specific actions taken by the learner to make learning easier, faster, more enjoyable, more

self-directed, more effective, and more transferable to new situation (1990). Furthermore Oxford divided language learning strategy into two main classes, they are direct and indirect strategies which divided into six subdivisions. For direct strategies include memory, cognitive and compensation strategies and for indirect strategies include metacognitive, affective and social strategies.

Considering the importance of motivation as arise the students' effort. Here, the researcher really curious with student's effort and strategy to achieve their goal to get the highest score in integrated course and teacher strategy to help them gaining the best achievement.

METHOD

Qualitative design sought to investigating student's strategy and effort in getting the best achievement in the first semester of university. Besides that, lecturer's effort was considered to be important thing as extrinsic motivation for them. Latief (2010) defines qualitative design as a inquiry process to comprehend people's behavior, through complete description about cultural and social setting where the custom occurs. The data in the qualitative design is object utterances or viewpoint. This design is also try to understand what, how, when and where the observed thing happen so that can be derived as meaning, concept, definition, characteristics, metaphors, symbols or description about people or thing being observed.

Questionnaire and interview given to two students who got the best score in integrated course. To gain a detail depiction of students' strategy and effort, the questionnaire was adopted from SILL (Strategy inventory for language learning) proposed by Oxford (1990). The researcher interviewed each of them approximately half an hour and it was done semi structured and audio taped. The specific question include in an interview guide. It was gives from the general to specific to follow the student's effort and strategy that they have done along one semester.

FINDING AND DISCUSSION

The result of the study showed that the two students have different way in achieving their goal. Gathered from interview, first student said that she has done everything that related to English such as listening to music, reading English news and other. But on the other side, the second student said that he really focus on speaking and listening. The following is interview table for the two students.

Table 1. Students effort

Aspect to be improved	Effort of Student 1	Effort of student 2
Listening	Listening conversation recording, watching English movie and listening English music	Listening English song especially rock genre. Listening conversation in you tube
Speaking	Practicing speaking with friend, speaking with foreigner	Practice with sister in law(at home) Practice with friend in university and motivates then to speak English with him.
Reading	Reading English book, English news, article, everything she found in English	No reading article, only read article that related to his interesting topic only
Writing	Writing diary in English	Writing simple thing, focus on his interesting topic only (rock genre music)
Pronunciation	Listening to recording and imitating	Pronounce the lyrics
Grammar	Through writing the diary and read it again and again to make better grammar	No special treatment, no diary, only write motto
vocabulary	Through reading English book, English new, listening all about English	Listening to music and find the vocabularies then use them in daily communication

Form the interview result the two students showed that they have their own effort in enhancing their English skill through different way. First student data showed that she did much effort to make her English improved, she almost did everything from listening conversation, recording, watching English movie and listening English music to enhance listening skill. Reading English book, English news, and article, everything she found in English for reading skill. She writes everything in English on her diary, imitate English recording for her pronunciation, she improves her English grammar Through writing the diary and reads it again and again, revise and revise then finally she knows the correct form of which mistake she has made.

Differently to the first student, the second student said that he only did everything he likes such as playing game then he search the tutorial in goggle and finally learned vocabulary from it. Another he did was listening to music that he loved to. Rock genre he always listens to and find the lyrics from internet after that he learned and memorized every single word. And finally he knows the use of that word and always practices the new word with his friend when he is at campus and with his sister in law when he is at home.

As stated by oxford (1990) language learning strategy is divided into two main classes, they are direct and indirect strategies which divided into six subdivisions. For direct strategies include memory, cognitive and compensation strategies and for indirect strategies include metacognitive, affective and social strategies.

In detail, from SILL can be identified that the two students have different strategy in learning English. For direct strategy, memory strategy, first student always did the following effort: connect the sound of a new English word and an image or picture of the word to help her remember the word, remember new English word by making a mental picture in which the word might be used, use flashcards, act out new English words. And always did: use new English words in a sentence, review English lesson often and remember new word, sentences or phrase by remembering their location. Besides, she never uses rhymes and thinks of relationship between what she has known with new thing in learning English. While for the second student usually review English lesson and often did the other strategies. For cognitive strategy the first student always try to talk like native, practice the sound of English, skim reading text, try to find pattern, try not to translate word by word. She usually say or write English words several times, use English word in different way, start conversation in English, watch English movie/TV show, read for pleasure, write notes, message letter or report in English, look for in her own word when facing new words, and make summaries of information that she heard or listened. While for the second student, he usually did: start conversation in English, watch English movie or TV show, skim English text when he read the passage, find the meaning of an English word by dividing it into parts that he understood. He also often writes notes, messages, letters or report in English. For compensation strategy first students always use gesture or phrase that related to the same meaning when she cannot think of word during conversation. She usually makes up new word if she doesn't know the right ones in English. She also often guesses to understand unfamiliar words. And the second student only guesses to understand unfamiliar words and rarely he reads English without looking up every new words.

For indirect strategies, the two students also have different way in learning English. The first student always tries to find as many as she can to use her English, notice her English mistakes and uses that information to help her do better, plans her schedule so she will have enough time to study English, looks for people she can talk to in English, has clear goals for improving her English skill, thinks about her progress in learning English. And usually she pays attention when someone is speaking English, looks for opportunities to read as much as possible and she never tries to guess what the other person will say next in English. While the second student usually pays attention when someone is speaking English, plans his schedule so he will have enough time to study English. He often looks for people she can talk to in English and looks for opportunities to read as much as possible.

Affective strategies also important strategy should be considered in language learning. It is about how to lowering students anxiety, encouraging students' self and taking their emotional temperature. First student has good strategy in affective strategy. It can be seen from her questionnaire she always tries to relax whenever she feels afraid of using English, encourage herself to speak English even when she is afraid of making mistake, gives herself a reward or

treat when she did well in English, talk to someone else about how she feels when she is learning English. Furthermore she never notice if she is tense or nervous when she is studying or using English, and write down her feelings in a language learning diary. The second student usually notice if he is tense or nervous when he is studying or using English, talk to someone else about how he feels when he is learning English. And he never gives himself rewards when he does well in English and he also never write down his feeling in a language diary.

For the last strategy is social aspect of the students' learning English such as asking question, cooperating with other and empathizing with other. How they use social strategy will be described as followed: first student always asks other person to slow down or say it again If she doesn't understand something in English and always try to learn about the culture of English speaker. She also usually asks English speakers to correct her when she talks, practices English with other students, asks for help from English speakers, and asks questions in English. While the second student usually asks questions in English, tries to learn about the culture of English speaker. He also often asks other person to slow down or say it again If she doesn't understand something in English and practices English with other students. He seldom asks English speakers to correct him when he talk and asks help from English speakers.

From the different way in enhancing English, it can be influenced by many factors such as sex or gender, type of students and motivation. Oxford as cited in Husyanaini (2013) said that there are many factors affecting the choice of strategies, one of them is sex or gender. It is supported by the result of Griffiths' research (2003) that there was a significant difference between male and female learners in overall strategy use. Further he explained that male learners less frequently in using overall strategy than did female learners. In line with the finding of the result, Husnayaini (2013) found that gender difference is one of many factors that influence they choose the strategy. She revealed that female learners use more frequent and wider strategies than male learners.

Moreover learner type is also influenced the strategy chosen. For example visual learners will choose different strategy than auditory learners. And in vice versa. Motivation cannot be separated in learning process. Interactive language teachers or lecturers must not underestimate the importance of getting students strategically invested in their language learning process. Perhaps the most powerful principles of learning that merge is intrinsic motivation and autonomy. Brown (2007) siad that one of the best ways of getting students intrinsic motivation and autonomy is to offer them the opportunity to develop their own strategies for success. Through their time and effort into the learning of English, they can take responsibility for much of their own learning.

CONCLUSION AND SUGGESTION

Since this paper depict the students effort/ way and their strategies in getting the best score in integrated course. This paper also shows that there are different strategies among students. The two students who got the highest score in the course was a boy and a girl. From the SILL can be seen that they choose different strategy in learning English.

It is suggested for all of the students to consider what is the best strategy to improve their ability in English by knowing their type of learner. And for the teacher or lecturer, knowing the language learner of the student is expected to give the implication on how the lecturers should teach the student and incorporate the appropriate strategies into learning instructions for the students.

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APPENDICES

Table 2 direct strategy

Memory strategies	<p>A. Creating mental linkages</p> <p>B. Applying sounds and image</p> <p>C. Reviewing well</p> <p>D. Employing action</p>	<p>A. 1. Grouping 2. Associating/elaborating 3. Placing new words into context</p> <p>B. 1. Using imagery 2. Semantic mapping 3. Using keyword 4. Representing sound in memory</p> <p>C.1. Structured reviewing</p> <p>D. 1. Using physical responses or sensation 2. Using mechanical techniques</p>
Cognitive strategies	<p>A. Practicing</p> <p>B. Receiving and sending messages</p> <p>C. Analyzing and reasoning</p> <p>D. Creating structure for input and output</p>	<p>A. 1. Repeating 2. Formally practicing with sounds and and writing system 3. Recognizing and using formulas and pattern 4. Recombining 5. Practicing naturalistically</p> <p>B. 1. Getting the idea quickly 2. Using resources for receiving and sending messages</p> <p>C. 1. Reasoning deductively 2. Analyzing expressions 3. Analyzing contrastively 4. Translating 5. Transferring</p> <p>D. 1. Taking notes 2. Summarizing 3. highlighting</p>
Compensation strategies	<p>A. Guessing intelligently</p> <p>B. Overcoming limitations in speaking and writing</p>	<p>A. 1 using linguistic clues 2. Using other clues</p> <p>B. 1. Switching to the mother tongue 2. Getting help 3. Using mime or gesture 4. Avoiding communication partially or totally 5. Selecting the topic 6. Adjusting or approximating the message 7. Coining the words 8. Using synonym</p>

Table 3: indirect strategies

Metacognitive strategies	<p>A. Centering your learning</p> <p>B. Arranging and planning your learning</p> <p>C. evaluating your learning</p>	<p>A. 1. Overviewing and linking with already known material 2. Paying attention 3. Delaying speech production to focus on listening</p> <p>B. 1. finding out about language learning 2. Organizing 3. Setting goals and objectives 4. Identifying the purpose of language task 5. Planning for a language task 6. Seeking practice opportunities</p> <p>C. 1. self monitoring 2. Self evaluating</p>
affective strategies	<p>A. Lowering your anxiety</p> <p>B. Encouraging yourself</p> <p>C. Taking your emotional temperature</p>	<p>A. 1. using progressive relaxation, deep breathing 2. Using music</p> <p>B. 1. Making positive statement 2. Taking risk wisely 3. Rewarding yourself</p> <p>C. 1. Listening to your body 2. Using checklist 3. Writing a language learning diary 4. Discussing your feelings with some one else</p>
social strategies	<p>A. Asking question</p> <p>B. cooperating with other</p> <p>C. Empathizing with other</p>	<p>A. 1. asking for clarification or verification 2. Asking for correction</p> <p>B. 1. Cooperating with peers 2. Cooperating with proficient users of the new language</p> <p>C. 1. Developing cultural understanding 2. Becoming aware of others' thoughts and feeling</p>

INTEGRATING SONGS IN THE CLASSROOMS: VARIOUS USEFUL AND MEANINGFUL ACTIVITIES TO LIGHTEN THE CLASSROOM ATMOSPHERE

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ABSTRACT

Models for teaching have evolved and will continue to be so. In regards to the use of songs in an EFL classroom, Kirsch (2008) pointed out that many language teachers have taken the benefits of making use of songs in the classrooms. There are a number of reasons why songs can be integrated into teaching. Among others are that songs promote positive feelings, offer a change from routine classroom activities, and also serve as precious resources to develop students' abilities in listening, speaking, reading and writing. Songs can also be utilized to teach a variety of language items such as sentence pattern, vocabulary, adjectives, verbs, adverbs, nouns etc. In addition, learning English through songs also provide a non-threatening atmosphere for students. In fact, songs have become an integral part of our language experience, and if they are used in coordination with a language lesson, they can be of great value. Fortunately, with the expanding prevalence of the Internet and specifically the World Wide Web into both the classrooms and lives of students, access to music and lyrics has been made easier. This paper will focus on the reasons for using songs by demonstrating their effectiveness as a learning tool and some suggested activities that can be used and modified to help students enjoy learning and to help create more lively classroom atmosphere.

Keywords: *songs, varieties of activities, classroom atmosphere*

INTRODUCTION

"Music is the electrical soil in which the spirit lives, thinks and invents"—Beethoven

Incorporating songs in classroom learning is usually overlooked in EFL classes. Although most EFL teachers disagree with this idea, they don't always know how to deploy the songs to improve the students' interest and language competence in effective ways. Indeed, many teachers love to use music and songs in their classrooms. Songs or music provide a class with variety of engaging activities and can serve as a break from textbook study. With young learners for instance, songs and chants can be used to teach new vocabulary in a relaxing, non-threatening atmosphere. Meanwhile in classes where older students are present, they can be asked to analyze the lyrics and explore further to get more insights about the songs while at the same time improving new vocabulary, expressions, grammar and structure. Lyrics in songs are also interesting to discuss further especially those related to cultural elements such as social values, human relationships, spirituality, patriotism, and dissent (Murphry, 1992). Morrison (1994) describes further that music enhances knowledge in a number of subject areas in schools which are not only connected to language learning. Furthermore in today's classrooms, Lewis (2002) explains that educators begin to realize the need to use various strategies and resources to enhance the curriculum and learning to the students and this includes integrating music or songs in classrooms. Krashen (1982) emphasizes more that for optimal learning to occur, the affective filter must be weak. A weak affective filter means that a positive attitude towards learning is present. If the affective filter is strong, the learner will not seek language input, and in turn, not be open for language acquisition. The practical application of the Affective Filter Hypothesis is that teachers must provide a positive atmosphere conducive to language learning. Thus, songs or music are one method for achieving a weak affective filter that later promotes language learning.

A number of activities can actually be designed by teachers, be it the common gap-filling or a more modified double gap-filling where students are encouraged and challenged through the knowledge of vocabulary that cover words or phrases, idioms, derivations and even language points such as grammar and structure. Having been working as teachers for some time, we will share what we have done with songs in classrooms.

SOME FRAMEWORK FOR INCORPORATING SONGS IN THE CLASSROOMS

Song#1 Madonna - Mona Lisa portrait

Level : Pre Intermediate to upper intermediate

Duration : 60 minutes

Materials : Mona Lisa portrait, hand-outs, A4 paper

Warm up :

Teacher asks students discuss the popularity of the Mona Lisa portrait and the reasons for its being famous

Pre- Listening

Teacher asks students to listen to the song itself and try to write as many words they have recognized in the song as possible. Students compare their results with each other. This helps students to generate the vocabularies they have known before and they will be aware of the general idea of the meaning of the song and the level of the language of the song.

While listening

Students will be given some time to find the words which are defined in the brackets. Afterwards, students compare their answers to each other before listening to the song and checking their answers. This teaches students to find several words which have the same meanings.

Task 1

Guess the meaning of the missing words in the first part of the song and then listen and check your answers.

If you were the Mona Lisa

You'd be _____(sticking on the wall) in the Louvre

Everyone would come to **see** you

You'd be _____(infeasible) to move

It seems to me is what you are

A rare and _____(costly) work of art

Stay behind your _____(silk woven cloth) rope

But I will not _____(publicly say u no longer support) all hope

And I'm right by your side

Like a _____ (a person who steals) in the night

I stand in front of a _____ (**chef d'oeuvre**)

And I can't tell you why

It _____ (gives pain) so much

To be in love with the _____ (chef d'oeuvre)

Cause after all

Nothing's _____ (unbreakable)

Listen to the rest of the song. Put the words in brackets into correct form.

From the moment I first ____ (**to see**) you

All the _____(**dark**) turned to light

An _____(**impression**) painting

Tiny particles of light

It seems to me is what you're like

The "look but please don't touch me" type

And _____(**honest**) it can't be fun
To always be the _____(**to choose**)one.

Follow up questions

- a) Do you think Mona Lisa is happy being in the louvre?
- b) What does Mona Lisa symbolize in the song?

Post Listening

In this part of the task, teacher asks students to work in pair and discuss the questions. After some time, share with the class.

- a) Who is a perfect person for you?
- b) Does that perfect person make your life easier or more difficult? In what way ?

Song#2- Katy Perry- Roar

Level : Lower Intermediate to Intermediate
Duration : 100 minutes
Materials : Picture of a lion, hand-outs, A4 paper

Warm up

Teacher shows the picture of a lion and has the students talk about what sound it makes and when it makes that sound, what makes this animal strong and its characteristics.

Pre-listening

Teacher distributes the hand-outs of the song and asks students to find the translation of the idiomatic phrases in English. The translation is literally translated so it will not be hard for them to do it as long as they are familiar with the vocabulary. After they have found the translation, they will listen and check their answers. Then they will work on the meaning itself.

Task 1

Translate the idioms in brackets into English and try to find the meaning which gives the same in Uzbek language.

I used to _____(тилини тишламок) and _____(нафасини тутмок)
Scared to _____(кайикни кесакламок) and _____(тартибсизлик килмок)
So I sit quietly, agree politely
I guess that I forgot I had a choice
I let you push me past the _____(сабркосаситулиш)
I stood for nothing, so I _____(гапига учмок) everything

Task 2

A) Answer the following questions according to the first part of the song

- a) Who is she singing the song to?
- b) What difficulties has he/she had in life? Why has she had them?
- c) What made him/her realize the difficulties?
- d) Give a suitable heading for the first part of the song

B) Put the verbs in the brackets in the missing places.

Had, see (2x), shake, brush off, held (2x), hear (2x), got (2 x)

You _____ me down, but I _____ up (HEY!)
Already _____ the dust
You _____ my voice, you _____ that sound
Like thunder gonna _____ the ground
You _____ me down, but I _____ up (HEY!)
Get ready 'cause I've _____ enough
I _____ it all, I _____ it now

Teacher designs some various activities for better comprehension of the song

- How does the singer feel now?
- What do you think made her this way?
- Give a suitable title for this part of the song

You're gonna hear me _____ (long loud, deep sound)

I went from zero, to my own hero

This part of the song will be about questions and answers that lead to a writing task. Teacher asks students to complete the answers then teacher asks students to give a title for this part of the song and compose a writing from the answers collected

- Why do you think Katy Perry was treated so unfairly by others?
- What was the wrong thing she did that caused people treated her that way?
- Do you think people should take a pity to those who bully others? Why? Why not?
- What are the causes of bullying?
- What can you do to prevent yourself from being bullied ?

[illegible]

Duration : 100 minutes

Materials : Cardboards, coloring markers, glue tack

a) Pre- Listening

Teacher shows some slides related to 'friends' then asks students to work in pair to discuss the answers and directs it to class discussion

*With friends , life is
Without friends, life is
I sometimes with friends is fun
The most important qualities I need in a friend are and
..... and can help keep our
friendship*

b) While Listening

Teacher plays the song and asks the students to just listen to it, then teacher plays the song again and asks students to underline correct words from two given options that corresponds the song lyrics

Count On Me"

[Verse 1:]

Oh uh-huh

If you ever find yourself (stuck, stock) in the middle of the (sea, see)

I'll (sail, fail) the world to find you

If you ever (find, fine) yourself lost in the (duck, dark) and you can't see

I'll be the (light, right) to guide you

We find out what we're made of

When we are (called, told) to help our friends in (me, need)

[Chorus:]

You can count on me like 1, 2, 3

I'll be there

And I know when I need it

I can count on you like 4, 3, 2

And you'll be there

'Cause that's what friends are supposed to do, oh yeah

Ooooooh, oooohhh yeah, yeah

[Verse 2:]

If you're (losing, tossing) and you're turning

And you just can't fall (asleep, a sheep)

I'll sing a (sound, song) beside you

And if you ever forget how much you really (mean, main) to me

Every day I will remind you

Oooh

We find out what we're made of

When we are (called, told) to help our friends in (me, need)

[Chorus:]

You can count on me like 1, 2, 3

I'll be there

And I know when I need it

I can count on you like 4, 3, 2

And you'll be there

'Cause that's (why, what) friends are supposed to do, oh yeah

Ooooooh, oooohhh yeah, yeah

You'll always (help, have) my shoulder when you (cry, try)
I'll never let go, never say goodbye
You know...

[Chorus:]

You can count on me like 1, 2, 3
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
'Cause that's (why, what) friends are supposed to do, oh yeah
Ooooooh, ooooohh

You can count on me 'cause I can count on you

c) Post-Listening

Project

Teacher asks students to work in groups, they have to create posters with illustrations of their friends, then list down the need for friends, what qualities they need in a friend and what they can do to keep a lasting friendship

Song#4

Level : Upper intermediate – Advanced Levels

Duration : 100 minutes

Materials : hand-outs, grid

a) Pre- Listening

Teacher writes some words students will find in the song, then discusses with the class

KKK, discriminate, trauma, terrorism, race, CIA, hate

Then teacher asks students to listen to the first part of the song and fill in the blanks with the words provided

KKK, mama, discriminate, trauma, terrorism, mamas, race, drama, livin', CIA, hate

What's wrong with the world, _____(1)
People livin' like they ain't got no _____(2)
I think the whole world addicted to the _____(3)
Only attracted to things that'll bring you _____(4)
Overseas, yeah, we try to stop _____(5)
But we still got terrorists here _____(6)

In the USA, the big _____(7)
The Bloods and The Crips and the _____(8)
But if you only have love for your own _____(9)
Then you only leave space to _____(10)
And to discriminate only generates _____(11)

And when you hate then you're bound to get irate, yeah
Badness is what you demonstrate
And that's exactly how anger works and operates
Nigga, you gotta have love just to set it straight
Take control of your mind and meditate
Let your soul gravitate to the love, y'all, y'all

While Listening

Teacher plays the song and asks the students to match the following words from the song to their opposites. Then teacher asks students to give examples for each word

<i>Wrong</i>	<i>Love</i>
<i>Overseas</i>	<i>Right</i>
<i>Hate</i>	<i>Be repellent to</i>
<i>Addicted to ...</i>	<i>Domestic</i>
<i>Attracted to</i>	<i>Inaccurate</i>
<i>Straight</i>	<i>Free of ...</i>

Next , teacher ask students to write overall meaning of the first part of the song in ex. 1

e.g. *In my opinion this song is trying to say....*

Before I didn't know.... But now I have found out....

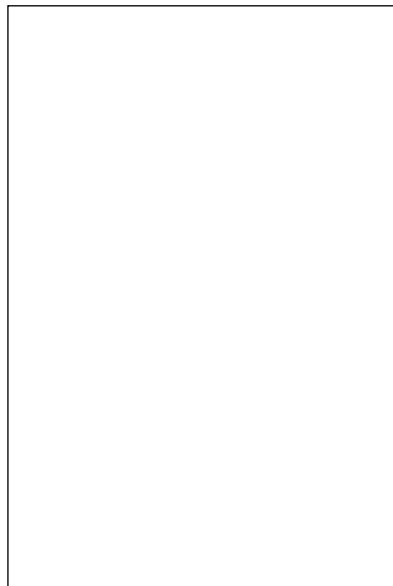
Moreover, this songs calls us to.....

Teacher asks the students to listen again to the chorus of the song. Some words have been misplaced. Teacher asks to find them and write the lines correctly again.

*People dyin' , people cryin'
Children hurt and you hear them killin'
Can you practice what you cheek
And would you turn the other preach
Father, Father, Father got us
Send us some guidance from above
'Cause people help me, got me questionin'
Where is the love (Love)*

This time, teacher asks students to listen and read the second part of the song. Then match some of the lines with the concepts and expressions on the right as in the example (there can be more than one line associated with each concept)

1. *It just ain't the same, always unchanged*
2. *New days are strange, is the world insane*
3. *If love and peace is so strong*
4. *Why are there pieces of love that don't belong*
5. *Nations droppin' bombs*
6. *Chemical gasses fillin' lungs of little ones*
7. *With the ongoin' sufferin' as the youth die young*
8. *So ask yourself is the lovin' really gone*
9. *So I could ask myself really what is goin' wrong*
10. *In this world that we livin' in people keep on givin' in*
11. *Makin' wrong decisions, only visions of them dividends*
12. *Not respectin' each other, deny thy brother*
13. *A war is goin' on but the reason's undercover*
14. *The truth is kept secret, it's swept under the rug*
15. *If you never know truth then you never know love*
16. *Where's the love, y'all, come on (I don't know)*
17. *Where's the truth, y'all, come on (I don't know)*
18. *Where's the love, y'all*



Finally, teacher asks students to listen to Part 3 of the song and to complete the blanks with prepositions

On, of; from, of; as, by; to; till, away; about, down; under; in

I feel the weight _____ the world _____ my shoulder

_____ I'm gettin' older, y'all, people gets colder

Most _____ us only care _____ money makin'

Selfishness got us followin' _____ the wrong direction
 Wrong information always shown _____ the media
 Negative images is the main criteria
 Infecting the young minds faster than bacteria
 Kids act like what they see _____ the cinema
 Yo', whatever happened _____ the values _____ humanity
 Whatever happened _____ the fairness _____ equality
 Instead _____ spreading love we spreading animosity
 Lack _____ understanding, leading lives away _____ unity
 That's the reason why sometimes I'm feelin' _____
 That's the reason why sometimes I'm feelin' _____
 There's no wonder why sometimes I'm feelin' _____
 Gotta keep my faith alive _____ love is found

Post Listening

Teacher asks students to find in the text , the abstract nouns that correspond to the following adjectives in the grid, and asks students to develop from at least five words into grammatically and structurally correct sentences

Adjectives	Meaning of the adjectives	Abstract Noun	Noun
Fair			
Bad			
Selfish			
United			
Guided			
Terrorist			
Human			
True			
Equal			

CONCLUSION AND SUGGESTION

As Ghassemi (2006) describes that music or songs function like white horses, drowning our distractions, thus, it should ideally show what will occur in our classes when songs or music are considered as part of learning and can be integrated accordingly through various effective and resulting activities. Harmer (2001) strengthens the above description by saying that 'Music is powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. A piece of music can change the atmosphere in the classroom or prepare students for a new activity. It can amuse and entertain, and it can make a satisfactory connection'. We believe that the above activities still need improvement so we would be very pleased to welcome any feedbacks and critics. Bu we hope that the afore-designed activities enrich teachers with ideas readily executed in classes. We wish you a fun and rewarding teaching-learning experiences.

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EVALUATION OF SPEAKING SKILL MATERIALS OF INTENSIVE COURSE (IC) TEXTBOOKS AT FIRST SEMESTER OF ENGLISH DEPARTMENT

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ABSTRACT

Understanding English skills seems quite difficult for the students who have lack exposure to it. It is likely different for a student to have knowledge of English from one and another. Meanwhile, English department in STKIP PGRI Bangkalan applies a simply program which concerns to the way helping its students to understand English easily. The main purpose of it is all dealing with a perspective of how the four basic skills must be mastered. Intensive Course Program (IC) provides many activities and also exercises which demands the students to work actively both in theoretical and practical exercises. Another significant contribution of this program to the students is all about its selected materials which are suited to the students' needs. In a nutshell, students' speaking, listening, reading, and writing are really much helped by Intensive Course (IC) Program. It is hoped both from the weaknesses and strengths findings and discussion will be highlighted well as a good program to implement and know what teachers should do next.

Keywords: *Evaluation, Intensive Course (IC), Speaking Skill*

INTRODUCTION

A textbook is an important tool for the teachers and students in teaching lesson in a classroom. It can be used both formally and informally depending on the situation and instruction done by the teacher. It has several advantages of using textbook for teachers. According to Harmer (2001: 117) in the first place, they have a consistent syllabus and vocabulary will have been chosen with. Regarding to that statement, again it should be highlighted that a textbook is not haphazardly conducted and given to the students without any consideration at all. Otherwise, the students will get more confusion and also the teaching and learning process will not come to its goal. Another advantage is that a textbook can directly motivate the students to give their attention or focus when the teaching and learning process is on. They have a quite maximum understanding toward the lesson through the textbook.

Concerning to its use of the textbook, one thing should be given fully attention is its contents or materials stated on the textbook. Intensive Course (IC) textbook was arranged and compiled by the lectures which consist of several English skills. They are focusing pronunciation, listening, speaking, reading, grammar and writing. The five materials above are given to the students and wrapped in a very handy textbook which called IC 1 and IC 2. A textbook becomes better when it has its own evaluation. As what Nunan (1992) in Ahmed et al (2015:225) states that evaluation is not only assembling the information but also interpreting the information to make valuable judgment. Hence, textbook evaluation, once again plays an important roles to know whether or how far the book gives its good contribution to its readers or whoever learn the textbook.

Of course, the purpose of evaluation the IC textbook seems importantly done remembering the textbooks are the main tool used by the teachers in classroom in a semester. Evaluation helps the teacher to be aware to what they are teaching through the textbooks itself. A need to improve the betterment of teaching and learning process should also put evaluation as a prior activity after the lesson.

There three types of evaluation according to McGrath (2002) and Tomlinson (2003) in Ahmed et al (2015:225). The first is pre use evaluation, before the particular text has been used in classrooms. The second is in/while use evaluation, while it is being used. And the third is post use evaluation, after it has been used. The use of "pre use evaluation" is to know what should students gain or achieve in IC program. It is very important to be done firstly. Before compiling the textbook, teachers should decide what skills the students must master. It should

be appropriate to what learners need and also regarding to their learning outcomes later. “In/while use evaluation” is done when the teaching and learning process is on. While the teacher and student communicate each other, the response of the students toward the textbook materials can be a notion to the teacher to evaluate. At last but not least is “post use evaluation” commonly done to know what how far the materials imply to the students knowledge.

The methods of evaluation IC textbooks are as quite simply done. Checking the objectives and the syllabus of the textbooks and checking the methods for every skill in it. So far, the objectives and syllabus and also the method should be in line. Going beyond, the checklist for speaking materials in IC textbooks examined what activities actually exist in it. The content of the checklist to help textbooks evaluation may consist of what types of the speaking activities like dialogue or conversation, specific language for communication used or not and others.

Nunan (1991:39) states that to most people, mastering the art of speaking is the most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. Means that, speaking is dealing with what students can do a conversation with others. Speaking becomes complicated and difficult sometimes for the students who are newly exposed to the use of English language. They slip their own tongue in pronouncing English words. Some others feel quite embarrassed to speak up due to their lack of vocabulary and mistakenly grammar. But, here the students are using any and all the language at their command to perform some kind of oral task. The important thing is that there should be a task to complete and that the students should want to complete it (Harmer, 2001:87).

Actually the basic types of speaking according to Brown (2004: 141) imitative, intensive and responsive become also the basic speaking materials in IC textbook. Several activities are made formed from the basic types above. Somehow the activities not really make the students eager to feel the atmosphere. In *imitative* just like in pronunciation, before the students have speaking materials, sometimes they are faced to new words or vocabularies related to the speaking material after next. While in *intensive* students tend to focus their language to its stress, rhythm and also intonation. And the last basic type is *responsive* demand the students to be good at responding any situation given.

After all the explanations above, textbooks, evaluation, and speaking materials are very important to encourage and motivate the students as learners to improve their speaking skill better. Means, once again evaluating textbooks done is because the need of a betterment to have a very effective teaching and learning process. No matter what the background of students education is, the higher enthusiastic and a willingness to learn of the students help them to achieve something better.

METHOD

This study is a descriptive qualitative study. Qualitative research is research studies that investigate the quality of relationships, activities, situations or material (Fraenkel and Wallen, 2006: 430) this research investigates the evaluation of speaking materials of IC textbooks. . In addition, qualitative is a research procedure which produces descriptive data in the forms of written or spoken from respondents (Fraenkel and Wallen, 2006: 429) and as addition, qualitative research must be natural, descriptive, process-oriented, inductive, and meaningful. Qualitative data is in the form of words rather than number. Therefore, the result of the research is in the form of description and interpretation of evaluation of speaking materials.. In conducting the research, research design plays an important role in obtaining the data.

Another way to gain some best result, a checklist is used here. The checklist for both IC 1 textbook consists of strategies used or implemented. It can be seen through the lists of activities and the contents. Table 1 explains more clearly the division of speaking materials in both textbooks. Each unit consists of several lessons. Each lesson consists of teaching materials like pronunciation, listening, speaking, reading, grammar and writing. Since speaking becomes the main point for the textbook evaluation, the rest skills will be neglected.

FINDINGS AND DISCUSSION

Through a detailed overview towards the IC textbook, IC 1, the textbooks has a very brief contents for its reading and grammar but not for its pronunciation, speaking, listening and writing. The speaking materials are presented only in forms of making description, tend to ask students to write rather than speak. Other forms are presented through this table.

Table 1 the Contents of Intensive Course Textbook for Speaking Skill

Lesson	Unit	Topic	Activity
Intensive Course 1 (IC 1)			
1 (Discussing something)	1	Describing People	Describing people based on the picture given
	2	Describing Your Place	No activity
	3	ANI to the MAL, ANIMAL!	No activity
	4	Tell Me Your Best!	Describing pictures by using own words based on the pictures given
2 (Explanation)	1	Do You Like Eating?	No activity (explaining the expression of giving directions only)
	2	How to Search Data from Google?	No Activity
	3	I Do Not Know How to Operate the Fan!	Telling someone how to make something (free speaking)
	4	How to Record on the Cassette Player	Mentioning some examples of gadget and explaining how to operate them well
	5	How to Make an Omelette	Making a good arrangement (an essay) to pursue the dreams.
3 (It's my movie)	1	Plant and Animal	Making a report based on what students like, whether it is a flower, animal or others
	2	Gawai Dayak	Explaining the expression thanking and asking the students to tell about their hobby and speak up in front of the classroom
	3	The Weather is just too Dry Now!	Consisting of five (5) activities they are Activity 1: Completing sentences by using the expression of regrets and apologies Activity 2: Practicing dialogue about spending free time Activity 3: Making a dialogue in pair based on the case given (rejecting invitation) Activity 4: Performing the dialogue Activity 5: Highlighting and rewriting some words, phrases or sentences dealing with regret and apologies from the dialogue given
	4	Merchandise	Consisting of two (2) activities they are Activity 1: Responding the situation given by using the expression of sympathy Activity 2: arranging scrambled sentences

	5	Volcano	Making a simple dialogue based on the listening file about Singapore
4 (How funny you are)	1	Vacation	Consisting of two (2) activities they are Activity 1: Making a short dialogue based on the situation given by using the expression of asking and giving permission Activity 2: Making some commands or requests based on the case given
	2	My First Experience	No activity (explaining the expression of surprise)
	3	Our Greatest Man Ever, Soekarno!	Consisting of three (3) activities they are Activity 1: Pronouncing an expression of accepting and refusing an offer Activity 2: Restating following sentences expression offers or not Activity 3: Making statements of expression of accepting and refusing an offer
5 (Expository)	1	Telling Stories	Working in pairs to practice sentences by using the expression of asking and giving direction.
	2	Once Upon a Time	Consisting of five (5) activities they are Activity 1: Performing in front of the classroom a dialogue of expression thanking Activity 2: Completing sentences of using the expression of regrets and apologies Activity 3: Practising the dialogue given (about talent) Activity 4: Making dialogue in pairs based on the following case given Activity 5: Performing the dialogue in pairs also
	3	Telling Folktale	Making a dialogue about an agenda for a week
	4	A Long Time Ago...	Making a dialogue by using the expression of persuading
	5	Let me Telling You a Wonderful Thing!	Consisting of two (2) activities they are Activity 1: Responding toward the situation given by using the expression of regrets Activity 2: Developing dialogue between student A and B about terrible mistake has ever happened by using the expression of regrets
6 (Surprising news)	1	Surprising News	Consisting of two (2) activities they are Activity 1: Making an interview in pairs about TV program Activity 2: Performing a dialogue based on the situation given
	2	Surprising News	No Activity

	3	This is the Hottest News!	Completing a conversation by using the expressions of believing
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Table 1 shows a brief content of the IC 1 textbooks. It displays the materials given to the students in IC classroom. The speaking skill is given within time constrain 50 minutes every day. There are six lessons and each lesson consists of different numbers of unit. The activities given at the end of each unit is consisting of different activities. It is including oral communication skill and other oral activities. The activities of the speaking materials in IC textbook vary for each topic.

In lesson 1 consists of 4 units. It is about discussing something. Students are given such pictures of famous people and they have to describe them. The pictures of Viki and Fatin are quite difficult to describe because some of them do not know who they are. The book can deserve some other pictures which students know in common. It helps the students easier to tell freely what they want to describe. Choosing their own example to describe is the best way to make them finish the task. Based on the prior knowledge of the person himself or herself, they imagine what actually they adore him or her.

In unit 2 and unit 3 found there are no activities. This is such a human error or may become one reason why the activities do not exist there. In the first unit students are only asked to describe people, but the rest of the unit students are asked to describe place and animal. They have different task to complete actually but the book does not provide the students such activities. And for the last unit, unit 4 once again ask the students to come up with their own description toward the pictures given.

In lesson 2 consists of 5 units. Each unit provides students different alternative tasks to complete. Unfortunately, from the five units, 2 units are missing the activities. Activities like mentioning is not training students to think more critically what supposed to be spoken to. Such activities not quite appropriate. University students seemingly ready to show higher order thinking when they can explain briefly what they have already known before.

In lesson 3, 5 units are completed with each activity. Students are given many different task in terms of explaining, completing, practicing, making a dialogue, performing the role, highlighting and rewriting words, responding to the situation given, and last but not least is arranging scrambled sentences. Those activities sometimes make students confuse. The arrangement of doing a task is better coming from the easiest to hardest. It is good for them because they need to think easy first before getting started to compromise their selves in front of the classroom.

In lesson 4 consists of 3 units which require students to tell about their vacation, their first experience, and their idol. Unit 3 of the fourth lesson seems being separated from the two units because the activity is quite different. If students are required to tell about their vacation, related activities should go in line with the things about their spare times not talking once again about their idol. Description and making recount text are different a lot.

In lesson 5 consists of 5 units. It quite interesting because students are demanded to tell stories or fables happened years ago or other famous legend stories. Consequently, students should be ready with their prior knowledge of a story. In fact, the activities stated in the textbook do not refer to that way. Different theories and the objectives of the lesson is not the same. Sometimes, that is not good enough to expose students to a better speaking ability.

The last one is lesson 6 consists of 3 units. Once again, it happens in this last lesson where the objective of the lesson is not referring to what students need to master. The summary of activities can be seen through these numbers.

1. Describing pictures: this activity focuses on the students speaking skill where the students describe pictures of popular artist but without any related vocabularies.
2. Telling how to make something: here, the students think freely what they want to make. The topic should be existing there otherwise they get stuck what to tell.
3. Mentioning things: this activity merely not quite to improve students speaking skill because mentioning only is activity which is not quite complete. The term speaking is not same with vocabulary

4. Explaining some expressions: students need to be exposure to the terms of how using some expression. But, the way to explain it becomes more challenging rather than to use it.
5. Performing dialogue: the students know their strengths and weaknesses when they come to class. Performance is something which is complete activity where students playing a role while using the language expression.

Activities are very important and it is as a tool in teaching and learning process. The examples of speaking activities above basically are what students need to improve their oral communication skill. The IC textbook has many speaking activities but are not focused in detail. It can be seen in lesson 1 unit 2 and 3 do not have any activities there. The important thing is that there should be a task to complete and that the students should want complete it (Harmer, 2001:87). In addition, Luoma (2009: 30) defines tasks are activities that people do, and in language-learning contexts tasks are usually defined in terms of language use.

Another important in doing speaking skill or oral communication skill is students should be prepared with some theories related to how to perform in front of classroom. It should be balanced between the theories and activities. Students of IC program are freshly graduated from high school where sometimes they are not commonly exposed regularly to some activities in university. Before performing or playing a role in a class students should know how to use the language and of course how to begin their speaking. The success of a speaker depends on the students as speakers exactly. It requires enthusiasm (Lucas, 2009:17). And enthusiasm itself may come from the experience and knowledge.

Some consideration of giving speaking materials should be also taken into account. Speaking is much rather difficult to be done. Speaking skill has its own micro- and macro skills. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic option (Brown, 2004:142).

Those micro and macro skill should at least come up inside of the activities given to the students. In other hand, teachers of English language learners must be aware of students first and second languages how to teach according to students' proficiency levels in both languages (Haager, et al. 2010:6). Due to the Intensive Program is given to fresh graduate students of senior high school, they feel strange firstly to adapt to the condition which requires them to be good at spoken and written English. Teachers also should pay attention fully to the process how they learn English as their background of study. From that situation, making decision how to arrange materials and forming activities can be done simply to fulfill the objectives of the lesson. No need to force them because the acquisition of the language of each student is different.

According to Pritchard (2010: 42) learning preferences refer to an individual's preferred intellectual approach to learning, which has an important bearing on how learning proceeds for each individual, especially when considered in conjunction with what teachers expect from learners in the classroom. Means that teacher and learners should consider the balance how each person or student learns and proceeds. Urgently, teachers need to highlight and make outline the simple materials needed by them to fulfill and provide the students speaking materials.

CONCLUSION AND SUGGESTION

From the explanation above, it is crucially considered that speaking skill is very important to be mastered by the students. The activities and tasks of the speaking skill should be also given fully attention and much exposure toward the use of the language. Spoken English seems too difficult for the beginner learner. Textbooks should provide its reader with sufficient tasks which can be completed easily. The unavailability of speaking materials in several units should be revised in order to get the objective of the lesson itself. In order to develop students' speaking skill, a textbook should contain:

1. Effective and interesting tasks, passage or activities to encourage students to speak up

2. Games are actually best idea to be put in speaking materials. Games provide students a better way to complete some tasks. Learning by doing something happily seems helpful for them to improve their speaking skill.
3. The terms of activities, it is better to use also pre activities and after activities of speaking skill. It is important because students should be ready first before coming to the case. Pre speaking activity which can engage the teaching and learning process should be always done to motivate them who are beginning to learn English.
4. The activities should relate to real or personal life of the learners. The use of contextual situation may help them to relate their thinking to what they have already known. When they can relate one thing to another, in describing something becomes easier.
5. Theories of speaking skill should be always written before doing the core of speaking skill. The students can be given some theories related to how to be a good public speaking and all the things about it including the ethics of public speaking, the use of the language and etc. those things will be so useful to improve their speaking skill by using the right procedure in performing the skill.

ACKNOWLEDGEMENT

I express my big gratitude to the lectures of English Department who helped and encouraged myself to finish this paper earlier. Support from the leaders of STKIP PGRI Bangkalan is also a big intention to my responsibility in conducting research to improve the quality of being a lecturer.

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LISTENING MATERIALS DEVELOPMENT: HUMANIZING INSTRUCTIONAL MATERIALS

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ABSTRACT

Language program, as any other programs, are led by objectives upon which the other program elements are designed. One other language program element to take care is instructional materials preparation. It is as important as the other components in teaching. However abundant commercially published materials are, the ability to deal with materials preparation is considerably central. Modifying the existing materials is indispensable. In this paper the issue on materials development targeted to listening skill is the main focus. The touch of humanistic approach will humbly be incorporated. In brief, the paper will exemplify materials modification so that teachers are assisted with a model to continue on their own. Prior to the model, some related underlying theories like materials development, authenticity, expert tips, and functions of language will be discussed. The tips and language function discussion are presented to especially provide the insights with regard to humanism so that real life use of language is not neglected.

Keywords: *materials development, listening, real life use*

INTRODUCTION

One imperative language program element to take care is instructional materials preparation. In fact, it is argued that instructional materials are “a key component in most language programs” (Richards, 2001:251). Richards goes on claiming that instructional materials usually serve as the language input learners receive and the language practice happening in class. Having similar claim, Brown (2001) points out that teaching materials contribute to the richness of language instruction.

This paper centers on the issue on materials development targeted to listening skill. To be more particular, the paper will exemplify materials modification so that teachers are assisted with a model to continue on their own. Initially some underlying theories related to materials development, authenticity, expert tips, and functions of language will be discussed. The last two sub-sections – tips and language functions – are provided to exclusively present the insights with regard to humanism so that real life use of language is not abandoned.

Three Ways to Develop Instructional Materials

There are three possible ways to get to actual teaching materials. In writing their own materials – the first way to develop materials, teachers prepare four elements. Presenting a model of materials writing, Hutchinson and Waters (1987) suggest the preparation of input, context focus, language focus and task. Input can be a text, a dialogue or any piece of communication data. Preparing context focus means determining the topics to study, while preparing the language focus is creating the exercise that gives an opportunity to the learners to analyze and synthesize the language. The ‘task’ element means that materials should be designed to provide communicative tasks to enable the learners to use the language.

In evaluating materials – the second way, teachers are involved in choosing the existing materials or in choosing one of the existing textbooks to use in a language instruction. Guidelines in choosing or evaluating textbooks are needed to come up with the one that best fits the purpose of one’s teaching. Nunan (1995) taking the idea of Breen and Candlin (1987) proposes 34 questions grouped into two phases as the guide for investigating materials. Phase 1 is intended for initial questions like “What do the materials aim to do and what do they contain?”, and “What do the materials make your learners do while they are learning?” Phase 2 is for the consideration of the learners and the materials. Three major questions proposed include “Are the materials appropriate to your learners’ need and interests?”, “Are the materials

appropriate to your learners' own approaches to language learning?", and "Are the materials appropriate to the classroom teaching/learning process?"

Taking Cunningsworth's (1995) ideas, Richards (2001) provides a checklist for evaluation and selection of course books. It includes 1) aims and approaches ("Do the aims of the course book correspond closely with the aims of the teaching programme and with the needs of the learners?"), 2) design and organization ("What components make up the total course package (students' book, teachers', workbooks, cassettes)?", 3) language content ("Does the course book cover the main grammar items appropriate to each level, taking learners' need into account?"), 4) skills ("Are all four skills adequately covered, bearing in mind course aims and syllabus requirements?"), 5) topic ("Is there sufficient material of genuine interest to learners?"), 6) methodology ("What approach(es) to language learning are taken by the course book?"), 7) teacher's book ("Are teachers' book comprehensive and supportive?", 8) practical considerations ("What does the whole package cost?").

In adapting materials – the third way, teachers carry out the role of 'providers of good materials'. Duddley-Evans and St. John (1988 in Richards, 2001) point out the abilities of a good materials provider as follows: (1) select appropriately from the existing materials; (2) be creative with the existing materials, (3) modify activities to suit learners' needs, and (4) supplement by providing additional activities.

Richards (2001) highlights six activities to develop when adapting materials. *Modifying content* includes changing the content to suit the target learners – their age, gender, or social class background. *Adding or deleting content* is, as the phrase suggests, done by adding some activities or dropping some sections of the content. *Reorganizing content* is carried out by, among others, arranging the units in what the teachers consider a more suitable order. In *addressing omissions*, the teachers perform a similar job as adding content. They might add vocabulary activities or grammar activities to a unit. In *modifying tasks*, the teachers may change activities to give them additional focus or to make them personalized practice. When the teachers find insufficient practice, they might create additional practice tasks. This particular job is included in *extending tasks*. The first five activities are similarly proposed by McDonough and Shaw (2003 cited in Tomlinson, 2012).

Among the three alternatives, the one employed most is materials adaptation. Having no time to really write their own materials, teachers most of the time select from the existing materials and modify the existing tasks.

Available Materials

Existing materials or - using Richards's (2001) term, the 'input' for teaching listening are abundant. Some resources are very popular like TED lectures (<http://TED.com>), most of the videos on You Tube, podcasts on the BBC web-site (<http://bbc.co.uk>), a free community-supported network (e.g. <http://www.classroom20.com>), locally produced English language broadcasts which have been adapted to students' lives, and other audio-visual materials on the internet.

It is not uncommon to have worries about rate delivery concerning these current listening materials. The speakers might speak too fast for a certain group of listeners. Nevertheless, the worries about the speed of authentic speech can be lessened now due to recent technological advances. We can enjoy the benefits of friendly sound editing programs such as Audacity and Cool Edit. When using Cool Edit Pro, for instance, the ratio for stretch option having been set to 80 can result in a welcoming rate of speech delivery.

Authenticity: Pros and Cons

Universally discussed, existing instructional materials might appear as authentic or non authentic. The term 'authenticity' can mean different things in different contexts. Tomlinson (2012:162) points out, "... an authentic text is one which is produced in order to communicate rather than to teach" In listening instruction, it most prevalently refers to 'recordings not initially made for the purpose of teaching and learning listening'.

The use of authentic listening materials to teach has been much debated. A typical argument against it says "Students who are fine with speaking at their own pace and reading may have trouble listening to a recording that is a regular-speed conversation." (Ghaderpanahi,

2012:146). Day (2003 in Tomlinson, 2012:161) is against what he calls the ‘cult of authenticity’. There is no, he points out, empirical evidence that authenticity facilitates language acquisition, and he cites evidence that learners find authentic texts more difficult than simplified or elaborated texts.

Nevertheless, the use of authentic materials is motivating as it provides the characteristics of true discourse (Nuttall, 1996). Finding a statistically significant improvement in listening ability of a group of EFL students by comparing their pre-post test scores, Ghaderpanahi (2012) encourages the use of authentic aural texts inside the classroom to prepare students for independent listening. Another study by Sabet and Mahsefat (2012) similarly found students in the experimental group exposed to authentic materials performed better in posttest compared to the control group. The analysis of feedback survey also denoted their satisfaction and positive attitudes to authentic listening materials hence their encouragement as follows: “... the benefits that authentic materials bring to the FL classroom may be said to greatly outweigh the difficulties they might give rise to.” (Sabet & Mahsefat, 2012:219).

Some Tips

It is true that authentic materials might be too hard to digest, but it is then the role of the classroom teacher to adapt it. McDonald (2012:2) argues

The difficulty level of a listening *activity* ... is created by the interplay of the text with the task, and the secret to helping students understand authentic texts resides in what we actually ask students to do as they listen. ... It is the construction of difficulty level through the activities we design that makes it possible for us to exploit authentic audio recordings

Field (2008) in Sabet and Mahsefat (2012:220) has similarly argued, “It is not necessarily the language that makes a piece of listening difficult. Difficulty may also arise from the task that is set. ... provided that what is demanded of the learner is correspondingly simple. If one notches up the text, one notches down the task.”

The ideas above are similarly pointed out as follows:

The text does not have to be produced by a native speaker and it might be a version of an original which has been simplified to facilitate communication. The task does not have to be a real-life task, but can be a classroom task which involves the use of real life skills in order to achieve not just communication but a non-linguistic outcome (e.g. one member of a group getting the others to draw a replica of a drawing she has been shown). (Tomlinson, 2012:162)

All ideas pointed out above is then basically the same as the suggestion of Nuttall (1996) who has earlier asserted that we can still keep authentic texts by exploiting the tasks themselves and making use of top-down processing more. We can furthermore follow what McDonald (2012) performs: modifying the wording of questions and information in the activity to adjust the difficulty level of the task according to the level of our students. Similar tips worth quoting are presented below (Sabet & Mahsefat, 2012:220)

... it is possible to overcome such challenges [of using authentic materials] through task design. In Field (1998, as cited in Richards & Renandya, 2002) “instead of simplifying the language of the text, simplify the task that is demanded of the student. ... With the text above the language level of the class, one demands only shallow comprehension” (p.244).

Guariento and Morley (2001 in Sabet & Mahsefat, 2012) argue likewise: designing tasks that require only partial comprehension to overcome worries concerning authentic materials. In brief, implied from the review above is that incorporating authentic materials into the ELT classroom is not worthless.

Moreover, Tomlinson (2012) referring to Craik and Lockhart (1972) reminds us the need of affective and cognitive engagement for deep processing. He further argues

Deep processing comes from personal involvement as an individual human being, and the coursebooks most likely to achieve more than coverage of teaching points are those

that take a humanistic approach to language learning and help the learners to localise, to personalise and to achieve confidence and self-esteem. (p.164)

With regard to the idea of personalization, Brown (2006) proposes that listening tasks are expanded to personalized speaking (building on listening tasks to provide speaking practice). Meanwhile, Richards (2008:16) further promotes, "Listening texts and materials can then be exploited, first as the basis for comprehension and second as the basis for acquisition." In short, if we want our listening materials to facilitate our students to attain language acquisition (not only for language comprehension), we need to develop the materials to comprise oral and written tasks – involving productive use of listening tasks thus bearing in mind reciprocal listening.

Functions of Language

Van Ek and Trim (1998 in Richards, 2001) presents 126 functions of language. These meticulous functions are grouped into six key categories: (1) imparting and seeking factual information, (2) expressing and finding out attitudes, (3) deciding on courses of action, (4) socializing (5) structuring discourse, and (6) communication repair.

In mid 70's, Searle (1976 in Levinson, 1983:240) points out five kinds of language functions. The five macro language functions proposed by Searle include: (1) *Representative* – when language is used to commit the speaker to the truth of the expressed proposition of which the typical examples are asserting and concluding, (2) *Directives* – when language is used to have something done such as a request being executed, (3) *Commissives* – when language is used to commit the speaker to some future course of action (when promises, threats, and offers exist), (4) *Expressives* – when language is used to express a psychological state (when the speaker does thanking, apologizing, welcoming, or congratulating), and (5) *Declarations* – when language is used to effect immediate changes in the institutional state of affairs and to rely on elaborate extra-linguistic institutions (when ex-communicating, declaring war, or firing from employment occurs).

Cook (1989: 25-6) considering the seven elements of communication (addresser, addressee, channel, message form, topic, code, and setting) asserts seven language functions. The language functions proposed include (1) *The emotive function*, such as 'Wow Yes!', and swear words used as exclamations; (2) *The directive function*, such as 'Please assist me!', and 'Behave yourself!'; (3) *The phatic function*, such as 'Hello', 'Beautiful weather', and 'Do you often do it?', or for practical ones ('Can you see it?'); (4) *The poetic function*, such as 'My muzic iz Mozart 2' which might mean 'I like Mozart music too'; (5) *The referential function*, such as 'I went to Lombok to visit my sisters'; (6) *The metalinguistic function*, such as 'What does this word mean?', and 'This is what is known as "the eye of fatima"'); and (7) *The contextual function*, such as 'Ok, let's start the lesson', and 'It's only a story'.

Literature reading on functions of language discussed above leads the writer to conclude that there are six language functions (Tamah, 2008). They are (1) referential function which simply means the one to give, describe, explain something; (2) personal function which simply means the one to express emotion; (3) directive function which simply means the one to have or request something done; (4) metalinguistic function which simply means the one to talk about language itself; (5) phatic function which simply means the one to start, maintain and stop interaction; (6) poetic function which simply means the one to 'play' with the form of language.

As language is kept alive because of its functions, language instruction should appraise the manipulation of the functions of language (Tamah, 2005). Highlighting what has been put forward previously, the prime concern should not be which materials to opt, but how to adapt the existing materials. Energizing what has ever been presented in a conference workshop intended to explore a range of reading exercises injecting six functions of language (see Tamah, 2005), and also elaborating a functionalized model of reading materials (see Tamah, 2003), the writer would now like to present a model of humanistic materials for listening class.

A Model of Humanizing Listening Instructional Materials

In this section which is intended to illustrate how a teacher can humanize their instructional materials, the writer is taking the following materials (Chapter 5 Language: How

Children Acquire Theirs from *Intermediate Listening Comprehension: Understanding and Recalling Spoken English* by Dunkel & Lim, 2006: 28-33). The original materials are initially analysed for each of the sections to see if all functions of language are incorporated. Then it is modified to fulfill the underlying theory previously presented so that it is ready for teaching EFL colleague students.

The original materials appear below:

I. PRELISTENING

A. Listening Preparation

How do babies communicate before they know how to speak any language? When do they begin to make language-like sounds? Are these first language-like sounds the same for all babies, or do babies from different language backgrounds make different sounds? At what age do they begin to say their first words? What does it mean that children's first sentences are "telegraphic"? What kinds of grammar mistakes do children make when learning their own language? You will learn the answers to these questions when you listen to the talk on how children acquire their language.

B. Preview of Vocabulary and Sentences

cooing noises soft and gentle sounds like the sounds a pigeon makes

- The first stage begins in a few weeks when they start to make cooing noises when they are happy.

[etc.; some vocabulary and sentences have been deleted]

C. Rhetorical Listening Cues

In this talk the speaker discusses how children acquire language. The speaker uses certain words and phrases to show the order, or the sequence, of the process. These are words and phrases such as the following: As soon as ... At first, ... The first stage ... The next stage ...

II. LISTENING

A. Initial Listening

Now let's listen to a talk about how children acquire language. It may help you to concentrate on the talk if you close your eyes while you listen. Just relax and listen carefully.

B. Mental Rehearsal and Review of the Talk

Let's listen to the talk once more. This time the description of how children acquire language will be given in message units. Please repeat each of the sentences or phrases to yourself silently as you hear it spoken. Remember, do not repeat the units out loud.

C. Consolidation

You will hear the talk given once again. This time, as you listen, take notes on what you hear.

III. POSTLISTENING

A. The Comprehension Check

1. Recognizing Information and Checking Accuracy

For questions 1-3 you will hear multiple-choice questions about the information presented in the talk. Listen to each question and decide whether (a), (b), (c), or (d) is the best answer to the question.

____ 1 at (a) birth (b) 4 months (c) 10 months (d) 18 months

[etc.; items 2-3 have been deleted]

For question 4-7 you will hear statements about how children acquire language. If the statement is true, put a T on the line next to the number of the statement. If the statement you hear is false, put an F on the line.

4. ____ 5. ____ 6. ____ 7. ____

2. Using and Expanding on the Information in the Talk

a. Recapping Information from Your Notes. Use your notes to recap the information you learned about how children acquire language. Present the information to the class or to one of your classmates.

b. Expanding on the Information in the Talk. Discuss with a classmate why you agree (or do not agree) with the following statements:

1. It is very confusing for a baby to have to learn two languages at the same time, so parents who speak two different languages should agree to speak only one language to the child.

[etc.; sentences 2-8 have been deleted]

The script of the recorded talk:

What I'd like to talk to you about today is the topic of child language development. I know that you all are trying to develop a second language, but for a moment, let's think about a related topic: How children develop their first language. What do we know about how babies develop their language and communication ability? Well, we know babies are able to communicate as soon as they are born—even before they learn to speak their first language. At first, they communicate by crying. This crying lets their parents know when they are hungry, or unhappy, or uncomfortable. However, they soon begin the process of acquiring their language. The first stage of language acquisition begins a few weeks after birth. At this stage, babies start to make *cooing noises* when they are happy. Then, around four months of age they begin to *babble*. Babies all over the world begin to babble around the same age, and they all begin to make the same kinds of babbling noises. By the time they are ten months old, however, the babbling of babies from different language backgrounds sounds different. For example, the babbling of a baby in a Chinese-speaking home sounds different from the babbling of a baby in an English-speaking home. Babies begin a new stage of language development when they begin to speak their first words. At first, they *invent* their own *words* for things. For example, a baby in an English-speaking home may say "baba" for the word "bottle" or "kiki" for "cat." In the next few months, babies will *acquire* a lot of *words*. These words are usually the names of things that are in the baby's environment, words for food or toys, for example. They will begin to use these words to communicate with others. For example, if a baby holds up an empty juice cup and says "juice," to his father, the baby seems to be saying, "I want more juice, Daddy" or "May I have more juice, Daddy?" This word "juice" is really a one-word sentence.

The next stage of language acquisition begins around the age of 18 months, when the babies begin to say two-word sentences. They begin to use a kind of grammar to put these words together. The speech they produce is called "*telegraphic*" speech because the babies omit all but the most *essential* words. An English-speaking child might say something like "Daddy, up" which actually could mean "Daddy, pick me up, please." Then, between two and three years of age, young children begin to learn more and more grammar. For example, they begin to use the past tense of verbs. In other words, they begin to learn the rule for making the past tense of many verbs. The children begin to say things such as "I walked home" and "I kissed Mommy." They also begin to *overgeneralize* this new grammar rule and make a lot of grammar mistakes. For example children often say such things as "I goed to bed" instead of "I went to bed," or "I eated ice cream" instead of "I ate ice cream." In other the children have learned the past tense rule for regular verbs such as "walk" and "kiss," but they haven't learned that they cannot use this rule for all verbs. Some verbs like "eat" are irregular, and the past tense forms for irregular verbs must be learned individually. Anyhow, these mistakes are normal, and the children will soon learn to use the past tense for regular and irregular verbs correctly. The children then continue to learn other grammatical structures in the same way.

If we stop to think about it, actually it's quite amazing how quickly babies and children all over the world learn their language and how similar the process is for babies all over the world.

Do you remember anything about how you learned your first language during the early years of your life? Think about the process for a minute. What was your first word? Was it "mama" or maybe "papa"? Now think also about the process of learning English as a second language. Can you remember the first word you learned in English? I doubt that it was "mama." Now, think about some of the similarities and differences involved in the processes of child and adult language learning. We'll talk about some similarities and differences in the first and second language learning processes tomorrow. See you then.

Having been analysed, the existing model materials revealed that two functions of language – referential and personal – have been covered. When the exercises are designed by having examples to guide the students step by step, the other language functions can be covered. The following materials development shall exemplify it (Parts A, B, C, and D are meant to cover directive, phatic, metalinguistics, and poetic functions respectively).

A) Form groups of 4 students. Student 1 has a set of cards (Set A) in front of him/her. Student 2 has the other set of cards (Set B). Students 4 and 5 have the recorder. Follow the example and take turn to practice:

e.g. 1

- Student 1 : [gets a card - **'baba' from a child might mean** _____
and puts it on the table]
- Student 2 : [gets a card - **bottle** - and puts it in the blank space to complete the sentence thus forming
'baba' from a child might mean 'bottle'.
- Student 1 : Tell me then, is it correct?
- Students 3 & 4 : OK, let us listen again and find out
[Students 3&4 listen again and one of them responds:]
Yes. It's correct. Read it again.
- Students 1 & 2 : **'baba' from a child might mean 'bottle'.**

e.g. 2

- Student 1 : [gets a card - **'baba' from a child might mean** _____
and puts it on the table]
- Student 2 : [gets a card - **cat** - and puts it in the blank space to complete the sentence thus forming
'baba' from a child might mean 'cat'.
- Student 1 : Tell me then. Is it correct?
- Students 3 & 4 : OK, let us listen again and find out
[Students 3 & 4 listen again and one of them responds:] No. Try another card.
- Student 2 : [gets another card - **bottle** - and puts it in the blank space to complete the sentence thus forming **'baba' from a child might mean 'bottle'.**]
- Student 1 : Is it correct now?
- Students 3 & 4 : Yes, that's it. Read it now.
- Students 1 & 2 : **'baba' from a child might mean 'bottle'.**

B) Form groups of 4 students. Student 1 has a set of cards (Set A) in front of him/her Student 2 has the other set of cards (Set B). Students 3 & 4 listen and respond. Follow the examples.

e.g. 1

- Student 1 [gets a card on which **Have you ever babbled?** is written] : Have you ever babbled?
- Student 2 [gets a card on which **Never** is written] : Never
- Student 3 : Come on. That's strange. You must have forgotten it.
- Student 4 : Really? You never babbled when you were still a baby?

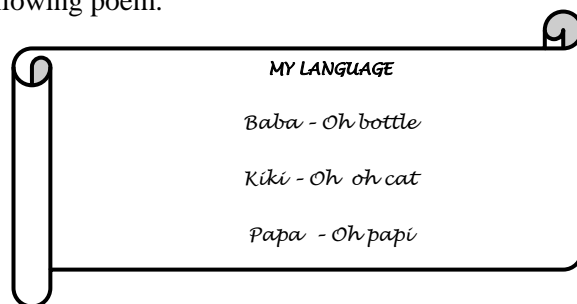
e.g. 2

- Student 1 [gets a card on which **Have you ever said 'mosquito' to mean 'Please close the door'?** is written] : Have you ever said 'mosquito' to mean 'Please close the door'?
- Student 2 [gets a card on which **Always** is written] : Always
- Student 3 : Wow. How interesting.
- Student 4 : Come on. Don't be kidding. Lots of mosquitoes all year round?

C) Listen to the recordings again (find the part somewhere near the end of the recordings).
1. Find out the missing word from this sentence:

- "If we stop to think about it, it's in fact quite _____ to know how quickly babies and children all over the world learn their language ..."
2. Find out the missing word from this sentence (Listen again to the same section)
 "...how quickly babies and children all over the world learn their language and how _____ the process is for babies all over the world."
3. Now, fill in the blanks to show your understanding of the ideas in (1) and (2):
 Babies and children all over the world learn their language _____, and the process of their learning is _____.

D) Read the following poem.



Now, have fun by telling your friends about your language. Do it in pairs.

Note:

a) Related to the materials design in Part (A), the teacher needs to prepare two sets of cards. Set 1 consists of unfinished sentences like:

- 'baba' from a child might mean _____
- 'kiki' from a child might mean _____
- 'juice' from a child might mean _____
- 'Daddy, up' from a child might mean _____
- 'Mommy, down' from a child might mean _____

while Set 2 consists of words and/or pictures to complete the sentences in Set 1. They are among others: More juice, Daddy; Daddy, pick me up; Mommy, put me down (in words), bottle; cat (can be in pictures)].

b) Related to the design in Part (B), the teacher needs to prepare two sets of cards. Set 1 consists of sentences like:

- Have you ever said 'juice' to mean 'Please order me a glass of juice'?
- Have you ever shouted 'I am taking a bath' to mean 'Please check who's coming'?
- How often do you say 'I ate ice cream'?
- How often do you write 'I singed badly' in your essay?

while Set 2 consists of words – adverbs of frequency: always, often, sometimes, and never.

c) Answer key for Part (C): 1. amazing; 2. similar; 3. quickly, similar.

CONCLUSION

Language is kept alive because of its functions. Implied is that listening materials development ought to incorporate all functions of language so that the students are provided with chances to use the target language to get the communicative purpose. It should embed real life use purpose involving the productive use of language hence humanizing it for the sake of not only attaining language comprehension but also language acquisition.

This paper has emphasized on materials development. It specifies an example of modifying instructional materials for listening. Initially it has provided some pedagogical background for the paper. Eventually it describes in details how a particular set of existing materials has been modified. It is the writer's sincere hope that the section containing the added

materials which is merely illustrative can be used as one model for others to perform materials development.

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THEMATIC STRUCTURE IN ENGLISH TEXTBOOK AND ESP-TEXTBOOK TEXTS: A CONTENT ANALYSIS

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ABSTRACT

The study aims to investigate the form and functions of themes of the thematic structure in English Textbook and ESP-textbook. The study employed qualitative research with content analysis as the method of this study. The instrument to analyse clauses in texts are using tables of analysis from systemic functional linguistics to identify and classify the form and functions of themes. The data of the study are four texts taken from two different books; two texts were taken from English Textbook and the other two texts were taken from ESP-textbook. The findings showed that the form of themes in English Textbook and ESP textbook have the similarities. Firstly, most topical themes are functioning as participants, circumstance and process. The next similarities of the form of themes is textual theme which functions as adjunct conjunctive in those texts. The other findings showed that the functions of themes in English Textbook and ESP textbook have some differences. Based on these findings, in English Textbook, the pattern of themes is separated, in terms of the explanations and the process of doing. While in ESP-book, the pattern of themes is not separated. Therefore, the text in English Textbook can be understood while the text in ESP-textbook difficult to understand for students. This study hoped to be beneficial for English lecturers, especially those whom teach especially in English subject, may improve the quality of the material and learning sources Textbook and ESP textbook Texts for the students.

Keywords: *Thematic Structure, Textbook, ESP.*

INTRODUCTION

A thematic structure is the pattern of themes in scientific text. A thematic structure is an important part in clauses which is functioning as the starting point or signpost to signal what the message is about (Butt et al. 2003; Halliday 1994: 38). By understanding the thematic structure of a clause, the reader will understand the topic.

The patterns of themes of thematic structure are the form and the functions of themes of clauses in texts and if the texts which have a clear thematic pattern, so the text is legible for the students. The choice of themes can help the writers emphasize the message that they want to deliver. The success of a text will be achieved by understanding the theme (Halliday, 1994).

In Halliday's systemic theory is that form and function of grammar playing a fundamental role in discourse formation and that there is a selection of linguistic choices available to satisfy various instances of social needs. Systemic functional linguistics (SFL) is an approach to linguistics that regards language as a social semiotic system.

The form of themes are three main types, they are textual (continuative, conjunctive adjunct, conjunctive adjunct (structure), Interpersonal (vocative, mood, finite), such as giving and asking information, and expressing opinion, ideas, feeling, attitude, and so on (Humphrey and Droga, 2005:53) and topical (participant, process, circumstance).

The functions of themes are mentioned in process types. The process types are material process which functions to describe the process of doing; relational process which functions as identifier, attributive and explaining; behavioural process which functions to describe physiological and psychological aspects; mental process which functions to describe the process of feeling, thinking, and knowing; and verbal process which function as the sayer and existential process which function to describe something that exists or happens (Halliday, 1994) The theme system constitutes on the first element of a clause to explain what the text about (Eggs, 2004).

As a result, thematic structure in English Textbook and ESP-textbook has a significant difference in the form and functions of themes. The students might have difficulty in

understanding those texts. As the relevant studies in present, YuanitaDamayanti (2012) in Semarang State University. She analyses types of themes, theme equivalence, theme shifts in the Indonesian-English translation of thesis abstracts. Her result of the study is most topical themes are in participants, followed by circumstance and process. Most of the themes are considered as non-shift or equivalent and interpersonal theme was not found.

Wiratno (2012:90). He analysed scientific writing and the result of his study indicated that scientific text used identifying and attributive relational. He is also found that scientific text used identifying and attributive relational to mention relational process as an explanation, identified and action or actions to be performed in texts. Moreover, phenomena participant is due to the need for explanation and identification participant involved in the text.

In previous studies, there has been research in scientific text which is investigating type of themes by Christopher, Lam, and Mei (2000). They define the term theme as a material immediately preceding the main verb of the main clause. Jago (2012: 3-13). He investigates two scientific texts, the first text is for specialists who apply non-material especially mental, verbal, and relational processes; the second text is for a general audience: cognition, definitions and description in a static way. The present study thus analysed the form and functions of themes of thematic structure in English Textbook and ESP-textbook.

METHOD

The methodology of this study is qualitative research with content analysis as the method of this study. Content analysis is used to determine the presence of certain words or concepts within texts or sets of texts. Table of analysis from systemic functional linguistics is used to identify and classify the form and functions of themes (Halliday, 2004). Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theatre, informal conversation, or really any occurrence of communicative language (Krippendorf, 2004, Weber, 1990, and Neuendorf, 2001). Therefore, this method is suitable with the study because the study used English textbook and ESP textbook texts to investigate the forms and function of themes.

Data and the Data Sources

This study classified 4 out of 6 textbook texts in UniversitasNegeri Jakarta. The textbooks texts are taken from English written texts because the other textbook texts are in Indonesian written texts (translated publish). ESP textbook texts are chosen 2 out of 10 in English written texts because the other ESP textbook texts are in Indonesian written texts (translated publish). The texts are selected on the sub-topic on the chapter in textbook texts and the same done to ESP textbook texts. Therefore, both textbook texts and ESP textbook texts are analysed in the same part, they on the sub-topic on the chapter.

The Data and The Data Collection Procedures

The data collection procedures included numbers of steps are: Selecting the texts on textbook and ESP textbook texts of Civil Engineering at UniversitasNegeri Jakarta; copying the texts on textbook texts and ESP textbook texts to be re-typed; Re-typing the texts on textbook texts and ESP textbook texts. In this study, the clauses in texts must be re-typed because the data sources are hard copy, the data is not digital. After re-typed, the texts are copied and break into clauses then insert in table; Reading and Breaking the texts on English textbook and ESP textbook texts byusing tables' analysis are as instrument to analyse clauses in texts. The labels are given to each clause, e.g. the first clause of the texts on textbook texts is 1-1 and the first clause of the texts on ESP textbook texts; Identifying themes in different process types based on material process, relational process, and existential; and Labelling the data and data source, textbook texts consist of 56 clauses in textbook texts.

Table 1. The Data and Data Sources of Textbook's Texts.

No	Sources	Books' titles	Texts' titles	Edition	Pages	N0 of clauses	Identifying Clauses
1.	Textbook texts	Plumbing Technology: Design & Installation,	Testing Drainage system	Second, 1994	Chapter 36, Page: 229	28	1 to 28
2.	Textbook texts	Forensic Structural Engineering Handbook	Posttensioning	2000	Chapter 12, Page: 35	28	1 to 28

Table 2. The Data and Data Sources of ESP Textbook's Texts.

No	Sources	Books' titles	Texts' titles	Edition	Pages	N0 of clauses	Identifying Clauses
1	ESP textbook texts	Englischfür Architekten und Bauingenieure – English for Architects and Civil Engineers	Foundation	2010	Chapter 5, Page: 64	44	1 to 44
2	ESP textbook texts	Mechanics, Models and Methods in Civil Engineering	Structure	2012	Chapter 2, Page: 3	31	1-31

Data Analysis Procedure

The steps in analysing the data are using thematic structure with SFL approach proposed by Halliday to analyse clauses in texts. The steps are as follow: Identifying the forms and the functions the clauses based on themes forms. The forms of themes(textual, interpersonal and topical) and rhemes. Identifying the use of themes in different type of processes, such as participants in material process is an actor, participants in relational processes, such as identified and identifier in identifying, carrier, attribute, possession, and existential; Counting the presentation of the data based on the amount of process types and the use of topical themes in textbook texts and ESP textbook texts; Discussing the findings by interpreted the data; and Conducting a conclusion by explained the result. As an example a text in textbook texts 1 is the text is broken down into clauses.

FINDING AND DISCUSSION

The Position of Form and Function of themes Constructions both in textbook texts and ESP textbook texts.

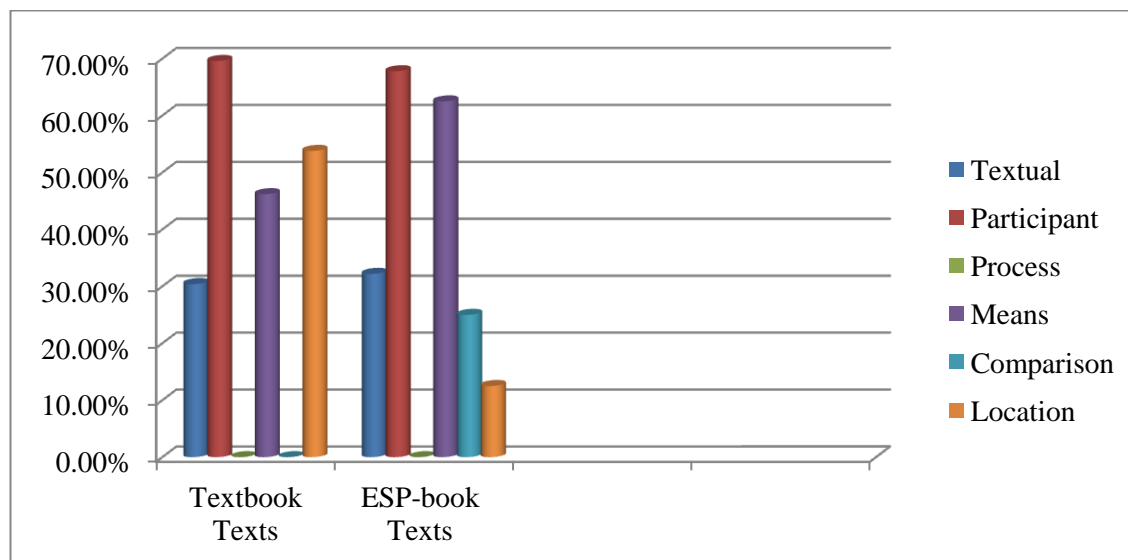
Table 3: Form of Themes Constructions in English Textbook and ESP textbook's Texts

	Textual	Topical				
		Participant	process	Circumstance		
				Means	comparison	location
Textbook texts	30,4%	69,6 %	0	46,2%	0	53,8%
ESP textbook texts	32,2%	40 67,8%	0	62,5%	25,0%	12,5%

The represent of themes constructions in textbook texts are dominantly participants 69,6% followed by circumstances: as a means 46,2%, as location 53,8% and textual 30,4%.

Otherwise, in ESP textbook texts are dominant participants 40,67%, followed by circumstances as a means 62,50% , comparison 25,00% and as a location 12,50%. Then, textual theme 32,20% to create cohesion of the entire texts. The represent participants are describing explanation, definition and activities undertaken (YuanitaDamayanti, 2012).

Chart 1 : The Form of Themes in English Textbook and ESP-book Texts



From the table above, the data showed that the form of themes in English Textbook and ESP textbook have the similarities. Firstly, most topical themes are functioning as participants, circumstance and process. The next similarity of the form of themes is textual theme which functions as adjunct conjunctive in those texts.

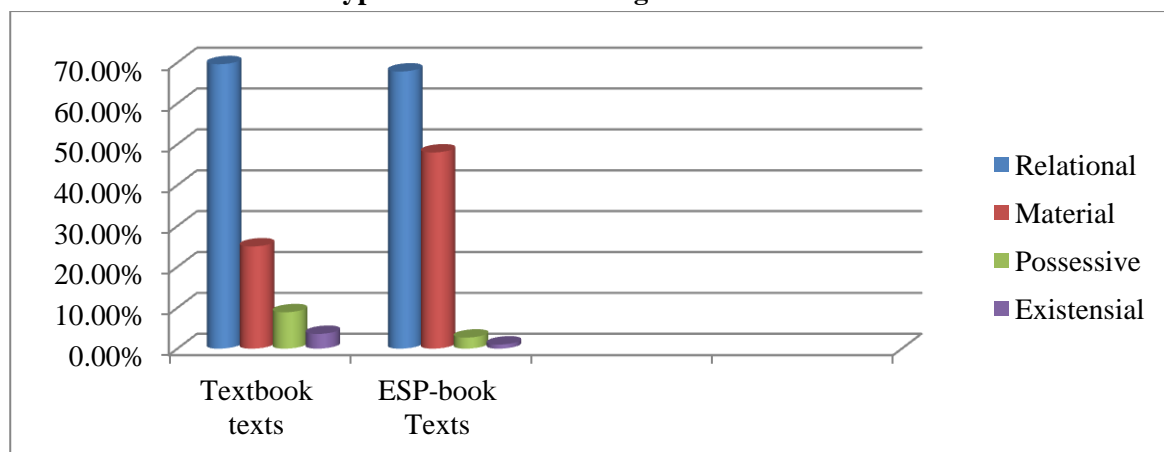
The Position of Theme in Different Types Process both in Textbook texts and ESP textbook texts.

Table 4 : The Process of Distribution of Different Process Type Form of Themes Constructions in English Textbook and ESP textbook's Texts

	Relational Process	Material Process	Possessive Process	Existential Process
Textbook texts	69,6 %	25,0%	8,90%	3,60%
ESP textbook texts	67,8%	48,0%	2,70%	1%

The represent of process types in textbook texts are dominantly relational process 69,6% followed by material process 25,0%, possessive process 8,90% and existential process 3,60%. Otherwise, in ESP textbook texts are dominant participants as topical theme 67,80%, followed by material process 48,0% ,possessive 2,70% and existential 1%. The represent relational processes are giving explanation and definition of the texts. The represent material process is describing the activities undertaken behind a study as well as in describing the function the knowledge brings (Halliday, 2000; Martinez, 2001). The represent existential refers to something that exists or happens.

Chart 2: The Process Types Distribution in English Textbook and ESP-book's Texts



From the tables above, the other findings showed that the functions of themes in English Textbook and ESP textbook have some differences. First, in English Textbook, the functions of themes used are dominantly on relational process which functioning as identifier, attributive and explaining, whereas, in ESP-textbook, the functions of themes used are still on relational process which function to explain and describe the process of doing. The next difference of the functions of themes is the usage of material process. The usage of material process in ESP-textbook is to describe the process of doing. The result of the study is the same as done by Wiratno, (2012:90). He found that scientific text used identifying and attributive relational to mention relational process as an explanation, identified and action or actions to be performed in texts. Otherwise in ESP-textbook is material process which is more dominant than other process, relational and existential. The domination of material process over to relational process in ESP textbook was also happen in previous studies in Martinez (2001); Zheng et al., (2014).

CONCLUSION AND SUGGESTION

In conclusion, based on these findings, in English Textbook, the pattern of themes is separated, in terms of the explanations and the process of doing. While in ESP-book, the pattern of themes is not separated. Therefore, the text in English Textbook can be understood while the text in ESP-textbook difficult to understand for students. This research has still limited analysis in sciencetific text in English Textbook and ESP English Textbook in civil engineering major. The further research is able to conduct further in other majors.

The students of English Department are able to comprehend and understand further about grammar and structure, SFL is one of the means. In the other words, by examining the patterns of Theme, students can learn to identify the internal design of the text and the writer can learn to anticipate the needs of the learners and readers. This is achieved by organising meanings effectively into clauses, clause complexes, paragraphs and texts. It is also important to know how to order them within texts.

Theoretically, this study is expected to offer a reference to understand the form and functions of themes in English Textbook and ESP-textbook's Texts. It is also hoped to contribute and enrich other previous research findings of types of themes, theme equivalence, theme shifts, theme and rheme. It is also expected to provide input for other researchers to conduct research in the same focus for different area of scientific texts.

Practically, the findings of this study are hoped to be beneficial for English lecturers, especially those whom teach at UniversitasNegeri Jakarta, especially in Civil Engineering major, may improve the quality of the material and learning sources English Textbook and ESP textbook's Texts for the students.

This research has still limited analysis in sciencetific text in English Textbook and ESP English Textbook in civil engineering major. The further research is able to conduct further in other majors.

ACKNOWLEDGEMENT

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

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MORAL VALUE AND ITS DISCONTENTS: AN INTRODUCTION OF PARADOXICAL READING TO FOLKTALES

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ABSTRACT

Reading folktale to infer the moral value can be so perplexing in its conveyance because there are a lot of things stirring it, such as the aims of how someone does it. Thus, this research aims to seek the paradox out of how the conveyance of moral value in some folktales appears and the taken folktales are Jack and the Beanstalk, The Fisherman and His Wife, The King's Well and Lazy Maria. This problem is properly offered to college students because they can accept it without taking it for granted. The problems can be formulated into how moral messages in folktales are conveyed through paradoxical reading. Based on the proposed problems, it can be found that those folktales are disjointed in two genres; adventure (Jack and the Beanstalk and The King's Well) and family (The Fisherman and His Wife and Lazy Maria). In adventure folktales, dishonesty functions to beat the giant down that make people living happily. On the other side, in family folktales, honesty shows greed. This shows that (dis)honesty can be paradox, it can function oppositely. Moral value cannot be judged only on how it is categorized, because it works on its function and aim; to result either good or bad things. The college students can see it better than lower level students because it is not about the judgmental claim, but rather how to think critically for something sensitive just like moral value.

Keywords: *Moral Value, Paradoxical Reading and teaching*

INTRODUCTION

Discussing about moral value can be so abroad, especially when someone takes it from a literary text just like a folktale. As usual, traditional literary works cannot be unleashed for what we called as moral values, or some say it as the message. Terminologically, folktale refers to folk which means people, people refers to popular then becomes culture, while tale means story. Thus, folktale is generated from people to people and it is accepted, adapted and reproduced to be a culture; culture creates people then it can be said that folktales can also be didactic (shaping people's perspective, especially to what it has taught, the moral value through the textual messages). Thompson in his book *The Folktale* writes that folktales are not only for entertainment but also for giving lessons, as every story is a means of entertainment and at the same time it helps towards a solution of a particular problem (1977:428). The stories which the collectors have recorded from the lips of the older peasants did not originate with these particular aged men or women, but they are learned, perhaps in their youth, from someone else. Anyway, every area in the world, different nationalities or religious beliefs, will naturally have folktales which have been transmitted and remain today through an oral narration.

One aim of human beings in oral narration is to release stress. Another is to express religious beliefs which can affect the thoughts, ideas, and ideals of people. Because people benefited from the value and entertainment of these stories, they kept repeating them. Folktales foster creative imagination and relieve suffering; therefore they have maintained their popularity (Thum, 1999:3). When telling stories, the tellers pride themselves on preserving them as ancient tradition. It is not their own story, but belongs to their people and is as much a part of them as any of their customs or beliefs. Though the naïve collector may not realize it, the scholar knows that the folktale read in a book or manuscript has probably had a long life before its initial collection and that the version before him is merely one of the many retellings of the story in many places since it was first told and started on its long journey. But even if a particular telling of a story is no more than one of many scores or hundreds of variants, it replays its past when the scholar follows the urgings of his curiosity and begins to study the genre in its entirety. However, with the oral folktale the situation is quite different (Thompson, 1977: 428).

Different era brings different perspective and it clutches in different technique to do with folktale; folktales now, like other literary works, are written in textual books or other media, thus folktales are to read. Reading folktales today cannot be simplified into some reading techniques such as intensive reading, silent reading, group reading and so forth. These techniques just work on the surface of how folktales are able to be read, but in perspectival reading, something more crucial can appear in taking out the message after reading; the intended moral value of it, “the experience approach to reading is based on the idea that when learning to read, learners should bring a lot of experience and knowledge to their reading so that they only have to focus on small amounts of new information (Nation, 2009: 12). The bold one shows that reading should be juxtaposed in bringing some information encountered with new information to catch. The information are chained into the process of reading, thus reading is not simply about how to screen and scan the text into the readers’ or the learners’ mind, but compiling it as what we called as the message of the text. It also indicates that “reading is a source of learning and a source of enjoyment. It can be a goal in its own right and a way of reaching other goals ... As a goal in its own right, reading can be a source of enjoyment and a way of gaining knowledge of the world. As learners gain skill and fluency in reading, their enjoyment can increase” (Nation, 2009: 49).

Gaining knowledge at this context, reading folktales, should be seen as the most important part of reading in all techniques. The aim or the goal of reading is exactly gaining something from what it is read. Specifically, in reading folktales, especially in teaching in the senior or college students whose critical thinking has grown up, independent reading is selected as the method to use in teaching because they do not need to be guided, they can read it and take the meaning of the text as it is known that “independent reading is an activity in which children, alone or with friends, read their own self-selected books during a set period of time each day. It is similar to the recreational reading done by adults, and provides a time for children to enjoy reading and to practice the skills learned in guided reading sessions (Smith & Elley, 1997: 41). However, the most prominent problem in reading folktales is the way they take it based on their perspective. Socially, they live with society which imposes moralities. Morally, the values which are given have a tendencies to keep the binary structure between good and bad, thus when something different is going wrong then it is categorized as the amorality. Another example is, when they know that honest is good morality, then they say everything honestly without any hesitation just like calling their ugly-face friends as ugly, *difable* friends as flaw, and so forth, they are doing good thing for doing honest, but in the other side, they hurt someone’s feeling and is it what morality aim for? This is the paradox that we should underline in understanding folktale and reading in this way can be important for further teaching moral values through literary works.

By looking deeply to this way of reading, something we can interfere here is how teaching reading should not be only focused on the technique, but also giving the perspective in learner because their perspective can stimulate and root the critical thinking. Nevertheless, there is one important thing to see the aim of how a literary text works, it is the paradoxical reading. It is not a theory, but it is an offering to read something by its opposite potentials. Thus, in moral values, the point is not reading the story to get the moral value, but discovering the morality and amorality at its purest because sometimes the amorality is the morality at its aim, so is the morality. This research aims to discover it using four American folktales which are so familiar in teaching, they are *Jack and the Beanstalks*, *The Fisherman and His Wife*, *The King’s Well* and *Lazy Maria*.

Moral Values in The Folktales

In Jane tradition’s *Jack and the Beanstalks*, it is known that the protagonist named Jack lives with his mother and the two are drown in poverty. The point is, Jack meets a giant and he defeats him. The way Jack defeats the giant shows the adventure side of this folktale while the moral value concludes in the general assumption that good will win. However, there are something to note, Jack is a boy and he has to defeat the monstrous giant, thus he has to use trick to defeat the giant. This tricky finally becomes the crucial part of how morality is conveyed because tricking someone can be so negative, especially when it is applied through *dishonesty*. This *dishonesty* is also applied in the folktale *The King’s Well* which narrates the

protagonist, Merrywise, an inquisitive one. He follows his brothers' journey and finds an axe and a walnut while he hides it from his brothers by lying. Merrywise is cleverly tries to solve something with his lies (the axe and the walnut) and even he has exiled the giant out of the forest without physical clash or battle. Conclusively, in Merrywise character, it can be traced the similarities to Jack; those are tricky and using dishonesty. Moreover, those two work in adventure folktales which can be assumed that an adventure offers challenge to win something and the inserted moral values are about good wins over evil.

On the other sides, there are two folktales narrate family theme; they are *The Fisherman and His Wife* and *Lazy Maria*. *The Fisherman and His Wife* story narrates a story about a fisherman helped by a magician fish and the fish offers wish to fulfill to him. But, his wife greedily wishes *insolences* and of course, they are cursed in ruin. It is very thought-provoking to see that greediness here granted from the endless wish and additionally, this may lead us in more complex situation to understand about the morality; honest to say what we want can make us bad. It is important thing to emphasize that this is family folktale. The context is how the fisherman as the wife tries to fulfill every wish demanded by his wife but it paradoxically makes bad. In *Lazy Maria* story, there is something interesting to discuss about, it is moral value which utilizes comparison as the trick to trap the message to send. The story starts with a father who has three daughters and all of them are asked to go out of home to find their destiny. The first daughters rave the world with good responses to others finally go home with all good things, particularly the gold. This virtuous experience unremittingly turns out to be the comparison for the last daughter to do so, Lazy Maria, and of course, Maria responds oppositely of what her sisters have done. She receives bad things and conclusively, these two family folktales show that too honest with no hesitation precisely exposes the greediness and bad thing and this is what makes differences in the previous adventure folktales.

Paradoxes of Moral Values to Read

Honesty in the story of Jack and the Beanstalk does not have the large portion to elucidate because the honesty just emerges on a two additional enclosed part of the narration. The first is when Jack tells the truth about the beanstalk that grows to the cloud and the second one is the giant's wife's lie. Honesty can be anonymously termed as the antonym of lying; it is always associated with a moral of telling the truth. Indeed, Jack tricks the giant but it is for Jack's good life. Therefore, honesty here should be well thought-out as a way to solve morally, if it bad of being honest, it means that honesty should be valued as social effect. Being honest is a good thing because lie deceives someone else and it will result disadvantages.

The case of lie or dishonest in the story also reflects something paradox, Jack can be said to have deceived the giant, or the giant's wife who has deceived her husband. However, this dishonesty may seem as a lie, but lie here is a good thing for the protagonist. Therefore, the antagonist should be deceived. This lie tricks the antagonist and provides the triumph of the protagonist. Doing bad for good thing is the moral value can be taken from the paradox of being dishonest. To be honest and to be dishonest does not simply about the category of it, but how it functions. If to be honest for something hurting, this would be amoral, but to be dishonest for something good, this should be morality. Jack has done it and it is the way for his adventure. Dishonesty here refers to the condition of how telling lie will result good thing, especially for the protagonist. After Jack climbing the stalk, he meets the giant's wife and she helps Jack by hiding Jack and telling to her husband that there is no Jack. This is how dishonest is used to save Jack and saving the other is the most fundamental thing in morality, especially in ethical philosophy; "Aw now, Poppy, don't talk that way, that was just a little old boy that was here this evenin' and he's gone now" (Gentry, 1923: par. 7). The giant's wife tells the lie because she has hidden Jack under the bed. This dishonesty infers the implicit meaning of being honest as the moral message. This dishonesty also implicates the close relationship between Jack and the Giant's wife in radical sense. By seeing this contrast but filling the ruptures of its unity, between dishonesty and honesty, there is laid a precondition of truth that the both should function to be morality. If it is good to tell the lie, thus it will be good thing. If it is good to tell the truth, thus it will be better thing. That is how honesty works as morality and Jack contests it in its conveyance.

Similar but not quite, the honesty in *The King's Well* is actually the most interesting part to discuss, it is not caused by the way honesty result good things, but oppositely dishonesty which results good things. This may sound so paradox or even oxymoronic because honesty is known as morality usually bringing good value rather than dishonesty which is able to bring good value. In the story, there is told that Merrywise is an inquisitive one, he wants to know everything in detail. There two cases that lead to the dishonesty as good value here. First is, when Merrywise finds an axe to defeat the giant and a walnut to solve the king's problem. Irrefutably, it should be regarded the important issue, and perhaps, its relation to Jack. This folktale has similarity to Jack, those are adventurous folktales and those have "problem" in honesty. Jack uses dishonesty to beat the giant down indirectly, while Merrywise, uses dishonesty for solving the problems. These are the pivotal point, that honesty in the negation context can be seen as the morality because it is for good thing rather than resulting bad impact. Honesty in this folktale is very interesting thing to see because Merrywise can be said as the liar protagonist. The liar here refers to the cases that expose the slick character of Merrywise. Merrywise finds the giant and he steals the axe, he finds the walnut, but he never says it to his brothers, he even lies about what he has just found.

Well, when he got down to where the brothers were, they said, "Okay, Merrywise, what did you find?" [...] *And he said*, "Oh, nothing." [...] *And they said*, "What was making the noise?" [...] *And he said*, "Oh, just some trees falling." [...] (Fugate, 2001: par. 9—12) Also, "Well, did you find out where the water comes from?" And he said, "Oh, up and around the hill a piece."

(Fugate, 2001: par. 17—8, *italic* is added).

Merrywise, indeed, is lying to his brothers that he actually finds something in the forest. But he decides to tell that he does not find anything. This dishonesty may seem bad, but when it is looked deeper, it will be showing that the lies will give the good effect. Talking honesty is essentially to avoid the bad luck and result, however, sometimes in morality, dishonesty can also to avoid the bad luck and result, such as tricking and trapping the giant, monster, or every antagonistic people who cannot be defeated physically. This does not teach how to lie, but it is to see the morality of being good with telling the lie in a good aspect. Therefore, the moral value of honesty here is the way Merrywise tells about how to be good for other although it is through lying. Being honest through lying means that this morality is not practiced from in-itself, but for something else (the purpose/the goal).

The adventure folktales discover how the dishonesty turns to be the morality for an exception and oppositely, the honesty can precisely show the amorality as it is implied in the family folktales; *The Fisherman and His Wife* and *Lazy Maria*. Honesty which is related to a condition of telling the truth, at this folktale, emerge on the fisherman's character. The problem in the story is not about why the wife is angry or why the wife cannot accept the truth, but it is about the way the fisherman tells something that even can threat his relation with his wife. Telling lie may be helpful and supportive, but it is not the way that is taken by the fisherman, he prefers to say the truth although it is not good one. To be honest means to truthful and open-minded. In this folktale, the honesty can be seen on the case when the fisherman comes back from the hut and he has to tell the truth to the fish that his wife demands something. By telling that it is the real demand from the wife, the fish understands it. It asks the fisherman to go back home and see that what his wife asks has been fulfilled.

"Ah," answered the fisherman, "my wife says that when I had caught you I ought to have asked you for something before I let you go. She does not like living any longer in our little hut. She wants a comfortable house." "Go home then," said the fish. "She is in the house she wants already."

(Johnson, 1993: par. 10—11).

The problem that can be underlined here is the wife's wishes. She seems to have infinitive wishes to fulfill, every single demand will be ended in dissatisfaction, and it makes the husband has to tell the truth that his wife wants something more and more. Gradually, the fisherman comes back and back as his greedy wife wishes. Finally, to be honest can cause bad thing. On the other hand, the honesty in *Lazy Maria* folktale has a connection with the previous explanation especially when they are choosing with humble the choices. The best thing to

understand about the honesty at this folktale is very interesting because it has the correlation to the Fisherman's honesty. To be honest can be very hard to accept, because sometimes it leads to bad impact, for instance, to be honest to disdain someone while it is the fact. Thus, saying honesty can be bad. The fisherman has proved it when he says honestly what his wife wishes, but it leads to the bad thing. On the other hand, Merry wise says honestly what she wants while in the moral context, it is no good. Therefore, it results to the bad impact he receives. This is the point should be learned about honesty as moral value. Discussing about the honesty in Lazy Maria cannot be released from the role of Lazy Maria because she is the center of this folktale although she gives the amoral value rather than gives the direct message of moral value. To see the honesty should be through the sisters, because the sisters has kindness and it is the direct path to find the honesty they have done. As it is assumed, the sisters (also Lazy Maria) are looking for job and they do not have any hesitation to tell the truth that they indeed look for job.

Towards dusk she came to a fine-looking mansion, and she thought she would inquire if they (the occupants) wanted anybody to work for them. [...] "Do you want a girl to work for you?" asked the girl. [...] "I think we do need one," answered the man; "but my master isn't home tonight, so you had better stay all night. Which door would you like to enter?" [...] "One is a gold door: if you go in through it, you will be covered from head to foot with gold. The other is a tar door: if you go in through it, you will be covered with tar." [...] "Oh, I don't mind!" replied the girl. "I had just as soon be covered with tar as with gold."

(Buell, 1914, par. 6—11).

The oldest daughter honestly asks for job but she is offered to stay a night. She is precisely offered two choices, but she even chooses the "common" choice, and finally she get rewarded something better (gold). The honest is reflected on the way she strives to find job without being greedy. What the oldest sister is also done by the second sister, she does not want to be greedy and prefers to say honestly what she looks for, it is neither golden nor bed, but job. Thus, the honesty here will be seen as an emergence along the comparison with Lazy Maria's greediness. It is not honesty and it is closer to greediness. What Lazy Maria shows has conveyed the moral value of being dishonesty that leads bad thing. This can be very ironic when it is known that the honesty Maria has shown her honesty but the honesty of being greedy.

CONCLUSION

It should be regarded that those are the way we have to analyze something from critical and diverged perspective, thus to find other potential proposition to see moral value, paradoxical reading should not be defines as a technique or other terminologies. It is just a simple challenge to use other perspective to dig out the moral values at its purest because moral values are not seen from its category, but from its functions and how it works with its results/impacts. This is the discontents of understanding moral values, there is always lack in every categorization in so far the impact blurs in divergent perspective. At this part, teaching folktale is not simply to share the teacher's interpretation of moral value taken out from the reading, but a teacher should open the possibilities why something turns to be judgmental. Here, Moral values expose educating perspectives and also, here is taught the *enigmaticalparadox* applied in folktales. In the adventure folktales, the main characters seem to use dishonesty for something good and it results in good things, while in the family folktales the main characters seems to use honesty but it results in the bad things. Therefore, it will recall us to the pure function of morality that morality is practiced and it functions to get the good result rather than talking about its values in its surface with regard to the context how it is produced.

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THE DIFFERENCE OF LEARNING STRATEGIES IN LISTENING SKILL EMPLOYED BY THAILAND AND INDONESIAN EFL UNIVERSITY STUDENTS

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ABSTRACT

Listening is pivotal in understanding communication because it requires other language element's competency. As listening needs a set of complex skill, the learners must have learning strategies to boost their proficiency. This research therefore aims to identify the difference in the use of strategies in learning listening skill between Thailand and Indonesian EFL university students. The data were collected from fourth semester students in the form of opinions. The data were analyzed by questionnaire of two strategies in learning listening skill. The result showed that there is significant difference in the use of strategies of Thailand and Indonesian EFL university students, including cognitive strategies listening strategy. They are comprehension processes, storing and memory processes and using and retrieval processes. Metacognitive listening strategy. They are planning, monitoring and evaluating. The Indonesian EFL university students mostly use cognitive listening strategies while Thailand EFL university students mostly use metacognitive listening strategies.

Keywords: *Listening strategies, listening skill, EFL students*

INTRODUCTION

Listening is one of language skill and categorized as receptive skill. Listeners will interpret what they heard from auditory and visual clues in order to know the speaker's intension and expression. Therefore, listening is an active process (Thompson and Rubin, 1996). Furthermore, Listening is an essential skill in English Foreign Language Learning. It is because listening is the main part for developing other skill. Listening is a main skill which develops faster than speaking and often affects the development of reading and writing abilities in learning a new language (Scarcella and Oxford, 1992). Everyone receives input through listening and responds in orally or in writing. Therefore, listening skill is a basic skill in first language acquisition and is crucial in English as Second/Foreign Language (ESL/EFL) learning. Furthermore, Listening has become an important part of many Second/Foreign Language (ESL/EFL) learning, as both it is a means to access various sources of knowledge and it is a criterion to determine whether an EFL learner is a competent language performance or not.

Despite its importance, listening is not an easy skill to master, especially listening in ESL or EFL contexts. It means that EFL university students may have difficulty in listening because it acquired the other skill. The other skill is the ability of speaking. By using speaking skill listening, the listeners will keep the information in memory and produce it in speaking for communication. Listening also produce information in their long term memory and make their own interpretations of the spoken passages (Young, 1997). In other words, listeners need to be active processors of information and listening processes need to consider of spoken discourse. In spoken discourse is very different from written discourse because spoken discourse is instantaneous, the listeners must process it online and may not listen to it again Richards (2008). To be acquired in listening is not easy because it requires listeners to make meaning from the oral input by drawing upon their background knowledge of the world and of the second language (Young, 1997).

As a result, the students needs listening strategies for comprehending listening skill. O'Malley and Chamot (1990) believes that learning strategies are the thoughts and actions that individuals use to accomplish a learning goal. Furthermore, learning strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening (Richards, 2008). It means that process of listening is pivotal for improving listening skill. However, this process is more complex for second language learners who have limited memory capacity of the target language

(Richards, 1983) thus requiring them to utilize various listening strategies. These strategies which have been developed based on Buck (2001) learning strategies were categorized as cognitive and metacognitive. In cognitive consists of comprehension processes, storing and memory processes and using and retrieval processes. Whereas, in metacognitive strategy consists of planning, monitoring and evaluating.

Comprehending listening strategies is the most important for comprehending the students' listening ability. The study undertaken aimed to answer the following research questions whether: 1) the listening strategies that are used by Thailand and Indonesian EFL university students and 2) the different of listening strategies that are used by Thailand and Indonesian EFL university students.

METHOD

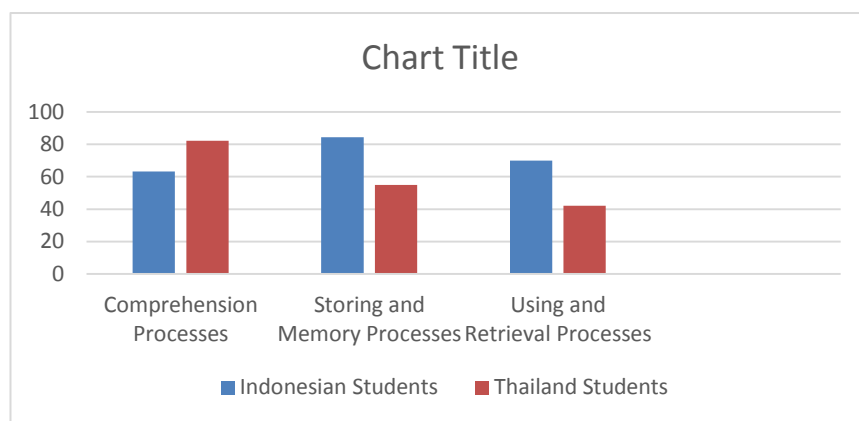
This qualitative study sought to investigate students' learning strategies and the different of listening strategies between Thailand and Indonesian EFL university students. The questionnaire dealt with the two categories of listening strategies. They are cognitive and metacognitive category. The questionnaire gain information about students' listening strategies. The subjects were required to complete an 18 item questionnaire of two categories listening strategy. The questionnaire used Likert-type scale items (5=always; 1=never). As this study used Likert-type scale. It means that there number 1 until 5 which are representing, as follow; 5' represents 'almost always'. 4 represents 'often,' 3 represents "sometimes", 2 represents 'seldom', 1 represents 'never'.

The target population of this study is the fourth semester students. They are the students who attended listening III lesson in the Muhammadiyah University of Surabaya. The target population is the fourth students. The consideration for taking listening III is the last lesson for listening. It means that the students have already had specific listening strategies. It is different from students who take listening I, they are still have adjustment for deciding listening strategies. It means that they have not had steady and specific listening strategies yet. Furthermore, the students who have listening II is also in improving and developing their listening strategies. Therefore, this study is only concentrate on students in the fourth semester who take listening III lesson.

The total number of the students who voluntarily participated in this study, is 30. The total number of Indonesian students is 27. Whereas, Thailand students is 3. Therefore, this study have limitation that is related to sample size. It is because the comparison between Indonesian and Thailand students in fourth semester is not balance. Considering two groups which are compared, stratified random sampling is appropriate for this study. Sampling frame is divided into sub-sections comprising groups that are relatively homogeneous with respect to one or more characteristics and a random sample from each stratum is selected (Creswell, 2003). As the Thailand Students number is limited, this study decided for taking all of the Thailand Students in fourth semester as sample. Whereas, The Indonesian students number is 27. Then, by using formulation. The formulation is $(P:N) \times n$. The total number of Indonesian students divide with the population. Then, multiply the estimate sample. The total sample for Indonesian Students is 6. After finding number of sample, analyzing the percentage of learning strategies that is used by the Indonesian and Thailand Students.

FINDING AND INTREPRETATION

The results of the study show the use of listening strategies Indonesian and Thailand students. The cognitive listening strategies consist of three categories. They are comprehension processes, storing and memory processes and using and retrieval processes. The percentage of the strategies show in graphic 1 and 2.



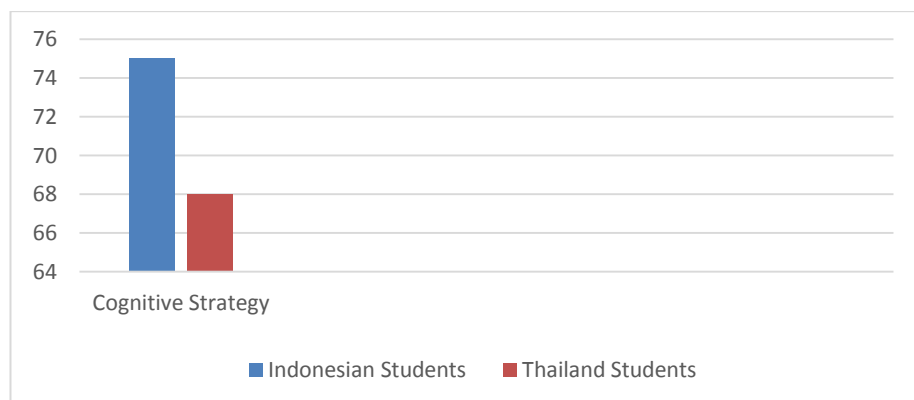
Graphic 1 Thailand and Indonesian EFL University Students Percentage of Cognitive Categories Listening Strategies.

Based on the Graphic 1 that is displayed above, Thailand EFL University Students used Comprehension Processes 82,2 % and Indonesian EFL University Students percentage is 63,3 %. The storing and memory processes percentage for Indonesian EFL University students is 84,4 %. Whereas, Thailand EFL University Students is 55%. The last categories for cognitive listening strategies is using and retrieval processes. The Thailand EFL University students percentage is 42 %. However, Indonesian EFL University students is 70%.

As the percentage of cognitive categories listening strategies that is discussed above, it represents the Thailand EFL University students tend to use comprehension processes. It means that the Thailand EFL University students have strategy for associating the processing of linguistic and non linguistic input. They do it by repeating in their mind the key point of listening. They also try to translate the new word one by one or in general.

The second categories is Storing and memory processes. Indonesian EFL University students achieve 84,4 % and Thailand EFL University students is 55%. As Indonesian EFL University students is higher. It can be concluded that Indonesia EFL university students easily recognize the main idea or key point in listening. They remember it in long term memory by relating the information that they already know with the situation.

The last categories is using and retrieval processes. This category Indonesian EFL University students achieve higher than Thailand Students. Indonesian EFL University students achieve 42% and Indonesian EFL University students achieve 70%. It determine that Indonesian EFL University students have more capability to be ready up for output. It can be illustrated in the way how Indonesian EFL University students represents what they listen in form of written or orally.

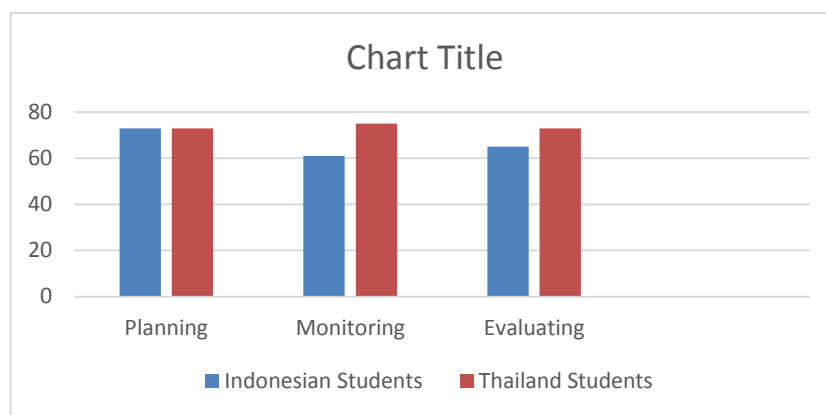


Graphic 2 Thailand and Indonesian EFL University Students Percentage of the Cognitive Listening Strategies.

Based on the Graphic 2 that is displayed above, Indonesian EFL University students is higher than Thailand Students EFL University students. Indonesian EFL University studentspercentage is 75 %. Whereas, Thailand EFL University students is 68 %. It means that Indonesian EFL University students tend to use cognitive listening strategies.

The graphic illustrated that Indonesian EFL University students prefer to choose cognitive strategy. It means that Indonesian EFL University studentsprefer to have mental activities related to comprehending and storing input in long term memory. They try to catch the listening passage information by relating it to the how they remembering the word. The word is already store in their mind and they catch the meaning by translating it in their mind. Futhermore, they also do not have difficulty in preparing the output about what they listen. The output can be written or spoken discourse. Especially in spoken discourse, they can easily tell the key point of listening.

The results of the study show above, is the use of cognitive listening strategies Indonesian and Thailand students. Then, this study discuss about the metacognitive listening strategy. The metacognitive listening strategies consist of three categories. They are comprehension planning, monitoring and evaluating. The percentage of the strategies show in graphic 3 and 4.



Graphic 3. Thailand and Indonesian EFL University Students Percentage of Metacognitive Categories Listening Strategies.

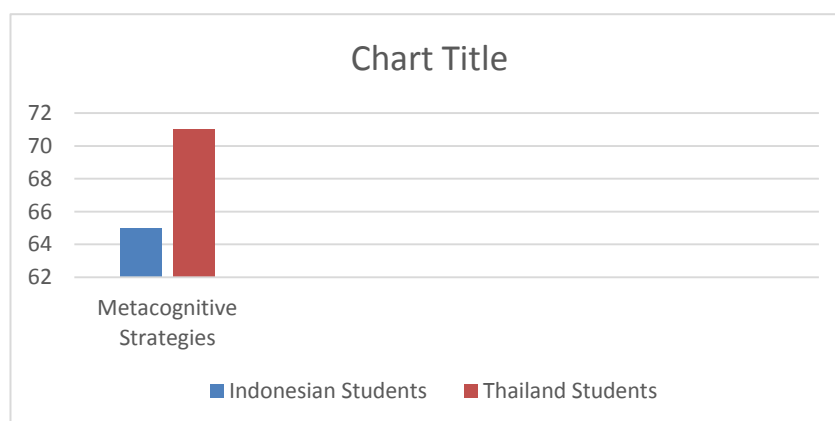
Graphic 3 display aboutThailand and Indonesian EFL University Students Percentage of Metacognitive Categories Listening Strategies. The first metacognitive categories is planning. Indonesian EFL University Students percentage is 73%. Meanwhile, Thailand EFL University Students percentage is also 73 %. The second categories ismonitoring. The Indonesian EFL University Students percentage is 61% and Thailand EFL University Students percentage is 75%. The last categories isevaluating. The percentage score for Indonesian EFL University Students is 65% and Thailand EFL University Students is 73%.

Based on the percentage score above, the Indonesian and Thailand EFL University Students appearance to be similar in planning category. It indicates that Indonesian and Thailand Students have the same way for determining learning objectives and deciding the means by which ways, the objectives can be achieved. In planning metacognitive strategy. Students have general listening development. It means that they can determine ways to achieve the lesson objective. They also have plan both in short-term and long-term plan. Therefore, they also seek opportunities for listening practice whether in class or outside the class. In planning categories, both of Indonesian and Thailand EFL University Studentshave the same degree. As planning is the first step.It means that they have similar plan in searching the wayhow to improve the listening ability.

The second categories is monitoring. In monitoring, Thailand EFL University Students achieve higher percentage. It indicates that Thailand students have higher degree of monitoring listening strategies than Indonesian EFL University Students. This strategy is for checking on the progress in the course of learning or carrying out a learning task. This process investigates how are the students eager for checking their progress in achieving their goal. They usually determine how close their goal by checking and seeing if the same mistakes are still being

made. The students try to identify the difficulty and their weakness for achieving their goal. It can be concluded that Thailand EFL University Students more conscious of monitoring their goal whether it has been achieved yet or not.

The last categories are evaluating, as it means it can be both in self-evaluating and self-testing. Indonesian EFL University Students percentage score is 65%. Whereas, Thailand EFL University Students percentage is 65 %. Based on Thailand EFL University Students achieve the higher score, it can represents that Thailand EFL University Students tend touse evaluating strategies more than Indonesian EFL University Students. They usually check the appropriateness and the accuracy of what has been understood. They also assess the effectiveness of their learning and practice strategy. They are more consciously for finding the appropriateness of their strategies in order to achieve their goal. The way for assessing is checking overall listening text that has been understood. They repeat the listening. Then, checking the understanding of key points. They also compare the understanding after and before listening. It means that Thailand students more consciously about the evaluating their listening strategies for determining whether their goal have been achieved or not.



Graphic 4 Thailand and Indonesian EFL University Students Percentage of the Metacognitive Listening Strategies.

Based on the Graphic 2 that is displayed above, Thailand EFL University students is higher than Indonesian Students EFL University students. Indonesian EFL University students percentage is 66 %. Whereas, Thailand EFL University students is 71 %. It means that Indonesian EFL University students tends to use cognitive listening strategies and Thailand EFL University students use metacognitive.

The graphic illustrated that Thailand EFL University Students percentage score for metacognitive listening strategy is higher than Indonesian EFL University Students. Based on the categories of metacognitive strategies; planning, monitoring and evaluating, they are consciously on assessing their knowledge. Then, making it related to the situation before engaging in a task. The two steps are planning listening strategies. The second step is monitoring the Thailand EFL University Students consider more in the effectiveness of achieving the goal. They more frequently check the progress and the appropriateness of the strategy. The last categories in metacognitive is evaluating. The Thailand EFL University Students achieving is higher than Indonesian EFL University Students. It means that the Thailand students determine the effectiveness and the weakness of their capability.

In the previously, discuss about the listening strategies that is used by Thailand and Indonesian EFL University Students. This study also find the difference of the listening strategies that is used by Thailand and Indonesian EFL University Students. The different display on the table as follow:

Table 1. The different of the listening strategies that is used by Thailand and Indonesian EFL University Students

Listening Strategies	Thailand Students	Indonesian Students	The differnt
Cognitive	75	68	7
Comprehension processes	82,2	63,3	18.9
Storing and Memory Processes	55	84,4	29.4
Using and retrieval process	42	70	28
Metacognitive	71	66	5
Planning	73	73	0
Monitoring	75	61	14
Evaluating	73	65	8

The table 1 display about the degree of different listening strategies. In cognitive listening strategy, the different is 7 %. Furthermore, the different for Comprehension processes is 18,9%. Whereas, the Storing and Memory Processes is 29,4%. The last cognitive listening strategies type, using and retrieval process degree of different, is 28%. Meanwhile, for metacognitive category degree of different is 5%. There is no difference for the type of planning metacognitive listening strategy. However, the degree of different in monitoring is 14% and evaluating is 8%.The different of percentage that is displayed above, illustrated that the significant different in cognitive listening strategy process. It is because the degree of mostly the different is more than 10 %. Furthermore, the highest is in storing and memory process and the lowest is in metacognitive listening strategy. The degree of different is only 5%. There is also similarity in planning strategy.

Based on the different of percentage that is displayed above, It can be concluded that the significant different is in cognitive listening strategy. It means that the Indonesian students more capable for having mental activities to comprehend and storing input in long term memory. They can understand the listening key points or main idea easily. Furthermore, they have strategies for memorizing in long term memory and giving output both in spoken and written. Whereas, Thailand EFL university students prior on the metacognitive strategies. It means that they have good strategies from monitoring to evaluating listening strategy. It can also be concluded that they have more eager to achieving the learning goal. It is because they have to be maintain their academic report because of scholarship. In addition, it is because they are the minority. This reason can be their weakness for expressing the listening output both in written and spoken.

CONCLUSION AND SUGGESTION

The presents study is aimed to find what strategies that are used by Thailand and Indonesian EFL university students and the different of listening strategies that is used by Thailand and Indonesian EFL university students. Having been presented previously, the result showed that there was significant different in listening strategies that is used by Thailand and Indonesian EFL University students. The Indonesian EFL university students tend to use cognitive strategy. Whereas, the Indonesian EFL university students tend to use metacognitive strategies.

The implication of the study is the lecturer should emphasize more in identifying the strategy. The lecturer should make the Thailand EFL university students consciously about the cognitive strategy and the Indonesian EFL university students consciously about metacognitive strategy. In addition, the lecturer know the reason why they prefer to use metacognitive strategy or cognitive strategy. Finally, additional research are recommended to be trained to make it related with the students score or the different culture.

ACKNOWLEDGEMENT

We give our gratitude to the students who participated in this study.

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PROJECT BASED LEARNING MODEL TO DEVELOP SPEAKING SKILL AND MOTIVATION OF ENGINEERING STUDENTS OF POLYTECHNIC

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ABSTRACT

Global era is a competitive era. The graduate of higher Education including polytechnic should compete to get a job. The competition is getting harder due to ASEAN Free Trade Area and ASEAN Economic Community. Therefore, the efforts to produce good quality graduates should be conducted. The lecturers should create learning model which generates good quality graduates who are good not only in cognitive domain but also in affective and psychomotor. Therefore, the researchers suggest Project based Learning Model to answer this challenge because it is a student centred learning and it offers autonomy, collaborative learning, interactive, and mastery in learning. The roles of the lecturers in Project based Learning are as motivators, facilitators, mediators and supervisors. The objectives of this research were (1) to investigate the students' perception about the implementation of current English learning especially speaking in Engineering classes State Polytechnic of Sriwijaya; (2) to design project-based learning model to develop speaking skill of the students; (3) to investigate the implementation of the resulting learning model to develop speaking skill of the students; and (4) to investigate the impact of the implementation of the resulting learning model towards academic motivation of the students.

Keywords: *Project based Learning, Speaking Skill, and Academic Motivation*

INTRODUCTION

State Polytechnic of Sriwijaya is a higher educational institution which implements vocational program in several disciplines of science, technology and art (*Statuta Politeknik Negeri Sriwijaya*, 2011). The mission of this polytechnic is to develop the quality of educational management on the basis of quality assurance system (*Statuta Politeknik Negeri Sriwijaya*, 2011). Therefore, the management of State Polytechnic of Sriwijaya seeks to prepare the graduates who are competent and professional in their disciplines and able to compete in global market (*Buku Pedoman Polsri*, 2009). In order to be able to compete in global market and win the competition, the graduates must be able to use English to communicate. For that purpose, the management of State Polytechnic of Sriwijaya seeks to prepare the students with knowledge and skills concerning with English (*Buku Pedoman Polsri*, 2009). On the level of management, the availability of the curriculum is a must. On the field, the activity will be continued by English lecturers. Therefore, the involvement of English lecturers is inevitability.

Ideally, the lecturers must be able to interpret the given curriculum by creating corresponding syllabus so that the mission of State Polytechnic of Sriwijaya can be reached. Corresponding syllabus is very important to bridge the given curriculum which is managed systematically and the learning process in the classroom (*Buku Pedoman Pembuatan silabus, SAP dan AP*: 2008). For that purpose, the lecturers must be able to choose corresponding material, media, evaluation, approach in learning process and the learning model that will be used. When choosing the learning approach, English lecturers in State Polytechnic of Sriwijaya agreed to use student-centered approach due to the small number of students in each class and the readiness of the management to provide the students with sufficient books in the library and Wi-Fi in the classroom and the surrounding. The characteristics of student-centered approach are the students are involved actively in improving and managing the knowledge and skill learned (Richards, Platt, and Platt: 1997). This approach provides an opportunity to the

development of relevant scientific knowledge by using inter disciplinary approach. This approach gives space for building the characters of the students not only in cognitive domain but also in affective and psychomotor. It is in line with the spirit mandated by the Act of Republic of Indonesia No. 20 year 2003 about the National Education System that says that education is a conscious and deliberate effort to create learning atmosphere so that learners can actively develop the potency in terms of the spirit of religion, self-control, personality, intelligence, noble spirit and skills needed by them, society, nation and state. This idea is also in line with the spirit mandated by Government Regulation No. 19 year 2005 that says that education should provide enough space for innovation, creativity and independence, in accordance with the talents, interests, and physical and psychological development of the learners.

Unfortunately, some lecturers got difficulties when they had to interpret the curriculum into corresponding syllabus and apply interdisciplinary approach. Applying interdisciplinary approach means that they have to create learning atmosphere so that learners can actively develop the potency in terms of the spirit of religion, self-control, personality, intelligence, noble spirit and skills needed by the students, society, nation and state. Next, some lecturers also got difficulties because they had to provide enough space for innovation, creativity and independence, in accordance with the talents, interests, and physical and psychological development of the learners which means that the lecturers had to build the characters of the students not only in cognitive domain but also in affective and psychomotor. These lecturers failed to implement the spirit mandated by the Act of Republic of Indonesia No. 20 year 2003 about the National Education System and the spirit mandated by Government Regulation No. 19 year 2005 because the process of learning and assessment is done separately and is not sustainable and integrated. As a result, some lecturers go back to the old model of learning which emphasis on the lecturers as the main information providers and evaluators and not as partners, facilitators, mediators and supervisors. This causes the target cannot be achieved perfectly.

In this current research, the researchers wanted to find out what is the learning model which is effective to develop speaking skill and academic motivation of engineering students of polytechnic so that the learning goal especially in terms of speaking skill can be reached. To solve the problem, the researchers proposed project based learning model to develop speaking skill and motivation of engineering students of polytechnic so that the graduates can compete in the working world. Project Based Learning focuses on the student centre (Bell, 2010). It makes the students work together with peers (gultekin, 2005) actively (Bell, 2010), in depth (Harris and Katz, 2001), interactive (Moursund, 1999), and autonomy(Thomas, Michealson and Mergendoller, 2002), with the information which is relatively easy to get in this information era (Taylor, 2000). In this learning model, the lecturers act as motivators, facilitators,mediators, and supervisors (Bell, 2010).The steps for implementing Project based Learning (George Lucas Educational Foundation, 2007) are to start with essential question; to design a plan for the project; to create the schedule; to monitor the students and the progress of the project; to assess the outcome; and to evaluate the experience.

A research conducted by Baş (2011) shows that there is a significant difference in terms of academic achievement between the students in control group and the students in experiment group.Baş (2011) mentions that project-based learning is more effective towards positive development of the students' academic achievement level. The students who are taught by using project-based learning are more successful and have higher level of achievement towards the subject compared to those who are taught by using the learning model based on the textbook. Meanwhile a preliminary research conducted byKusmartini (2014) shows that the interest and motivation of the students towards project-based learning is very good because project-based learning offers the opportunity to learn autonomously, active, interactive and immersive experience in a group ranging from planning, implementing, up to evaluating the project itself. The roles of a lecturer are to facilitate, mediate and supervise. The research also shows that interest and motivation of the students towards project-based learning correlate significantly with writing achievement of the students partially and simultaneously. Therefore, Kusmartini (2014) strongly recommended to continue the use of project-based learning especially in the course of writing in English Department State Polytechnic of Sriwijaya.

A research conducted by Choosri dan Intharaksa (2011) show that there is a positive and significant correlation between motivation and English learning achievement of the students of second year vocational certificate level of Electronics Technology Program and Building Construction Program, Hatyai Technical College. Meanwhile, Awan, Noreen and Naz (2011) do a research on achievement motivation. The title is 'A Study of Relationship between Achievement Motivation, Self Concept and Achievement in English and Mathematics at Secondary Level'. Awan, Noreen dan Naz (2011) mention that Achievement Motivation, and Self Concept correlate significantly with the Achievement in English and Mathematics of the students of high school on the district of Sargodha, Pakistan. Another research concerning with motivation is also conducted by Kusmartini (2012). It shows that the variable of Academic Motivation added to the variable of Parental Education correlates significantly towards Writing Achievement of the students of English Department State Polytechnic of Sriwijaya.

The objectives of this current research were (1) to investigate the students' perception about the implementation of current English learning especially speaking in Engineering classes State Polytechnic of Sriwijaya; (2) to design project-based learning model to develop speaking skill of the students; (3) to investigate the implementation of the resulting learning model to develop speaking skill of the students; and (4) to investigate the impact of the implementation of the resulting learning model towards academic motivation of the students.

This research is urgent and very important because both educational institution and the users expect that the graduates should be able to speak English well. Furthermore, the competition among job seekers which is reinforced by AFTA (ASEAN Free Trade Area) and AEC (ASEAN Economic Community) 2015 will become increasingly hard, sharp and open and this would be a bad precedent if the graduates cannot take part in industries because of their English. In that time, the competitors are not only from Indonesia but also from other countries in Southeast Asia region. Therefore, the ability to be able to speak English well is a must.

METHOD

This research and development (R & D) study used the model developed by Gall, Gall and Borg (2003). The steps of R and D developed by Gall, Gall, and Borg (2003) are (1) reviewing relevant literature and previous study and conducting need assessment; (2) designing and developing preliminary product; (3) reviewing preliminary product; (4) revising the preliminary product based on the reviewers; (5) conducting main field testing of the revised product; (6) conducting operational product revision; and (7) conducting operational field testing. In this current research, the steps no. 6 and 7 were omitted due to the limitation of the time and budget of this research.

The research objectives were (1) to investigate the students' perception about the implementation of current English learning especially speaking in Engineering classes State Polytechnic of Sriwijaya; (2) to design project-based learning model to develop speaking skill of the students; (3) to investigate the implementation of the resulting learning model to develop speaking skill of the students; and (4) to investigate the impact of the implementation of the resulting learning model towards academic motivation of the students. The population of the research was engineering students of Polytechnic. The location of the research was State Polytechnic of Sriwijaya.

In order to find out the students' perception about the implementation of current English learning especially speaking in Engineering classes State Polytechnic of Sriwijaya and their perception about project-based learning model, the researchers conducted descriptive qualitative research. The data were collected by giving an in-depth interview to the respondents to find out the students' perception about the implementation of current English learning especially speaking in Engineering classes State Polytechnic of Sriwijaya and their perception about project-based learning model. Based on the above descriptive qualitative research, the researchers proposed the design of project-based learning model to develop the speaking skill of engineering students of polytechnic and developed this preliminary model. After that, the preliminary model was reviewed by educational expert for accuracy, by instructional technologist for the quality of resulted learning model, and by institutional management for curriculum appropriateness. After revising the preliminary model, the researchers conducted main field testing of the revised model to find out the implementation of the resulting learning

model to develop speaking skill of the students. In this time, the researchers applied quasi-experimental design. Time series design was the type of the design which was used in this quasi experimental design. The data were analyzed by using descriptive statistic analyses and paired sample t-test. The samples were the students from electrical engineering study program. Before the treatment, they were given pre test four times to see the level of the competence of the respondents in speaking. After the treatment for 8 meetings, post test was conducted four times to see the level of competence of the respondents in speaking. Finally, to find out the impact of the implementation of the resulting learning model towards academic motivation of the students, the researchers conducted correlational study. The data were analyzed by using Pearson Correlation Product Moment and linear regression.

FINDINGS AND INTERPRETATION

Based on the descriptive qualitative research that has been conducted, it can be seen that the learning model currently used by the respondents was textbook-based learning model. Most of the time, they used textbook to study. In their English classroom, the respondents were totally guided by the lecturers and the textbook. Furthermore, the respondents really needed to learn many special vocabularies concerning with their jobs so that they will be able to communicate in the work place. Therefore, they really needed a learning model that can enable them to communicate appropriately in the work place.

The next results showed that most of the respondents believed that Project-based learning was a good learning model and it was suitable with their needs. They wanted to apply project-based learning model in their classrooms because they believed that the focus of the learning model was on the student centre as it was mentioned by Bell (2010). The respondents believed that Project-based learning model encouraged the students to work together with peers actively, in depth, interactive and autonomously as it was mentioned by gultekin (2005), Bell (2010), Harris and Katz (2001), Moursund (1999), and Thomas, Michealson and Mergendoller (2002). Finally, the respondents also believed that Project-based learning was suitable with this information era in terms of finding out the information via internet as it was mentioned by Taylor (2000). Even though project-based learning emphasizes on students' autonomy, the existence of the lecturers who acted as motivators, facilitators, mediators, and supervisors made the students secure and motivated to create innovative project as it was mentioned by Bell (2010).

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After revising the preliminary model, the researchers conducted main field testing of the revised model to find out the implementation of the resulting learning model to develop speaking skill of the students. In this time, the researchers applied quasi-experimental design. Time series design was the type of the design which was used in this quasi experimental design. The data were analyzed by using descriptive statistic analyses and paired sample t-test. The samples were the students from electrical engineering study program.

Table 1 Speaking Score of the Respondents before Treatment

No.	Interval	Pretest1		Pretest 2		Pretest 3		Pretest 4	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
1.	80 - 100	0	0	0	0	1	2.1	1	2.1
2.	66 - 79	14	29.2	15	31.2	13	27.1	13	27.1
3.	54 - 65	32	66.7	32	66.7	33	68.7	33	68.7
4.	40 - 53	2	4.1	1	2.1	1	2.1	1	2.1
5.	< 40	0	0	0	0	0	0	0	0
3.	total	48	100	48	100	48	100	48	100

The table showed that the number of the respondents were 48. Most of the respondents got the score ranging from 54 until 79. There was no respondent who got the score below 40.

After the treatment for 8 meetings, post test was conducted four times to see the level of competence of the respondents in speaking. The following was the table of speaking score of the respondents after treatment.

Table 2 Speaking Score of the Respondents after Treatment

No.	Interval	Post test 1		Post test 2		Post test 3		Post test 4	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
1.	80 – 100	1	2.1	2	4.2	2	4.2	2	4.2
2.	66 – 79	25	52.1	24	50.0	23	47.9	23	47.9
3.	54 – 65	22	45.8	22	45.8	23	47.9	23	47.9
4.	40 – 53	0	0	0	0	0	0	0	0
5.	< 40	0	0	0	0	0	0	0	0
3.	Total	48	100	48	100	48	100	48	100

Table 2 showed that there were 22 respondents in post test 1 and 2 and there were 23 respondents in post test 3 and 4 who got the score ranging from 54 until 65. There were 25 respondents in post test 1, 24 respondents in post test 2, and there were 23 respondents in post test 3 and 4 got the score ranging from 66 to 79. There was 1 respondent in post test 1, 2 respondents in post test 2 and 2 respondents in post test 3 and 4 who got the score ranging from 80 to 100. There was no respondent who got the score below 40.

Table 3 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 before treatment	63.7083	48	7.75872	1.11987
after treatment	68.6458	48	7.26673	1.04886

The table showed that the mean score before treatment was 63.7083. The number of the respondents was 48. The standard deviation was 7.75872 and the standard error mean was 1.11987. Meanwhile, the mean score after treatment was 68.6458. The number of the respondents was 48. The standard deviation was 7.26673 and the standard error mean was 1.04886.

Table 4 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 before treatment & after treatment	48	.673	.000

The table showed that the correlation was 0.673 with the significance of 0.000. It means that the correlation between the score before treatment and the score after treatment was strong.

Table 5 Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 before treatment - after treatment	-4.93750	6.09205	.87931	-6.70645	-3.16855	-5.615	47	.000

Because t-obtain was smaller than t-table ($-5.615 < -2.012$) and the significance was smaller than 0.05 ($0.000 < 0.05$), therefore it can be concluded that there was a mean difference between the mean score before and after the treatment. The mean score after the treatment was higher than before the treatment. The interpretation was the treatment gave the contribution in increasing speaking skill of the students.

Finally, to find out the impact of the implementation of the resulting learning model towards academic motivation of the students, the researchers conducted correlational study. The data were analyzed by using Pearson Correlation Product Moment and linear regression.

Table 6 Correlations

		Academic motivation	Speaking Achievement
Academic motivation	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	48	48
Speaking Achievement	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	48	48

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation between Academic Motivation of the students and Speaking Achievement of the Students was 0.652 with probability value 0.000 which was lower than the alpha level ($0.000 < 0.05$). The conclusion was there was significant correlation between Academic Motivation of the students and Speaking Achievement of the students.

The following were the description about the influence and the contribution of Academic Motivation towards Speaking Achievement of the students.

Table 7 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.652 ^a	.425	.412	5.57045

a. Predictors: (Constant), Academic Motivation

b. Dependent Variable: Speaking Achievement

Table 7 showed that R square (R^2) of academic motivation as perceived by the students towards speaking achievement of the students was 0.425. It showed that the influence of academic motivation as perceived by the students towards speaking achievement of the students was 0.425. Moreover, it also showed that the contribution of academic motivation as perceived by the students towards speaking achievement of the students was 41.2%.

CONCLUSION AND SUGGESTION

The learning model currently used by the respondents was textbook-based learning model. Most of the time, they used textbook to study. In their English classroom, the respondents were totally guided by the lecturers and the textbook. Furthermore, the respondents really needed to learn many special vocabularies concerning with their jobs so that they will be able to communicate in the work place. Therefore, they really needed a learning model that can enable them to communicate in the work place.

The next results showed that most of the respondents believed that Project-based learning was a good learning model and it was suitable with their needs. Based on the above descriptive qualitative research, the researchers proposed the design of project-based learning model to develop the speaking skill of engineering students of polytechnic and developed this preliminary model. After that, the preliminary model was reviewed by educational expert for

accuracy, by instructional technologist for the quality of resulted learning model, and by institutional management for curriculum appropriateness.

After revising the preliminary model, the researchers conducted main field testing of the revised model to find out the implementation of the resulting learning model to develop speaking skill of the students. In this time, the researchers applied quasi-experimental design. Time series design was the type of the design which was used in this quasi experimental design. The data were analyzed by using descriptive statistic analyses and paired sample t-test. The samples were the students from electrical engineering study program. Before the treatment, they were given pre test four times to see the level of the competence of the respondents in speaking. Most of the respondents got the score ranging from 54 to 79. After the treatment for 8 meetings, post test was conducted four times to see the level of competence of the respondents in speaking. Most of the respondents got the score ranging from 54 to 100. The mean score before treatment was 63.7083. Meanwhile, the mean score after treatment was 68.6458. The correlation between the score before treatment and after treatment was 0.673 with the significance of 0.000. It means that the correlation between the score before treatment and the score after treatment was strong. Because t-obtain was smaller than t-table ($-5.615 < -2.012$) and the significance was smaller than 0.05 ($0.000 < 0.05$), therefore it can be concluded that there was a mean difference between the mean score before and after the treatment. The mean score after the treatment was higher than before the treatment. The interpretation was the treatment gave the contribution in increasing speaking skill of the students.

Finally, to find out the impact of the implementation of the resulting learning model towards academic motivation of the students, the researchers conducted correlational study. The data were analyzed by using Pearson Correlation Product Moment and linear regression. The correlation between academic motivation of the students and speaking achievement of the students was 0.652 with probability value 0.000 which was lower than the alpha level ($0.000 < 0.05$). Therefore it can be said that there was significant correlation between academic motivation of the students and speaking achievement of the students. R square (R^2) of academic motivation as perceived by the students towards speaking achievement of the students was 0.425. It showed that the influence of academic motivation as perceived by the students towards speaking achievement of the students was 0.425. Moreover, it also showed that the contribution of academic motivation as perceived by the students towards speaking achievement of the students was 41.2%.

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ERRORS AND MISTAKES IN WRITING ARTICLE: LECTURER' AND STUDENTS' EVALUATION

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ABSTRACT

Students learn Academic Writing starts from learning sentences, paragraph, essay, and last is writing article. In writing article, many students feel difficulty begins from prewriting, drafting, and editing stage. This research is aimed to identify teaching learning process of academic writing class and analyze students' error and mistakes in writing article. This research is qualitative research held in academic writing class of English Department in IKIP PGRI Madiun and amount of students are 98. Techniques of collecting data were students' article (portfolios), observation, and interview. While technique of analyzing the data are: reduction the data, display the data, and verification the data. In some previous research done by other researcher were found that common error and mistakes of students writing are in grammar and content. While the result of research about most common errors and mistakes in writing article were: (1) grammatical error (preposition, the use of "wh" question, plurals and singulars, noun and verbs, structural formation, first and second person, article (definite and indefinite), short sentences, (2) less quality in content, (3) difficult to quote properly. Those error and mistakes happened because some students did not recheck again their article and less in reading material, book, news that can help them in getting idea easily.

Keywords: *errors, mistakes, academic writing, article*

INTRODUCTION

Writing is closely related with the process and product. The purpose is to know about the existence of students' writing skill. According to Brown (2001: 357) writing process is closely related with the activities in class which focuses on the steps in order to make the students get their own writing. The processes are: prewriting, writing, revising, editing, and evaluating. By doing those, students will gained and developed their idea not only in prewriting process but also when they do drafting. In order to make the students get good result in their writing, they should be able to choose a good topic, idea, make an outline, write, and check the content and also their writing mechanism. If all of the processes have done, they can get maximum result too.

Academic writing is learned by the students since they are on the third semester. In this semester the subject material is understand the way how to write essay and kinds of essay. In that process the students are not only asked to make a good paragraph but also able to create qualified writing in which they should analyze and give critical response towards new information. They continue to learn academic writing on semester 4. In this semester, they learn to make an article. According to Irvin (2010: 7) there is some important point that should be noted in Academic Writing. They are: (1) Who is the reader?, (2) what is the topics?, (3) what is the message?, (4) what is the purpose, (5) what is the genre.

In order to make the students able to create a qualified writing, the English Teaching Department have planned every subject for every meeting in syllabi and lesson plan. The purpose is to help the lecture in delivering their suitable academic writing subject. Therefore in this paper, the writer would like to discuss about (1) how is the implementation of Academic Writing, (2) What are the errors and mistakes done by students in making article?

According to Hyland in Richard (2001: 21) writing is the ability of arrange and the understanding of texts, contexts, and the reader. Therefore writer should pay attention about the arrangement of good sentences by using correct grammatical, spelling, punctuation, and words.

Those aspects will influence the readers' interest to read and also understand the content. Richard (2001: 21) states that there are some steps in writing process. They are: planning, writing, revising, and editing. Meanwhile, Renandya (2002: 315) stated that writing process are: planning (prewriting), writing, responding, revising, editing, and evaluating.

1. Prewriting

Prewriting is a process to get the idea, by: read the material which is related with the topic, brainstorming, clustering (grouping, topic discussion), and free writing (Brown, 2000: 348). Prewriting is a first step. In this step, the writer finds out the idea which is related with the topic. According to Oshima and Houge (1997: 68) there are some steps in writing process. They are: brainstorming by doing free writing, clustering, and listing.

2. Drafting

Drafting is a process of writing itself. In this step, the writer focuses on the writing and ignores the arrangements of good sentence, and also mechanics including spelling and punctuation. The writer should attract the reader, by create the interesting introduction, suitable content, evidences and examples, and short conclusion based on his\her paragraph (Seow in Richard and Renandya, 2002: 17).

3. Responding

Responding is a process that given from the teacher or friends who have checks the writers' writing. They usually give the respond orally or in the written form. According to Harmer (2004: 108) in the process of giving responds, the commentators are not only focuses on the sentences, the grammar and mechanics (spelling and punctuation) but also the content of his/her writing.

4. Revising (revisi)

Revising is a process where the writer revise their work after their lectures or friends give the responds of their writing. By revising, the writer will know and understand the mistake that they have made, so that they can write better (Seow in Richard and Renandya, 2002: 317)

5. Evaluating (evaluasi)

Evaluasi is a scoring process by checking the fifth indicator in writing. They are: content, organization, sentences, the choice of vocabulary, and mechanics (spelling and punctuation). So, in *Academic Writing* there are some steps prewriting, write, and revise. In every step there will be a specifics process, they are preparation, write, give responds, and revise and the last is final product in the written form. In the end of writing process, evaluation is the best choices in order to get good writing quality.

According to Irvin (2010: 15) there are some characteristic in the process of academic essay, they are: a) Academic Essay or article is an argument, a persuasive essay where the writer make a point and he/she should have proves that comes from some sources, such as journal and book. b) Thesis statement should clear enough and written in the last part of introduction. c) The writing organization is: introduction, body, and conclusion. d) Use the appropriate conjunction and the paragraph should in the form of unity and coherence. e) The style of writing should suitable with the APA style. f) The sentences should in the grammatical order.

In order to have qualified writing, there are some writing indicator which can guide the writer to have good article. Brown (2001) stated that there are 5 aspects in writing. a) Content. This part should include thesis sentence, supporting sentence/ *paragraph, concluding sentence or paragraph*, which relevant with the topics. b) Organization. This writing product should have organization that consists of *introduction, body (discussion), and result*. c) Grammar. In this grammar point, the scoring focuses on complex construction, agreement, tenses, word order, article, pronouns, prepositions, etc. d) *Vocabulary*. The scoring process will be focuses on the choice of vocabulary, the appropriate idiom, and various vocabularies. e) *Mechanics*. In this aspect the writer should pay attention and check their writing by *proofreading* before they publish their product. The things that should be pay attention are *spelling, punctuation, and capitalization*.

METHOD

This research used case study method with qualitative approach. This method was done intensively, detail and deep towards a group, organization, institution, or specific indication. Case study focuses on the subject which is limited, but seen from the research characteristics,

this case study is more deeper and discuss about the possibility to solve the actual problem by collecting the data, arrange, and apply also interpret it (Arikunto, 1989: 115).

Mulyana (2002:201) stated that “case study is a description and comprehend explanation about many kinds of aspects from someone, a group, an organization (community), a program, or social situation”. In Case study, the researcher analyzes or study carefully as much as possible about the subject which is being analyzed. They also do deep analysis towards the subject in order to give complete understanding about the subject of research.

The research location was in IKIP PGRI Madiun, that address is in Jl. Setiabudi 85 Madiun. This institution was chosen by the researcher because the researcher is one of the lecture in English Teaching Department. The subject of the research is the students of semester IV A-C class. They are consisting of 90 students. This research used purposive sampling so that the amount of the sample is decided by the information gathered. It can be said that data collection from the respondent based on the provision or saturation of data and information which is given. If the researcher gets same information from the respondent, it is enough to begin the process of collecting data.

The main instrument in this research is the researcher herself because they found the information through observation and interview by themselves. In this research, the researcher used the interpersonal approach. It means that, the researcher do more communication to the people in research location, that is in English teaching department IKIP PGRI Madiun. So, the researchers had a lot of chance to find out many information and clear data about her research. In this research, the researcher focused on the open question with technique of interview.

The techniques of data collection are:

1. Portfolio

Portfolio is a compilation of some articles that written by the students. This portfolio is collected and analyzed. The students are asking by the lecture to write conceptual article which have relation with technique, media, and method in teaching English. Their writing product will be analyzed based on *content, organization, grammar, vocabulary, mechanics*.

2. Observation

Observation is focuses on the data collection. It is done by the researchers through observing the teaching and learning process in academic writing class. The purpose of this observation is to get a lot of information related with writing class students of fourth semester.

3. Interview

Interview is kinds of communication done by two people, involving someone who wants to get information from someone else, by giving question based on certain purposes. By doing serious interview, it is hoped that the researcher will get as much as information. In this research the interview is done towards the students in *Academic Writing class*.

After all of the research process is done, the writer start to process the data that was collected from the portfolio analysis, interview and observation. The next step is describing the data. The data analysis is a process to find out and arrange systematically data from interview, note, and documentation. It is done by organize the data into some category, verify it into units, synthesis, arrange it into some form, choose the important data and learned it, and make a conclusion so that the data will easy to understand by the researcher herself and other people. Data from interview recorded and wrote completely supported by the result of observation and documentation. So, the data from this research are portfolio data, students' article, interview data, and observation data. Based on that data verification and analysis data in this research is done through three activities , they are data reduction, display data, and conclusion or verification”.

FINDING AND DISCUSSION

1. Teaching Learning Process in Academic Writing

In teaching academic writing, there are three process was done by teacher, one of the method is direct instruction whether students did some procedure in writing, they are: prewriting, organizing, drafting, editing, revising, and evaluating. After writing, lecturer also did

some activities to evaluate students essay or article, for example by using paper seminar technique and peer editing.

In prewriting stage, firstly students analyzed sample article, made mapping, and made summary. Then, after they knew about the organization in making article, they made outline of their own article. Next, in drafting stage, Students start to write introduction, body, and conclusion. Then, editing and revising stage, teacher used paper seminar technique. Paper seminar technique is one of collaborative approach where students can collaborate and work together in their group in writing, then the other group will give respond for their article by checking; grammar, vocabulary, mechanics, content, and organization.

Based on interview with students, 78 students are love and interesting to attend and join academic writing class because they can learn step by step in producing good article.

2. The development of writing skill in academic writing class

In writing article not only states the idea or opinion, but there are some process applied by students create a good article. The good article is based on; (1) organization, where students can write appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete, (2) logical development of content Essay students write and consider to addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought, (3) choose appropriate grammar, (4) mechanics where students Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat, (5) write appropriate vocabulary. In first meeting, the most mistakes from students are; grammar, mechanics, contents, and vocabulary. To minimize the mistakes, teacher helped students step by step to fix their mistakes, for example; explain again about how to make good content, how to write with appropriate grammar, vocabulary, and mechanics. In the next meeting, students can fix their weaknesses and mistakes by learning from previous mistakes.

After followed some meeting in academic writing class, students felt that their quality in writing article were improved, for example; ability in identifying eye catching title , mastery grammar, mechanics, and can give respond in peer editing and group editing. From the result of interview, it can be concluded that process in academic writing class can help them minimize their mistakes in writing. Lecturer also found some good and interesting articles with good quality in content and appropriate organization. In contrast, teacher also found some bad article because those students ignore to edit their grammar, mechanics, and content. Based on the score of students' writing, there was improvement in their score and also there was improvement in quality of writing. It can be seen in table 1 below:

Table 1. Students' ability after several meetings in joining academic writing class

Indicator	Previous condition	Condition after 8 meeting in academic writing
	Students' ability in the first meeting	Students' ability after several meetings
a. Writing idea and content	Students were difficult to look for idea and start to write	Students could express their idea and make suitable content related with the topic, but some of them still were not maximal.
b. Organization of article	Students were still difficult to arrange the organization of paragraph	Students knew the arrangement of paragraph
c. grammar	Most of students (75%) were still lack ability in write sentences with using appropriate grammar	Lecturer Still found mistakes in grammar (45%)
d. Vocabulary	Students were still difficulty in choosing appropriate vocabularies	Students chose appropriate and vary in vocabularies
e. Mechanics	Students did error and mistakes in	Students' ability improved in

	using appropriate mechanics, for example; capitalization, spelling, and punctuation.	writing appropriate mechanics.
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3. Students' Error and Mistakes in writing

After observation, researcher found the students error and mistakes in writing article. It can be seen in table below:

Table 2. Error and mistakes of students in writing article

No	Error	Mistakes
1	General mechanics (spelling, punctuation, capitalization)	
	Some students did not know how to write in appropriate using of capital, punctuation, and spelling of words	The half students knew about using appropriate mechanics, but in writing process, they did mistyping and forget to edit it.
2.	Paragraph (content	
	-	Most of students still write choppy paragraph and short sentences. It happens because they couldn't elaborate their idea. Actually they knew about composition of good paragraph, but because of lack idea made their paragraph were not appropriate.
3	Grammar	
	Some students about 10% who have problems in using appropriate grammar in writing happened because they did not know using suitable grammar.	The most students (90%) who have problem in using appropriate grammar happened because they knew about using grammar appropriately, but because careless and mistyping made their grammar false, for example; grammatical error (preposition, the use of "wh" question, plurals and singulars, noun and verbs, structural formation, first and second person, article (definite and indefinite), short sentences,
4	Quotation and paraphrase	
	Some students about 8% who did error in quoting and paraphrasing happened because they did not know how to quote appropriately. It happened because when lecturer gave explanation, they did not listen carefully, and when they practiced in quoting, they didn't work maximal	The most students didn't quote appropriately happen because they didn't check and edit again. There are some suggestion in quoting, they are: Use the ones mentioned in reference section, Avoid using/citing authors which aren't in your reference, Retrieved date from the internet (website), read more about Quoting techniques.

From that table, it can be seen that error and mistakes happened because some students did not recheck again their article and less in reading material, book, news that can help them in getting idea easily.

CONCLUSION AND SUGGESTIONS

Finding of this research were: (1) in teaching learning process of Academic Writing for fourth semester students that lecturer has taught based on syllabus and lesson plan. The students followed the class maximize, it was proven by students listened lecturers explanation and did the writing project (made article); (2) the ability of students in writing article improved, especially how organize the article, use appropriate mechanic, and vocabulary; (3) the most error and mistakes that done by students in writing are; using appropriate grammar, appropriate content, and how to quote. From the finding of this research, the suggestions for academic

writing's lecturer are: prepare the material well and give example how to write good article until students understand. Beside of those, ask and motivate students to read many books, article, etc. By reading many materials, books, and news can help students in writing more easily. By reading, it can help students get idea easily and can help in brainstorm and organize idea.

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THE TEACHING TECHNIQUES OF ENGLISH TEACHERS

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ABSTRACT

The background of the research was English teachers are the key figures in learning process. The purpose of the research were to find out deeply about what the teaching techniques were used by the English teachers in teaching English in the Elementary students and to find out how the strategies that affect students' interest in studying English. The method used in this research was descriptive qualitative study. The subject of the research was English teachers in Elementary School in Jambi. The data were collected through observation and documentation. Based on the data analysis, the teachers used almost the same technique in the class. From the listening, speaking, writing, and reading activities have been done by the teacher's everyday in the classroom. The result of data analysis the researcher found some techniques in teaching English. The English teachers used discussion technique, group work technique, collective speaking, explaining the lesson, games, and doing exercise in teaching English. The dominant techniques that affect students' interest in studying English were games, discussion technique, and collective speaking. It can be seen that students enjoy learning English during teaching and learning process.

Key Words: *The Teaching Techniques, English Teachers*

INTRODUCTION

As the global society advance rapidly and the international communication increase greatly, English has become an important language in various fields. In some job vacancies in Indonesia, the companies mention English skill, as one of the requirements. English becomes an important language in the world. In Indonesia, English has been taught from prekindergarten up to high level of education. It can be said that English has been taught as one of the main subjects from elementary up to high school and English has been taught as general course in the University.

English is one of the subjects in the educational institution which is important to be learned by student. Now, Indonesian applies contextual teaching English language as the curriculum in every school in Indonesia and English is one of the compulsory subjects that are taught in educational institution in this curriculum. It cannot be denied that learning English has been an important aspect in educational life regarding its purpose to prepare the students to participate in the world community today that need adequate English proficiency as communicator language. In English subject, there are four skills that will be gotten by student. They are listening, speaking, writing and reading. Each skill has important roles in English subject.

Teaching English as a foreign language is a challenging, yet rewarding career choice. As an English as a Second Language teacher, we must learn to constantly adapt to the students needs. Many times, this means dealing with a variety of problems in the classroom, many of which are all too common occurrences. A good English teacher must be able to recognize these common problems, and work to find solutions. Even a small tweak in your teaching methods can help to create a more productive and casual environment for both us and the students.

However, it is not easy to involve student in teaching and learning process for teacher. It also happens in SMP Negeri 6 Jambi. Based on first observation, most of students do not want to involve themselves in teaching learning process in English subject. They often make noise, talk to each other, no pay attention to the teacher. It sometimes happens because they think that English is different from their language so it makes them scared to study English. English are difficult, confusing, uninteresting, and boring subject for them. Here the teaching techniques are necessary for a teacher to solve these problems. In this case, the researcher want to find out the techniques that English teacher use in teaching English because techniques that are used by

teachers can effect to students' interesting and finally student want to involve themselves in learning English.

METHOD

The purpose of this research was to analyze the teaching techniques of English teacher. The design of this research is descriptive qualitative research. Bogdan & Biklen (1982) suggest that qualitative research considers several aspects such as; (1) natural environment as source of data, (2) researcher as key instrument, (3) process as more important aspect than result, (4) inductive data analysis, (5) participants backgrounds to respond to a phenomenon as essential aspect.

The samples of this research were two English teachers. They are the English teacher from the second and the third grade of SMPN 6 Jambi. The sample was taken by purposive sampling technique. In this research used observation and documentation as the techniques of data collection. Observed the teacher while teaching in the class was done by the researcher for one month to find out the method that used by the teachers in teaching English. The data collected from the observation was described and analyzed by using qualitative descriptive analysis. The steps to analyze the data of the research are: read the results of repeated observations, made report, based on the result interpretation after that made conclusions and recommendations from the data obtained.

FINDINGS AND INTREPRETATION

From the observation in the class while teaching learning process was happening, the researcher found some learning techniques that used by the teacher in teaching English. The result can be described into a table as follow:

Table 1. The Result from Observation I of Language Learning Techniques

Language Learning Techniques	Teacher 1		Teacher 2	
	I	II	I	II
Listening Activities				
1. Listening to you as you				
• Present sound sequences or models sentences	√	√	√	X
• Read a passage	√	√	√	√
• Describe simple or situational pictures	√	√	√	X
2. Listening to other people speaking				
3. Engaging in dialog dramatization	√	√	√	√
4. Listening to recording				
5. Attending lectures, speaking clubs, and other meetings conducted in the target language	X √ X	√ √ X	X X √	X √ X
Speaking Activities				
1. Reply to directions or questions given by other people				
2. Give directions for other people	√	√	√	√
3. Tell what objects appear in a picture or on a chat	X √	√ √	√ √	X √
4. Tell a story or retell an experience in their words	√	√	X	√
5. Read a newspaper article in the native language and give a report it in the target language	X	X	X	X
Writing Activities				
1. Copy model sentences, dialogs, or anything that has been spoken or read				
2. Write a summary of material which has been read	√	√	X	√
3. Complete an outline form of material they have read	√	√	√	√
4. Write a letter				

5. Write a report on an article or book	√	√	X	√
Reading Activities				
1. Ask the students to formulate questions on the passage	√	X	X	√
	X	X	X	X
2. Have the communicative expressions, structures, and notions that were clarified before the reading used in original sentences	√	√	√	√
3. Engage in numerous word study exercises	√	√	√	√
4. Have students retell what happened in the passage from a list of key words you will place on the board				
5. Have them look for the key words	√	√	√	√
6. Have them summarize the passage	√	√	√	X
	√	√	√	X
	√	√	√	X

From the table above can be seen that both of teachers used almost the same technique in the class. From the listening, speaking, writing, and reading activities have been done by the teacher everyday in the class. Complete facilities made the teaching learning process done effectively. After the data from the observation taken, its can conclude that the teachers used good techniques in teaching English. All of the good techniques that said by Finocchiaro and Brumft almost used over all by the English teachers. By complete and good facilities made the studying learning process done effectively.

Table 2. The Result from Observation II of Teacher I

Time	Teacher technique	Students' expression	Explanation
1	Greeting	Greeting. Preparation after finished the lesson before	It's third time
2	Teacher call the students one by one	Studentswhose names arecalled topick-uparms Still consider theteacher	Studentsstay focused onwhat theteacher, althoughthere are two/onestudentwhodid notfocusontheirteacher
3	Teachersprovidethe subject matterofhortatoryexp osition(Explaining)	Studentsnotedthe explanationfromthe teacher Studentsstillpay attention toteacher	Group work Atthisgradeteacher whoformedthe group, so ittakes more timebutstillkeep the peace-class students
4	The teacherexplainsandw riteson the boardwhat it ishortatory(Explainin g)	Studentswhose nameshad beencalled directlyto the placedesignatedteachers Studentsbegan todiscusstherespectivegroups	Students discuss the teacher's discourse in which the results of group discussions will be presented to the class, and in the course of discussion the teacher to keep control of this technique
5	The teachergivesexample s ofhortatoryexposition in the form ofdiscourse(Explaini ng) Teachersform thestudentsinto	The groupcame forwardimmediatelyappointedclassr oom In the presentation, not the leastof	Collective speaking In this technique, students areasked to be moreactive, both inpercentageand inresponse tothe group's presentation Some studentsask questions tothe group's presentation

6	several groups (group work)	the groups that perform or students who are notable to submit questions spoke well The second group advanced to the presentation	
7	The teacher gave the order for students to discuss the teachers' discussion that has been given (discussion)		
8	The teacher asks the group for the presentation of the next two classes (collective speaking)		
9	Teachers provide guidance when students have difficulty in speaking correct English		
10	The teacher asks the group to perform, as well as a closed-class		

Table 3. The Result from Observation II of Teacher II

Time	Teacher technique	Students expression	Explanation
1	Greeting	Students prepare them selves Students began rushing to form a group	This meeting is simply to continue the discussion group Collective speaking On this class the teacher is not a lot of trouble finding good at giving direction to the discussion, or referral to students who are presenting
2	The teacher asks the students to form groups like yesterday	The group that came forward immediately called the class Students are active in speaking and other groups also provide a question / argument to the group's presentation Students began to return to positions of their respective seat Students seem happy, and still consider the teacher in explaining	
3	The teacher asked the first group to present the results of their discussions		
4	In the present, students are asked to actively talking (collective speaking)		
5	Teachers still consider the presentation and sometimes the teacher stands at the back of the class		
6	After all groups finished, the teacher asks the students to return to positions of the original seat	Students began to open the book in accordance with the direction of teacher	Doing Exercise This technique is used by teachers to take value away from the students. But it remains concerned with the subject matter
7	Teacher tells students that the presentation of good and bad a little more explanation about the material	Students working on the task at LKS without collaboration with other students	
8	The teacher asks the students to open the LKS in the essay	Students began to gather the results of their training	
9	Teachers provide practice in worksheets and ask students to do it (doing exercise)		
10	After completing the exercise, students are asked to collect their assignments, covering grade		

In teaching English class, the teacher I used more than one technique in one meeting. Teacher made the variety in order to make-technique students enjoy the class, not boring with only one technique. The techniques are explaining the lesson, discussion, group work, and collective speaking. Almost of the students can enjoy the teacher that all techniques used. Especially when teachers use the collective speaking technique, enthusiastic students are very high in response to questions the teacher. Teachers are also not too much difficulty in guiding students.

Teacher II also used two techniques in one meeting. The techniques are collective speaking and doing exercise. In the form of students into several groups, teachers take their own initiatives to form a group of students. Although more time consuming, but more effective way to create an orderly classroom atmosphere. In collective speaking especially when the percentage of students have difficulties in speaking English. At the teacher's role is seen as the teacher guides students here in speaking correct English. This enables students to be fun, because they can speak English well.

The quality in this school is different from another school in Jambi because they had complete in facilitated room, good teachers and English teachers always using media when they teach the students in the classroom, by the aim students be able to speak English and help the students to socialize in the school also learning be something fun and interest for student. Not only for study by read book or write something on the book, but by practice every day the teacher believe that students can be able to understand about the materials.

The teachers always had new activities such games to make the students not feel bore with the material, technique that teachers used in the classroom has to make be fun for students not by serious always but by showing something new in front of students like books or pictures and flash cards teachers expect the students love to study in the classroom and outside classroom although everyday has long time to study. The teachers also had team work by the aim everything that they did organized already a month before, by the team work they can work together with always something new about ideas to make this school be interesting in front of the students and students parents.

CONCLUSION AND SUGGESTION

The teachers used almost the same technique in the class. From the listening, speaking, writing, and reading activities have been done by the teacher's everyday in the class. Complete facilities made the teaching learning process done effectively. The teachers used good techniques in teaching English. The result of observation that the data indicates there are some techniques used by the teachers in each English class. They are discussion, collective speaking, group work, explaining the lesson, and doing exercise. From observation found the technique frequently used by the teachers and spent much time are explaining the lesson, discussion, group work, and doing the exercise. The teachers collective use start speaking before the class. The dominant techniques that affect students' interest in studying English were games, discussion technique, and collective speaking.

Based on conclusion above, the teachers can consider these following suggestions in order to improve their ability in teaching English: first, The English teacher may use more than one technique in English class, uses the variety of technique, so the English class will not be bored for the students. Student will enjoy the English class and the purpose of the teaching learning will be achieved. Second, It was suggested to other English teacher to make the classroom and lesson be interest for students where every lesson that teacher give always using media so can make students understand and feel English subject be something fun for them with the techniques used from teachers in school. Third, The English teachers were suggested to explore the suitable strategy and techniques when they teach students in classroom.

ACKNOWLEDGEMENT

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

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IMPROVING STUDENTS' SPEAKING ABILITY BY USING "FIND SOMEONE WHO" ACTIVITIES

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ABSTRACT

This action research project aimed to explore the impact of "find someone who" type activities to increase students' speaking ability. The research was conducted in SMA 1 Kota Solok, West Sumatera. The participants were two groups of year X students, in their English classes. Each group consisted of 32 students. The researcher was assisted by another teacher as a collaborator who helped and observed the implementation of the activities in this study. The collaborator had a role to evaluate, suggest, and observed the research. The research was conducted in two cycles; each cycle consisted of 4 meetings. The "find someone who" type activity was used in each meeting. In the first cycle only some students were actively participated by using English, many of them still used Bahasa Indonesia. After analyzing the activities in the first cycle, the activities in the second cycle were modified. The data were collected by using test, observation sheet/rubric, and interview. The result suggested that "find someone who" type activities helped students to improve their speaking ability. The pair work and group work made students engaging actively. This type of activity help teacher make students actively participated in the classroom.

Key word: speaking ability, "find someone who" activities

INTRODUCTION

In this globalization era, the ability to communicate by using an international language is important. English is one of international languages with large numbers of speakers. This means that English is used in many international events, trading, and education.

However, in high school in Indonesia, my students often complain that being able to communicate by using English is daunting for them. There are two major reasons underpinning their perception. First, In Indonesia English is a foreign language. This means that English is only one of school subjects, it is not used for communication in daily communication. Second, teaching and learning English in Indonesian high schools do not support students to gain speaking ability (Lamb, 2007). This condition seems to decrease the students' motivation to learn English. Research on how to engage Indonesian secondary school learners of English may offer solutions.

One of the ways to engage students in learning English in the classroom is by conducting fun, challenging, and enjoyable learning. Using games can be one of alternatives to make learning motivating. For English teachers using games in teaching and learning are a common practice. However, it is a bit challenging to find and select appropriate games that suit leaning goals and students' English level.

"Find someone who" is an alternative activities that possibly answer the need of the teachers of English in conducting enjoyable classroom. "Find Someone Who" is activities involving body movement. Students have to stand up and walk around asking questions to match classmates to information they have been given. It is one of popular games in teaching and learning English as it is a good excuse to get students standing up and moving around, and so loosens their inhibitions and wakes them up.

The writer is interested to conduct a classroom action research by using "find someone who" activities to increase students' speaking ability for Year X, in academic year of 2015/2016.

Based on the background of the study, the researcher wants to find out whether the use of "find someone who" in teaching speaking skill can improve the students' English speaking ability. Two problems are addressed in this study that can be stated as follows:

1. To what extent do "find someone who" activities enhance students' speaking ability?

2. What are students' perceptions of "find someone who" activities in speaking?

To frame the study and to reach its objectives some literatures were reviewed. The review of literature can be categorized into three main group, as follow:

A. Speaking

Speaking is an interactive process to convey meaning that involves producing, receiving, and processing information. It is also viewed as a communication of ideas, information and feeling. Speaking is an active interaction between speaker and listener. There should be a message and purpose from a speaker, and a listener needs to response on that message of purpose (Harmer, 2007).

Many language learners perceive speaking ability as a standard of acquiring a new language they are learning. These learners define the ability to speak with others much more important than other language skills. They assess their learning progress in terms of their capability to communicate using the target language (Astuti, 2015).

In teaching/learning speaking students should be taught to recognize two basic language functions in communication: transactional function and interactional fuction. Transactional function is primarily concerned with the transfer of information and the interactional function has a primary purpose of communication as to maintain a social relationship (Nunan, 1989).

Motivating learners to speak actively in a second/foreign language classroom is reported by many teachers as very important but difficult skill in teaching after managing classrooms (Dornyei, 2001). Studies of motivation in second/foreign language learning reveal that student motivation to use a target language is influenced by other factors such as teachers, classroom climate and assessment (Ghenghesh, 2010; Kikuchi, 2009; Matsumoto, 2009; Yeung, Lau, & Nie, 2011). Thus, the role and the influence of teacher and classroom climate in motivating high school learners to learn a second/foreign language are very significant. The study also implies that classroom activities can determine student language learning engagement. Appropriate learning activities may increase students' classroom participation (Kikuchi, 2009).

Based on the above studies, it can be stated that speaking ability is a skill to express or communicate opinions, feelings, thoughts, and ideas and can be gained by practice. The studies on second/foreign language (e.g. Ghenghesh, 2010; Kikuchi, 2009; Matsumoto, 2009; Yeung, Lau, & Nie, 2011) reveal that students' engagement and ability to gain speaking ability is influenced by classroom activities. It implies that appropriate classroom activities may increase students' speaking ability.

B. Teaching speaking in an Indonesian high school context

In Indonesia, English is a compulsory subject in high school. Students learn English for three years in junior high school and three years in senior high school. Since English is a foreign language in Indonesia, students are only exposed to English in the classroom. Teachers often report that students lack the ability to communicate using English.

Relating English to the daily life of Indonesian students is difficult because English is a foreign language not a second language in Indonesia (Liando, Moni, & Baldauf, 2005). The students do not have life experience using English and they do not expect to be able to speak English in their future careers. The students use the Lingua Franca, Bahasa Indonesia, most of the time, at school and sometimes at home. Clearly, the social and cultural environments do not provide strong support for learning English.

Indonesian learner characteristics often include low motivation. One of the causes is big classroom size (Bradford, 2007). This idea is supported by Lamb (2007) who found that Indonesian high school students initially are motivated to learn but their experience of learning English at school decreases their motivation. In general, Indonesian students, like other Southeast Asian students, tend to be passive and nonverbal in class. They rarely initiate class discussions until they are called on. This is because of the nature of the course content, teaching methods and assessment (Bradford, 2007). They do not want to show off what they know and they do not want to lose face in case their answers are incorrect (Park, 2000).

Additionally, In Indonesia English is not an official language, so the students only access English in the classroom. This makes English more difficult to acquire. Speaking is a very important part of second/foreign language learning. The ability to communicate in a target language clearly and efficiently contributes to the success of the learners not only at school but also for their future careers. Therefore, speaking class should have more portions. It implies that teachers have to provide more time for students to practise speaking. English speaking class should be conducted by applying various interesting activities. Besides, English is also used for a language of instruction in the classroom (Ministry, 2014).

It implies that Indonesian students need more experience in practicing their English, and if this cannot be done in their daily life, their teacher should encourage them to use more English in the classroom by providing suitable classroom activities such as role-plays, simulations, dramas, or games, and as suggested direct correction should be done very carefully.

However, for many years, teaching speaking in Indonesian high school context has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. It is a demand that in this globalization era, teaching speaking should improve students' communicative skills, in order that students can express themselves and get involved in the social, cultural, education, trade, and careers.

The studies in EFL/ESL classroom (e.g. Ernst-Slavit *et al.*, 2002; Lake & Papparmihel, 2003; Maloney, 2001) suggested that appropriate speaking activities may increase students ability to use the target language. Another important thing to be considered is the goal of teaching English. The aim of teaching English is to develop "communicative competence" rather than only to master structures, vocabulary, or pronunciation. Speaking ability enables students to convey and interpret messages and to negotiate meanings interpersonally within contexts. This current study offers to apply "find someone who" activities that might be an effective technique to motivate and enhance students' speaking ability.

C. "Find someone who"

A body of research suggests that there are effective methods and strategies in teaching L2. However, the methods of teaching should suit the context of the learners (Cummins & Davidson, 2007; Ellis, 2008; Hummel, 2013; Kumaravadivelu, 2005; Lightbown & Spada, 2006). Chang (2011) also adds that the suitability of language teaching methods in particular context may influence effective language teaching and learning for students. Hence, it is imperative that teachers select a suitable language teaching methods that is relevant to their context (Littlewood, 2007).

From the history of L2 teaching methods, a new perspective has developed. It is called post method teaching and is based on the view that no one method is best for all L2 contexts. Teachers are expected to use their creativity, practices, and processes of classroom instructions to develop approaches to suit their teaching and learning context (Hummel, 2013; Kumaravadivelu, 2005).

"Find Someone Who", is one alternative that is possible enhancing students' speaking ability in an Indonesian EFL context. These activities involve students' body movement. They need to stand up and walk around asking questions to match classmate to information they have been given. It is a one of popular games in teaching/learning English as it is a good excuse to get students standing up and moving around, and so loosens their inhibitions and wakes them up. It can be difficult to organize, though, especially making sure that everyone is equally involved and that everyone finishes at more or less the same time.

Hammer (2007) suggested several activities for speaking class which can be categorized as information gap, survey, telling stories, role play, student presentation, moral dilemma, discussion, and debate. Find someone who is a popular variation game in a survey in which students list activities or ideas and then they go around the class asking (e.g. have you climb a mountain, do you like spaghetti, are you interested in photography, etc).

RESEARCH METHOD

This research was held at Year Ten of SMA 1 Kota Solok, which is located on Jl. KH. Dewantoro No 30, Lubuk Sikarah district, Solok town, Western Sumatera. The writer did the Action Research in September 2015 up to October 2015.

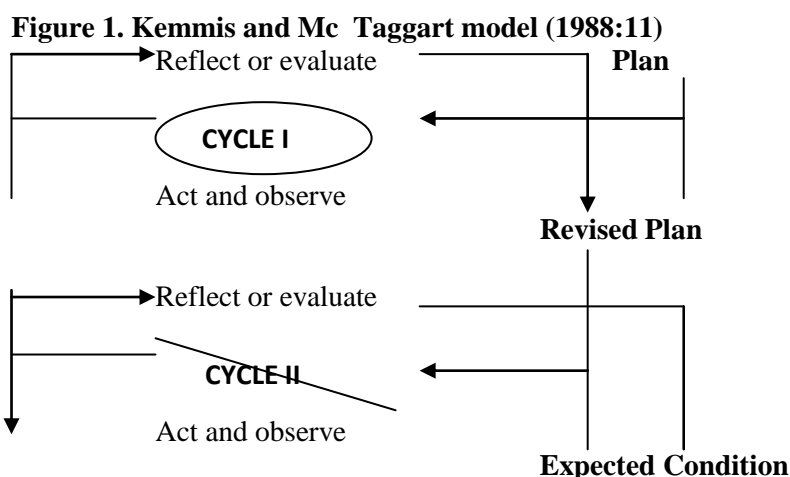
The subject was Year Ten class 6 students of SMA Negeri 1 Kota Solok. They were 34 students, consisting of 8 male students and 26 female students. The researchers selected this class because this is not an elite class or “kelas unggul”. It is a usual class like other classes in this school. The second reason is the researcher taught in this class.

In this study, the teacher acted as a teacher-researcher with another teacher as a collaborator. The teacher involved in the study by teaching students used find someone who technique. The teacher planned, taught, observed and reflected on the use of the technique.

In this research, the writer use action research method. Related to the action research method, there are some definitions of action research. Kemmis (1993:44) proposes that action research is a form of self-reflective inquiry undertaken by participant in social situation including education in order to improve the rational and justice of their own social or education practice, their understanding of these practices and situations in which practices are carried out.

The second definition is given by Ebbut (Hopkins, 1993:44-45) who states that action research is the systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions(Joko Nurkamto).

This classroom action research followed the model developed by Kemmis and Mc Taggart (1988). This model consists of of several cycles and each cycle contains four steps: planning, action, observation, and reflection or evaluation. The model is as follows:



The data were collected by observation, speaking test, questionnaire, and interview. To get the data about the improvement in the speaking ability of the students, there searcher used data from the results of the students’ speaking test. Further, to observe the data of the students’ response toward the process of learning by using find someone who activities, the researcher got the data from a questionnaire. In this study, there searcher used data(1)from observing the students’ activities, (2) from the interviews between the researcher and the students,(3) from the questionnaire and also (4) from the students’ answers from each quiz conducted at the end of each cycle during the implementation of find someone who in the teaching and learning activities.

The answers the first two research questions to what extend do find someone who improve students’ speaking ability? is informed by data gathered from classroom observations, students’ oral speaking test, and questionnaire. These condre search question “what are students’ perceptions of using find someone who for speaking?” is answered by interviews.

I transcribed the data from the semi-structured interviews with students. I then triangulated the data fromoral speaking test, observations,and questionnaire.The themes that emerged the data were identified and coded.The data from each student focus group were also integrated when I collated the data for their teacher.

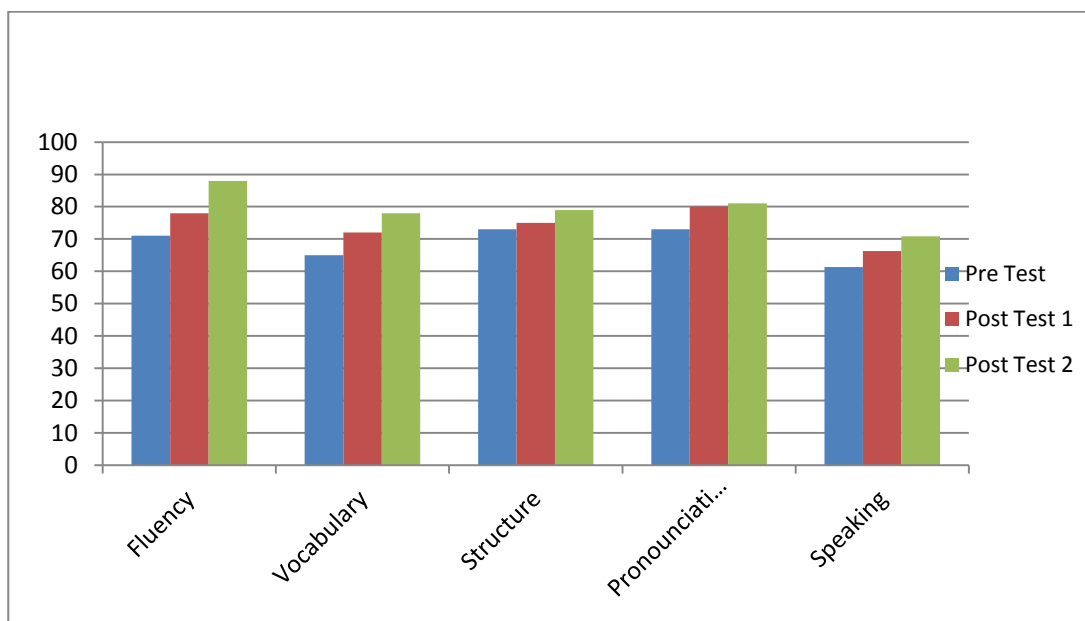
The data from each teacher (semi-structured interviews transcriptions, observation notes,and stimulated recall transcriptions) was coded. A code was an idea that identified by the

teachers as being important. These codes were then sorted into patterns—these were determined by the responses of the teachers in relation to the different behaviours/tasks they were undertaking in the classroom. The patterns were then sorted into themes and this was achieved by linking similar patterns to get her that encapsulated an overall theme. I merged the data from each teacher and her/his students and considered them within the case. Then, I identified and translated indicative quotes to support the themes from teachers' and students' data.

Students' learning achievement for speaking from the first cycle increased. Students' average score was 79. It increased from 72 before implemented FSW activities. Students mark for vocabulary also increased from 66 menjadi 73. Students' improvement in learning new vocabulary helped them to speak better. Their speaking ability improved from 62 to 67.

Students achievement in the second cycle:

Figure 4. student achievement in two cycles



The figure shows that students' achievement increased from pretest, post test 1 and post test 2. Students' vocabulary achievement increased from 71 to 78. Students' pronunciation got better, even though only for one point higher. In average students' speaking ability getting better from 67 menjadi 71. It indicates that the implementation of find someone who activities help students to achieve better speaking ability.

From the classroom observation, it showed that learning atmosphere was conducive, the interaction among students were active and teacher looked relaxed in conducting the classroom. This helped students to get more opportunity to practise speaking and made them able to communicate better. Students showed that they felt confident to talk with more vocabulary they gain from the activities.

Find someone who activities contribute both for teacher and students in conducting effective speaking activities. This activity gave more opportunity for students to talk actively with their classmates since they have task to fulfill. This activity also reduce students' anxiety because they focussed more on finishing their task rather than think of mistakes. Teachers' role is more as facilitator rather than as the information resources. This allows students to be more active in teaching and learning process. It means that FSW activities promoted the implementation of learner centered.

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ANALYZING THE APPROPRIATENESS OF ENGLISH FOR BUSINESS CORRESPONDENCE INSTRUCTIONAL MATERIALS FOR ELT AT POLINES USING LEARNING CYCLE TECHNIQUES

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ABSTRACT

Instructional materials as the major tool for assisting an ELT course should be evaluated carefully before they are used in the learning process. The textbooks as instructional materials used for Business Correspondence subject in five study programs at Politeknik Negeri Semarang have been analyzed. The tool used for analysis is learning cycles technique to find out whether the textbooks have already fulfilled the requirements of gaining competence instead of knowledge. From the study done on five instructional materials, it was found that there are three book categories; textbook, pedagogic (students) book and combination of text book and pedagogic-book. The book which is suit the need of achieving competence is pedagogic-book. Therefore there must be adjustment in those instructional materials. book A needs 'add' in some parts and 'reduce' in other parts and also 'replace' for some activities which are not fit with the goal stated in each unit. Book B needs 'add' in some steps for pedagogical purposes and 'reduce' to avoid too much information as text book, book C only needs 're-write' to adjust the current need, book D needs 're-order' and 'add topics', and book E needs 'add' both for steps and topics and also 're-order'

Keywords: *instructional materials, textbooks, learning cycles*

INTRODUCTION

In general, Instructional materials are the tools used in teaching and learning process in educational institution, which includes active learning and assessment. In more specific term, instructional materials are set of materials containing intellectual content and serve as the major tool for assisting in the instruction of a subject or course (Dick, et.al., 2009). These items may be provided in a variety of forms such as bound or unbound kit or package form and may consist of textbooks, educational media (library media print, non print, and electronic resources), computer software, digital content, and videotapes. Mostly in Indonesian schools, the instructional materials are presented in the textbooks.

In ELT, The textbook can play different roles in language classes, such as a resource for presentation of material, a source of activities for learner practice and communicative interaction, a reference source for learners on grammar, vocabulary, pronunciation, etc., a source of stimulation and ideas for classroom language activities, a syllabus, a resource for self-directed learning or self-access work, and a support for less experienced teachers who have yet to gain in confidence (Cunningworth, 1995:7). In addition, Harmer (2007) stated that the most important aspect of course book use is for teachers try to engage students with the content they are going to be dealing with. This means arousing the students' interest in a topic, making sure that they know exactly what to do before opening their books.

Cunningworth (1995) stated that a textbook is included into three systems for specific purposes of education. The first is the text books as a part of educational program. These textbooks are a part of the teaching curriculum at schools to formulate the aims of education on general or in particular subjects. The second is text books as a part of didactic means. These text books are important especially to support the technical means in lessons such as audio-visual media. The third is text books as a type of school didactic texts. It is designed as a book and consists of several school didactic texts that are intended to didactic reasons. While according to Grant (1987) textbook can be divided into course books and supplementary textbooks. A course book covers all aspects of the language and a supplementary text book focuses only on particular topics. On the other hand Grant (1987) offered two kinds of textbook. Traditional textbook which is for learning the language as a system and after that they should be able to use

the language. On one hand, this type of textbook is a great help for teachers because they are easy to use but on the other hand, there may be a problem at the end of the students' studies when he or she can manage grammar but cannot communicate and focus on reading and writing activities which are very common at schools. Another one is Communicative textbook. In comparison with traditional textbooks, communicative textbook emphasises the communicative functions of language, not just the forms, skills in using language, focuses on pupil's interests, encourage work in groups and furthermore emphasise fluency, not only accuracy.

To respond to the issue of the textbooks used, a study was done to find out whether the textbooks that have been used in teaching and learning english for business correspondence at Polines belong to what categories and have already fulfilled the requirements of the appropriate instructional materials which is needed in gaining business correspondence.

METHOD

This study used qualitative research in which the data was analyzed quantitatively using percentage and described them qualitatively. The data used are five textbooks used in teaching English for business correspondence in 5 study programs. These books are signed book A,B,C,D,E in the data analysis. Three units in the books were taken as samples and the units chosen are the units which have the same topic; enquiry, sales letters and placing order. There are many ways in analyzing whether the books contain instructional materials which are appropriate to the objective of the lesson. In this study, The units were analyzed using learning cycle as instructional design because the objectives of learning these units are to gain competence in reading and writing business correspondence. The assessment grid is taken from Joyce (1992:51). The four steps in learning cycles; bulding knoweledge of the text, modelling of the text, joint construction of the text and independent constructions of the text fulfill the requirement of instructional designs for learning which are aimed to get competences instead of only gaining knowledge. The codes used are C for clear and NC for not clear.

FINDINGS

Table 1. Building knowledge of text

Learning components		Activities provided in the text book		BOOKS				
				A	B	C	D	E
INQUIRY								
a	Knowledge of social structure	1	Identifies social context	C	C	C	C	NC
		2	Differentiate text from other texts	C	C	C	C	NC
		3	Identifies social Purpose of text	C	C	C	C	NC
b	Generic Structure		-					
c	Language features		-					
d	Engagement with text/activities	1	Talks about experiences	C	C	C	C	NC
		2	Participates in class activities	NC	C	C	C	NC
SALES LETTER								
a	Knowledge of social structure	1	Identifies social context	NC	C	C	C	NC
		2	Differentiate text from other texts	NC	C	C	C	NC
		3	Identifies social Purpose of text	NC	C	C	C	NC
b	Generic Structure							
c	Language features							
d	Engagement with text/activities	1	Talks about experiences	NC	C	C	C	NC
		2	Participates in class activities	NC	C	C	C	NC
PLACING ORDER								
a	Knowledge of social structure	1	Identifies social context	C	C	C	NC	NC
		2	Differentiate text from other texts	NC	C	C	NC	NC
		3	Identifies social Purpose of text	C	C	C	NC	NC
b	Generic Structure							
c	Language features							
d	Engagement with text/activities	1	Talks about experiences	C	C	C	NC	NC
		2	Participates in class activities	NC	C	C	NC	NC

Learning components		Activities provided in the text book		BOOKS				
				A	B	C	D	E
INQUIRY								
a	Knowledge of social structure	1	Identifies social function of text	C	C	C	C	C
		2	Identifies types of people who write text	C	C	C	C	C
		3	Identifies audience for text	C	C	C	C	C
b	Generic Structure	1	Identifies generic structure of text	C	C	C	C	C
		2	Differentiates stages of text	C	C	C	C	C
		3	Identifies distinctive language features referred to stages	C	C	C	C	C
c	Language features	1	Text can identify	C	C	C	C	C
d	Engagement with text/activities	1	Employs appropriate reading strategies	C	C	C	C	C
		2	Participates actively in modeling activities	NC	NC	C	C	NC
SALES LETTER								
a	Knowledge of social structure	1	Identifies social function of text	C	C	C	C	C
		2	Identifies types of people who write text	C	C	C	C	C
		3	Identifies audience for text	C	C	C	C	C
b	Generic Structure	1	Identifies generic structure of text	C	C	C	C	C
		2	Differentiates stages of text	C	C	C	C	C
		3	Identifies distinctive language features referred to stages	C	C	C	C	C
c	Language features	1	Text can identify	C	C	C	C	C
d	Engagement with text/activities	1	Employs appropriate reading strategies	C	C	C	C	C
		2	Participates actively in modeling activities	NC	C	C	C	NC
PLACING ORDER								
a	Knowledge of social structure	1	Identifies social function of text	C	C	C	C	NC
		2	Identifies types of people who write text	C	C	C	C	NC
		3	Identifies audience for text	C	C	C	C	NC
b	Generic Structure	1	Identifies generic structure of text	C	C	C	C	NC
		2	Differentiates stages of text	C	C	C	C	NC
		3	Identifies distinctive language features referred to stages	C	C	C	C	NC
c	Language features	1	Text can identify the language feature	C	C	C	C	NC
d	Engagement with text/activities	1	Employs appropriate reading strategies	C	C	C	C	NC
		2	Participates actively in modeling activities	C	NC	C	C	NC

Table 2. Modeling of the text

Table 3. Joint Construction of the text

Learning components		Activities provided in the text book		BOOKS				
				A	B	C	D	E
INQUIRY								
a	Knowledge of social structure	1	discuss social function of text	NC	NC	C	C	NC
		2	Discuss characteristics of social context	NC	NC	C	C	NC
		3	Talk about relation of reader to writer	NC	NC	C	C	NC
b	Generic Structure	1	Outline generic structure	NC	NC	C	C	NC
		2	Identify different stages of text	NC	NC	C	C	NC
		3	Sentence different stages of text	NC	NC	C	C	NC

c	Language features	1	Contribute suggestions to construction of text using language feature	NC	NC	C	C	NC
d	Engagement with text/activities	1	Provide group negotiation	NC	NC	C	C	NC
		2	Employ metalanguage	NC	NC	C	C	NC
		3	Discuss reading/writing strategies	NC	NC	C	C	NC
SALES LETTER								
a	Knowledge of social structure	1	discuss social function of text	NC	NC	C	C	NC
		2	Discuss characteristics of social context	NC	NC	C	C	NC
		3	Talk about relation of reader to writer	NC	NC	C	C	NC
b	Generic Structure	1	Outline generic structure	NC	NC	C	C	NC
		2	Identify different stages of text	NC	NC	C	C	NC
		3	Sentence different stages of text	NC	NC	C	C	NC
c	Language features	1	Contribute suggestions to construction of text using language feature	NC	NC	C	C	NC
d	Engagement with text/activities	1	Provide group negotiation	NC	NC	C	C	NC
		2	Employ metalanguage	NC	NC	C	C	NC
		3	Discuss reading/writing strategies	NC	NC	C	C	NC
PLACING ORDER								
a	Knowledge of social structure	1	discuss social function of text	NC	NC	C	NC	NC
		2	Discuss characteristics of social context	NC	NC	C	NC	NC
		3	Talk about relation of reader to writer	NC	NC	C	NC	NC
b	Generic Structure	1	Outline generic structure	NC	NC	C	NC	NC
		2	Identify different stages of text	NC	NC	C	NC	NC
		3	Sentence different stages of text	NC	NC	C	NC	NC
c	Language features	1	Contribute suggestions to construction of text using language feature	NC	NC	C	NC	NC
d	Engagement with text/activities	1	Provide group negotiation	NC	NC	C	NC	NC
		2	Employ metalanguage	NC	NC	C	NC	NC
		3	Discuss reading/writing strategies	NC	NC	C	NC	NC

Table 4. Independent Construction of the text

Learning components		Activities provided in the text book		BOOKS				
				A	B	C	D	E
INQUIRY								
a	Knowledge of social structure	1	Chooses genre independently	NC	NC	C	C	NC
		2	Understanding of social purpose revealed in text	NC	NC	C	C	NC
		3	Understanding of reader and writer relationship	NC	NC	C	C	NC
b	Generic Structure	1	Text struxture production	NC	NC	C	C	NC
		2	Use linguistic features appropriate to each stages	NC	NC	C	C	NC
c	Language features	1	Text constructed through use of linguistic features	NC	NC	C	C	NC
d	Engagement with text/activities	1	Approaches text confidently	NC	NC	C	C	NC
		2	Discuss appropriate reading/writing strategies	NC	NC	C	C	NC
SALES LETTER								
a	Knowledge of social structure	1	Chooses genre independently	C	NC	C	C	NC
		2	Understanding of social purpose	C	NC	C	C	NC

			revealed in text					
		3	Understanding of reader and writer relationship	NC	NC	C	C	NC
b	Generic Structure	1	Text struxture production	NC	NC	C	C	NC
		2	Use linguistic features appropriate to each stages	NC	NC	C	C	NC
c	Language features	1	Text constructed through use of linguistic features	NC	NC	C	C	NC
d	Engagement with text/activities	1	Approaches text confidently	NC	NC	C	C	NC
		2	Discuss appropriate reading/writing strategies	NC	NC	C	C	NC
PLACING ORDER								
a	Knowledge of social structure	1	Chooses genre independently	C	NC	C	NC	NC
		2	Understanding of social purpose revealed in text	C	NC	C	NC	NC
		3	Understanding of reader and writer relationship	C	NC	C	NC	NC
b	Generic Structure	1	Text struxture production	C	NC	C	NC	NC
		2	Use linguistic features appropriate to each stages	C	NC	C	NC	NC
c	Language features	1	Text constructed through use of linguistic features	C	NC	C	NC	NC
d	Engagement with text/activities	1	Approaches text confidently	C	NC	C	NC	NC
		2	Discuss appropriate reading/writing strategies	NC	NC	C	NC	NC

CONCLUSION

From the study done on five instructional materials, it was found that there are three book categories; textbook, pedagogic (students) book and combination of text book and pedagogic-book. The C sign shows that the boosk has fulfilled the reuirement of the learning steps in gaining competence. On the other hand, the NC sign shows that the book has not fulfill the requiremen of the intended instructional materials taht should be used in this kind of teaching and learning process. The book which is suit the need of achieving competence is pedagogic-book that should show the C sign instead of NC sign. From the results, there must be adjustment in those instructional materials in each book. book A needs 'add' in some parts and 'reduce' in other parts and also 'replace' for some activities which are not fit with the goal stated in each unit. Book B needs 'add' in some steps for pedagogical purposes and 'reduce' to avoid too much information as text book, book C only needs 're-write' to adjust the current need, book D needs 're-order' and 'add topics', and book E needs 'add' both for steps and topics and also 're-order'

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IMPROVING STUDENTS' WRITING SKILL THROUGH DIARY WRITING FOR THE TENTH GRADERS OF SCIENCE 2 AT STATE SENIOR HIGH SCHOOL JETIS 1 BANTUL YOGYAKARTA

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State Senior High School Jetis 1 Bantul

ABSTRACT

Writing is viewed as a complicated skill for the students although they have been learning English since they were in Elementary school. They still make mistakes in writing grammatically correct sentences. To improve the students' writing skill, the writer conducted a classroom action research on the tenth graders of science 2 at State Senior High School Jetis 1 Bantul academic year 2015/2016, which was done through two cycles. In the preliminary test, all students were assigned to write their diaries in English to be collected and checked by the teacher. It was found out that the students still had many mistakes in writing grammatically correct sentences. This paper is supposed to reveal if the students' writing skill has significant progress after two cycles in writing diary were conducted. In cycle 1, the students got some explanation about the grammar mistakes they made before writing their diaries. The teacher then, gave guidance how to write sentences correctly which had to be collected the following week. Their diaries were checked to know whether there was some improvement. When there was no progress, the teacher did cycle 2 by giving more explanation on the mistakes they had made and asked them to write their diary again. The teacher checked their writings to see the progress they made. The result of this research showed that diary writing could improve students' writing skill. The assignment showed that the students began interested in learning English, and they felt rewarded and honored when their diaries were checked by their teacher and they could learn from their mistakes.

Key words: *improving, writing skill, diary, tenth graders*

INTRODUCTION

Background of the Study

Writing, in any language, can be fun or boring. It is exciting when people send messages and letters to others in a language that they understand. Everyone enjoys describing events in their life, talking about pictures and places, and sharing their thoughts and ideas. Many also like to create stories and songs, too. Briefly, writing plays a vital role not only in conveying information, but also in transforming knowledge to create new knowledge (Weigle, 2002: x). The ability to write is becoming increasingly important in our global community to convey messages and information. Writing skills are needed to compose meaningful text of sentence length or longer, communicating ideas, messages and information in understandable words and language for a variety of audiences.

However, writing can be boring, for example when students are assigned to write a composition, they feel their assignment is not fun at all even it can be tiresome.

English has been taught since junior high school, even in elementary school. Studying English is not a new thing for senior high school students. Although it is not a new thing for them, in fact, they still find it difficult to study English, especially in writing. Based on the result of students' writing assignment, students in general have difficulties in linguistic aspects, that is in producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical system, such as tense, agreement, pluralization, pattern, and rules, using cohesive devices in written discourse, and expressing particular idea in different grammatical forms.

Based on the interview with the students, the mistakes that they made in writing were mainly caused by lacking of writing practice and not mastering the linguistic aspects, such as confusing in applying tenses into sentences, paraphrasing, grouping words as nouns, using parts of speech, article, and combining sentences into good relationship. In addition, the

English teaching period is only two teaching period (90 minutes) in a week. It is very limited time to explore the students' writing. Thus, to develop students' writing ability, the teacher gave writing assignment as homework to be submitted the following week.

In relation to the writing problems stated above, the teacher did a classroom action research to improve the students' writing ability. The teacher took the tenth graders of Science 2 because they had very low writing competence. It was thought that the students had to be provided with adequate techniques on how to produce writing well.

As a strategy to teach English as a foreign language at SMA (Senior High School) Jetis 1, Bantul, the teacher assigned the students to write diaries. The students were assigned to write their diaries in English, which were collected periodically to be graded. The teacher gave the students feedback on what they had written in the hope that they would be able to write their diaries better day to day. It was also meant that the teacher could monitor the progress of the students continually.

At the beginning, as a preliminary test the tenth graders of Science 2 were asked to write their past experiences. The students had to submit their work and the teacher did grading to check in what aspects the students had made mistakes. It was found out that the students had made many mistakes in linguistic aspects. They were still disorganized in applying tenses into sentences, paraphrasing, grouping words as nouns, using parts of speech, article, applying sentence pattern, and combining sentences into good relationship.

Based on these mistakes, the teacher planned to remind the students' linguistic aspects that they had learned. She made some worksheets related to tenses and asked them to do the tenses assignment then apply them in writing. Besides, she gave some worksheets about the use of article, the use of part of speech, how to combine sentences into meaningful relationship (sentence pattern), the concord, and the diction. While they were doing the worksheet, they applied the rules in writing diaries at once. By so doing, it was hoped that their writing skill would improve.

Formulation of the Problem

The basic problem that would be answered in this study is "How can the students' writing improve after the students have done the diary writing assignments?"

Objectives of the Study

The main objective of this study is to improve the students' writing skill through writing diaries.

Significance of the Study

By knowing the result of this study, the teachers are hoped to have more creativity in teaching writing, improve the strategy to teach writing, and raised students' motivation to practice writing. It is expected that students can learn their mistakes in writing and try to avoid the same mistakes they made.

REVIEW OF RELATED LITERATURE

Writing

Hyland (2002: 6) claims that writing is seen as an autonomous mechanism which depends neither on particular writers or readers, but on setting out ideas using correct forms. Writing is the ability to adhere to style-guide prescriptions concerning grammar, arrangement, and punctuation. Spratt, et al (2005: 26) claims that writing is one of the productive skills which deals with conveying messages with the use of graphic symbols. According to them writing is an activity to communicate one's ideas by using letters, words, phrases, and clauses to form a series of related sentences. It shows that writing is conveying a message through a written text. In other words, writing is a communication between a writer and a reader with the use of printed symbols.

Byrne (1988: 1) states that writing is the act of forming graphic symbols, that is making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols which have to be arranged, according to the conventions, to form words, and words have to be arranged to form sentences. As a rule, however, writing does not write just one sentence or even a number of unrelated sentences. Writing is a production of a sequence of

sentences arranged in a particular order and linked together in certain ways to form a coherent text.

Teaching Writing

Teaching writing means encouraging students to write. Writing is productive skill in which students have to produce the language itself. The key factor in the success of productive-skill tasks is the way teacher organizes them and how he/ she responds to the students' work (Harmer, 2007: 275). In teaching writing skill, teacher should help students to write. Lyons and Heasley in Nunan (2000: 91) state that writing is a complex process and competence. Writing is frequently accepted as being the last skill acquired. Nunan (2003: 88) defines writing as the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statements and paragraph clearly. Written products are often the result of thinking, drafting, and revising that require special skills. Thus, the purpose of writing is to produce a good writing through a complex process.

Baruah (1991: 246) states that the main aim of developing the skill of writing is to train the students in expressing himself effectively in good English. The learners who have a good writing skill can (1) write the letters of alphabet at a reasonable speed; (2) spell the words correctly; (3) recall appropriate words and put them in sentences; (4) use appropriate punctuation marks; (5) link sentences with appropriate sentence connectors and sequence signals (e.g. pronouns, definite article, etc); (6) organize thoughts and ideas in logical sequence and in suitable paragraphs around topic sentences; (7) evaluate the significance of a word or a sentence in the overall materials of the written passage, and (8) use the form and register appropriate for the subject matter and the audience.

Nunan (2003: 92-94) mentions the following four principles that teachers should comply with in teaching writing.

1. Understanding the students' reasons for writing

The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the students', or when the teacher's goals do not match those of the school or institution in which the students work. It is important to understand both and to convey goals to students in ways that make sense to them.

2. Providing many opportunities for students to write

Writing almost always improve with practice, so lesson plan should be evaluated. How much time is spent for writing? Students should be told that writing is like physical activities. It requires a lot of practice.

3. Making feedback helpful and meaningful

Students crave feedback on their writing, but it does not always have any intended effect. If teachers write comments on students' papers, they have to make sure that the students can understand the vocabularies or symbols they use. Teachers have to take time to discuss them in the class.

4. Clarifying how the students' writing will be evaluated

Students often feel that the evaluation of their writing is completely subjective. Teachers often hear that students do not understand what they want. One way to combat that feeling is to first develop a statement about what is valued in students' writing, either in the classroom or in the instruction as a whole.

Teaching Writing in SMA N 1 Jetis Bantul

The teacher assigned the tenth graders of Science2 at State Senior High School Jetis 1 Bantul to write their diaries in English soon after the students had some exercises about part of speech, article, sentence pattern, concord, tenses, and diction. The students had to write their diaries everyday by putting a date in every work they did. The students' work was collected periodically to be checked by the teacher and it was taken as one aspect in assessing the students' achievement in English.

The first year students wrote their diaries by telling such as their past experiences in the form of recount text, the daily activities, their plans for the following day, and similar topics. They used narration and description most of the time. The tenses used were simple present, simple past, progressive, present perfect and future tenses. The common sentence connectors

were *after, before, next so, then* and the like. In writing, students had to apply the linguistic units they had learned.

Diary Writing

It cannot be denied that writing English needs much time, energy, and patience both from the part of the student and the teacher. A student has to possess strong motivation to learn it in order not to give up easily, and to be exposed to the target language as much as possible, while a teacher is supposed to have various interesting techniques as not to make their students bored and discouraged. A teacher may learn from his/her own experience in dealing with students' joys and sorrows so that he/she can develop a more interesting technique for his/her own setting.

Diary writing is assumed to be the best technique to reduce the common mistakes that the students make in writing. By writing a diary continuously, students will learn much how to write simple sentences in correct grammatical structure and mechanic, and how to apply the tenses into grammatically correct sentences.

In writing their diaries, students were supposed to write about family relationship, their past experiences, daily activities, and what is happening outside the classroom. They were introduced to the use of present, past, progressive, perfect, and past participle in narrating using sentence connectors. All kinds of tenses were applied in their diary writing, and all what they had learned in class should be applied in their diaries. They were recommended to use the genre of recount and descriptive in their diary writing.

Teacher Role

After the students had written their diaries for a week, the teacher had the students collect their diaries, and she had to read them all to give some feedback. It was a big job for the teacher, but she could learn much from what was written by the students. The teacher could monitor the students' progress in learning English and, at the same time, she could also learn what the students felt about their learning, environment, psychological atmosphere, and many aspects of their life. It should be kept in mind that the teacher had to keep the students' secrets supposed the students wrote something personal or confidential in their diaries.

Upon reading their diaries, the teacher gave some comments on the students' work by writing some little notes at the very end of their work. In order not to discourage the students, the teacher, at the beginning, did not put much correction. Too much correction would discourage the students to write longer. Nevertheless, minimum requirement mistakes were not tolerated and the students were given some information of how to cope with them. As a motivator, the teacher should write encouraging words for their work. To keep the students motivated, the teacher wrote the words or phrases such as *perfect, excellent, very good, good, good job* and, *well done*. For the work which was not so good, the teacher wrote phrases such as *keep practicing, do better, never give up, keep writing, come on you can do it* and *one more step*. Or he wrote some inspiring sentences such as *Every beginning is difficult, While there is a will, there is a way; Your future lies on your English, Never give up easily, Every difficulty has a soft point, Every cloud has a silver lining, It is never too late to learn, You are what you write, English leads you to a better future, English brightens your future, Experience is the best teacher, and Practice makes perfect*. On the contrary, the words/phrases such as *bad, poor, below standard, fair, dummy, and stupid* should be strictly avoided.

Now and then, the teacher had a little talk about the students' diaries in class. She could insert new topics, new aspects of English features, or some suggestions for the betterment of their diaries. He also listened to the students who found any difficulty in doing their assignment, or any problem related to their English learning in general.

Hypothesis

Based on review of related literature and rationale, the hypothesis that can be formulated is the diary writing will improve the students' writing skill.

RESEARCH METHOD

This study consisted of steps, they are problems, planning, action and observation, and reflection in two cycles. (Kemmis & Mc. Taggart in Hopkins, 1993: 48). The study was

conducted at SMA N 1 Jetis, Bantul, Yogyakarta in January to April, 2016. The students involved were Class X Science 2 consisting of 32 students.

The data of the study were qualitative. The data were obtained from the teacher as the researcher herself and the observer (the English teacher of the other classes) as the collaborator who worked together in observing the teaching and learning process, and doing reflection.

The data were obtained by giving preliminary test, and asking the students to write their dairy about their past experiences. The students' work had to be submitted and was checked by the teacher. It was found out that the students had made many mistakes in article, concord, sentence pattern, tenses, and diction. The teacher then made an action plan in two steps. They are as follows:

The planning of the Action

Before the implementation of the action in the class, the following activities were prepared: choosing the learning material and worksheets about article, concord, sentence pattern, tenses, and diction; constructing the lesson plan; preparing the observation guide; and constructing the writing test to measure the students' writing skill achievement.

The implementation of Cycle 1

The researcher implemented cycle 1 in the class based on the plan. The steps were as follows:

- a. The teacher executed teaching learning process by explaining about article, concord, sentence pattern, tenses, and diction and how to apply these rules in sentences. Next, the students' knowledge about the grammar was checked by giving them grammar review exercises. While they were doing the assignment, the teacher asked them to apply the rules of the grammar in writing the diary. After having done the assignment, the students were asked to write their diaries for a week at home about what they did during that period, about their past experiences, or their future plan. There were seven writing products that the students had written and had to be submitted and directly checked by the teacher. After the diaries had been checked, the teacher analyzed the mistakes on their writing. If the students' writing still continued many mistakes in the grammar, their writing skill should be improved. Then the teacher did Cycle 2 as the second treatment to improve students' writing skill.

- b. **The implementation of Cycle 2**

In Cycle 2, the teacher did teaching learning process by different method which was more interesting, challenging, and comprehensible. The teacher used interesting pictures to generate the students to write. To make sure that the students' writing skill improved, the teacher asked them to write diary again in cycle 2. They wrote the diaries for a week so there were seven writing products to be checked. The teacher checked their dairy writing again and analyzed the frequencies of the grammar mistakes they had made. The teacher then made a comparison of the grammar mistakes between cycle 1 and cycle 2. If the frequency of the grammar mistakes in cycle 2 decreased, it meant that their writing got some progress. Therefore, the students' writing skill improved when the grammar mistakes in the second cycle decreased.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Data Description

The result and the description of preliminary-test

Preliminary test was conducted to know in what areas the students made many mistakes. The result of the preliminary test showed that the students made many mistakes in article, concord, sentence pattern, tenses and diction. It meant that the students were still confused in applying those grammar rules in writing sentences. Therefore, the teacher conducted the treatment in Cycle 1 to improve the students' writing skill.

The description of cycle 1

The following is the example of the students' writing result in cycle 1 which will be described as the illustration of the students' writing improvement.

Table 1. The examples of the students' grammarmistakes frequency in Cycle 1

No	Nama	Common Mistakes				
		Article	Concord	Sentence Pattern	Tenses	Diction
1.	A	<ul style="list-style-type: none"> • They have <u>a</u> two children • I almost crasing<u>child d</u> by motorcycle in the near my home. 	<ul style="list-style-type: none"> • I and my friends <u>bicycling</u> around. • Both of them <u>is</u> very wonderful • The birds <u>singing</u> on the tree • Many people <u>is</u> driving motorcycle in front of the field • ...but in <u>the end the task not so difficult.</u> • Yesterday <u>afternoon fun for me</u> • I almost crasing<u>child</u> by motorcycle in the near my home. 	<ul style="list-style-type: none"> • It's <u>make</u> me headache • Today I am very tired school <u>assignment a lot of</u> • <u>Because very tired and not break,</u> I become emotion and little angry • Finally <u>finished the afternoon came home exhausted</u> • My grandpa and grandma <u>child</u> 	<ul style="list-style-type: none"> • I wake up for school yesterday. • <u>At</u> this afternoon when <u>coaching</u> an Olympic I felt really boring. • This afternoon I <u>waited</u> extracurricular PMR 	<ul style="list-style-type: none"> • I almost <u>crasing</u> child by motorcycle in the near my home. • I chose to <u>looking</u> myself in the house until finally they go home at 8 pm.
	Frequency	2	7	5	4	2

From the example above, it was found out that students A made mistakes in article, concord, sentence pattern, tenses, and diction. She made two mistakes in article, seven in concord, five in sentence pattern, four in diction. It means that she still had problems in writing especially in applying English grammar rules. She needs some more practice to refine her writing.

The description of cycle 2

NO	NAMA	Common Mistakes				
		Article	Concord	Sentence Pattern	Tenses	Diction
1.	A	-	<ul style="list-style-type: none"> After this we <u>start</u> to cooking contest 	<ul style="list-style-type: none"> We went to <u>the field</u> <u>attend</u> the opening ceremony. 	<ul style="list-style-type: none"> We <u>go at</u> the camping side at 9 o'clock by bus. But we held bonfire and <u>performin</u> <u>g</u> art. I brought all <u>equipment</u> of camping. 	-
	Frequency	0	1	1	3	0

From cycle 2, it was found out that the frequency of the grammar mistakes decreased if it was compared to cycle 1. In cycle 2, student A did not have mistake in article and in diction but she had one mistake in concord, one mistake in sentence pattern, and three mistakes in tenses. It means that the students' writing skill got some improvement through diary writing

Students' response

At the very beginning some students complained about the diary writing assignment because they thought it would be a very big job for them. Writing it everyday, even during their holiday, was thought to be additional burden because they had a very hectic time schedule. Through negotiation, and by telling the students that their assignment was for the sake of their own future, the teacher could cope with this problem. In fact, at this school every student had to obey what his teacher told him/her to do, and had to comply with every rule the school had. Here are three examples of the students' responses on getting the assignment, showing that firstly they did not like the assignment. However, they could get some benefit from it in the form of getting new vocabulary everyday. The following are the students' response toward the diary assignment:

"In my opinion, diary writing is very helpful to me to improve my English skill. I can learn about tenses and grammar. It increases my vocabulary although I sometimes feel bored".

"Firstly I feel bored but I think writing a diary makes me more understand about how to write correctly. In addition I can know my mistakes in writing and I can enjoy it".

"I will feel happy when I can write a diary in English. By writing a diary I can increase my English writing and I know my mistake and I will try to be better. Although I'm not still good at writing, I will try again and again".

From the above responses, it can be seen that at the very beginning of writing, the students did not like writing. But after some treatments were carried out, their attitude toward writing changed a little bit better.

CONCLUSION

At the beginning of the study, it was found out that the students had some problems in writing. The problems consisted of grammatical rule application, generating ideas, and getting topic to write.

After the treatment was conducted 2 cycles, it seems that the students got some progress in their writing. Their grammatical mistakes decreased, the motivation was raised. They responded positively to the technique that the teacher applied in writing. After the treatment, they wrote their dairy enthusiastically.

The teacher can apply the other techniques of assigning diaries to the students to raise their motivation to write, however as the consequence, they have to check their diaries periodically to know the progress that the students had made.

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ENERGIZERS IN BOOSTING RURAL EFL STUDENTS' ACTIVENESS TO PROMOTE CHARACTER BUILDING

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ABSTRACT

The English teaching and learning in Junior High Schools is based on the 2013 curriculum which puts forward students' participation in class activities. The role of the students becomes central and the role of the teacher is declining depended on the situation and condition of the class. Students are forced to be greatly involved in class activities. However, the condition of the students in rural schools does not allow them in having active participation in class. Based on 2013 curriculum the teaching and learning in high schools is promoted to build the students' characters. That is why this research is carried out to figure out whether the use of energizers can boost the rural EFL students' activeness. It is also to reveal whether the use of this learning can promote the 2013 Curriculum character building. The research is a class room action reasearch (CAR) which involves a pre-cycle and two cycles. The subject is the seventh graders of SMP Bhina Putra Tegalrejo. This research is carried out in SMP Bhina Putra Tegalrejo Kabupaten Magelang which lies in a rural area at the slope of Mount Merbabu. This research involves qualitative and quantitative data. The data are taken by using documentations, observations, questionnaires, and test. It is hoped that using energizers can boost the rural students' activeness. It can be seen from the improvement of the students' participation in class activities. It is expected also to promote the character building by seeing the implementation of the values in character building in the classroom activities during the teaching learning process.

Key words: *energizers, rural EFL students' activeness, 2013 curriculum character building.*

INTRODUCTION

Teaching and learning in Junior High Schools, especially English, is recommended to apply curriculum 2013. This puts forwards larger portion of students' role. The curriculum forces teachers to involve students in the class activities and invite students' active participation during the processes. The curriculum is applied throughout Indonesia, from Sabang to merauke, from the cities to rural areas.

Based on 2013 curriculum the teaching and learning in Junior High School is promoted to build the students' characters. As stated by Fadlan (2012) Dr. Martin Luther King says, "intelligence plus character... that is the goal of true education". The education with character involves three aspects i.e. cognitive, feeling (affective), and action (psychomotor). Therefore the process of education should also involve these three aspects and values in the teaching and learning. These values are implemented through the activities in class.

For those problems, this research applies some energizers during the teaching learning process. Energizers are choosen because they are interesting for the students and based on the interview done they really want to have lectures by using it. With attractive and engaging activities, energizers are able to make students awake and motivated therefore they will be active in class activities.. By using energizers in teaching, the students get the idea easily because they are fresh, enjoy the teaching-learning process since the energizers are attractive and become interested in learning English. Besides, the students also are motivated and get more enthusiasm to learn English.

Teaching English to EFL learners means that the teaching of the language is done to students whose first language is not English. The condition and situation of this teaching indeed be far different to those the native ones. EFL, English as a foreign language, indicates the teaching of English in a non-English-speaking region. Study can occur either in the student's home country, as part of the normal school curriculum or otherwise, or, for the more privileged

minority, in an Anglophone country that they visit as a sort of educational tourist, particularly immediately before or after graduating from university.

TEFL is the teaching of English as a foreign language; note that this sort of instruction can take place in any country, English-speaking or not. Typically, EFL is learned either to pass exams as a necessary part of one's education, or for career progression while one works for an organization or business with an international focus. EFL may be part of the state school curriculum in countries where English has no special status. It may also be supplemented by lessons paid for privately. Teachers of EFL generally assume that students are literate in their mother tongue.

The student brain can pay attention for approximately 15 minutes before needing a break (Linden et al. 2003; Goda and Davis 2003). When looking at the amount of information (rather than the amount of time spent focusing on it), the brain can process three to four chunks of information at a given time (Linden et al. 2003; Cowan 2001). A "chunk" is a selection of content, such as the steps of mitosis, Newton's second law of motion, or the differences between atomic number and atomic mass.

The brain requires downtime to process, organize, and consolidate learning (Sanes and Lichtman 2001). When these limitations are ignored, students are more likely to disengage, become classroom disruptions, or forget the material (and teachers are more likely to become frustrated from having to re-teach!). Obviously, teaching only 15 minutes during a period or block is unreasonable—this would add up to only 45 hours of class instruction in a typical academic year, about one-third the traditionally allotted teaching time. However, using energizers in the secondary English classroom provides the brain with the break and neurological jump-start needed for further instruction. The use of energizers allows the classroom teacher to maximize student input and attentional systems, such as the sensory systems, working memory, hippocampus, and reticular activation system, without exceeding the limitations of the brain. In the end, students stay engaged and remember more of the material being taught.

Even without the foregoing rationale for exploring the nature of energy induction, the ever-occurring question of elders of groups and teachers of classes, "How can I get persons to participate more?"

An energizer is a 1–3 minute activity that can be based on content or may be a complete break from instructional topics (Almarode and Almarode, 2008). For example, the energizer may require students to find a new seat and discuss their content notes with new neighbours (as in "Relocate") or it may be a chance for them to get up, stretch, and walk away from the material for a short period of time (as in "Stretch Break"). The student brain likes energizers because they provide the breaks necessary for better learning (Hannaford, 2005). Energizers positively influence the brain in four ways (Ratey and Hagerman, 2008; Medina, 2008) by : (1) increasing blood flow, oxygen levels, and glucose, (2) upping dopamine and norepinehrine levels; (3) providing time off-task for the input system; and (4) stimulating the attentional system of the brain.

Standing increases blood flow and oxygen to the brain by approximately 5% (Krock and Hartung 1992). Physical movement, such as a walk or calisthenics, produces an even greater effect (Ratey and Hagerman 2008). Blood and oxygen are two of the three main sources of fuel needed for brain functioning. Furthermore an increase in blood flow means an increase in glucose, the third source of fuel. The brain uses this increased blood flow to bring extra blood to the nerve cells in the brain through a process called angiogenesis, which not only makes the brain process information more effectively, but also allows it to efficiently clear toxins, providing a refreshing and clear feeling (Medina 2008; Kleim, Cooper, and Vanden Berg 2002). This clear feeling then opens the door for the next instructional chunk. It follows then that an increase in all three of these resources—blood flow, oxygen, and glucose—allows for an increase in cognitive brain function (Kempermann 2002) in Almarode and Almarode.

Energizers not only add excitement and novelty to the science classroom but also are needed by student brains. They are easy to integrate into instruction and take up minimal instructional time. With content-based energizers even less instructional time is lost, and any lost time is made up in added student engagement and attention. Teachers can make disruptive

students part of the activity by letting them select an energizer, which may make them feel more a part of the class and thus more likely to stay engaged.

METHOD

The type of this research is Classroom Action Research. There are pre-cycle and two cycles. Each cycle consists of planning, acting, observing, and reflecting. Each cycle needs 2 meetings (2x 100 minutes). The subject of the research is the seventh graders of SMP Bhina Putra Tegalrejo in the school year 2015/2016 which involves 17 students. The writer chooses this class because they have low participation in class. The setting of the research is in SMP Yakti Tegalrejo. This school lies in a rural area at the slope of Mount Merbabu and far away from the city center.

The action research is conducted through a pre-cycle and two cycles with 2 meetings in each-cycle, the procedures are:

1) Pre-cycle

The pre-cycle is conducted at the beginning of the research before the two cycles. The aim of this activity is to know students' activeness and students' learning motivation before the treatment through observation, questionnaire, interview and documentation.

2) Cycle I

a. Planning

At this cycle 1 phase the writer makes a lesson plan and prepare the media in the learning activity. In this stage the writer also prepares for evaluation.

b. Acting

This action is adapted with lesson plan which has been made. Action in cycle I covers pre-activity, learning process and evaluation.

c. Observing

The writer observes the students' activities and motivation in learning activity by giving questionnaire sheets, observation sheets and making documentation.

d. Reflecting

Reflecting is the activity of evaluating critically about the progress or changes of the students, class and also teacher. Reflecting is very significant for the enhancement of the second cycle. The feedbacks given by the students are obtained from some informal interview and the observation sheet that is used as the basic instrument for reflection. To resolve the lack, the writer makes reflection from the action in Cycle I based on same formal interviews with the students and observation sheet to decide and plan the next cycle steps.

3) Cycle II

a. Planning

Planning be done to revise lesson plan which has been made in Cycle I. This phase indicates that the writer would make different action of the lesson plan from Cycle I. The writer also prepares the observation sheet.

b. Acting

Acting in Cycle II is different from Cycle I. The writer makes some improvement taken from Cycle I. The energizers used is more enticing.

c. Observing

The writer observes the students by using observation sheet and take photograph during learning process.

d. Reflecting

The writer evaluates critically about the progress or change of the students' activeness and also the teaching learning process.

FINDINGS AND INTERPRETATION

The results of the study show that the students' activeness increases when after they do energizers. The table below shows the results of the increase of the students' activeness (see Table 1).

a. Increasing students' activeness

Table 1. The observation sheet guidance

No.	Behavioral Types	Observation Focus	Pre-cycle	Cycle1	Cycle 2	Total	Total improvement
1.	The activity of students to listen to teacher's explanation	1. The students give attention to the teacher's explanation	5	10	17	17	12
		2. The students ask something about the material	4	8	16	17	13
		3. The students comment about the material	3	6	16	17	14
		4. The students answer the teacher's questions	4	7	16	17	13
		5. The students make notes	5	10	17	17	12
2.	The activity of students during learning process	1. The students are motivated in the learning process	6	11	16	17	11
		2. The students get involved in the learning process	5	12	17	17	12
		3. The students understand the material	6	12	16	17	11
3.	The activity of students to do the task that was given by the teacher	1. The students can do the evaluation sheet	6	11	16	17	11
		2. The students can finish the task within the time determined	6	10	17	17	11

At observation focus (1) the number of students who pay attention to the teacher's explanation improves from 5 to 17 students or 70.58%. It means that at the beginning, only 5 students paid attention to the teacher's explanation, but at the end of the research there are 17 students or all of the students paid attention to the teacher's explanation. There is improvement of 12 students. At observation focus (2) the number of students who ask about the materials improves from 4 to 16 students or 75 %. It means that at the end almost all students or 16 students ask about the materials. It increases 12 students. At observation focus (3) the numbers of students who comment about the material improves from 3 to 16 students or 81.25%. It means that even at the beginning there were only 3 students who commented about the materials, at the end almost all students or 16 students commented about the materials. At observation focus (4) the numbers of students who answer the teacher's questions improves from 4 to 16 students or 75 %. It means 16 students answered the teacher's questions finally. It increases 12 students from previous cycle. At observation focus (5) the numbers of students who make notes improves from 5 to 17 students or 70.58%. It means that all students or 17 students made notes in cycle II. It increases 12 students. The second behavioral type is the activity of the students during the teaching learning process. At observation focus (1) the number of students who are motivated in the learning process improves from 6 to 16 students or 62.5%. It means 16 students were motivated in the learning process in cycle II. It increases 10 students. At observation focus (2) the number of students who get involved in the learning process improves from 5 to 17 students 70.58%. It means all students all students were involved in the learning process by cycle II. There are 12 students' increases. At the observation focus (3) the numbers of students who understand the materials improve from 6 to 17 students or 64.70%. It means all students understood about the materials. It increases 11 students. the third behavioral type is the activity of the students to do the tasks given by the teacher. At observation focus (1) the students can do the evaluation sheet, the improvement occurs from 6 to 16. It means that at the beginning there were only six students

who can do the evaluation, but at the end of the research the number of the students who can finish the evaluation sheet improved to 16. At observation focus (2) the students can finish the task within the given time increase from 6 to 17. In pre-cycle there were only 6 students who can finish the task within the given time, but at the end of the research the number of the students increase to 17 meaning all students can finish the task within the given time.

From the data above, it can be concluded that the activeness of the students in the teaching learning process improves. They little by little took part actively in the class activities.

b. Building good characters during the class activities.

During the class activities both indoor and outdoor, the students always cooperate and collaborate with others in finishing the project from the teacher. When the students worked in pairs, they had to respect their pairs and try to work together in harmony. When the students worked in groups they also had to listen to others share ideas with others and appreciate others. It did as well as when they have class survey. There are some good characters built in those activities. They are:

Altruistic	Dedicated	Helpful	Patient	Sense of humor
Ambitious	Fair	Honest	Polite	Player
Caring	Focused	Humble	Positive	Tolerant
Cooperative	Forgiving	Innovative	Respectful	Trustworthy
Courageous	Generous	Joyful	Self-confident	Wise.
Creative	Gentle	Leader	Self-disciplined	
Decisive	Hard working	Open-minded	Self-reliant	

CONCLUSION AND SUGGESTION

This classroom action research is aimed at revealing the increase of students' activeness in class activities and also promoting character building. At the beginning the students were too lazy to take an active participation in class activities. Little by little they took part actively in class activities. The indicators show that the activeness of the students in listening to the teacher's explanation, participating during class activities, and doing tasks within the set time.

The second result was that the activities involved in the class activities promoted character building. The students work cooperatively and collaboratively in completing the tasks. The character building promoted were altruistic, ambitious, caring, cooperative, courageous, creative, decisive, dedicated, fair, focused, forgiving, generous, gentle, hard working, helpful, honest, humble, innovative, joyful, leader, open-minded, patient, polite, positive, respectful, self-confident, self-discipline, self-reliant, sense of humor, player, tolerant, trustworthy, and wise.

ACKNOWLEDGEMENT

The writer thanks all the students who participated in this study. She also expresses her gratitude to the Headmistress of SMP Bhina Putra Tegalrejo Magelang for supporting this research.

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USING INSTRUCTIONAL MEDIA AND TECHNOLOGY: "LINE IN PARAGRAPH WRITING CLASS"

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ABSTRACT

Minister of Education and Culture Republic of Indonesia, through its substantial policy stipulated in Indonesia Qualification Framework (KKNI), and has issued integrating technology into lecturers' pedagogical practices. Responding creatively to the policy, the study explores 24 Indonesian undergraduates' perspectives on the use of LINE in facilitating them to achieve the learning objectives in Paragraph Writing Class at English Education Study Program, Teacher Training and Education Faculty, Islamic University of Riau. Undergraduates' perspectives were assessed by means of a questionnaire completed by them at the end of the course. On the questionnaire, the participants responded 18 multiple-choice statements and 2 open-ended questions dealing with possible advantages and challenges in using LiNE to achieve learning objectives in their classroom. The data analysis provides some evidence that the students respond positively the use of LINE. Further, with regard to the findings, the study would seem to indicate the essence of lecturer-student communication and the lecturer's feedback in helping the students to achieve the learning objectives. Finally, conclusions argue the implications for practice of the current study and highlight some issues for further research, such as the exploration of new and innovative uses for lecturers' professional development and the empowerment of new activities and habits in learning on the move.

Keywords: *LINE, Instructional Media and Technology, Paragraph Writing*

INTRODUCTION

Minister of Education and Culture Republic of Indonesia, through its substantial policy stipulated in Indonesia Qualification Framework (KKNI), and has issued integrating technology into lecturers' pedagogical activities. One of the policies is stipulated in Indonesian Qualification Framework (KKNI) that technically consists of nine qualification levels with specific descriptions to perform (Kementrian Pendidikan Nasional Republik Indonesia, 2012). Regarding the framework, Indonesian lecturers who generally possess their Bachelor or Master degree are in the level 6 to 8. Basically, the descriptions in those levels appear to encourage the lecturers cannot always traditionally depend their teaching and learning on the use of white board provided in the classroom.

As one of the globalized media products, new digital media technologies in education with their reorganization of social networks offer opportunities for lecturers to challenges previous centralized models of learning by connecting, sharing, and discussing ideas outside the classroom and at great distance from their students. Through digital technologies, students get more new information from technology they use outside than they do from their lecturer in the classroom. It is clear that learning in an online environment helps to improve the target language, encourages learner independence, and has a great potential for developing our cultural teaching and learning.

Literature has many discussed various online technologies that the lecturers can employ to support their pedagogical activities. Some of them are Blogs (Pinkman, 2005; Ray & Hocutt,

2006; Fellner & Apple, 2006; Harwood, 2010; Ubaidullah, Mahadi, & Ching, 2013); wiki and RSS (Duffy & Bruns, 2006); Edmodo (Mali, 2015); Facebook (Al-Hammody, 2014); and LINE (Van De Bogart & Wichadee (2015). Without attempting to make any comparison with the above-mentioned technologies, the present study, in response of the Qualification Framework, discusses LINE as an alternative online technology that the lecturer can use to support their teaching activities.

The development of on-line talk or chat has become increasingly pervasive with in emerging social networks proliferating in every country and every educational level of students. The issue for educational technologists as well as lecturers who are teaching ESL utilizing on-line chat apps is whether these applications can support and encourage students to learn English (Gonzalez, 2003). What is also significant in these studies on the effectiveness of using chat to increase conversation skills is that when students' styles of learning are better understood, the chances of their conversation skills becoming better are increased (Hsieh, 2011; Hsu, 2007). Nowadays, information and communication technologies (ICTs) have a great impact on the process of students' participation in a course (Greenhow & Robelia, 2009). Apart from formal technical systems like syllabi, course management systems (e.g., Moodle, Blackboard), or university-owned email distribution lists that universities use to support courses, informal systems such as the Facebook and LINE applications seem to play a significant role in the teaching and learning processes. Although these social networking sites are usually used for social interaction, they can also be looked at as potential communication channels where students collaborate for academic purposes. They enable learners to discuss course content and cooperate with each other easily (Palloff & Pratt, 2007; Gabarre & Gabarre, 2013).

Moreover, online chat applications such as LINE can greatly facilitate informal communication around classroom activities since it can be easily accessed. LINE (<http://line.naver.jp/en/>) is a new communication application which allows users to make voice calls and send messages when ever and wherever they are. LINE has more than 330 million users world wide and is used in over 230 countries (Horwitz, 2012). LINE has been ranked no.1 in the free app category in 40 countries including Japan, Taiwan, Hong Kong, Thailand, Singapore, and more. With the availability of LINE app and 3G networks, instructors can use LINE to contact students, while students can also use it to contact their instructor and peers. Engaging more with peers and lecturers increases their learning efficacy. In addition, LINE can increase students' critical thinking by building knowledge through what is called "social constructivism." It is the immediacy afforded by chat apps which gives students an immediate connection with the lecturer as well as other students. For instance, if students are required to give a reply to a question, they can give responses that are faster and more to the point than if students had to sit down and write the answer out on paper. We can see a great deal of collaboration and an increase in the number of students who offer responses.

On the other hand, another factor which does not have an influence on intention to use is the number of social networks it used by students. As found in the data collection, most students get involved with more than one social networking site. Using many kinds of social networks should have influenced intention to use, but in reality it did not. This is probably because students only use social networks for fun or for personal purposes. They spend a lot of time on matters that are not related to their study. On the contrary, the purpose of using social networks in the course is different. Using LINE for academic purposes is like a new method used to facilitate language learning. When students understand the objectives of using the new tool in the course and see the importance of using it, they tend to accept it. So, the issue of how much time they spend on social networking sites is not critical (Van De Bogart & Wichadee (2015).

Considering the potential advantages and challenges from LINE, the present study specifically aims to explore Indonesian undergraduates' perspectives in using LINE during their learning process. More specifically, the study explores their perspectives in using LINE to support them in achieving learning objectives in their classroom and on how LINE facilitates them to achieve the objectives, which the best of the researcher's knowledge, have not been discussed sufficiently in the literature.

Although I grant that the aims of the present study might follow the general trend of the previous related studies (Van De Bogart & Wichadee (2015), I still maintain that the study can conceivably provide students in the English Study Program of FKIP UIR, regarded as English lecturers' candidates, with experiences in using LINE. In this case, the experience hopes to provide them with new idea to use an alternative educational technology to support their students in achieving particular learning objectives in their future classes. Furthermore, the study also hopes to provide insights for lecturers into the pedagogical applications of using LINE, specifically in the context of English as a Foreign Language writing classrooms, so they can have more alternatives on possible educational technology that they can use to support their teaching activities and to facilitate their students to achieve particular learning objectives in their classrooms.

METHOD OF THE RESEARCH

Research Design

This study aimed to explore perspectives of Indonesian students on possible advantages and challenges in using *LINE* particularly in their writing classroom and on how *LINE* facilitates them to achieve learning objectives in their classroom. To achieve the objective, the study was based on an online questionnaire designed by the use of *Survey Monkey* application and open-ended interview (Gall, Gall, & Borg, 2007).

Participant of the Study

The study involved 24 students of Paragraph Writing Class D at English Education Study Program, Lecturer Training and Education Faculty, Islamic University of Riau. The class aimed to equip students with knowledge and skills in organising, developing idea into paragraphs based on the steps of the writing process (Zemach & Rumisek, 2005). Furthermore, at the end of this course, the students were expected to be able to achieve the following basic competence. they are; (1) to gather the idea; (2) to develop the idea; (3) to edit paragraph; and (4) to write the idea into various paragraph.

Materials

The researchers constructed an online questionnaire that comprised 18 multiple-choice statements and 2 open-ended questions. More specifically, the statements asked the respondents to strongly agree or strongly disagree with five-scale options related to the possible advantages and challenges in using LINE. All statements were tested the validity and reliability by using SPSS 19.00. Then, two open-ended question, enabled the respondents to convey their further perspectives on other possible advantages and challenges that statements did not cover. In addition to the questionnaire, the researcher conducted a semi-structured interview in which the interviewer may ask a series of structured questions to the interviewee and subsequently explore more deeply with open-form questions in order to obtain further information from the interviewees (Gall, et al., 2007). The interview was specifically intended to explore students' perspectives on how LINE facilitates them to achieve learning objective in their classroom.

Data Collection Technique

To collect the data, the researchers met the students in paragraph writing class. Then, gave them the weblink of the online questionnaire, and asked them to complete it. After administering the questionnaire, the researchers interviewed 4 students and recorded their views towards the issues. The interviewees were those who gave various and rich written responses on the open questions posed in the questionnaire. Importantly, the willingness to take a part further in this study became another consideration on the selection of the interviewees. Unlike the questionnaire, the researcher conducted the interview in *Bahasa Indonesia* and allowed the interviewees to respond all questions using the same language. Its underlying reason was the researcher aimed to ensure that they could provide clear and deep responses during the interview. The researchers, afterwards, transcribed, analyzed the recorded oral information, and proceeded to the data analysis stage.

Data Analysis Technique

To analyze the data, the researchers employed mixed methods analysis. The researcher initially calculated the frequencies of choice made by the participants with regard to the five-option scales (strongly agree, agree, unsure, disagree, strongly disagree). Then, in analyzing the answers of two open-ended questions and the interview data, the researchers followed the qualitative data analysis procedures (Creswell, 2003). Initially, he read all the students' responses and highlighted particular ideas to find emerging themes related to the issues. The next step was to advance the themes and to represent them in the qualitative narrative. Creswell asserts that using a narrative passage to state the findings of the analysis is the most frequent approach in this step. Therefore, the researchers described every theme, supported it with excerpts of the students' responses from the questionnaire and the interview, and interpreted the data.

FINDINGS AND DISCUSSION

To answer two research questions of this study, the researchers provided in three main sub-sections. The initial two sub-sections present the findings obtained from the questionnaire related to the possible advantages and challenges of using LINE. Meanwhile, the last section discusses the findings analyzed from the interview data exploring the students' perspectives on how LINE facilitates to achieve the learning objectives.

The possible advantages in using LINE

The data analysis on the possible advantages was based on the students' responses to 9 five-option-scale statements and 1 open-ended question. The findings indicated that a large majority of the students respond positively the use of LINE in their Writing Paragraph class. Most of students agreed that LINE is helpful to their academic life especially in paragraph writing (45.83%). Moreover, students agreed that LINE affected students' writing performance positively (37.50%). In term of communication with lecturers and classmates, students agreed that LINE help them to discuss with lecturer (41.67%) and get help from the classmates in writing problems (50.00%). Beside, students agreed that line is helpful to contact their classmate to arrange for group discussion (50.00%). In another side, students agreed that students did not only use LINE for chatting or killing their time by chatting but also to discuss about writing course or particular learning material (45.83%) and also, easy to contact their friends to discuss about course matters in paragraph writing class (41.67%). Through *LINE*, students believed that Students might review the lesson often or can look back to the previous post or comment from lecturers or classmates (45.83%). Besides, students agreed that students are more comprehensive about paragraph writing itself by gathering all ideas in *LINE* group discussion (45.83%). This was in line with the written responses to the open-ended statement:

LINE really helps me as I can learn by using my android everywhere and every time without coming to the classroom. It also helps me to contact the lecturer and my classmate in the LINE group application and sometime we can make a joke on post of our line group.

I love my lecturer using LINE because it is so interesting and not boring. It is very different teaching way. Besides that, our class can send the assignment on post of LINE group easily and if we do not have any internet data or any credit, we can use WIFI at our campus.

I really enjoy using LINE in writing. We just need to send our assignment on post of LINE without printing any papers and the lecturer will send the grammatical errors. This is not similar like another lecturer which only uses whiteboard in teaching writing.

The possible challenges in using LINE

Also, in line with possible challenges in using LINE that can hinder the students to achieve learning objective in their writing, the data analysis was based on the students' responses to 9 five-option-scale statements and 1 open-ended question. Basically, students agreed that *LINE* is useful if the lecturer is online (45.83%) and most of students' mobile phone supported the application (54.17%). Moreover, the use of *LINE* itself, most of students spent their time to socialize rather than for academic work (54.17%). Therefore, students were unsure that they were more understandable while studying by using LINE rather than in the classroom (45.83). Regarding the communication, students agreed that the chat of LINE was quick if the

internet connection was good(79.17%) and hard to know the lecturer or classmates whether online or not (50.00%). Because of some problems in communication, students agreed that they cannot manage the time to use LINE in paragraph writing course (41.67%). In contrary to another challenges in using LINE, students are confident (50.00%) and happy (50.00%) to write paragraphs or comment on post of group LINE. In other hands, students were interested to use LINE as a instructional media in Paragraph writing class eventhough they sometimes hard to understand the material from the lecturer and got in trouble in internet connection, also, employed LINE just for socializing with classmates. In addition, another information related to possible challenges in using LINE got from open-ended question also in the followings:

I cannot access LINE because I don't have any internet data and the WIFI or internet access from faculty is often in trouble. This disturbs the access to LINE.

The problem is more on the internet connection. Even, when we rely on the campus' connection, it sometimes does not run well. Therefore, in a certain occasion, it is still difficult to log in to LINE and send an assignment or discuss particular material on post of LINE group.

I love lecturer very much using LINE in Teaching but I love using LINE to have chatting with my friend in daily life to ask anything about course, timetable, or just to ask something unimportant.

LINE in Facilitating the Student to achieve the learning objective

This section present the analysis results from the interview data exploring the students' perspectives on how LINE facilitates them to achieve learning objectives in their paragraph writing class. The results reveal two major themes, namely students-lecturer communication and feedback distribution as the answer towards how LINE facilitates the students to achieve the learning objective in their classroom.

Students-lecturer communication

In connection with questionnaire results, the students do not deny that LINE well facilitates the communication between a student with his/her lecturer. LINE also are able to consult their work when they cannot meet their lecturer directly. This is line with what a students conveys in the interview:

There is a person with his/ her extrovert or introvert characteristic. In my case, I like to send messages to my lecturer without directly meeting them. Therefore, I usually post my questions to LINE group, so my classmates can also read them. Moreover, my lecturer is usually busy with their work, so I sometimes find it uneasy to send them message to their personal E-mail. In that case, I can communicate with them through LINE that has provided the specific context for discussions.

Feedback distribution

The interview result is also in line with what was found in the questionnaire data. In that case, some students believe that LINE helps them access any feedback given to their written work. More specifically, a student says that she could access the feedback without being able to come to the class. Therefore, she could revise her paragraph writing soon after she got the feedback uploaded in Post of LINE group.

LINE facilitates me, especially when I can get my feedback that helps to achieve the learning objective. When I get it, I can directly revise my writing. Afterwards, I can post it on post of LINE group, so my lecturer can read it and give me other comment to improve my writing. The more we revise, the better our writing will be. With using LINE, we can be more efficient as we do not need to wait the time when we meet our lecturer in the classroom because sometimes the lecturer is sometimes busy on his/her work. We can look back the post or comment given by the lecturer and look back the discussion related to the material on chat room.

CONCLUSION AND SUGGESTION

This study explores perspectives of indonesian students on possible advantages and challenges in using LINE particularly in their EFL writing classroom as an effort to achieve the learning objectives. In essence, the findings tend to show that the students perceive a number of

advantages in using LINE that provides them opportunities to communicate with their lecturer and with their classmates discussing any problems related to their writing class. This finding may be a demonstration of Van De Bogart & Wichadee (2015) view that LINE is a tool for lecturer and students to connect one another even just for socializing. In other words, LINE also could be said as a intruactional media.

Furthermore, the findings would seem to show that the use of LINE as a learning tool can successfully facilitate language learning. Students can do alot of classroom activities using LINEapp. Also, theresponses to open-ended questions can support this positive finding in that students perceive LINE as an effective, cheap and fast tool when they have to communicate with their peers and lecturer out-of-class. LINE makes learning more convenient since students can engage more in effective educational practices. In addition, using LINE for their course work is a direct experience, making them perceive it useful. This maybe concluded that students accept the use of LINE for academic purposes because they recognizeits benefits Van De Bogart & Wichadee (2015). Also, the student got the learning efficiency in a way that LINE save their time, reduces their learning costs as they could look back learning material on post of LINE group. They possible use their mobilephone to access LiNE to develop their writing.

Dealing with the possible challanges in using LINE, the findings provided some evidence that various online technologies that the lecturers can employ to support their pedagogical activities especially LINE would be useful if the internet connection is good (Mali, 2015). Specifically, the students face the poor internet access (WiFi) from the faculty or internet data that are belonged to the students. This can possibly hinders them to look back the material on post of LINE group. The findings appear to confirm kathiri's argumentation (2015) that "the slow-speed internet of edmodo mobile is poorly suited for students' needs". In this case, I endorse a view requesting "a related network administration team to provide high speed Wi-Fi freely in a university campus area" (Thien, Phan, Loi, Suhonen, 2013) as a possible way to help the students deal with the internet connection issue. Another challanges is related to use of LINE itself, most of students spent their time to socialize rather than for academic work. This is a similar issue revealed by earlier reserachers (Van De Bogart & Wichadee, 2015). Therefore, having a particular task to utilize the students' spare time and the regulation for LINE group is neccessary.

In relation to the students' perspectives on how LINE facilitates them to achieve learning objectives in their writing class, the study reveals the fact that LINE helps students to communicate with their lecturer. It also helps them obtain feedback given by their lecturer more easily. Further, the findings appear to prove the essence of the students-lecturer communication and the lecturer's feedback to achieve the learning objectives. Therefore, regardless the advantages of LINE, the researchers still believe that having a regular in class discussion is essential, as it provides the students more time to communicate with the lecturer and to discuss the feedback given to their written work.

Based on the explanation above, the researchers sum up, the study provides some evidence that the students respond positively the use of LINE as an effort to help them achieve the learning objective in their writing class. Besides, the study would seem to show the essence of lecturer-students communication and lecturer's feedback for the students to achieve the learning objectives in the class. The study hopes to provide the students, as an English teacher candidate, and Indonesian lecturers with insights into the pedagogical applications of using LINE. It is expected that they can have more alternatives on possible educational technologies that they can use to support their teaching activities, to facilitates their students achieve particular learning objectives in their classroom, and as an alternative instructional media integrated to the technology in teaching and learning process. Eventually, it is not a matter of on infusing a course of study with the least and the most sophisticated educational technology, but it is more on utilizing a technology that suits unique needs and interest of teachers and students.

ACKNOWLEDGEMENT

We thank all the students whoare in this study. We also express our gratitude to the Head of English Education Study Program and the Dean of Lecturer Training likeand Education of Faculty for supporting this research.

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INTERCULTURAL GROUPWORK: IMPROVING SPEAKING SKILL THROUGH INTERCULTURAL ISSUES

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ABSTRACT

Teaching English speaking skill needs interesting method and strategy to motivate students to speak up actively. The method can be designed in line with students' condition and interest. Condition of students in a particular place is absolutely different with those in other places. As the condition of students in SMA Negeri 3 Merauke, they come from various cultural background and ethnicities around Indonesia. That condition was then wisely utilized as creating new method in teaching speaking skill since the students' speaking skill had been very low. The method is called intercultural groupwork which means setting up the students in group with various cultural backgrounds as its members and making them to speak as their work. The objective of this study is to improve students' speaking skill which is intercultural issues as the stimulus to invite the students to speak up beginning from the simple topics to discuss. This is a classroom action research which employed in grade XI of Language Department of SMA Negeri 3 Merauke with total number of 27 students. The data were collected by planning, action, observation, and reflection. The action consists of three cycles; 1) Naming: traditional games and objects, 2) Sharing: myth and folklore, 3) Reporting: culture and society. The result in each cycle shows increasing scores of the students. The learning even becomes such combination of language and literature which is interesting for the students. They can improve speaking skill and learn cross culture at once which is needed by them who live in heterogeneous society.

Keywords: *groupwork, intercultural issue, improving, speaking skill, stimulus*

INTRODUCTION

Teaching English is challenging for teachers, moreover when the result is good marked by the improvement of students' skills. Many methods, approaches, and strategies are developed by experts and teachers to solve the problem in teaching and learning activity adapted to students' condition and needs. The condition of the students in every school or institution is somehow different. That supports the reasons of the spreading of hundreds methods and strategies in teaching learning activity since one method or strategy is not always effectively applied to students with different condition.

However, certain condition of the students can be used as the idea or motivation to create new method or strategy to improve students' ability and teachers' creativity. As in Merauke-Papua, the students' condition is somehow different with that in Java or other big towns in west Indonesia. Schools in Merauke have students from various different cultural backgrounds. In one class, there are almost all ethnicities around Indonesia such as native Papuan, Javanese, Batakese, Moluccas, Makassar, Betawi and so on. This condition then makes teachers get an idea to create a particular method to teach English for the students. That utilizes the different cultural background of the students which the concept follows the intercultural term in the study of linguistics field.

The basic reason of creating new method of teaching Englishin speaking skill is almost always the lack of students' skill, whether less motivated to speak up and less grammatical sentences production. The study employed by Pinandhita and Kusumawardhani (2015, p. 570) shows that the motivation of employing the broad game is because students get less stimulation and interest to express a topic that will be spoken. While Sabat (2015, p. 27) supported by saying, "teaching speaking is different from teaching other skills of English such as writing, reading and listening." It seems that teaching speaking skill needs hard efforts and good strategies to achieve it as one of the biggest barriers in learning speaking is lack of confidence.

By the fact above, the study was employed with the aim to improve students' speaking skill by utilizing their condition as having intercultural communication in the classroom; to reveal whether the method effectively works or not. Through this paper, the result of the study is reported. The significance of this study is the method will be useful for students' improvement and teacher's creativity.

This paper is divided into five sections. The first is introduction and followed by theoretical framework. The third is method and the discussion will be the fourth. And the last is the conclusion.

Speaking Skill

"Speaking is one of man's complex skills. It is a skill which is unique to our species." (Levelt, 1989, p. 1) The statement reinforces the position and the essence of speaking skill that should be learned by students in the school. Levelt also emphasized that adult speakers learn language as the continuity from childhood language acquisition by learning new words to produce which are needed or arise in the language. It means that students need to learn speaking English all the time of learning language period. It is supported by Mullamaa (2010, p. 531) who said that in language learning, speaking and communication are crucial. So, improving students' speaking skill is absolutely urgent and important for students' communication competence.

As said by Sabat (2015, p. 27) in the previous section that teaching speaking is different from teaching other skills of English such as writing, reading and listening which needs hard efforts and good strategies to achieve it. Because there are some aspect of speaking skills such as pronunciation, diction, fluency, and clarity should be mastered by the students. Teacher should lead the students to find the importance of right pronunciation in oral communication which then lead them into the habit of speaking with accurate pronunciation and interpreting a spoken message with precise recognition of phonetic form of words.

Tuan (2010, p. 540) in his study has found that learning speaking is clearly bounded to practicing pronunciation, exploring new vocabularies, as the way to improve students' production for their further progress in speaking skill. Tuan also stated that practicing speaking with minimal pairs can naturally raise the students' awareness of those aspects of speaking skill.

Intercultural Groupwork

As Tuan has stated in the previous section, it can be said that speaking class activity with minimal pairs or group work is better than individual in terms of improving and motivating students to speak up well. That condition is naturally human characteristic as Echeverria (1987, p. 118)'s statement, "People have always felt the need to congregate in groups. From the earliest days, belonging to a group has given people comfort, recognition, and acceptance. It has reassured them that they do not have to face the hostile environment alone." It is strongly can be used as basic idea of group work concept for teaching speaking skill in the classroom.

Setting up the class in a small group is composed of members who share a common purpose or goal. In this case the purpose or goal of the group will be shaped and defined in line with the instruction given by the teacher and objective of the teaching learning process. Palazzolo in Echeverria (1987, p. 118) said that "a small group is composed of individuals who are interacting with each other in a meaningful way and who are influenced by the environment in which the interactions occur." It is clearly stated that a group member is influential by other members and, in turn influences them. Echeverria (1987) also supported it that in order for mutual recognition and acceptance of ideas to occur, group members should trust one another as their relationship evolves. As confidence and trust are established, another group characteristic will become apparent, that of cohesiveness. Members unite to form the group, but once it is set in motion, they usually develop a sense of belonging and want the group to succeed.

A group is formed because there is something to accomplish. The group work for a common goal, that of revolving a problem, for example. In this case, the group work is set up basically to gain students' reinforcement and stimuli to speak up by confronting the students who come from different cultures and ethnicities in one discussion forum. That goal will be gained through an exchange of ideas and compromise on the part of the group members. A group member's goal is always determined by his or her interaction with other group members.

Participants prepare for discussion by speaking from personal knowledge, experience, research, or combination of all three. So, all students will have the opportunity to share

A group with various cultural and ethnic backgrounds is then named intercultural group. Intercultural group happened when people from different cultures find themselves in situations in which they must communicate in small groups. Students from the same culture meet in groups in an effort to discuss issues. Again, Echeverria added that in an intercultural group, where beliefs and values are even more sharply distinguished, small group communication becomes a more challenging task. Trying discussing women's roles in society, and you will have as many points of view as cultures represented in the group. The discussion topic will stimulate students to speak up actively because they are involved in the utterances they speak up.

Other supports of group work set up is stated by Intsructors team in Eberly Center in the articiel entitled ("What are the Benefit of Group Work?"). In the article, stated that group project can help students develop a host of skills that are increasingly important in the professional world. Properly structured, group projects can reinforce skills that are relevant to both group and individual work, including some abilities such as to give and rise feedback on performance, challenge assumptions, and develop stronger communication skills.. While Belcher (2015) has the same view about group work although she sees from the economic field. She stated that group work can be challenging for different personality types to work together on a common goal, it has its advantages for all members such as; sharing ideas, increased efficiency, accountability for weak areas, improved office relationship. It means that group work will lead to better production in all aspects.

So intercultural group work in the speaking class is meant as the group of students with various cultural and ethnic background discuss about the local culture belongs to local cultures, such as folklore, traditional art, myths, traditional kid game, and other cultural products.

Literature for English Teaching

In Carter (1997, p. 155), stated that the language teaching using literary works becomes alternative in various English teaching. The consideration of suitable selected literary works can provide a motivating and stimulating source of content in the language classroom, serving as a basis for discussion and interpretation in which the response of the individual learner is encourage. But sometimes they are not immediately transparent, have to be experienced, negotiated, or read in the sense of interpreted between the lines. In other words, kinds of literature can be used for teaching language in the classroom as known that literature is such a small concept representing the culture.

Maniruzzaman (2008) wrote an article about studying language through folklore. He argued both field of the study of language and folklore are relevant since folklore is embodied and composed in, and manifested and transmitted by means of spoken language and it is discovered the relations of language to society. Malinowski (1923) in Maniruzzaman (2008) stated "language is essentially rooted in the reality of culture, the tribal life and customs of the people."

So, when students are given opportunity to speak about the culture, it will make them easier to produce the utterances because the idea of the utterances itself has been rooted in their mind as their reality. As the statement, "The learning of language and the learning of culture are obviously two different things, and at the same time they are closely inter-dependent. The linguistic system is part of the social system, neither can be learned without the other. Jiang (2010, p. 735).

METHOD

This study was employed as a classroom action research (PTK). It consists of three cycles which in each cycle there were serial activities such as planning, action, observation, and reflection. Before the first cycle, it had been employed pre-action namely problem identification.

The series of cycles can be described as follows;

- a. Planning; before employing a study, it is determined the formulation of the problem, objectives, and made the action plan which includes the study instrument and action plan.
- b. Action; in this step, the teacher applies an action that is planned; those are the steps of the teaching activity in accordance with the teaching method that is chosen.
- c. Observation; this step can be employed in the same time with the previous step (action). The teacher is the observer at once, no collaborator; hence the observation instrument should be prepared systematically.
- d. Reflection; the step is an activity to reflect and think about the actions that are done or will be done, the weakness and the strength, the obstacles, faced during the action. The reflection is done by the teacher. The result of the reflection will be the basic continuation for the next cycle.

The data were collected from students of XI language department in SMA Negeri 3 Merauke in academic year 2014/2015 which taking total sampling since the number of students were 27. The data were employed through the observation. While analyzing the data, it was used descriptive statistic to compare scores of each cycle.

FINDINGS AND INTREPRETATION

Teaching Learning Process

The teacher divided the students into some groups with different cultural background in each group which had been set up before. So each group consists of students from various cultures and ethnicities. Next, the teacher explained the goal of the activity by introducing the concept of intercultural groupwork and what to do with speaking activity. Teacher needed to emphasize that no leader of each groups, it was meant to remind students that every culture has the same position, no superior culture among others.

First, teacher gave the clue of the theme of the speaking class based on cultural issues. There are three two cycles of the whole action.

1. Naming;
 - a. Traditional games; the students mention kind of traditional games which they played in their childhood and tell how the game must be played.
 - b. Objects; the students mention particular object in their own language and tell what it is for.
2. Sharing;
 - a. Myth; the students share what myths they have ever heard from their parents/people in their place.
 - b. Folklore; the students share what folklore they have ever heard from their parents/people in their place and then discuss the similarity and the differences.
3. Reporting;
 - a. Culture; the students report certain tradition done by people of their place/ethnicity.
 - b. Society; the students report the social phenomena they know in their life among their society.

Each student had the time to prepare by organizing the idea and contents of their utterances, and the right time to speak up only for five minutes by standing up. Then, the other students were invited to ask questions about the information given by the speaker, and the speaker should answer the questions. While, the students were speaking up the teacher are scoring per students' performance. In the last activity teacher together with students concluded what they share each other.

Improvement of Students' Speaking Skill

As explained before that teachers were scoring while students speaking, so the teacher had each students' scores. The improvement of students' scores can be seen from cycle 1 to cycle 2. The highest score increases from 50 to 90, while the lowest score increases from 20 to 60, and the average score increases from 30 to 80. The scoring was listed on the aspect of

speaking skills; fluency, diction, pronunciation, and expression. Below is the table of students' speaking scores from pre-action to action of cycle II.

Table 1.1 Students' speaking score in cycle 1

No.	Aspect of Speaking Skill	Highest Score	Lowest Score	Average
1.	Fluency	15	5	10
2.	Diction	10	5	5
3.	Pronunciation	10	5	5
4.	Expression	15	5	10
	Total	50	20	30

The table shows that students' speaking skill was very low. The highest score was only 50 while the lowest was 20. And then below is the data from the action of cycle 2.

Table 1.2 Students' speaking score in cycle 2

No.	Aspect of Speaking Skill	Highest Score	Lowest Score	Average
1.	Fluency	20	10	15
2.	Diction	15	10	10
3.	Pronunciation	15	5	10
4.	Expression	20	15	20
	Total	70	40	55

The table shows that although there was an increase of students' score but the highest score was still very low. The striking score is the pronunciation aspect. It seems that students had difficulty in pronouncing the utterances well. And in this cycle there were some students less actively speak up. They tended to speak up only in a few minutes and they lost the idea. Hence, the cycle 3 should be employed by giving them more motivation and interest and freely talk about.

The theme was given with consideration that students will be more interested to speak up. In the following cycle, the teacher reminded students to pay attention to their pronunciation, and invite them to correct each other's mistakes wisely and politely. Then, the activity ran better than before. The data is shown in the following table.

Table 1.3 Students' speaking score in cycle 3

No.	Aspect of Speaking Skill	Highest Score	Lowest Score	Average
1.	Fluency	25	15	20
2.	Diction	20	15	20
3.	Pronunciation	20	10	15
4.	Expression	25	20	25
	Total	90	60	80

The table shows that there is significant improvement of students' speaking skill. The students' activeness was also revealed although the pronunciation of some lowest score students were still low but they were better than before.

And below is the table comparing students' speaking scores of the whole action.

Table 1.4 Comparison of students' speaking scores in cycle 1, cycle 2, and cycle 3.

No.	Aspect of Speaking Skill	Cycle 1	Cycle 2	Cycle 3
1.	Highest score	50	70	90
2.	Lowest score	20	40	60
3.	Average	30	55	80

In the cycle 1, students' highest score was only 50 and the lowest was 20. It was very bad skill that students absolutely needed to teach with certain appropriate method. While, cycle 3, the score of the highest increased from 50 to 70 and then in the last cycle the students' highest score was 90. Although some students were still less fluent in producing the utterances but the result shows the significant improvement.

Form those result above, it can be concluded as in the table as follows;

Table 1.5 The comparison between students' skill condition from pre-action to action of cycle II

No.	Aspect of Speaking Skill	Early condition	Post condition
1.	Fluency	The students were not fluent in speaking.	The students were motivated to speak up about interesting topic and they speak actively and fluently
2.	Diction	The students were not able to choose various words to express, even they used Indonesian words.	The students could more easily find the appropriate and various words to express and they were enthusiastic telling interesting topic.
3.	Pronunciation	Some students could not pronounce the utterances correctly, even could not say them.	Most of students were successfully pronounce the right words as it should be correctly.
4.	Expression	The students spoke nervously so they could not express the words appropriately.	The students seemed to be more confident in expressing the utterances, even they could speak while acting.

CONCLUSION AND SUGGESTION

Teaching speaking skill is different with teaching other English skills, because there must be motivation and stimulation from whole aspects of language teaching, from both teacher and students. The condition of students who come from different cultural and ethnic background in a classroom can be utilized as idea of making a new strategy in teaching learning activity which is appropriate with students' and interest. The students can share idea and information about cross culture. It is undeniable that literature is one of interesting topic to discuss about. Students seem to gain the ideas to speak when talking about what they gain from their own real experiences. Although the problem of pronunciation seems as the most difficult one to solve, it does not make matter to apply such method in teaching English speaking skill since the students will learn step by step and continually, so the improvement must be revealed. Intercultural group work is one of teaching method that can be used for a particular speaking class with various student conditions as heterogeneous society. The cultural background somehow can be changed by educational background, social background and many other fields. As far as it is interesting for students, they will be stimulated to speak up actively.

ACKNOWLEDGEMENT

Above all, the author thanks to the almighty God for the blessing, Mr. Philipus Betaubun as the rector of Musamus University for giving the opportunity, the lecturers of master degree program of State University of Surabaya for the knowledge, the classmates of Big B UNESA 2015 for the supports., and beloved family in a small village in a certain part of Merauke Regency, Papua Province, for the love, encouragement and financial support.

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DEVELOPING A TEACHING MATERIAL IN TEACHING ENGLISH FOR SPECIFIC PURPOSES FOR MECHANICAL ENGINEERING

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ABSTRACT

The aim of the research was to develop a teaching material for English for specific purposes (ESP) at Mechanical Engineering. This research was based on the preliminary studies in Mechanical Engineering Department of University in studying ESP. From these preliminary studies, the researcher found that the content topic and teaching material were in general English. To develop the content topic and teaching materials to be given to Mechanical Engineering students, the researcher tried to find out the analysis and the effectiveness of the teaching material. The design of this Research was R & D approach by using ADDIE Model. Five validators involved in evaluating the products to evaluate its effectiveness. The quantitative data were collected through a questionnaire and statistically analyzed by using SPSS program while qualitative data were collected through validation sheets. Based on the research findings of this research, the teaching material used for teaching ESP was considered effective that it could be used to improve the quality of Mechanical Engineering students. This conclusion is in line with educational policy to continually improve the quality graduation especially for Mechanical Engineering students. In summary, developing a teaching material was giving a great contribution for education especially in Mechanical Engineering Department.

Keywords: *Teaching Material, English for Specific Purposes, Mechanical Engineering*

INTRODUCTION

The KKNI (National Qualification Framework of Indonesia) curriculum which has been issued based on Perpres No. 8 year 2012, has highlighted new framework at higher education. The promoting idea to produce highly skilled workforce to meet the market demands made challenges at Islamic University of Riau as one of higher education in Riau province. This challenging situation creates the lecturers to be more creative and innovative to prepare their students to be ready in facing the jobs competition.

English subject at Mechanical Engineering Department of Islamic University of Riau is grouped as MKDU (Mata Kuliah Dasar Umum) which means that English subject is one of the subjects as a mandatory subject should be equipped to students in Mechanical Engineering. The interest of the content subjects should be inserted the needs of mechanical students, however, these needs are not supplied yet due to the syllabus is grouped as General English, as a consequently, the teaching material also refers to the General content, therefore, Mechanical Engineering students of Islamic University of Riau should have special English or English for Specific Purposes (ESP).

Understanding these phenomenon, they may affect the quality of Mechanical Engineering graduates. It leads the lecturer's judgement to be creative in developing the teaching material. Many research has been done related to English for Specific Purposes but very little research has been done to develop the teaching material purposely English for Mechanical Engineering. Referring to this, the researcher tried to develop the syllabus and teaching materials which meet the needs of Mechanical Engineering students.

METHOD

This research is Research and Development of developing teaching material for ESP at Mechanical Engineering at Islamic University of Riau. This research is classified into development research because this research proposes to produce a product in the form of teaching material for ESP at Mechanical Engineering. The purpose of Research and Development efforts in education is not to formulate or test theory but to develop effective products used in the university (Gay, Mills & Airasian, 2009:18).

This research study adhered to the educational research and development (R&D) methodology of ADDIE model which consisted of five processes, they were namely: 1) analysis, 2) design, 3) development, 4) implementation, 5) evaluation.

The first process was analysis. The purpose of analysis process was to find out the students' needs in studying English. A questionnaire was used to obtain the students' need analysis. The questionnaire consisted of three parts; first part was General Information consisted on the identity of the students, then the years of students studying English. This is important because it means that students are first exposed to English from secondary school or just at university. In Indonesia education system, English lessons are first provided from primary school, then junior high school, then senior high school, and last university, then English level of students. The purpose was to find out the syllabus would meet the students' linguistic needs in terms of listening, speaking, reading, writing, and grammar also vocabulary. This is very important because in this Mechanical Engineering class the students are mixed capability.

The second part was Target Needs. These target Needs consisted of three sub indicators namely Lacks, Necessities, and Wants. First section of the questionnaire was lacks divided into 6 questions. The purpose of this section was to find out the students' weaknesses in English. At the second section was Necessities, there were 13 questions related to this sub indicator. The purpose of sub indicator necessities was to find out the students' purpose to study English. Then, at the third section was sub indicator wants, there were 9 questions in this section. The purpose of this section was to find out the students' desire to study English.

The last part was Learning Needs was designed to investigate the psychological, motivation, and the materials to support the students at Mechanical Engineering in learning English. At section one was sub indicator of psychological. There were 6 questions in this part. The purpose of the psychological was to find out the students' perception towards studying English. At section two was sub indicator of motivation. There were 10 questions in this part. The purpose of this motivation was to find out the students' motivation in learning English. The last section was materials. There were 6 questions in this section and the purpose of this section was to find out the students' suitable facilities to support them in learning English.

This questionnaire is arranged based on the indicators of need analysis in ESP. To validate this questionnaire is adopted from the theories from ESP experts. The steps in designing the questionnaire as follow: 1). To determine the indicators of ESP needs analysis, 2). To arrange the statement based on each indicators, 3). To do analysis to measure items.

The Second process was design. The design of teaching material which the researcher formulated based on the needs analysis of Mechanical Engineering students. The framework started from the objective to study English at Mechanical Engineering then to find out the students' needs then analyzed the students' needs. After analyzing the needs, the researcher designed the teaching material based on the students' need analyses. The design of the teaching material was displayed in Figure 1 below.

The third process was development. The development of teaching material for mechanical engineering students which has been designed by the researcher followed the the students' need analysis. Every units of the teaching material contained the mechanical engineering field of matter. The researcher constructed the topics in each unit lesson which was suitable with the syllabus designed.

The fourth process was Implementation. In this process, the teaching material product was used in big scale at the appointed implementation places. The place was chosen was Islamic University of Riau (UIR). The reasons to choose this place because this institution was S1 degree for Mechanical Engineering program in Pekanbaru. The total Population of this research was all students of Mechanical Engineering at the first and second year. The total number of the population was 114 students which consisted of 3 classes namely M1, M2, and M3.

Instrument of the research was an important tool used to show a number of data which was used to answer research questions. The instruments should be evaluated to be valid, it means that the higher of the quality of the instrument, the higher of the evaluation results. There were three instruments in this research.

a. Questionnaires

The questionnaire was used to find out the current needs of mechanical engineering at Islamic University of Riau as this research was developed based on the students' need of studying

English for Specific Purposes at Mechanical Engineering of Islamic University of Riau this questionnaire was given to students mechanical engineering students of Islamic University of Riau..

Table 1: The indicators of students' Need Analysis in ESP

No	Indicators	Sub Indicators
1	General Information	1. The Identity 2. Length of time in studying English. 3. Indication of students' English-language skill level
2	Target needs	1. Lacks. - Present Knowledge 2. Necessities. - Required Knowledge 3. Wants. - Subjective Knowledge
3	Learning needs	1. Psychological 2. Motivational 3. Material

Source: Adopted / Adapted from Hutchinson and Water (1987:59).

b. Observation

Observation was used to know more about the students' and the lecturers' opinion and ideas about the learning materials in a set of syllabus, lesson plan, and textbook. This observation was purposed to find out the effectiveness of learning material which consisted of syllabus, lesson plan, and textbook.

c. The Test

The test was used to collect the data about students' understanding in using the learning material of students' textbook. The aim of this test was to find out the students' achievement in teaching and learning process. This test consisted of questions related to the topics in syllabus. The indicators of each skill were based on the indicators in English subject namely, listening skill, speaking skill, reading skill, and writing skill.

d. Interview

Interview was used firstly to get information directly from head of program, then interview was used at the development stage. The last, at the implementation stage, interview was done to get the effectivity of teaching material implemented in the classroom.

FINDINGS AND INTREPRETATION

The findings and intrepretation of this part were mainly concerned with the development of teaching material. There were some items were necessary to be discussed below:

1. The Current Needs of Mechanical Engineering Students

The analysis of current needs of Mechanical Engineering students was done by getting some data from preliminary research. The preliminary research was to find out the analysis of current needs of Mechanical Engineering students. The researcher did preliminary investigation and preliminary interview with the Head of Mechanical Engineering program at Islamic University of Riau. The investigation and interview had been done by the researcher in order to obtain a general view of the problems faced by students in learning English.

The analysis of current needs of Mechanical Engineering students followed the procedures for gathering information about needs, the researcher chose Hutchinson and Water (1987:59) framework about the kind of information to gather from an analysis of needs which are paired into target needs and learning needs.

1). The Target Needs of Students

The researcher did the analysis of students by taking the data from questionnaires. The Target Needs divided into Lacks, Necessities, and Wants. The item of Lacks result of questionnaires got the highest percentage 66.84% for students' lacks in English. It means that

the students' weaknesses in reading and to fulfill the students' need, the researcher solved the students' needs by developing reading material in textbook. In fulfilling the this Lacks, the researcher elaborated the content of teaching material especially in reading skill by inserting content subject of mechanical engineering reading materials.

This research finding was supported by Basturkmen and Al-Huneidi's (2010: 40) engineering respondents studying in three different undergraduate English courses arranged in descending order of importance are reading textbooks, following lectures, reading instructions, reading handouts, listening to instructions, making lecture notes, writing reports/assignments, listening to presentations, writing responses to questions on parts of a textbooks, participating in class discussions.

The study of Figueroa and Friedenburt (1982) reveals that foreign engineering students had difficulties not only in listening comprehension and speaking skills but also in reading the class text or lab manual, taking notes, and writing papers and exams.

Listening to lectures was reported to be difficult by the respondents in Keech's (1980) study due to the technical terminology used by the lecturers and their speed of delivery, accent and pronunciation rather than the content of the lectures. However, several foreign students in Ferris (1998) reported that they had trouble taking notes even though they could understand the lectures. Ferris, thus, states that for some students, understanding lectures and taking notes are different issues.

The researcher also did the analysis by doing some interview. The researcher interviewed some students related to the discrepancy occurred in the field. Based on the interview result that most of the students in Mechanical Engineering, they got big difficulties in comprehending reading passage of mechanical procedures and manual.

The item of Necessities result of questionnaires showed the highest percentage 93,68%. It means that the students need reading skill to support them in their academic purposes, therefore, the students needs are focused on reading text. The researcher draws the conclusion that to overcome the students needs in reading skill based on the highest percentage of sub indicator and speaking skill showed the highest percentage based on the comparing percentage data among four skills to fulfill the students' need, the researcher solved the students' needs by developing reading material together with speaking skill in students' book.

This finding was supported by Shoemaker's (1983) that regarding reading comprehension, ability to recognize the main idea and supporting ideas of college textbooks and general reading (93.0%) was reported by the respondents in Shoemaker's (1983) study as being strongly important, and ability to read textbooks in major school subjects (78.0%) was perceived to be the most important of all. In addition, reading and comprehending instructions and understanding public instructions, notices, signals about dangers and emergencies and about operating safety rules are suggested by Strevens (1977) as essential reading skills in engineering and technical work.

The item of Wants showed the result of questionnaire showed the highest score of percentage 85.79%. It means that reading in specific purpose was very important for the students of Mechanical Engineering. After analyzing the students Target Needs, the researcher concluded that reading skill and speaking skill showed the highest percentage to be developed for the purpose of the students' academic and their purpose of future needs.

2). The Learning Needs of Students

The item of Learning Needs was consisted of Psychological, Motivational, and Material. The item of Psychological got the result of questionnaire showed the highest score of percentage 86.49%. It means that in the students's psychological aspects that they needed English to be spoken fluently.

The item of Motivational got the result of questionnaire showed the highest score of percentage 87,02%. It means that the students had great desire to study foreign language as an aspect to support them in academic and their future career. The item of Material got the result of questionnaire showed the highest score of percentage 85.61%. It means that the additional supplementary items to made them success in academic and future career were materials.

2. The Design of Products

The researcher designed teaching learning materials corresponded with the content steps of students needs from the analysis got from the previous result.

Figure1 :The Design of Research Products

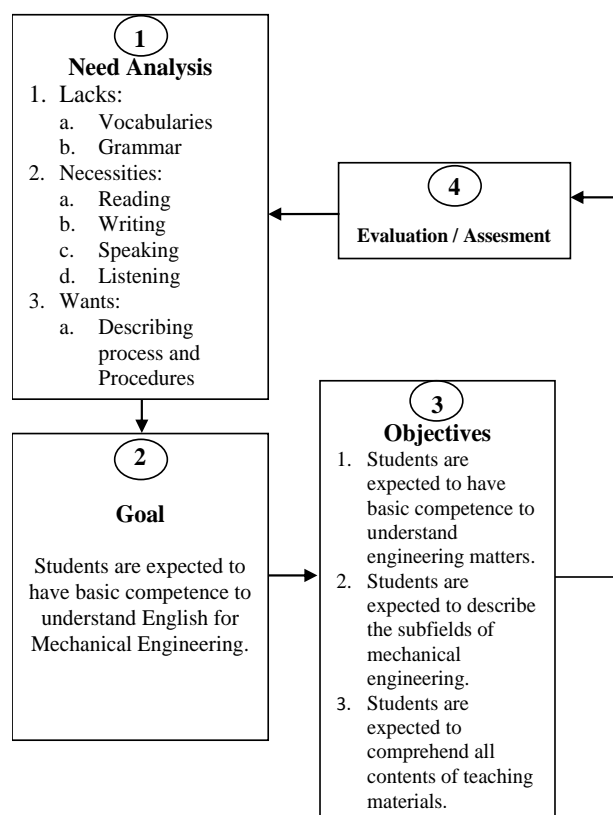


Figure 1 above displays the design product of teaching material for mechanical engineering students. First, starting from the interpretation data taken from the questionnaires result, it was concluded that the students' lacks were vocabulary and grammar, then students' necessities were in term of all English skills, listening, speaking, reading, and writing. The last part was the students' wants, it was describing process and procedures in form of manual and standard operation of the machine.

Second, the researcher set the goal of teaching English for Mechanical Engineering students, it was set that the goal was the students were expected to have basic competence to understand English for mechanical engineering.

Third, the researcher formulated the objectives of teaching English for Mechanical Engineering. The objectives were the students were expected to have basic competence to understand engineering matters, the students were expected to describe the subfield of mechanical engineering, then the students were expected to comprehend all contents of teaching materials.

3. The Development of Products

The researcher developed teaching material based on the components the objective and the goal of teaching for the purpose of English specific purposes at Mechanical engineering. The topics followed the syllabus designed and the activities corresponded with the content of students' needs analysis. Having developed the product, the researcher collaborated with the validators to get their opinion and suggestion. Some revisions were occurred, then the researcher revised the product to be implemented in the big scale.

4. Implementation of Product.

The last step of ADDIE model was implementation. The product was used in big scale at the appointed implementation places. The places were chosen were Islamic University of Riau

(UIR). The reason to choose this university was because this university has S1 degree program for Mechanical Engineering.

The researcher worked collaboratively to do the research. The period of research in Islamic University of Riau was approximately one semester of period.

5. Evaluation of Product.

The research product of this research was teaching learning material. This product had been tried out and implemented in the classroom.

6. The Effectiveness of the Product

The purpose of finding the effectivity products was to find out whether the teaching material had fulfilled the objectivity of effectivity. The data of effectivity of product has been taken from the result of students' pre-test and post-test. The four skills were to be measured in pre-test and post-test. Reading skill and Listening skill were taken from sample TOEIC test while speaking skill and writing skill were taken in the activity in the classroom during the implementation of the teaching material.

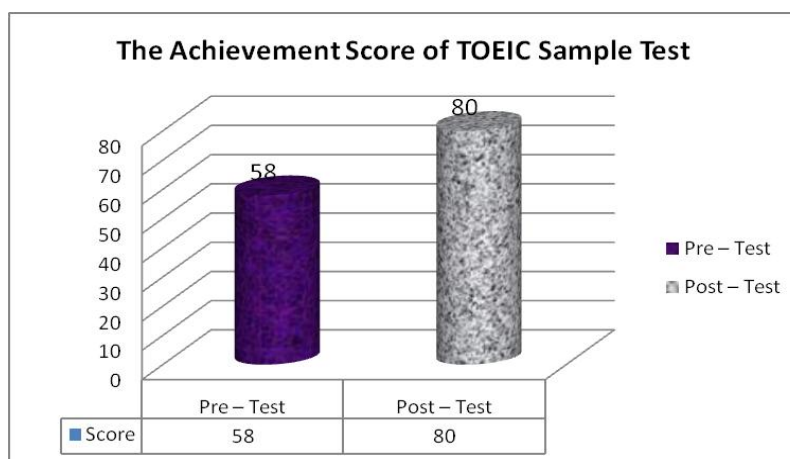
The result score below was Pre - test and Post - test for Reading and Listening comprehension. The test was taken from TOEIC test. The following table shown the achievement of mechanical engineering students in pre - test and post - test by using TOEIC test.

Table 2: The Result Score of Pre – Test and Post – Test of TOEIC test

No	Test	Score
1	Pre – Test	58
2	Post – Test	80
Mean Score		22

From the table above, the increasing mean score of students in pre-test and post-test was 22, it means that the students' score got improvement from mean score 58 to be 80. The following figure was the score result of TOEIC test.

Figure 2: The Result Score of Pre – Test and Post – Test of TOEIC Test



The figure 2 above shown that the students' score increased in TOEIC test from the mean score of pre – test was 58 before implementing the products of the research increased at post – test to be 80 after implementing the products of the research. It means that the students got improvement in English at the process of teaching and learning by using the products of the research. The researcher concludes that the effectivity of using the products influence the students result score after doing the test from pre – test and post – test.

CONCLUSION AND SUGGESTION

This is a developresearch which is aimed at developing the teaching material for mechanical engineering students. Findings of the present study that the learning material needed to be developed to supply and to produce high skill quality graduate, therefore, there were some actions to be done: first, the needs analysis of mechanical engineering students be clearly indicate the students' main goal to be achieved. The use of the teaching material has to be maximised to some extent in the modification of existing and still developing more update based on the appropriate existing needs analysis. Second, the integration of language skills; listening, speaking, reading, and writing as a medium for a process to develop students' language competence in English for Specific purposes.

Additional research about the development of teaching material for mechanical engineering is needed. Further research is necessary to provide more creative and innovative teaching material which suits to the updating needs of students.

Future research is necessary to be done in order to obtain more valid research based on the needs of mechanical engineering students. The variation of research may lead to the preparation of university in producing high quality manpower. However, by comparing one research to others may get generalization of using the research in needs.

ACKNOWLEDGEMENT

The researcher thanks to all support and assistance to Head of Mechanical Engineering program, all participants and all collaborators in doing this research.

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WHEN THE ELEMENTS OF A SYLLABUS GO ASTRAY: AN ANALYSIS OF EFL FOR GENERAL PURPOSES SYLLABUS OF AN ISLAMIC STATE INSTITUTE IN MANADO

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ABSTRACT

This paper examined an EFL syllabus used in a particular EFL course offered in the Islamic Economy Law Department in an Islamic tertiary education institute in Indonesia. Serving as the backbone of this individual EFL course, the syllabus developed by the instructor indicated that the syllabus under study, as well as the curriculum of English subjects in the department of IEL at the investigated institute has not yet developed based on a thorough study of the purpose and needs of EFL learning in this specific department. Document and need analysis conducted through questionnaires for the students who undertook the course, the teacher-syllabus developer served as the data collection techniques. The results show that the EFL teacher-syllabus developer created the syllabus without prior evaluation the context and situations of the learning of this subject. In addition, proper supervision by neither the institute's administrator nor consultation with one of the important professional stakeholders who consistently recruited alumni from the department were absent in the process of syllabus development. It is recommended that for future endeavor a syllabus that encapsulates the integration of student centered, course and curriculum objectives based and linkage to professional world in EFL courses for students of Islamic economy law department.

Keywords: *Syllabus, need analysis, Islamic economy law*

INTRODUCTION

One of the well-known challenging tasks of teachers, including English language teachers, is designing syllabus that is appropriate and accurate for their own teaching situations. In a very specific ELT teaching and learning context, like English as a Foreign Language (henceforward EFL) program in a tertiary level education Islamic university, this challenge is sometimes amplified with specific requirement from the university added to the already complex English for academic purposes (EAP) and English for Specific Purposes (ESP). This complexity is because EFL is considered as important as Arabic language, another obligatory foreign language subject for the institute's academia. Owing to this, the purpose of this present project is to examine an EFL syllabus used in a particular EFL course offered in the Islamic Economy Law Department in an Islamic tertiary education institute in Indonesia.

LITERATURE REVIEW

Syllabus which is defined as a description of the contents of a course of instruction and the order in which they are to be taught (Richards, 1986) or ways of organizing the course and materials (Brown, 1995), has always been an inseparable part of curriculum. As an educational program curriculum that states key concepts such as "a) educational purpose of the program ends/outcomes; aims and objectives of a program based on a need analysis; (b) the content or materials; (c) teaching procedures and learning experiences necessary to achieve the purposes of

the programs (means/process); (d) some assessment devices and procedure to measure the degree of achievement of the stated educational purposes” (Richards, et.al. 1985).

Ornstein and Hunkins (2009: 10-11) expanded the definition of curriculum above by adding the feature of curriculum as a field of study and curricula of a subject matter. These definitions are the most embraced by curricularists and textbook writers. Curriculums are constituted by four elements or components that are different, but cohesively inter-related elements i.e. Goals and objectives, content/materials, Learning activities and Evaluation.

Goals refers to the overarching general purpose of an educational program set up by the developers as the “general statements concerning desirable and attainable purposes and aims based on perceived language and situation needs” (Sundayana, 2015). Goals are the school’s vision of what the students should possess on the completion of their study at the school/university. Content/materials are “the subject matter of the teaching-learning process and includes knowledge, processes, and values (or content, process, and context)” (Sundayana, 2015). Learning activities are “activities offered to learners in the teaching-learning situation which allow them to acquire designated content and so achieve the stated objectives” (Sundayana, 2015). Evaluation is “the systematic process of collecting data in order to make judgments of statements of worth. Here, data are collected and interpreted through measurement and assessment of student performance” (Sundayana, 2015).

Syllabus is also an integral part of language teaching activities. Brown (1995) proposed four categories of language teaching activities that are used as the basis for designing curriculum for second language programs, namely: approach, syllabus, techniques, and exercises. The first language teaching activity is the many approaches of language teaching or “ways of defining needs/what the students want to learn” (Brown, 1995:4-5). Approaches are further categorized as classical, grammar translation, direct, audio-lingual, and communicative approach. Syllabus is the second category of teaching activity Brown (1995) categorized syllabus into several different types as follows:

- a) Structural syllabus: Grammatical and phonological structures are the organizing principles- sequence is based on difficulty level of the language structure (from easy to difficult). This type of syllabus is based on Structural Linguistics.
- b) Situational syllabus: Situations (e.g. at the supermarket, etc.) are set as the organizing principles. Content sequence is based on the degree of like hood students will encounter these situations (structural sequence may be in background).
- c) Topical syllabus: Organized by topics or themes such as sports, movies, etc. The sequence of content is based on the degree of like hood students will encounter them (structural sequence may be in background).
- d) Functional syllabus: Functions such as identifying, describing, reporting, etc. are used as the organizing principle- sequence is based on chronology or usefulness of the functions (structural and situational sequences may be in background).
- e) Notional syllabus: notions or conceptual categories such as duration, quantities, etc., are the basis of organization- sequence is based on chronology or usefulness of the notions (structural and situational sequences may be in background).
- f) Skill Syllabus: Skills e.g. listening, reading, etc. are the organizing basis- sequence is based on chronology or usefulness of the skills (structural and situational sequences may be in background).
- g) Task syllabus: the organizing principle is task or activity categories- sequence is based on chronology or usefulness of the tasks (structural and situational sequences may be in background).

Techniques or “ways of actually presenting the lessons” (Brown, 1995:4,14-15) are the third teaching activities important to curriculum development. Normally, teaching techniques are derived from the approach and types of syllabus adopted in the curriculum. In some cases however, a combination of ways of presenting the content originating from various approaches and or syllabuses are chosen deliberately by teachers to maximize learning

Exercises or “ways of practicing what has been taught” (p.4, 15-16) are the last teaching activity category that describes what learners do when learning. The difference between exercises and technique is that exercises can be used as either assessment of students’ acquisition of the presented target language items. Exercises that commonly utilized in second language classroom are autonomous interaction, chain dialogue, cloze procedure, conversion, copying, expansion, drill, fill in and many others.

Another concept in curriculum and syllabus development of any educational program is the term “needs analysis” which is articulated as “the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation” (Brown, 1995). The needs analysis involves several parties such as students, teachers, and administrators as the target group, the audience group, the audience, the resource group and the need analyst (Richards, 2001; Brown, 1995). A need analysis is conducted based on certain philosophical principles such as the democratic philosophy in which a need is defined as any change that is desired by a majority of the group involved. Another way of defining need is based on immediate addition to students’ prior knowledge.

METHOD

The present study of syllabus analysis of an English course at a tertiary level education, where the subject is grouped under the personality development subjects or “*Mata Kuliah Pengembangan Kepribadian*” (MKP) utilizes a qualitative case study design.

The data for the present study were mainly collected through document analysis complemented with a need analysis. *Document analysis*: The examined syllabus was used at the English I, which served as the course outline. English I is the first part of the English program taught in all departments and majors at one of the state institute for Islamic studies in Indonesia, the site of this present study. ELT programs in the institute comprises of English I, II and III, which are taught in the first, second and third semester respectively. The studied syllabus is the one that is specifically designed for English I course at the Department of IEL of the Faculty of Syari’ah at the institute. The evaluation aimed to examine the syllabus’s conformity to the theories of curriculum/syllabus development. In addition, the syllabus was also crosschecked with the regulations established by the Indonesian educational authorities.

With the purpose of triangulating the document analysis, a needs analysis was conducted through a retrospective questionnaire to 14 students who previously took the course. The questionnaire contains 14 semi-open ended questions. Similar questionnaire was also given to the teacher-developer of the syllabus in order for her to analyze the syllabus document reflectively.

Following the tradition of qualitative case study data analysis, the collected data from both the document and needs analysis were combined convergently to obtain a description on the analyzed syllabus, diagnostic strengths as well as any potential area of further development.

FINDINGS AND DISCUSSION

A. Syllabus Analysis

The first part of syllabus analysis is to do with the conformity of the examined syllabus with the elements of curriculum as outlined by Richards (2001) in the elaborations that follows:

- 1) The type of goals that are formulated in the curriculum document is skill based goals stating that the course aims for the mastery of four language skills as stated in the course description as follows:

“*Dengan mengikuti kuliah Bahasa Inggris ini diharapkan mahasiswa mampu membaca (reading), menulis (writing), dan berbicara (speaking) dalam Bahasa Inggris terutama dalam bidang management.*” (Data-Course Outline, p.1)

“By following this subject of English the students are expected to be able to develop reading, writing and speaking in English specifically in the field of management” (translation by the writers).

- 2) The types of objectives that are formulated the curriculum document, however, indicated only one language skill to be mastered i.e. the reading skill with an additional mastery of vocabulary and grammar in relation to topics and grammar points as indicated by the following example:

“1. *Memahami bacaan, kosa kata, dan grammar yang berkaitan dengan financial plan.* ‘Comprehending reading, vocabulary, and grammar that are related to [financial] plan’.

2. *Memahami bacaan, kosa kata, dan grammar yang berkaitan dengan comparison adjective* ‘Comprehending reading, vocabulary and grammar that are related to comparison adjective” (Data-Course Outline, p.1).

- 3) Content organization: the contents were selected based on the course aims and objectives. Some vague or irrelevant contents were evident e.g. the content of Meeting 6 i.e. “manual” was irrelevant to the objective of meeting 6 i.e.

“*Mampu memahami dan membuat Visi dan Misi sekolah/instansi* – ‘able to understand and develop/write the vision and missions of the university” (Data-Course Outline, p.2)

- 4) Learning experiences were specified in the syllabus but not in the course description (curriculum). Ways of practicing the language/exercises i.e. mostly Reading (meeting 4-6 & 10) combined with writing (meeting 2), speaking (meeting 9 & 15) & learning experiences in some meetings (3, 7, 11, 12 & 14) were not specified. Ways of presenting/techniques i.e. lectures, questions & answers, discussions in all of the 16 meetings (Data-Course Outline, p.2).

- 5) Assessment: the assessment section of the course outline described that the evaluation of students’ achievement are test and non-test (portfolio-the term was not stated in the course outline). The test items are (i) five minutes individual oral presentation-evaluation items clarity of content, delivery, and time accuracy – 20% worth of total grade: (ii) Mid-semester test- essay test /evaluation on the content from meeting 2 to meeting 7 - 30 %. (iii) Final semester test- Essay and speaking test evaluation on the content from meeting 8 to meeting 14 - 30 %. The non-test evaluation items are course (i) attendance-based on the teacher’s perspective on the contribution of attendance to students achievement-5 %; (ii) Students’ active participation based on the teachers’ observation on students’ performance in actual classroom participation-observation recording tools were not specified- 5%; (iii) Individual written assignment: paper to be presented-10 %. These assessment items were set up followed the institute’s general policy of course evaluation (Pedoman Edukasi STAIN Manado, 2009). With no specification of evaluation forms, scoring and validity of the tests, it is hardly possible to make judgment whether or not the evaluation has been designed as prescribed by the theories.

The second layer of syllabus analysis refers to Brown’s (1995) framework of categories of teaching activities as the basis for evaluation; the content of the targeted syllabus of English I for the IEL students is described as follows:

- 1) **Approaches**; The analyzed syllabus was considered to base on a combination approach to language teaching comprises of the Grammar Translation and the Communicative approach based on the stated indicators for achieving the competences.

The evidence of Grammar Translation approach adopted in the syllabus is quoted below:

“*III. Indikator Pencapaian Kompetensi Aspek Kognitif dan Kecakapan Berpikir ‘aspects of cognitive and thinking ability’*: *Mampu menerjemahkan bacaan dari Bahasa Inggris ke Bahasa Indonesia.* ‘Indicators of competence achievement: A. Cognitive aspect and thinking ability. 1. Are able to translate reading texts from English into bahasa Indonesia’ (Data-Course Outline, p.1-translation by the writers).

The adoption of Communicative approach in the syllabus is quoted below:

“III. Indikator Pencapaian Kompetensi: Aspek Kognitif dan Kecakapan Berpikir ‘aspects of cognitive and thinking ability’: (i) Mampu membuat surat lamaran pekerjaan dalam Bahasa Inggris. ‘Indicators of competence achievement: cognitive aspect and thinking ability: (ii) Are able to write job application letters’ (Data-Course Outline, p.1-translation by the writers).

- 2) **Syllabus;** An eclectic syllabus was also adopted in which the main syllabi are combined Skill & Structural syllabus, with the Topical/Notional, Situational and Functional syllabus (the least emphasized syllabus) were in the background. This is indicated by the statement of aim in the course description section of the course outline as cited below:

“DESKRIPSI MATAKULIAH

Mata kuliah ini terdiri dari 2 SKS teori yang membahas tentang financial plan, comparison adjective, position, quantity expression manual, American and British English, speaking in public, understanding and replay the letter, the interview, and the classifieds. Dengan mengikuti kuliah Bahasa Inggris ini diharapkan mahasiswa mampu membaca (reading), menulis (writing), dan berbicara (speaking) dalam Bahasa Inggris terutama dalam bidang management.

COURSE DESCRIPTION

This subject consist of 2 SKS theories that discuss financial plan, comparison adjective, position, quantity expression manual, American and British English, speaking in public, understanding and replay the letter, the interview, and the classifieds. By joining this English subject, it is expected that the students will be able to read (*reading*), write (*writing*), and speak (*speaking*) in English specifically in the field of management.” (Data-Course outline. 1-translation by the writers).

The cited aims of the English I for IEL Skill Syllabus shows characteristics of Skill based syllabus i.e. the use of language skills as the organizing theme of the syllabus (Brown, 1995). Although the major language skill was the reading skill, the analyzed syllabus indicated that other language skills are also addressed.

Another major tendency is the Structural syllabus characterized by the inclusion of grammatical structures in the course descriptions such as comparison adjective and quantity expression. These grammar points are not stated in the course description nor listed as basic competence (KD).

- 3) The teachers’ strategy in sequencing of the grammar point is not made clear due to the absence of info on specific grammatical forms included in the lesson/materials (what comparative adjectives?), However, theoretically adjectives are parts of speech (single words/phrases) that are normally perceived as easier to master than “expressions” (multi-words quantifiers), hence the sequencing of grammatical features can be considered as concurrent to the theory. In addition to the two types of syllabuses above, the teacher also included some content that belong to the Situational syllabus for example public speaking, ‘understanding and replay (responding to)the letter’ (Data-teacher questionnaire) and the interview. Similarly, the Notional syllabus was also set up as the background syllabus. Examples of notional topics are “positions”, “classifieds” and “American and British English.”
- 4) **Techniques:** As stated in the syllabus (Data-Course Outline, p.3-4) lectures and or presentations and or discussions (question and answer) were the techniques employed by the teacher o present the content of the course. These techniques are confirmed by the teacher as the most suitable means of teaching that go in line with the characters of the learners who are accustomed to traditional presentations of materials by the teacher (Data-teacher questionnaire).

- 5) Exercises; In this particular English course, the students were mostly required to be involved in reading activity, although presentation and summary writing were also included in the syllabus. Statements of the types of exercise were not always present in each of the meeting of the English I for IEL.

The first point of discussion of the analyzed English I syllabus is its connectedness with the theories of syllabus and curriculum development suggested by Richards, et.al. (1985) and the four activities of language teaching (Brown (1995). To begin, the aim and objectives of the curriculum and syllabus of English I for the IEL department indicate partial fulfillment to the principles and procedures suggested by the theories. However, the linkage between this particular course with other courses/subjects was also absent. As the result, analysis on the efficacy and relevancy of the course with the department's overall curriculum and vision and mission statements can hardly be made. The time schedule and the content of the analyzed syllabus was seemed to be selected to match the aims and objectives. There was some considerable inconsistencies between the syllabus' goal and objective statements and their (planned) implementation in the course time schedule. A form-focused evaluation, for example, was not specified as one of the course's core competence, materials, activities, and assessment statement. Nonetheless, evaluation targeting the grammar competence existed in two meetings (week 3 and 5).

The teacher's choice of implementing an eclectic theory of language, language learning and education, was considered acceptable to some extent. Eclecticism in approach and method should result in a curriculum and syllabus that best accommodate the need of learners', the schools and the wider society. The best of these theories and practices should be brought together to suit the needs of most Indonesian EFL students on "cliché but necessary" language modeling particularly the grammar of English as reflected in most Indonesian EFL teaching curriculum (Emilia, 2005; Sundayana, 2015). Furthermore, the teaching methods and techniques that are combined in a way that their strengths complement each other was suggested in order to benefit both students and teachers (Larsen-Freeman, & Anderson, 2011).

B. Need analysis: result and discussion

The syllabus or course outline of English I for the IEL program studied in the present project did not provide comprehensive information of the students' previous learning experience nor prior knowledge as the condition for the course to be taken. Therefore, it was hardly possible to make connection between the analyzed syllabus and the targeted students. The needs analysis used in this present project was used to compare the learners' evaluation of the expectations of the learners with the teacher-syllabus developer's perception about them. The responses of the need analysis questionnaire is summarized as follows:

<p>I. The Learners</p> <p>1) The learners general background;</p> <p>a. Age (19,7 years – average)</p> <p>b. High schools of origin High schools in capital cities of the province and or the region (%), others located in the rural areas (50%).</p> <p>c. Years of learning English 8,7 % (average).</p> <p>2) The Learners' experience in learning English.</p> <p>a. Motivation: intrinsic motivation of wanting to learn/improve their mastery of English (50 %); extrinsic motivation (50%).</p> <p>b. Perceived mastery of English: Beginners (42,9%), Pre-intermediate, and Intermediate level (14,3 %) respectively.</p> <p>c. Prior education of English: classes at formal education at school (78,6 %);</p> <p>d. Perception on the usefulness of English: very useful by (28,6%),</p>	<p>II. The teacher:</p> <p>1) Qualification</p> <p>a. Undergraduate degree in English literature and master's degree in English language teaching from a state university in Indonesia.</p> <p>b. Years of teaching English at the investigated institute: approximately 4 years.</p> <p>2) Perceptions of students:</p> <p>a. Personal believe on language and language learning: English</p>
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<p>e. Perceived usefulness of materials: grammar textbook and teacher's hand-out is rated as relatively useful by most of the learners (78,6%).</p> <p>f. Perceived importance of topics of materials: Islamic topics (64,3 %), scientific and academic topics (35,7 %).</p> <p>g. Preferred learning strategies: cognitive strategies-translating English texts into English (64,3 %), memorizing patterns of English tenses and vocabularies (57,1%) and Metacognitive strategy of asking correction from teachers (57,1 %); Social strategies i.e. communication in English with other Indonesian speakers of English were perceived as relatively useful by most of the learners (71,4%)</p> <p>h. Perceived difficulties of learning English: management, the features of the target language i.e. pronunciation, grammar and vocabulary, and those related to learning and teaching materials i.e. relevancy, presentation, and students' level of mastery (57,1 %).</p> <p>(Source: questionnaire for the students).</p>	<p>language instruction is important.</p> <p>b. Perceived students' level of English/EFL: high beginners (80%), beginners/novice, and intermediate are each 10 %.</p> <p>c. Perceived the best strategy to learn EFL: were grammar-translation, reading practices and rote learning of vocabulary items</p> <p>(Source: questionnaire for the teacher).</p>
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The skill-structural syllabus that was examined under this present study was actually drawn from several syllabuses was an effort of the teacher as the syllabus developers to meeting some needs of this specific study program (Islamic economy law that closely related to the field economy & professional field of economic encounters (teacher questionnaire: confirmation interview). Since the guidelines for developing or implementing curriculum for English subjects was not available in the institute, the teachers are given authorities and responsibilities to select the types of syllabus that they think appropriate to address the teaching and learning needs (see also Simbuka, 2015). Historically, the Islamic Economy Law department is originated from the "Muammalah" department. There are no established standard of the teaching of English for this department/major, therefore English teachers often adapt or create their own by referring from closely related discipline such as "management" (Source: questionnaire for teachers). Such freedom could be more useful for the learners and ELT learning if the teacher could orchestrate a balanced proportion of the functional parts of her syllabus instead of focusing heavily on grammatical aspect when she utilized evaluation items on forms rather than the "planned" functions items.

Unfortunately, lack of knowledge of curriculum development and syllabus design for the teachers and administrators of the institute under question makes the task of developing the department's curriculum and syllabus for the English courses a "pain in the back. Hence, it is recommended that for teachers-syllabus developers to take into account that specific learners of EFL in the IEL department requires more careful needs analysis about the learners' educational and non-educational attributes. These needs under the specific learning context that encompasses English for academic purposes (EAP) and two contexts of English for Specific Purposes (ESP) of the field of economic law and English that specifically caters for the needs of Islamic speakers of English. Any discrepancy between how students perceived their needs versus the teacher-syllabus developers' own perception results in an ineffective EFL program.

In this present study, therefore, it is important that the teacher-developer refers to the very essence of ESP/EAP courses which are built upon learners' communicative needs (Abdullah, 2009; Munby, 1978; Kennedy and Bolitho, 1984: 14-6; Bloor and Bloor, 1986: 5-6); and that "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communicative needs of the learner" (Munby, 1978: 2 as cited by Abdullah (2009). In addition, any ELT instructors should allow for learners' characteristics such as their learning strategies, perceptions about the teaching methods and materials as well as demographic information like city of origin solely with the purpose of designing better syllabus to improve learning. Lightbrown and Spada (2011: 194) were right to suggest "better

understanding of factors affecting language learning will allow teachers and learners to yield the best result in intertwined process of teaching and learning a second language”.

CONCLUSION AND RECOMMENDATION

Developing curriculums and syllabus for any educational programs are systematic process that involves theoretical and practical considerations. This process involves not only teachers and administrators as the target group, but also students and resource groups such as employers and the wider society within which the programs exist (Brown, 1995; Richards, 2001). However, the present condition at the institute indicates that the curriculum and syllabus of English subjects in the department of IEL of the investigated institute have not yet developed based on a thorough study of the purpose and needs of the learning of EFL in each of the department under question. EFL teachers developed the syllabus of the EFL subjects based on limited information about the learners due to the absence of prior evaluation on the context and situations of the learning of this subject. In addition, insufficient reference to the theory of curriculum and syllabus development also contributes to designing an ELT syllabus that was inadequate in quality. In the context of teaching EFL in Islamic related majors like the IEL requires more than teachers decide for the learners to acquire from the programs. Here the significant roles of need analysis and situational analysis come into play in providing background information of learners' expectations of the program.

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FACTORS AFFECTING LISTENING COMPREHENSION ACHIEVEMENT OF STUDENTS (A DESCRIPTIVE STUDY AT THE THIRD SEMESTER STUDENTS OF MUHAMMADIYAH UNIVERSITY MAKASSAR)

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ABSTRACT

This research aimed to identify the factors affecting the students' listening comprehension achievement and to identify which factor that was dominant, conducted in Muhammadiyah University of Makassar. This research was restricted into listener and speaker factors that caused difficulties. The method of this research was descriptive research. The population of this research was the third semester students of English department at Muhammadiyah University of Makassar. This research used a simple random sampling in this case was a lottery way to decide the sample. Then, one from the 10 classes which consisted of 35 students was chosen to be the sample. The instrument used in this research in order to collect the data was a questionnaire which then distributed to the sample to be filled. The data showed that there were 25 aspects from listener and speaker affected the students' listening comprehension achievement. Moreover, among those 25 aspects, there were 11 aspects considered to be the dominant factors based on the data percentages and there were 5 aspects classified to be the most dominant ones. They were; Inability to acknowledge the colloquial words and slang, inability to understand the reduced word, inability to answer the question which required the long answer, focus loss resulted from looking for the answer of the question and the speed of the speech delivery.

Keywords: *factors affecting, listening comprehension achievement*

INTRODUCTION

Listening is a skill that is quite influence in the mastery of the English language, because listening is a receptive language skill that make users understand the language in depth, making it easy and precise in producing language. Gebhard (2000: 143) states that listening is not a passive skill but an active one because we need to be receptive to others, which include paying attention to explanations, questions, and opinions. Brown (2001:249) also defines that listening is an interactive process involving a number of different cognitive, psychomotor, and affective mechanisms. Thus, listening is considered to be a skill that is very essential to be learned and mastered.

However, the status quo of the students' experience in listening comprehension shows that Listening is the most difficult skill to be mastered (Graham, 2005). The various difficulties that commonly occur in the listening comprehension such as; making prediction, guessing unknown words, recognizing main point and many other such difficulties are still encountered by the students in the listening comprehension subject (Hamouda, 2013) Thus, this condition should be handled seriously in order to reduce the problems in listening classes and make the students easy to comprehend what they listen about.

Furthermore, There are many factors that cause these conditions, related to the factors that affecting a listening subject. (Boyle, 1984) classifies the factors that impact EFL listening comprehension in three ways based on a survey of Chinese teachers and students: the first is speaker factors such as; the linguistic ability of the speaker, the quality of the speech signal, the personality of the speaker, etc; the second is factors in the oral text such; the complexity of the lexis and syntax, the degree of cohesion, etc; and the third one is listener factors, such as intelligence, memory, gender, motivation and background knowledge. The factors that mentioned above potentially cause difficulties in listening subject and can give contributions of the low listening achievement of the students. The role of listening in language development is

very important, it can be seen from the child's language development through language acquisition, which in this case listening is the activity which gives the largest contribution. Children initially do not know a single word, but because they used to hear adults speak, their language began to develop. As an input skill listening plays a crucial role in learners' language development (Rost in Hamouda; 2013).

The importance of listening skills in foreign language learning is also inevitable, because language input is the key to acquire language. Rost in Hamouda (2013) confirmed that listening is vital in language classrooms because it provides input for learners. As an input skill, listening plays a crucial role for learner. Krashen in Hamouda (2013) further argued that people acquire language by understanding the linguistic information they hear. Thus, from the statements above we can conclude that in language development, in this case the foreign language development, listening activities influence the students' understanding and linguistic aspect development. It can be stated that the more students do listening the better their linguistic skill they have. Gilakjani and Ahmadi (2011) further points out that listening plays a very important role in a student's academic success and it is a key component to successful learning. Gilakjani and Ahmadi (2011) is also among the writers who early noticed the importance of listening. Gilakjani and Ahmadi (2011) reported data on how people spend their communicative time: of the total time devoted to communication, 40-50% is spent on listening, 20-30% on speaking, 11-16% on reading, and 9% on writing.

From the data given above, we can understand that listening is the most frequently used language skill which plays a great role in the process of communication. Similarly, an article which appeared on the web page of Growing Greeting (Lawson, 2007) indicated that listening is the fundamental language skill, and it is the medium through which people 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, listening is vital importance and students should be taught to listen effectively and critically. Although listening has such significant roles in communication and second language acquisition, it has long been the neglected skill in research, teaching, and classroom assessment (Osada, 2004).

Assuming its great importance in foreign language classrooms and in language acquisition, researchers have started giving greater attention to second/foreign language listening comprehension. Some of the ideas that have been focus in the insights are the factors that affect listening comprehension. In this context, therefore, this study aims to explore the EFL learner's listening comprehension at listening classes at Muhammadiyah Makassar University.

According to Thomlison's in Hamouda (2013) listening is the ability to identify and understand what people are saying. This process is also about understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. A good listener is classified if they are capable to do these four things simultaneously.

Different definition given by Anderson and Lynch in Gilakjani and Ahmadi (2011), They argue that the understanding of listening is not something that happens because of what a speaker says but has a crucial process. Such activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means. Underwood in Gilakjani and Ahmadi (2011) gives a simple definition of listening, he defined listening as the activity of paying attention to and trying to get meaning from something we hear.

From the definitions above we can conclude that listening take place when the person get attention to what other say through a complex of cognitive process.

1. Listening Comprehension

Rost, (2002) gave three definitions of listening comprehension which can reflect the situation.

- a. Listening comprehension is a complex, interactive process which has a dynamic construction of meaning.

It is explained as the process when the listeners understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in contextual utterance.

- b. Listening comprehension is an inferential process.

It involves a linguistic knowledge and world knowledge which interact to create a mental representation of what they hear. Bottom up and top down processes are applied to get to this mental representation and achieve comprehension.

- c. Listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy.

We can conclude that to listen well, listeners must have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication. Listening involves listening for thoughts, feelings, and intentions.

- d. Listening Difficulty

Goh in Hamouda (2013) defined listening difficulties are all the internal and external characteristics that interrupt the understanding process directly related to cognitive procedures at various stages of listening comprehension. It can be stated that listening difficulties are the characteristic that disturbing the listener in comprehending the information.

There are many researches have been conducted in many countries related to the factors affecting listening comprehension and the difficulty or problem encountered in listening subject.

Research result which was conducted by Hamouda (2013) at Qassim University shows various kinds of listening problem in listening comprehension subject such as unfamiliar words, the length of the spoken text, speed rate, a variety of accent, lack of concentration and pronunciation. Another similar research was also conducted in Japan by Takeno and Takatsuka (2007) show the result that point out several factors that effecting listening comprehension. Vocabulari/grammar, reading comprehension, and repeatability are among the factors that give impact in listening.

Further explanation was brought by Xie (2013) through his survey on factors influence low-level l2 listeners in China. The result is elaborated as follows;

1. Learner Factor

Five items are included in this category which give effect to the listening comprehension to the students, they are: subjects' interest and confidence in learning English, their ability in listening comprehension, their personality and its influence upon their language learning.

2. Language Factor

The data shows the students' awareness of the important of english take an important role in the language developments. Moreover, the difficulties such; grammar, vocabulary and the difference between their mother tongue are the factors that cause difficulty.

3. Teacher Factor

The researcher found that most of the teacher try to use a suitable language usage with the students they taught, they tend to use the easy words and speak very clear when they were teaching the low-level students. Moreover the data shows that the students enjoyed the way of the teacher teach.

4. Language Environment

This part explain about how the students acces the listening activity and the data show that more than half of the stuents prefer to practice their listening ability through songs or watching movie.

Thus the researcher interests to conduct a similar research in order to know the factors that give impact to the listening comprehension, so this problem can be solved easily.

Potential Problem in Listening Comprehension

Underwood in Osada (2004) states seven causes of obstacles to efficient listening comprehension.

1. Listeners cannot control the speed of delivery.

Underwood (1989), further states that the learners problem in listening comprehension is that the learners cannot control the speed of delivery which is contrast with reading as the input skill.

2. Listeners cannot always have words repeated.

This problem is considered as the serious problem because in learning listening comprehension in the classroom the decision whether the records will be replayed or not is in the teacher hands. However, it is quite hard for the teacher to measure the understanding of the students in particular part of the recording.

3. Listeners have a limited vocabulary.

Another problem is about the vocabulary that used by the speaker is sometimes unfamiliar to the speaker. Thus, the speaker get difficult to understand what the speaker say and get the topic of the listening text.

4. Listeners may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point.

In the formal situation, it can be easy for the students to recognize the mark of the changing topic or moving points because they used a transitional words such; next, before, after ect. However, the discourse markers is difficult to recognize by the students when the recording is an informal situation.

5. Listeners may lack contextual knowledge.

The various culture of the speakers are the other problem in comprehending the meaning of the listening text. Because, in guessing the meaning the listeners tend to relate what they hear to what they know, however, the distinction context in gestures, loudness, intonation are cannot be deniable.

6. Listeners can be difficult for listeners to concentrate in a foreign language because it is difficult to get the point.

The learners' unfamiliarity of the foreign language become another problem in understanding the listening text. It is quite difficult for them to concentrate with the language.

7. Students may have established certain learning habits such as a wish to understand every word.

In teaching learning activity, the teacher tend to have the learners to understand every single words that appear in conversation in order to understand the topic. However, this situation sometimes makes the students worry and cannot enjoy to listen because they put their self to not miss a single word in the text.

Factors of EFL (English as Foreign Language) Listening

Boyle (1984) in his journal has elaborated the factors that affecting listening comprehension into two characteristics. They are explained as follows:

1. Speaker Characteristic

Comprehending spoken language is a complex process in which the listener constructs meaning of the information provided by the speaker. Constructing meaning of the speaker's message depends partly on speaker's factors which are external to the listener.

Boyle (1984) pointed out the speakers characteristic into 4 items, they are;

- a. Language ability of the speaker.

Language ability of the speakers whether they are a native speaker or non-native speaker also give impact to the learners comprehension. The learners who learn English as a foreign language prefer to listen to the non-native speaker who is nearly the same with their tongue.

- b. Speaker production; pronunciation, accent, variation, voice, etc.

As far as the spoken feature is concerned, perception of sounds can be made difficult to various characteristics such in accent, pronunciation etc, of the spoken features of the language, particularly of the speech characteristics of the native speakers.

c. Speed of delivery

The other aspect which give much impact to the listener comprehension is the speed of delivery. It is quite hard for the low level to get the point if the speaker speak to fast.

d. Prestige and personality of the speaker.

If the speaker fails to address the above important points that are keys for comprehension of the listener, it can be difficult for the listeners to understand what the speaker is saying.

2. Listener Characteristic

Listener characteristic is considered has a crucial impact on an individual's listening comprehension. Some researchers have conducted study about this in order to identify the listener factors that influence the listening comprehension ability of the students.

The listener ability in several cognitif aspect can help them in understanding the the text. For example, the listener who has a greater working memory capacity can comprehend more about what they hear in the listening audio.

Boyle, (1945) clasified the listener factors into two, they are general and specific which are explained as follows:

a. General

These are the general factors regarding to the listeners aspect;

- 1) Experience/ Practice in listening to the target language; use of media (cinema, TV, radio, ect)

The opportunity of the listener in experience or practice the listening activity wheter in cinema, TV, radio ect, give an influence in their listening comprehension achievement.

- 2) General intelligence

The intelligence of the speakers is also effecting thecomprehension of the listener especially in identifying the topic or the main point of the text.

- 3) General background knowledge of the world

The general background knowledge is the knowledge that has been existed in the listener memory and it help them to connect what they hear and what they have known.

b. Specific

- 1) Physical and educational

- a) Age/ sex
- b) Home background, size of family
- c) Educational background and type of school
- d) Physical health and alertness

- 2) Intellectual

- a) Knowledge of the target language in its various aspects; phonology, lexis, syntax, and cohesion.
- b) Power of analysis and selection; the ability to distinguishing between main and supporting points.
- c) Kowledge of the specific topic or sunject
- d) Memory short term and long term.

From the explanations above, we can conclude that the aspects or the factors which effecting the listening comprehension might come from listener, speaker and many other aspects that related to the listening activity. All those aspect give contribution for the learners' listening comprehension in English. The process of listening comprehension is

highly complex. The knowledge and skills necessary for listening comprehension to be utilized simultaneously.

METHOD

The researcher applied a descriptive quantitative method at finding out the description about factors affecting listening achievement of the third semester students in University of Makassar Muhammadiyah academic year 2014-2015. The population of this research was the third semester students of English Department. The total population was consisted of ten classes and each class consists of 40 students. Thus, the total population for this research was 400 students. The researcher applied simple random sampling in deciding the sample that taken in this research. The researcher took only one class from the ten classes of the third semester students. Thus, the total sample of this research was 35 students from A class. There was only one of instrument that was used in this research. The instrument was **questionnaire** which was arranged to find out the factors affecting the students' listening comprehension. The questionnaire consisted of two sections. Section one contained 19 questions regarding to the listener factors that affecting listening comprehension achievement of the students. Section two consisted of 6 items dealing with the speaker factors that affecting listening comprehension achievement of the students. The next step, the researcher distributed the questionnaire to the current sample that had been chosen. To analyze the data from questionnaire about factors affecting listening achievement of the students, the researcher applied some steps: Data from questionnaires whose response categorized into 4 scale: always, often, sometimes, never. the scale categories (Gay, 2006).

FINDINGS AND INTERPRETATION

Data that collected from questionnaire are summarized in tables in order to obtain the total score of each respondent. The factors affected listening comprehension achievement of the students are presented in the data percentages as below;

No	Item	Percentage			
		Never	Sometimes	Often	Always
1.	Deal with colloquial language and slang : I find it surprising and difficult to deal with colloquial language and slang	-	(31.42%)	(14.28%)	(54.14%)
2.	Deal with the reduced forms in conversation: I find it difficult to understand the reduced forms in conversation	-	42.85%	5.71%	51.42%
3.	Deal with the familiar pronunciation of the words: I find the familiar pronunciation but cannot recognize the words	14.28%	42.85%	11.42%	31.42%
4.	Deal with the signals words: I find it difficult to recognize the signals which indicate that the speaker is moving from one point to another.	8.57%	22.85%	45.71%	22.85%
5.	Deal with an unknown word: When encountering an unknown word, I stop listening and think about the meaning of the word.	17.14%	37.14%	28.57%	17.14%
6.	Deal with an unknown word: I find it difficult to infer the meaning of an unknown word while listening	-	65.71%	22.85%	11.42%
7.	Deal with the long or complex sentences: I find it difficult to follow the sequence of the spoken text when the sentences are too long or complex	-	37.14%	45.71%	17.14%
8.	Deal with losing focus when getting an expected answer: I lose focus of the talk when I got an expected answer in mind	2.85%	37.14%	51.42%	8.57%
9.	Deal with losing focus caused by listening and answer question at the same time: I am unable to concentrate because I search for the answer, and I listen to the dialog at the same time	-	37.14%	42.85%	20%
10.	Deal with losing concentration caused by the long text: I lose my concentration when the text is too long	8.57%	40%	42.85%	8.57%

11.	Deal with losing focus caused by new word: I lose my concentration when I think about the meaning of a new word.	11.42%	51.42%	17.14%	20%
12.	Deal with losing focus if the recording is in a poor quality: I lose my concentration if the recording is in a poor quality	-	22.85%	48.57%	28.57%
13.	Deal with losing focus caused by another question: I lose my concentration when I think about another question	8.57%	22.85%	31.42%	37.14%
14.	Deal with the general understanding of the text: I find it difficult to get a general understanding of the spoken text from the first listening	14.28%	42.85%	20%	22.85%
15.	At the time of listening, I find it difficult to predict what would come next	-	42.85%	40%	17.14%
16.	Deal with recognizing the words pronounced: I find it difficult to recognize the words I know because the way they are pronounced	8.57%	37.14%	31.42%	22.85%
17.	Deal with listening to English without transcript: I find it difficult when listening to English without transcript	8.57%	37.14%	28.57%	25.71%
18.	Deal with remembering the words or phrase which just listened: I find it difficult to remember the words or phrase which I just listened	5.71%	45.71%	31.42%	20%
19.	Deal with the question which requires a long answer: I find it difficult to answer the question which requires a long answer	5.71%	17.14%	25.71%	51.42%
20.	Deal with the natural speech: I find it difficult to understand the natural speech	8.57%	28.57%	37.14%	22.85%
21.	Deal with the words which are not pronounced clearly: I find it difficult to understand the meaning of the words	-	42.85%	25.71%	31.42%
22.	Deal with the speaker body language: I find it difficult to understand the meaning of the spoken text without seeing the speaker body language	34.28%	57.14%	8.57%	-
23.	Deal with the speaker variety of accents: I find it difficult to understand well when the speakers speak a variety of accents	5.71%	48.57%	25.71%	20%
24.	Deal with the speaker speed of delivery: I find it difficult to understand well when the speakers speak too fast	5.71%	11.42%	57.14%	25.71%
25.	Deal with the unrepeatable recording material: I find it difficult to understand the recorded material, if I am unable to get things repeated.	5.71%	28.57%	42.85%	22.85%

What has been represented by figures above shows that all factors mentioned previously which consisted of 25 items in fact affected the students listening comprehension. However, among the 25 items included in both listener and speaker, there were only 11 items of the factors that could be categorized as the dominant factors by looking to the data percentages. Those 12 items then elaborated as follows;

1. The Linguistic Aspect of the Students

- a. Related to Colloquial and Slang

The students found difficulties in comprehending the conversation which used colloquial and slang. Colloquial and slang are two styles of language that had uncommon meaning for students, for example the words put on which 'put' means place something on the other thing while 'on' means something in a position above something and touch it, however in colloquial this 'put on' means wearing something. This confusion encountered as well as slang. Furthermore, the third semester students who used to learn English based on formal book might not usual with these language styles.

- b. Related to the Reduced Form

Another similar difficulty faced by the students in listening comprehension is the use of reduced form, for example; the taxi driver who said 'where to go?'

when he actually asking 'where do you want to go', and the students who seldom the get involved in a real English conversation might get difficulty in comprehending it.

c. Difficulty Pertaining to the Use of Signal Words

One of the dominant items of the linguistic factor encountered by the students is the difficulty to catch the signal words. Signal word is used in conversation to get the listener follow the changing topic or the idea direction of the speaker. For example the use of 'however or but' that indicates that the speaker turned to be contrast with the previous statement.

d. Related to the Long and Complex Sentences

Another problem faced by the students in order to comprehending the conversation in listening class is the use of long and complex sentence by the speaker. The long and complex sentences are commonly constructed by a difficult grammatical structure or syntax, thus, the complex sentence which actually brings many kinds of information is rather difficult to be understood.

2. Lack of Concentration Factor

a. Related to the Focus Loss which resulted from finding out the answer.

There are many reasons causing the students losing their concentration while listening. Finding out the answer while listening is the one of the factor resulted by this research, based on the data shows that 37.24% sometimes and 51.42% often encountered this situation.

b. Related to the focus loss when the text is too long

Another reason causing the students losing their focus is when the text is too long. The data shows that the text which is too long 37.14% sometimes and 42.85% often causing trouble the students' concentration.

c. Related to the focus loss when the quality of the record is too poor

Losing focus caused by the poor quality record is also found as a dominant factor affecting listening comprehension of the students. It is reflected by the percentage which shows that 48.57% often and 28.57% always encountered this problem.

d. Related to the focus loss when thinking about another question

Thinking for another question also distributed a big number of percentages that causing students lose their focus. The data shows this situation is 22.85% sometimes, 31.42% often and 37.14% always faced by the students of Muhammadiyah University of Makassar.

3. Listener Factors

a. Related to the question which requires a long answer

Another difficulty faced by the students in listening comprehension is to accomplish the question which requires a long answer. The data shows 25.71% often and 51.42% of the students are in this situation.

4. Speaker Factors

a. Related to the conversation which full of hesitation and pauses

The hesitation and pauses usually occur in a natural conversation, and the students find it difficult to catch the point because the conversation which full of hesitation and pauses tend to be unclear for the students.

b. Related to the speed of the speech of delivery, the length and without pause

The data shows that the speed of the speech of delivery causing problem to the most of the students, the result of the percentage are; 57.24% often and 25.72% of the students encountered this situation.

Furthermore, among the 11 dominant items of factor above, the researcher grouped 5 items which were considered as the most dominant factors. They are;

1. Inability to acknowledge the colloquial words and slang, which shown that 54.14% of the students 'always' encountered this situation.

2. Inability to understand the reduced word, which shown that 51.42% of the students 'always' faced this situation.
3. Inability to answer the question which required the long answer, which shown that 51.42% of the students 'always' encountered this situation.
4. Focus loss resulted from looking for the answer of the question, which revealed that 51.42% of the students 'often' loosing focus in this situation.
5. The speed of the speech delivery, which revealed that 57.14% of the students were 'often' unable to comprehend the conversation when the recording was too fast.

Those are the 11 aspects included in listener and speaker factors which are considered to be the dominant factors affected the students' listening comprehension achievement. The factors mentioned above gave a big contribution toward the difficulties occurred when the students were doing the listening activity. Then, those factors caused a low comprehension and achievement in the students' listening class, eventually.

The five items above are considered to be the most dominant factors among the all dominant factors mentioned previously, because the data percentages of these five factors shown the highest number compared with others.

Furthermore, these five factors shown that more than a half of the students which were taken as the sample always or often affected by these factors in their listening activities and caused them difficulty which lasted with a low listening comprehension achievement.

For conclusion, based on the all explanation above we can then conclude that the two main factors, speaker factor and listener factor which was elaborated into linguistic knowledge, lack of concentration, and other listener aspect, which consisted of 25 items affected the students' listening comprehension.

ACKNOWLEDGEMENT

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

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MODIFYING AUTHENTIC MATERIALS FOR LISTENING CLASS: A PRACTICAL IDEA

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ABSTRACT

Teaching listening is a bit different from teaching other language skills. The teacher should be sure with the materials used whether linguistic aspects needed have been properly covered. Good listening materials are the ones which really give the learners real audio experiences as commonly found in different real situations. By following a principle of Top-down process in teaching listening, the use of authentic materials can be considered when designing listening materials. Since authentic materials are not designed for pedagogical aims, there should be some modifications made for practical usage in a listening class. Modifying the materials may take time, but it is believed that with the modified authentic materials the teachers will be greatly assisted in achieving instructional goals of teaching listening. This paper discusses the principles of teaching listening which focuses on modifying authentic materials and the usage in listening class.

Keywords: *the teaching of listening, authentic materials, modification*

INTRODUCTION

Listening plays a very important role in human life. This skill comes first than other skills such as speaking, reading and writing. It means that a child will have to learn to listen before learning to other language skills. Listening takes the biggest proportion consumed in communication. Listening is also as natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening (Nation and Newton, 2009). Morley, in his research (1984), found that in communication, the average time spent is approximately 50% for listening, 25% for speaking, 15% for reading and 10% for writing. Even, Nunan (1998) claims that It over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening (Nunan, 1998). It is reasonable that deaf children are commonly unable to speak as they listen nothing to imitate. In language learning, listening is worth considering because when we do not listen we will never learn anything new (Machackova, 2009).

As Listening skill is important, students should be trained properly to get this skill. Learning a foreign language can be a new experience for a learner, thus listening to correct and proper utterances of the new language is a must. In Indonesia, Listening skill is taught in integrated way with other language skills. Even, this skill is also tested in National Examination; but ironically, compared to other skills, Listening has a quite small portion both in providing the material and in the teaching hours. It is due to the assumption and belief that skills in listening develop automatically (Dirven and Taylor, 1985). It needs, of course, more attention from the teachers, especially the Department of Education as a decision maker.

Many Listening materials provided in text books are insufficient, not various and sometimes uninteresting as well. Therefore, the teachers should be more creative in providing the listening materials that are completed with audio material from native speakers. Using authentic materials can be as one of alternatives of providing listening materials since these materials can give real example and experience to the students, enliven the class and create a more positive attitude toward learning (Kelly et al, 2000). The authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic (Jacobson et al., 2003). Therefore, the teacher should modify the materials for the purpose of listening classroom activities. This paper discusses a practical idea of how to use authentic materials modified for the purpose of listening

class preceded with brief discussion on processes and strategies in teaching listening, problems in teaching listening and authentic material.

THE TEACHING OF LISTENING

Processes and Strategies in Teaching Listening

Listening is not only passive process but also as active process (Joiner, 1991; Berne, 1998; McDonough, 1999). In a listening class, students can be successful listeners if teacher can apply suitable strategies in teaching listening. The strategies are developed based on two important processes in listening, bottom-up and top-down. Richards (2008) explains that **bottom-up processing** refers to using the incoming input as the basis for understanding the message. It goes from language to meaning. We convert the sounds into words, then into grammatical relationships, and upwards until we arrive at a meaning. **Top-down processing**, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. The background knowledge required for this processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of "schemata" or "scripts". For an example of top-down processing, consider the following sentence fragment, "When he rang the doorbell ". On hearing just the first part of the sentence, we automatically start to use our bank of knowledge to think about and to predict what the rest of the sentence might be (Ur, 1984).

Practically, in teaching listening the use of bottom-up and top-down processing generally can occur together (Richards, 2001). However, the purposes of teaching listening can affect the decision which one should be put as priority. For example, students are asked to compare their experiences in cooking recipe of certain menu with a chef description in a radio. They will make more use *top-down processing* as they have a schema to do the task, listening to the description and find the similarities and differences. If the students are asked to carefully listen to the chef description and write down the recipe, they will need bottom-up processing. In common three-step teaching listening consisting of pre-listening, while-listening, and post listening, teachers can involve the three listening processes in every step (Field, 1998).

Problems in Teaching Listening

For EFL/ESL learners, Listening skill is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, and finally, making use of all the skills mentioned above, interpreting the utterance within the socio-cultural context (Vandergrift, 1999). The process needs a quite long time and willingness for the learners to perform.

Many Indonesian students may encounter problem in listening to foreign speakers/foreigners. They do not understand what the foreigners are saying although the speakers are speaking slowly. Who are blamed in that case? What is wrong with the teaching of listening process in the classroom? Of course, in this case, students are not at the blamed side, it should be affected by other factors. The following factors are worth to consider.

1. The teachers may be still in doubt what adequate text books or materials to use (Nihei, 2002). Commonly, traditional teachers record reading books and simply ask students to answer questions. It could make students difficult to make progress in improving listening skill. The teachers should be able to modify, adopt, edit or change the materials that are suitable for their learners. If not, the learners can be discouraged and listening skill can be a source of anxiety (Yavuz et al., 2015).
2. It is often identified in teaching listening at Junior and Senior high Schools that, instead of playing recorded materials, the teacher often simply reads the texts as the recorded ones are not available. It gives improper model of spoken language, that actually the learners could learn how to identify and pronounce correct words when the text is read by native speaker.
3. The allotted time for listening materials is shorter than other materials. In many text books, the presence of listening materials just looks like a compliment that make the students cannot get enough materials and time to practice.

The three identified problems above commonly occur in EFL teaching at Junior and Senior High Schools. Teaching EFL is not only related to knowledge but student's psychological aspect should also be considered. The first problem needs to be put as a priority to solve. The solution is using authentic materials for the teaching of listening. It is believed that overcoming the problem of providing good and suitable listening materials with authentic materials can help teachers improve their students' listening skill (Thanajaro, 2000).

AUTHENTIC MATERIALS

What are authentic materials?

Authentic materials are materials that we can see and get from any printed or audio visual media, like Radio, TV, newspaper, internet etc. In detail, Genhard (1996) classifies authentic materials into three categories, 1) *Authentic Listening-Viewing Materials*: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches; 2) *Authentic Visual Materials*: slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays, and; 3) *Authentic Printed Materials*: newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

Those materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic (Jacobson et al., 2003). The materials are commonly actual such as news and reports. Students can be more interested in the materials that they can counter in their daily lives, such as change-of address forms, job applications, menus, sports, entertainment etc. At the present time, internet can be used as a major resource of getting the authentic materials. Newspapers, Radio and TV can now be freely enjoyed online through the internet.

Why chose authentic materials?

The use of such authentic materials in the language classroom has been claimed significant to improve students listening comprehension skill. Richards (2001) gives the reason why authentic materials are significant. *First*, they contain authentic language and reflect real-world language use. In other words, they expose students to real language use in the kinds of contexts where it naturally occurs; *Second*, they relate more closely to learners' needs and hence provide a link between the classroom and students' needs in the real world, and; *Third*, the use of authentic materials also supports a more creative approach to teaching.

Since using inappropriate ESL teaching materials makes learners unmotivated and face difficulties in learning, the teacher should be responsible and creative how to make the students not to lose their motivation and interest. Therefore, teaching materials must be motivating and raise learners' interest. Some research have proved that the use of authentic materials in ELT is effective and motivated. Thanajaro (2000) and Otte (2006) noticed that learners' self-satisfaction and motivation showed improvement after employing authentic texts in the classroom. Whereas, Guariento & Morely (2001) found that authentic materials help motivate learners learn the language by making them feel that they are learning the 'real' language.

Modifying authentic materials for listening class.

To get beyond the limitation of listening materials, creative teachers often try to find what materials that can meet the need of achieving teaching goals. Instead of creating the listening materials that for many teachers is difficult and time consuming, using authentic materials available in our daily life or just downloading up-to-date and various materials from internet is easy and cheap. Besides, authentic materials can bring students closer to the target language culture and make the learning process more enjoyable and motivating (Al Azri and Al-Rashdi, 2014).

Since authentic materials are not designed for teaching materials in the classroom, teacher should modify them until they are suitable for the teaching purposes. The types of modification can be made in line with the teaching purposes and the level of students. The following example is the procedure of modifying authentic materials for Junior High School Students (intermediate level).

- 1) Decide what teaching purpose or students competence the teacher wants to achieve in teaching listening. *Example*, In the end of teaching-learning process, students are required to identify two parts of speech, *adjective* and *adverb*, through listening to spoken texts and fill the blanks in students' sheet.
- 2) Decide what topics that can be used as texts of listening materials. Ex. Sport, Song, News etc.
- 3) Find the materials by browsing from some online resources, such as www.bbc.com, www.cnn.com or www.voanews.com and many others. The materials are commonly in the form of video and audio, both are downloadable.
- 4) Download the spoken and written materials and save them in a certain folder.
- 5) Print the written material and find *the adjectives* and *adverbs* in the text, and then replace them with blank spaces, and next, it is students' responsibility to fill the blank spaces with correct words.

Point 5 is modification step that must be taken to make the authentic materials applicable for the lower listening class that applies bottom-up processing. For the higher level that the instructional purposes are commonly to know students' comprehension, the modification is made different although the materials are the same. Comprehension questions are suitable to trigger students' background knowledge as the exercise involves top-down processing.

Listening Authentic Material Resources

Listening authentic materials are audio or audio-video type. In this era, it is easy for English teachers to find the materials from the oldest to the newest from internet. The followings are some examples of web addresses that provide various topics of authentic listening materials we can browse and download.

www.cnn.com

www.bbc.com

www.voa.com

There are still a huge number of web addresses provide authentic materials suitable for the purpose of teaching listening. The teachers just need to spend their time in front of their computers for certain hours. Many more video materials are available in youtube that can be easily downloaded using youtube downloader (YTD). The play duration of the material is ranging from 3 to 5 min for news or report. Other materials like weather forecast, for example, can be lesser than 3 min. With internet technology, English teachers are challenged to be more active and creative as all the authentic material resources are assessable.

CONCLUSION AND SUGGESTION

Nobody denies that Listening skill is important in EFL, therefore, EFL learners should be trained properly to master this skill. When providing suitable and interesting teaching materials become obstacle for the teacher, modifying authentic materials can become one of alternatives to overcome the problem. It is suggested that English teachers should be more creative in developing listening materials. With not too sophisticated skill of technology, English teacher can make use of internet to browse and download a big number of authentic materials. It is believed that the use of authentic materials modified for the purpose of teaching listening can arouse students' motivation and interest.

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AUTHENTICITY IN LANGUAGE CLASSROOM: ALTERNATIVE TASKS AND MATERIALS FOR IN-CLASS DEBATE

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ABSTRACT

The trend of intercollegiate debate has been positive in Indonesia triggering more varsity students to get involved in debating communities and competitions across this country. Academically, however, it does not mean debating has been implemented as learning activities as debating itself is still under scrutiny due to lack of learning materials and modeling, leading to the avoidance of particular sensitive issues in classroom discussion. The application of debating in the classroom has been artificial with unreal issues, leading to unrealistic students' debating in the classroom. Hence, the idea of debating has contribution to critical language pedagogy such as students' critical thinking and engagement in the classroom is far from the expectation. Through group-focus discussion within varsity debate communities, this study elaborated alternative tasks and materials for in-class debate practices and procedures to integrate the materials by considering the task authenticity into learning process. In addition, this study examined the impact of the alternative tasks and materials on the students' learning behaviors.

Keywords: *authenticity, tasks and materials, in-class debate*

INTRODUCTION

As the high demand of individuals to critically weigh issues, generate opinions and advocacies, and express their ideas through dialogue and debate in modern society, the introduction of debating over pedagogic language curriculum is emerging as well. Public speaking, especially in the form of debating, plays an important role to prepare the students for their future language needs, especially having good communicative competence in delivering their opinions. The communicative competence demands placed on language learners have led to an increasing awareness of the need to integrate meaningful language use across the curriculum. Stated by Canale (2013), that communicative competence should have some characteristics, among others, such as contextualized purposes under specific discourse and authentic setting, as opposed to textbook-contrived languages. In response to this need, in-class debate should be carefully introduced in language classroom by considering the authenticity in order to provide students with real world learning experience.

In the Speaking for Academic Purposes subject in language classes concerning with the specific academic debate material, in-class debate should not only be classroom activities, but also intended as learning outcomes. As to accommodate classroom debate effectively, the motions should be mostly real cases on the real world in various aspects e.g. education, social, law, environment, etc. and the debaters were encouraged to employ authentic sources to support their content during in-class debate. The current practices of classroom debating activities are mostly relied on collegiate debating practices; making it sometimes problematic discourse for the language instructors who have limited knowledge of in-class debate employment or for the students as well whose minimum experience in collegiate debate. In accommodating classroom debating activities effectively, both text authenticity and task authenticity, as it happens in collegiate debate practices, should be considered as the changing understanding over text and task authenticity in language classroom (language pedagogic rationale).

In this age of globalization and computer-mediated communication modes, authenticity remains an important and debated notion; it is more complicated when it is related to sociocultural aspect as well as cultural transfer of the authentic text (see Mishan, 2005). In terms

of text authenticity itself, the definition has been changing over time. In its widest sense, 'authenticity' is related to notions of 'realness' or 'trueness to origin' of the text. Common definition of the authentic text is both oral and written, which has been written and selected from "inner circle" (Kachru, 1985) or hegemonic culture, produced for purposes other than to teach language (Nunan, 1988: 99).

There have been several attempts, however, which have been introduced to fortify this seemingly narrow perspective on text authenticity as a binary concept, either authentic or inauthentic texts, as well as a concept which merely refers to the input, written or spoken. Moreover, as the shifted trend of native and non-native speakers becomes blurred; it is not impossible in the shortcoming future the English speakers of other languages will outnumber the English native speakers. This conception may lead into 'poverty of language' in relation to pedagogic sources (MacDonald, et al, 2006). The question should be now, thus, is not whether authentic texts should be used, but how and when they should be introduced to bridge the gap between the classroom and the real world (Guariento & Morley, 2001).

An alternative approach to this poverty of language for in-class debate should be provided. As we have already seen how effective authentic texts help students to learn language better, we should not be trapped into this problem. In classroom debate, as long as students are developing compensatory strategies for understanding of the information from the texts they have read, neither total understanding nor even pure authentic texts should be problematized. Forcing the students (and the teachers) to use the non-simplified authentic texts may lead students into frustration and fear of producing communication due to their burden dealing with the 'authenticity', leading into another issue which is unauthentic students' language productions or responses in learning process. As stated before, the standard of authentic in-class debate in language classroom seems referring to governmental or parliamentary debate or collegiate debating practices. There should be an alternative approach to the concept of authenticity in classroom activities. Instead of only focusing on the material authenticity, along with its usefulness as well as the changing conception, the concept of authenticity should be applied to classroom debate tasks.

In terms of applying task authenticity in the classroom, it is better to consider some conceptions as stated by Guariento & Morley (2001), namely authenticity through genuine purposes, real world target, classroom interaction, and engagement. By considering these conceptions, it is expected there will be alternative to the materials as well as tasks for in-class debate in language classroom; the alternative classroom which accommodates some aspects such as debating practices in the real setting, authentic learning process in classroom, and students' learning experience. Through classroom evaluation and group-focus discussion, this study tried to elaborate alternative tasks and materials for in-class debate practices in language classroom as well as procedures to integrate the materials by considering the task authenticity into learning process.

METHOD

This qualitative study sought to discuss feedback from students of Speaking for Academic Purposes class on Academic Debate at English Department of State University of Surabaya. Involving 48 students of the three speaking classes, a structured reflection through simple open-ended questionnaire containing the four conceptions by Guariento & Morley (2001) at the end of the semester provided certain patterns in terms of the application of the tasks and materials in the learning process. Students were asked to scale their agreement and disagreement of the learning authenticity in the speaking classroom followed with short commentary feedback upon their agreement. To gain detail depiction from the students' feedback to the speaking classes, group focus discussion was held with selected students of the classes. Specific questions were given to the students to discuss their perceptions as well as desired tasks and materials in the speaking class, particularly by considering the authenticity and effective classroom debating outcomes.

Some limitations of the study were such as the number of the students who were limited in particular who were attending speaking class especially Academic Debate, which is new

subject at this Department. The feedbacks from the students were also based on the students' one-semester experience involvement of the speaking class, which might be too short to evaluate the dynamics and changes of the learning process in the speaking classes over time. Students' enthusiasm to this new course, however, was believed to encourage the students to give faithful reflection upon the learning process they had experienced throughout the semester; thus, this might be a positive reception and a good start for future study on this issue.

FINDINGS AND DISCUSSION

Although four-item open questionnaire was to provide the students space to contribute further commentary feedback towards the authenticity in the speaking class, they preferred to scale with short but distinct comments. The students' answers were scaled on 5-point scale, where 1 corresponded to 'agree' and 5 to 'disagree'. The questionnaire was not completed with the information of which aspects those questions refer to, and the information about the aspect is merely for the analysis purpose. As we can see in the Table 1, questions with the same aspect of authenticity have convergent scale which means the students had good comprehension when filling the questionnaire; the answers were then also discussed with selected students in order to gain detail understanding on the input.

The following are the findings of the students' feedback:

Table 1. Students' feedback to tasks and materials authenticity in the Speaking Class (Academic Debate)

No.	Question Items	Aspects to Ask	Mean	Some Comments Selected
1	...if the communication during the classroom debate was natural.	Authenticity through a genuine purpose	4.4	Some students tried to change their voice in order to look like convincing.
2	...if the topics really matter to the students' real life.	Authenticity through real world target	3.2	We sometimes debated uncommon topics.
3	...if all possible negotiation or consensus happened in the classroom, e.g. choice of motion, home works, teacher's feedback, etc.	Authenticity through classroom interaction	4.4	The rules were flexible; especially we could propose some issues. Even though final selection is based on the teacher.
4	...if the grammar and word choice were important aspect to be considered during the debating activities.	Authenticity through a genuine purpose	1.3	Focus on content. The other else were fluency, clarity, and productivity. Some students used too many political words.
5	...if it was important to talk about the motions being debated during the semester.	Authenticity through real world target	2.0	The topics were irrelevant in Indonesia (e.g. abortion).
6	...if students' engagement to classroom debating is important.	Authenticity through engagement	3	Some topics were too difficult and cannot be found in Indonesia.
7	...if the feedback and evaluation of the debate should only be given by the teacher.	Authenticity through classroom interaction	4.00	We were asked to give comment on our friends' performance, and then teacher added.
8	...if the students should be involved in task selection.	Authenticity through engagement	5	It is easier for us to discuss later.

Questions 1 and 4 shared similar discourse of which classroom debate students should speak naturally without the use of sophisticated words (which is also the indication of unnatural communication in real life). These questions were intended to observe the genuine purpose in the use of language in the classroom and how it is related to the real world communication. Students stated that the in-class debating activities in the speaking class were unnatural as there were some students would change their voice during the speech intended to deliver convincing argumentation rather than improving the content of the argumentation. In relation to this comment, one student stated during the discussion that they believed that debating is all about formal and politics. Additionally for them, formal gesture is the primary concern during the speech. This belief is contradictory with the genuine purpose of communication which should focus on the context, message, and also meaning of the message.

In order to experience communication in the real world, which is to meet the authenticity through genuine purpose, the emphasis of communication in the classroom should be on the meaning and message conveyed during the communication (matter). In-class debate in the speaking class is assessed based on the adjudication rubric (adjudication sheet) used by the current debating practices in Indonesia such as Indonesia Varsity English Debate (IVED). The aspects in the adjudication consist of matter and method, with the percentage of 40% respectively, and communication manner or manner with 20% of the total score. This portion implies that in debating, the primary concern is on the relevance of the content and the communicative competence of the students. Additionally, language style and linguistic form are less considered as long the message can be delivered effectively during the debate.

Questions 2 and 5 shared common scale that the students tended to be neutral on how they say that only some motions being debated in the classroom were important to them (scale 3.2). In addition, students provided rather clearer stance (2.0, quite disagree) upon the significance of the motions to their life as some topic of the motions were not relevant in Indonesian context. One of the topics being debated in the class was whether to allow women to abort their babies. Even though this topic is real in some countries and it is significant issues, but it does not has not clear and direct relationship with the real needs of the students as it is mostly impossible to find this case in their neighborhood, in Indonesian context as it is absolutely illegal. Or motions on whether government should apply castration to pedophile; students could not contextualize this issue as they cannot find it in their real life. Thus, during the classroom debate, students were encouraged to have ‘artificial debate’ by setting the debate into some other countries with certain parameters.

This reminds us that motion selections are not simple. While the selection of the motions in classroom debate was mostly adopted from collegiate debate practices, it did not guarantee in-class debate was effective. On one side, students should be encouraged to talk about something beyond their ‘comfort zone’ as to broaden their perspective by employing real competition atmosphere; instructors should also invite the students to reflect the topic into their real life. In this case, the gap between the real debating practices and students’ real world might be challenging and needs bridging. In order to reach the goal of having authentic through real world targets, Nemann and Walhage (1993) state that we should rely on some indicators such as how to encourage the students to construct the meaning and produce knowledge from what they have debated, support the students to use their discipline to construct meaning, and motivate the students to produce any discourse, products, and acts that have value or meaning beyond success in school.

In relation to the motions of this class, for instance, instead of leaving the students on such uncertain context of the motion, teacher may invite the students through some questions, such as:

- What do you think the law in Indonesia in order to control or prevent any abortion?
- Has the law enforcement been already effective?
- What do you think the main reason of many women decided to abort their babies?
- What can you do to deal with this situation?
- What happen if the pregnancy is threatening the mother? etc.

Encouragement through reflection after each debate may help the students to connect the motions, even the unusual and irrelevant ones, to their real world. Such questions do not only encourage the students to relate to their real world, but also will trigger their critical thinking. Through preparation, discussion and critical reflection it is possible for students to investigate and develop the nuances of individual arguments, which in turn is beneficial too for the students' competence in the Academic Debate class. In addition, this is also related to the next conception of classroom interaction and engagement which in turn will increase the effectiveness of the learning process.

Questions 3 and 7 showed how students' perception on the importance of classroom interaction in the classroom. The interaction might be between the students and teacher or among the students. Students agreed that there should be discussion in any decisions and activities in the classroom in order to create comfortable environment in the classroom. This interaction, according to Breen (cited in Guariento & Morley, 2001) that all of procedures, needs, interests, and how to communicate with all people in one place provide 'sufficient authentic potentials for communication'. Previous example of critical questions to relate the materials and real life is one of the examples of classroom interaction. Another example of classroom interaction negotiating the motions will be debated for the next term debate (next meeting), or else when the students are invited to give feedback to their friends' performance is also another example how authentic (classroom) interactions may take place among the people in one place.

According to Muntner (2008), in order to maintain classroom interaction, there should be some dimensions should be covered such as emotional support, classroom management, and instructional support. In relation to the learning authenticity of the classroom debate, some dimensions as follows are important to be accommodated:

- Regarding students' perspectives, it is related to the degree to which classroom interactions activities put an emphasis on students' interests, motivations, and points of view during the classroom debate process.
- Skill productivity is related to how effective the instructor provides activities and directions to the students so that maximum time can be spent by the students for skill production. This is relevant as classroom debating integrates four language skills both oral and written communication.
- Concept development which is related the strategy of the teachers to conduct instructional discussions and activities to promote students' higher-order thinking skills and cognition in contrast to a focus on rote instruction. This should be mastered by the speaking class teachers, especially classroom debate which requires both structured discussion with higher-order thinking.
- Quality of feedback is important to expand classroom participation and learning through feedback to students. It is suggested that constructive (and practical) feedback be delivered as well by the teacher so it can be applied by the students in the next debate performance.

Questions 6 and 8 explains whether the students engaged by the task during in-class debate. Students' engagement in classroom debate, for instance, can be identified through their enthusiasm in performing the debate. According to the student's feedback in the Table 1, about half of the students stated they engaged during the debate because some of the topics were too difficult for the students; worse, they could not relate them to Indonesian context. To accommodate the students' engagement, they stated that it might be better if the students were provided with freedom to determine the motions to be debated.

During the classroom as well as group discussion, students were observed and asked about potential engagement if they were asked to debate the following motions whether brothels should be legalized in Indonesia. Students engaged by sharing personal experiences (e.g. students spoke about the closing of Dolly in Surabaya) or comparing with the current issue in Jakarta of building special place for prostitution to ease the control. While some other students, especially female students, felt uncomfortable as the motions are not supposed to happen as to *objectivity* women in prostitution. Students' engagement was more intensive as they were asked

to debate whether Sarjana's Thesis should be optional as the requirement of graduation. This motion is part of the students' academic life, they could experience by themselves, and thus they gave several responses toward this motion.

Studies have consistently shown that it is the educator who creates the setting, which promotes classroom engagement. The relationships between learners and educators in the class, and among the students themselves, are an important factor of student engagement. Skinner and Belmont (1993) defined student engagement by focusing on more cognitive, behavioral and affective criteria in specific learning tasks. In other words, students who were engaged in classroom debating will show a positive attitude, including enthusiasm, optimism, curiosity and interest. For this, teacher of speaking class should be very carefully accommodate the students' expectation by providing materials which trigger students' curiosity as well as meet students' cognitive level. This selection is believed will encourage students to be productive dealing with the materials. For example, students from education major might not be interested with motions on politics or economy. Teachers may invite the students to choose the theme for the motions for the next term. Later in classroom debating process, teacher may encourage the students to discuss the selected motions through different perspectives so the debating process will not be limited into 'educational perspective' rather broader analysis may occur, which in turn will enrich and enhance students' communicative competence in various contexts.

CODA

Debating activities, including in-class debate, should not be exclusively associated with privileged practices with issues from hegemonic communities. Simple issues or motions for in-class debate may provide the students more meaningful learning experience and ease them to relate to the real world. In addition to that, there should be careful considerations upon the selection of the materials and motions for the students by looking at the students' ability. With the same logic, Guariento & Morley (2001) added, relative simple tasks should not be deemed as unauthentic or as low-order thinking activities as these can be sources of genuine communicative activities for the students.

If the approximation of the classroom activities is related to the real world in order to make it as task authenticity, there are many examples of authentic but simple motions for classroom debate such as whether thesis should be optional for students' graduation, whether we should abolish gas subsidy, whether we should ban school uniform. For the higher level, students may be provided with more complex motions might be more suitable. The suitability of the motions, tasks, and students' ability may lead into a more effective learning compared with ambitious demand of high-order thinking activities but these are artificial for the students.

CONCLUSION AND SUGGESTION

In this paper, the authenticity in language classroom has been widely believed as one of key factors to help students experiencing meaningful learning. The text authenticity, however, should not only be categorized shortly as the products of hegemonic English-speaking communities. The genuineness of the texts may need to be well executed in order to achieve authentic engagement from the students in classroom debating activities. This may apply as well as the selection of alternative motions for in-class debating as well as recommended supporting materials for matter research for the students. Authentic but simple motions do not always mean having lower quality of debating activities, neither has it lower-order thinking process among the students; rather students' authentic responses in in-class debating activities may become key factor of the students' success for this subject.

It is expected that readers, especially in-class debate practitioners have realized the importance of maintaining authenticity in debating activities in language classroom by employing alternative tasks and materials which are suitable with students' ability and authentic responses; authentic communication might be more useful for the students rather debating artificial issues, far from the students' real world. Current in-class debating activities seems relying on intercollegiate debating practices which in one side will be beneficial for high achievers or students who have been involved in collegiate debating practices; the expected in-class debating practices in the future should be how the students may be able to experience

having authentic communication input and output through well-executed learning process and tasks in language classroom. As part of the integration of academic debate into language curricula, careful consideration on students' ability and expectation as well as learning outcomes should be maintained in order to meet the aim of learning authenticity.

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LOCAL AND GLOBAL ASPECTS OF DCF AND ICF ON EFL WRITING PERFORMANCE

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ABSTRACT

This paper reports on an investigation on the effects of direct corrective feedback (DCF) and indirect corrective feedback (ICF) on EFL students' writing performance. This is a follow-up study to contribute to recent debatable claim stating that DCF is more powerful than ICF (Bitchener et al, 2005; Bitchener, 2008; Bitchener & Knoch, 2008, 2009, 2010; Bruton, 2007, 2009; Chandler, 2003; Lee, 2008a, 2008b, 2008c; Montgomery & Baker, 2007; Lundstrom & Baker, 2009; Vasquez & Harvey, 2010; Evans et al., 2010). A fourteen-week quasi-experimental study was conducted to investigate which aspects (local and global) of DCF and ICF feedback effectively improved writing performance. The pre test-post test control group design assigned 28 low proficiency students of PGRI Adibuana University in fourth semester of the academic program. Eight pieces of writing from 8 different topics, two of which are immediate tasks, were given to the participants. The immediate task 1 was given after they produced three different topics (topic 1, 2, and 3), while the immediate task 2 was given after another following three different topics (topic 4, 5, and 6). The DCF was provided before immediate task 1 and the ICF before immediate task 2. Statistical analysis using Independent Sample Tests showed that there was a significant effect on grammar (Language Use) after 2 immediate tasks, and the students who received ICF outperformed those who received DCF with the level of significance 0.038. In conclusion, ICF showed a significant effect on improving students' grammatical accuracy, or on the local aspect of writing components.

Key Words: *Direct Corrective Feedback, Indirect Corrective Feedback, writing performance*

INTRODUCTION

As a foreign language which is not an official language of the country of residence, English has invited many researchers to investigate EFL issues. One of the issues is how to facilitate English learners to be good at EFL writing due to the fact that EFL writing is difficult for most EFL learners. They are demanded to comprehend not only the form but also the content. Here, the form represented by local aspects which consist of vocabulary, grammar, and mechanics while the content represented by global aspects is regarded as ideas, content, and organization (see Montgomery & Baker, 2007).

Generally, writing is difficult to for most people, it does not matter what language is used (L1, L2, and a foreign language). Writing is not only difficult for most people but also for some successful writers (Taylor, 2009). In addition, Warburton (2006) argues that writing is a strange activity. Definitely, using a foreign language like English in the context of EFL writing is more difficult than L1 for most people where English is not the official language. Anyone who wants to study in higher level like university, generally will be required to be able to write particular essays. For students in English Department, EFL writing is one of compulsory course. To support the academic achievement, a good skill in writing essay is needed by most students,

particularly those who are involved in higher level of education (Shiach, 2009; Warburton, 2006; Weigle, 2002; McMillan & Weyers, 2010; Greetham, 2001).

Regarding EFL writing and error treatment, corrective feedback on local and global aspects of writing is certainly plausible. The term 'feedback' known as written corrective feedback (WCF) functions to refine and correct a learner's error both in global and local aspect errors inasmuch as error is not a trivial matter in EFL writing. Written corrective feedback is expected to improve the quality of EFL writing where teachers indicate the errors and help to correct the errors properly. If those errors are not shown and corrected appropriately, EFL writers are not aware that they have made errors in their writing.

Many studies on corrective feedback have been conducted since it emerged in 1980s and it has been a controversial issue up to now that it contributes positive or negative effects for EFL learners and ESL learners. It leads to a positive effect because corrective feedback can improve the language gains (Bitchener et al, 2005; Bitchener, 2008; Bitchener & Knoch, 2008, 2009, 2010; Chandler, 2003; Lee, 2008a, 2008b, 2009; Montgomery & Baker, 2007; Lundstrom & Baker, 2009; Vasquez & Harvey, 2010; Evans et al., 2010). On the other hand, error correcting is not good if it only emphasizes on grammar errors, even though it can be given by selecting some certain types of grammar targets (Truscott, 2001). Truscott & Hsu (2008) conclude that "improvements made during revision are not evidence on the effectiveness of correction for improving learners' writing ability".

Written corrective feedback examining the effectiveness, fluency and accuracy on L2 learners' writing have been carried out (Bitchener et al, 2005; Bitchener, 2008; Bitchener & Knoch, 2008, 2009, 2010; Bruton, 2007, 2009; Chandler, 2003; Lee, 2008a, 2008b, 2008c; Montgomery & Baker, 2007; Lundstrom & Baker, 2009; Vasquez & Harvey, 2010; Evans et al., 2010). The previous studies also report that by having WCF, L2 learners not only gain the accuracy on one writing occasion but they can keep the accuracy on the other similar occasion (Beuningen et al., 2013; Bitchener et al, 2005; Bitchener, 2008; Bitchener & Knoch, 2008, 2009, 2010).

Teachers think that corrective feedback is very important to improve L2 learners' competence and students suggest that they need not only corrective feedback but also more comments from the teachers about their writing (see Lee, 2008a, 2008b, 2008c; Montgomery & Baker, 2007; Lundstrom & Baker, 2009; Vasquez & Harvey, 2010; Evans et al., 2010).

Dealing with selecting error categories, some studies use focused corrective feedback; simple past tense and the definite article (Bitchener et al. 2005; Bitchener and Knoch, 2008a, 2008b; Bitchener and Knoch, 2010). It is called focused WCF because there is only one or two linguistic features investigated. Unfocused WCF is applied by Chandler (2003) in which there is twenty three types of errors (see Table 2.4 Error Category). L2 writing teachers should be alert what linguistic features that are more treatable but less teachable (Xu, 2009) since there will be more effective to give the corrective feedback which relate L2 learners' prior knowledge. For example, giving corrective feedback on the use of articles in writing for elementary students is less teachable. This is done to ensure the effectiveness of WCF which contribute the language gains for L2 learners.

Selecting errors category usually relies on the characteristics of participants indicating the L1 and L2 owned by participants. The participants from the previous studies may come from the same L1 background (Bruton, 2007; Lee, 2008a, 2008b, 2008c) or different L1 background (Bitchener et al, 2005; Bitchener, 2008; Bitchener & Knoch, 2008, 2009, 2010; Chandler, 2003; Evans et al., 2010; Ferris et al., 2013). Having the participants from the same L1 background has an advantage in examining the most difficult linguistic errors. The participants from the same L1 background generally make the same error categories e.g. the use of tenses, article, countable and uncountable nouns, etc. Therefore, the researcher could be able to determine what error categories should be provided by WCF. On the other hand, having participants from the different L1 background needs some consideration because of the varied of L1 background. Let's compare L2 learners with French and Dutch as L1 background with L2 learners with Chinese, Japanese, and Indonesian as L1 background.

As stated by Ellis (2009), there are two important components of doing written corrective feedback: (1) strategies, and (2) students' responses. Here, strategies deal with direct, indirect or meta-linguistic feedback while students' responses relate to revision required, and attention to correction only required. The most crucial statement is that there is no ideal method in executing corrective feedback (There is a weakness and strength of any WCF). Guenette (2007) states no corrective feedback recipe. In addition he also argues that the success of conducting corrective feedback relies on classroom situation, kinds of error learners produce, levels of proficiency, kind of writing, and accumulation of other unknown variable. Corrective feedback would be more valuable if there is an improvement in both language fluency and accuracy. Gunette (2007) explains that there are two objectives in providing corrective feedback; (1) to gain the language accuracy and (2) to gain the language fluency. Accuracy relates to the local aspects of writing while fluency deals with global aspects of writing.

METHOD

Direct corrective feedback (DCF) and indirect corrective feedback (ICF) were two independent variables in this study. On the same period, the participant received the same task of writing. The direct and indirect feedback provided focused on two global aspects of writing such as content, organization, and three local aspects of writing such as vocabulary, language, and mechanics (see Appendix 1). To assist the participants recognize the corrective feedback given, the researcher utilized the different color of pen ink; blue for content and organization, and red for vocabulary, language and mechanics. The use of these colors had been informed to the participants in initial meeting (before they were asked to write).

The pre test-post test control group design assigned 28 low proficiency students of PGRI Adibuana University in fourth semester of the academic program. Eight pieces of writing from 8 different topics, two of which are immediate tasks, were given to the participants. The immediate task 1 was given after they produced three different topics (topic 1, 2, and 3), while the immediate task 2 was given after another following three different topics (topic 4, 5, and 6). The DCF was provided before immediate task 1 and the ICF before immediate task 2. The writing performance was scored by using Analytical Scoring Rubric proposed by Jacobs et al.'s 1981. Statistical analysis using Independent Sample Test showed

This study was conducted in 14 weeks in which there are 60-minute weekly. Each group wrote by using eight selected topics for #n type of corrective feedback. The immediate writing task which the topic selected by the researcher was given after the students wrote the last topic for #n type of corrective feedback. For the immediate writing task, the students' writing were not returned and revised by students.

The researcher conducted the several steps in every meeting. The steps were arranged as follows; (1): The researcher assigned the students to write #n, Step 2: The students submitted #n, Step 3: The researcher gave corrective feedback #n, Step 4: The students rewrote #n directly and submit to the researcher, Step 5: The researcher documented their essay #n, Step 6: The researcher documented essay from the immediate task. Steps 1 to 5 were repeated three times to ensure the comprehensibility of correcting errors using #n of corrective feedback, but step 6 was done after students wrote and submitted the immediate task. The students were asked to write essay which they were not told before in the immediate task to measure the effect after #n of corrective feedback had been provided for three occasions.

The students were asked to write an essay using provided topics in 60 minutes without using a dictionary. The students were not allowed to use dictionary. This was conducted to measure the aspects of vocabulary and mechanics. Then, the participants submitted their writings to the researcher. One week later, the students received a certain corrective feedback on their writing in the previous meeting. They rewrote the revised words, phrases and sentences corrected. They rewrote based on corrective feedback given in 60 minutes, and submitted their writings again after finishing correcting in the same meeting.

After the students wrote three different topics in 6 weeks and revised their writing based on # WCF, the students were asked to do the immediate writing task. The students then

submitted their immediate writing task to the researcher. WCF was not given in the immediate writing task, but the researcher had raters to assess the task.

This study also involved two raters, one rater is a writing lecturer who has been teaching writing in UNIPA more than ten years, and the other is a writing lecturer in UNITOMO who has been teaching writing for about 15 years. Before determining the writing score, the researcher gave the training for raters in scoring the students' writing in a week. First, the raters were given the photocopy of 10 students' writing which consisted of five low proficiency students' writing and five high proficiency students' writing with appropriate score indicated. The raters, then were shown the rubrics which was used to score those writings. The discussion was conducted to clarify some issues dealing with the features of the rubrics. If the agreement and discussion were made between the researcher and the raters, one script of students writing was taken to be scored by each rater. If the score given by the raters were similar, the next two scripts of writing were given to be scored as well. Provided the scores given by the raters were assumed to be consistent and independent, the training was considered to be accomplished. The researcher discussed with the rater about the score rubric. For example, the first rater gave 50 and the second rater gave 70 in assessing one student in the total score, they had to discuss until the limit different reduced. The score rubrics were analytic score proposed by Jacobs et al's. 1981.

In the last step, the researcher documented the student essay from the immediate task of students' writing based on the score or rate made by the raters. Each student is assessed in local aspects (vocabulary, grammar, and mechanics) and global aspects (content and organization). The researcher computed the score of the local and global aspects. The writing scores are put on the table of DCF and ICF.

The data collected of students' writing, the mean given by two raters were analyzed by using Independent T-test to compare between the students taught using direct written corrective feedback (DCF) and indirect written corrective feedback (ICF). In addition, Independent T-test was applied to investigate whether a significant difference was found in EFL descriptive writing.

FINDINGS AND INTREPRETATION

The scores obtained from 28 low proficiency students were put on the table which was containing the aspects of global and local such as content, organization, vocabulary, language use, and mechanic. The scores were not summed up to find the total because the researcher wanted to observe every aspects of local and global both on ICF and DCF.

Table 1 Means and Standard Deviation of ICF and DCF

	Based	N	Mean	Std. Deviation
Content	ICF	28	22.6027	2.41165
	DCF	28	22.1857	2.12752
Organization	ICF	28	13.8984	1.85236
	DCF	28	13.5638	1.69401
Vocabulary	ICF	28	15.2902	1.63195
	DCF	28	15.1457	1.22615
Language Use	ICF	28	19.0089	1.68254
	DCF	28	17.9018	2.17981
Mechanics	ICF	28	3.6071	.62889
	DCF	28	3.4464	.62863

The results of the computation as seen in the table 1 reported that ICF had scores on content ($M= 22.6027$, $SD= 2.41165$), organization ($M=13.8984$, $SD= 1.85236$) vocabulary ($M= 15.2902$, $SD=1.63195$), language use ($M= 19.0089$, $SD= 1.68254$) and mechanic ($M=3.6071$, $SD= .62889$) while DCF had scores on content ($M= 22.6027$, $SD= 2.41165$), organization ($M=13.8984$, $SD= 1.85236$) vocabulary ($M= 15.2902$, $SD=1.63195$), language use

($M=19.0089$, $SD= 1.68254$) and mechanic ($M=3.6071$, $SD= .62889$). It can be stated than ICF had higher scores than DCF. Figure 1 showed that the means of using ICF is greater than using DCF on all aspects both local and global.

By using ICF, the highest score on content was 26,50 earned by the participant 5 and 11 while the lowest score on content was 17,50 earned by the participant 17. The highest score on organization was 17,50 earned by participant 11 and the lowest score on organization was 10,25 earned by the participant 17. The highest score on vocabulary was 18,25 obtained by the participant 26 and the lowest score was 12,75 earned by the participant 10. On LG use, the highest score is 22,25 obtained by the participant 5 and the lowest score was 14,25 obtained by the participant 23. On mechanics, the highest score was 5,00 earned by the participant 5 and the lowest score was 2,50 earned by the participant 6 and 7.

On the other hand, by using DCF, the highest score on content was 25,50 earned by the participant 1 and 2 while the lowest score on content was 18,38 earned by the participant 14. The highest score on organization was 17,50 earned by participant 1 and the lowest score on organization was 10,50 earned by the participant 14. The highest score on vocabulary was 17,58 obtained by the participant 1 and the lowest score was 13,50 earned by the participant 19. On LG use, the highest score was 21,50 obtained by the participant 1 and the lowest score was 12,50 obtained by the participant 14. On mechanics, the highest score was 4,50 earned by the participant 1,8 and 26 while the lowest score was 2,00 earned by the participant 25.

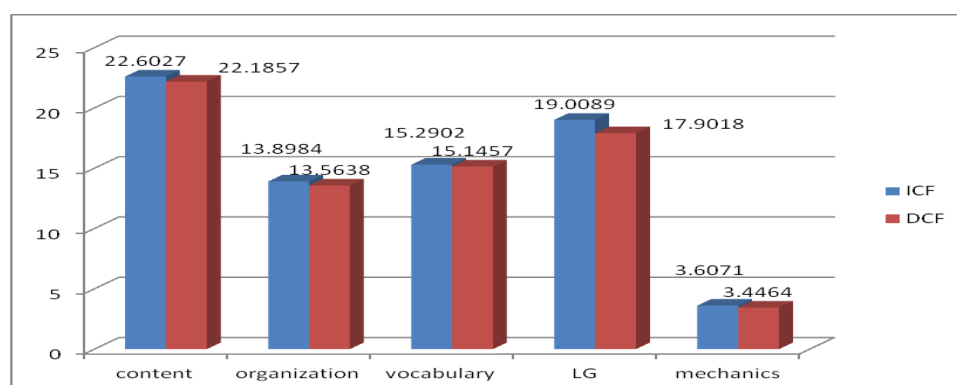


Figure 1 ICF and DCF for Low Proficiency Students

However, it couldn't be claimed that ICF was better than DCF. So, the test of normality using Kolmogorov Smirnov and the test of homogeneity using Levene's test were taken. Test of normality ICF indicated that the p -value of content $D(282) = 0.749$, organization $D(282) = 0.749$, vocabulary $D(282) = 0.749$, LG use $D(282) = 0.749$, and mechanic $D(282) = 0.749$. On the other hand, Test of normality ICF indicated that the p -value of content $D(282) = 0.749$, organization $D(282) = 0.749$, vocabulary $D(282) = 0.749$, LG use $D(282) = 0.749$, and mechanic $D(282) = 0.749$. Since the level of significance on both ICF and DCF were greater than 0.05, it could be said that the scores on both ICF and DCF were normally distributed.

Table 2 Test of Normality on ICF and DCF for Low Proficiency Students

		ICF		DCF	
		Kolmogorov Smirnov	Sig	Kolmogorov Smirnov	Sig
1	Content	0,749	0,629	0,468	0,981
2	Organization	0,458	0,985	0,268	1,000
3	Vocabulary	0,943	0,336	0,964	0,311
4	LG Use	0,594	0,872	0,612	0,848
5	Mechanic	0,860	0,451	1,125	0,159

Levene's test showed that the level of significance of content (0.534), organization (0.308), vocabulary (0.070), LG use (0.153) and mechanic (0.627) were greater than 0.05 which indicated that they had equal variances. Since the scores were normally distributed, and the test of homogeneity on organization, vocabulary, and mechanic showed the equal variances, the researcher applied independent t-test to compare the scores of ICF and DCF. The table 2 indicated that the level of significance on content (0.496), organization (0.484), vocabulary (0.710), LG use (0.038), and mechanics (0.343). The p-value which was less than 0.05 occurred only in LG use (0.038). Since the mean of ICF was higher than DCF, it could be concluded that by using ICF students with low proficiency produced better writing on language use ($M=19.0089$, $SD= 1.68254$) than DCF ($M=17.9018$, $SD= 2.17981$), this difference was significant $t(54) = .038$, $p < .05$. So, the hypotheses which stated "There is a significant different between ICF and DCF for low proficiency students" could be accepted.

In short, in giving written corrective feedback to EFL students' writing can be administered by using ICF and DCF on global aspects. It means that written corrective feedback might be given using ICF or DCF on the global aspects (content and organization). However, ICF contributes a better effect than DCF on LG use.

Table 3 Levene's Test and Independent T-test on ICF and DCF

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Sig. (2-tailed)
Content	Equal variances assumed	0.392	0.534	0.686	0.496
	Equal variances not assumed			0.686	0.496
Organization	Equal variances assumed	0.308	0.581	0.705	0.484
	Equal variances not assumed			0.705	0.484
Vocabulary	Equal variances assumed	3.414	0.070	0.374	0.710
	Equal variances not assumed			0.374	0.710
LG	Equal variances assumed	2.099	0.153	2.128	0.038
	Equal variances not assumed			2.128	0.038
Mechanics	Equal variances assumed	0.238	0.627	0.956	0.343
	Equal variances not assumed			0.956	0.343

Though, using ICF made low proficiency students outperformed better than using DCF on language use in statistical difference, it is important to see the practical significance on content, organization, vocabulary, language use and mechanic, but the detail analysis only focused on language use. Many students' writing included weak sensory details (taste, touch, sound, sight, smell) that led unclear picture of who and what it is. Relating to organization, most students' writings did not state introduction, body, and conclusion. Surprisingly, the students rarely used spatial order to make the writing clearer. Dealing with vocabulary, some students made many ineffective words/idiom and also those students used some word choice inappropriately. Mechanic was not a matter for almost students; there were only few of them who were not alert in paragraphing.

On language use, the first task "The First day at College" indicated that after providing ICF, students still produced inappropriate use on VT (verb tense), WF (word form), and MW (missing verb) and SS (sentence structure).

There were five findings dealing with verb tense; (1) the use of simple past; e.g. I feel ... → I felt. (2) The difference of using simple past and present perfect were interchangeably wrong e.g. I studied ... and I have studied... (3) Students could not distinguish present perfect and past perfect e.g. I have not ... (4) simple past and general truth; e.g. My campus was located → My campus is located (5) modal in simple past; can → could. Briefly, the topic in first task describing the past activity led students to master the form of verbs in the present and in the past appropriately.

There were seven findings relating to word form: (1) verb after modal; e.g. (a) could met (could meet), (2) gerund after preposition; e.g. (a) Before did → Before doing), (3) to infinitive; e.g. (a) I wanted to asked → I wanted to ask, (4) present / past participle; e.g. (a) it is annoyed → It is annoying, (5) connectors; (a)...But...→...Yet..., (6) part of speech; e.g. (a) suggest → suggestion, (b) graduate → graduation.

Missing words frequently occurred; (1) verb; e.g. (a) ...which very important →which is very important ... (b) a big city definitely many problem → a big city has definitely many problem (2) subject; e.g. (a)...of course need a special skill... → of course they need a special skill , (b) ... in the big city do not come ... → in the big city people do not come ... (3) be in progressive tense; e.g. (a)...they will missing ... → ...they will be missing ... (b) ...cities not more clean than village... → ...cities are not cleaner than village ...

The second task “Life in the Big City” showed that after providing DCF, students still produced inappropriate use on WF (word form), SING/PL (singular/plural), S/V AGR (subject verb agreement), SS (sentence structure), and MW (missing verb).

There were six findings relating to word form: (1) verb after modal; (a) could met (could meet), (2) gerund after preposition; e.g. (a) Before did → Before doing, (3) to infinitive; e.g. (a) I wanted to asked → I wanted to ask, (4) present / past participle; e.g. (a) it is annoyed → It is annoying, (5) connectors; e.g. (a)...And...→...In addition,..., (6) part of speech; e.g. (a) continuous → continue, (b) curiously → curious.

The inappropriate of singular and plural nouns based on the quantifiers were also found such as (a) many department → many departments, (b) some young brother → some young brothers, (c) all of my friend → all of my brothers. Classifying and understanding about uncountable and countable noun must have more attention in teaching.

Subject and verb don't agree (S/V AGR) like in the following sentences; e.g. (a) Surabaya have..., (b) there is a lot of cars, (c) there is also some, (d) my friends in the class is. Those errors might happen because subject of the sentence should be explained more detail.

Missing words frequently occurred; e.g. (1) verb; (a) ...which very important →which is very important ... (b) a big city definitely many problem → a big city has definitely many problem (2) subject; e.g. (a)...of course need a special skill... → of course they need a special skill , (b) ... in the big city do not come ... → in the big city people do not come ... (3) be in progressive tense; e.g. (a)...they will missing ... → ...they will be missing ... (b) ...cities not more clean than village... → ...cities are not cleaner than village ...

Finally, sentence structure (SS) is the most difficult to provide feedback where the appropriate uses were very complicated. It happened probably students tended to translate their sentences from Indonesian language to English without having sufficient grammar; (1) The instructed to go, (2) other than that, (3) have knowledge of English enough, (3) I chose college in the morning, (4) more employer students than unemployed students, (5) I am very enjoyed, (6) part of campus like who was the rector, (7) lecturer want to know one by one names from the students, (8) I am indirect in University, (9) because o one air pollution by vehicle, (10) the vehicle many produced by truck and bus.

CONCLUSION

The results of data analysis investigating the effect of using direct written corrective feedback (DCF) and indirect written corrective feedback (ICF) on students' EFL writing revealed statistical significance and practical significance finding. On statistical significance, the effect of ICF and DCF was found, the result of the computation showed that using ICF for low proficiency students made them produce in EFL writing on language use than DCF. On the other hand, the practical analysis showed that both ICF and DCF had the similar effect on VT (verb tense), WF (word form), and MW (missing verb) and SS (sentence structure) in writing for the students. The difference was only on SING/PL (singular/plural), S/V AGR (subject verb agreement).

This finding is contradictory from the previous studies which claim that DCF is more powerful than ICF for low proficiency students. Unfortunately, the previous studies didn't investigate much on what local aspects the students outperformed better. The result of this study

indicates that students with low proficiency learned much better on LG use if the teacher provided ICF.

The students produced a phrase or sentence containing more than more than one error like in “I am very enjoyed”. In addition, ICF and DCF were facing with a complex sentence structure such” lecturer want to know one by one names from the student”. Here, feedback given might focus on the most elements that must be corrected. Since the example above indicated whether the writer applied; 1) passive or active sentence, 2) the use of adverb, 3) simple past or simple present. Furthermore, Students’ hand writings were often illegible words which were difficult to determine in awarding the kind of feedback. Therefore, some unclear words could be conducted by confirming and clarifying. Commonly, ICF and DCF would be not very effective; it should be supported by other type of corrective feedback such as self- or peer-repair and conference.

Eventually, assisting learners to improve their accuracy of L2 writing has to be conducted by a teacher, and corrective feedback is one of the alternative techniques among others to make the learning outcomes better. What to remember is that corrective feedback helps ESL/EFL learners to improve L2 writing quality. Further research can investigate corrective feedback on global aspects which help students write EFL better in content and organization both on high or low proficiency students

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CLASSROOM-BASED ASSESSMENT (THE IMPLEMENTATION OF CLASSROOM ASSESSMENT OF 2013 CURRICULUM BASED SCHOOL)

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ABSTRACT

Classroom assessment is an integral part of teaching the teachers have to do. This functions as a means to get overall data of students' learning during the predetermined period of time. Due to this very important process, teachers in the classroom need their well understanding about what classroom assessment is, the significant role of it in learning, and its usage for teachers, students, institution, and other stakeholders. In reference toward all data taken from interview, observation, and questionnaire, the research result reveals that: Task, Pair work, group work, student presentation, self-assessment, peer assessment, teacher question, and feedback are the activities implemented in classroom assessment in the conduct of 2013 curriculum based school; Pair work, group work strengthen the observing stage ; Stimulating questions help students in questioning stage : Pair work, group work, teacher question, and feedback empower student learning in experimenting stage and associating stage ; Feedback, self-assessment, peer assessment, and teacher question as well as student presentation complete the communicating stage in the formative assessment conduct in 2013 curriculum based school; Task, self-assessment, peer assessment supply the formative assessment data taken out of school conduct ; Students are assisted better when exchange ideas during pair work and group work in observing stage, experimenting stage and associating stage; Students unlock their barrier in creating question in questioning stage with the help of stimulating questions from the teacher ; Students train more on their critical thinking through feedback and teacher question in experimenting stage, associating stage, and communicating stage.

Key words: Classroom Assessment, Formative Assessment and Curriculum 2013

INTRODUCTION

Classroom assessment is an integral part of teaching the teachers have to do. This functions as a means to get overall data of students' learning during the predetermined period of time. Due to this very important process, teachers in the classroom need their well understanding about what classroom assessment is, the significant role of it in learning, and its usage for teachers, students, institution, and other stakeholders.

First of all, Shermis and Vesta (2011: 2) provide their definition about classroom assessment. They state that:

Classroom Assessment is the planned collection of information about the outcomes of teaching on student learning. The assignment of grades serves to inform stakeholders about the educational progress of students and achievement of curricular goals within the context of student readiness characteristics. Feedback from assessment helps in making decisions regarding: (1) Effectiveness of instruction (2) Identification of the need for changes in instructional methods (3) Adaptation to or accommodation of individual differences, (4) Monitoring teaching in terms of student progress, (5) Setting of appropriate curricular goals in terms of content standards, and (6) Remedial strategies needed to fix ineffective instructional methods

In line with this idea, Mikre (2010) provides the idea of assessment that it is an indispensable component of curriculum practice. In systems of education, one of the prime considerations of administrators, teachers, and students alike are the outcomes of learning, what ability students can demonstrate because of increase in their knowledge and changes in understanding because of experiences in school or college.

Further, Brookhart in Alkharusi (2008) illustrates that the classroom assessment environment is conceived as a classroom context experienced by students as the teacher establishes assessment purposes, assigns assessment tasks, sets performance criteria and standards, gives feedback, and monitors outcomes. Based on this model, students' perceptions of the classroom assessment environment have been thought to influence students' motivational beliefs and achievement-related outcomes.

Referring to those three ideas about classroom assessment above, it is further rationalized that classroom assessment takes place in both formative (ongoing based assessment) and summative (end program based assessment). Fisher and Frey (2007) distinguish the two terms of formative and summative. The idea of formative assessment refers to ongoing assessments, reviews, and observations in a classroom. Meanwhile, the idea of summative assessment refers to the ways to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a predetermined time. Even though these two types of assessments have existed years ago, the real implementation of them is not basically equal between one to the other. Summative assessment is valued higher than formative one especially in the setting of senior high schools. This idea is supported by the interview result of some senior high school English teachers in SMA 1 Kediri. This school has implemented curriculum 2013 in the academic year 2013/2014. Seven out of ten answered that formative assessment does not support enough to contribute to decide the end result of students learning, but summative assessment does.

Curriculum 2013 brings the new atmosphere in the educational setting in Indonesia. The theme of the 2013 curriculum development starting from primary until senior high schools is to produce Indonesian who are productive, creative, innovative, and affective through attitude, skill or performance, and knowledge base in an integrated way. This promising vision from the government sounds like giving a "light" for the current progress of education in the nation.

To reach that vision, the government puts the emphasis on how the implementation of this curriculum is. Statutes number 81A about the implementation of 2013 curriculum in teaching and learning provides what is so called as scientific approach covering some stages; *observing, questioning, exploring or experimenting, associating, and communicating*. These five stages create big possibility of the enhancement of formative assessment implementation. However, this will not reduce the use of summative assessment. As a result, this 2013 curriculum promises equal proportion of the implementation for both formative and summative assessment.

In short, this research is basically proposed under some logical reasons. The first main reason is assessment. Assessment is crucial aspect in determining the success of teaching and learning. In doing so, the assessment must be placed in balanced and proportional to the nature how it should be implemented. There is still deficiency in term of the equal usage between formative and summative assessment. There are still types of activities that can be used in formative assessment that are absent in usage and therefore cannot support for determining the success both students and instructional objectives. The second reason is curriculum 2013. Since curriculum 2013 is the new curriculum, it remains some high expectation and some prejudices. This condition attracts the potential interest in investigating the nature of the implementation of the curriculum.

Regarding to the background of the research above, therefore, the researcher is interested to bring about the research within the area of assessment and curriculum 2013.

Further, to specify the subject being supervised in curriculum 2013, the researcher decides to reveal the activities in the teaching learning process covering stages in it; *observing, questioning, exploring or experimenting, associating, and communicating*.

The research attempts to answer the following questions; 1) What kinds of activities are used in formative assessment in the classroom covering in each stage of learning? 2) How does the teacher implement formative assessment in the classroom covering in each stage of learning? 3) How do students respond to that existed formative assessment in the classroom covering in each stage of learning? and 4) How can teacher make a use of the formative assessment in the classroom to justify students' learning?

Based on the problem statement above the objectives of the research are:

- 1) To identify what kinds of activities are used in formative assessment in the classroom covering in each stage of learning.
- 2) To investigate how the teacher implements formative assessment in the classroom covering in each stage of learning.
- 3) To investigate how students respond to that existed formative assessment in the classroom covering in each stage of learning
- and 4) To investigate how teacher can make a use of the formative assessment in the classroom to justify students' learning

METHODS

Research Design

The design of this research is qualitative. Schreiber and Asner-Self (2011) state their view that qualitative researchers tend to study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them. In this way, the researchers attempts to portray the natural condition of the implementation of formative assessment together in the implementation of curriculum 2013.

Research Procedure

- a. Planning and constructing the instruments

In this stage, the researcher would like to create some instrument dealing with the formative assessment in its implementation in curriculum 2013. The instruments prepared in this stage are interview, questionnaire, and observation forms.

- b. Taking the data

After the instruments are ready, the researcher would like to take the data in the classroom covering some stages in learning; *observing*, *questioning*, *exploring* or *experimenting*, *associating*, and *communicating*. The data taken by means of interviewing students and teacher, observing teaching learning process, and giving questionnaire to students.

Data of the Research and Data Collection Techniques

- a. Interview result

This data is gained from the interview between the researcher and the students and between the researcher and the teacher. There are series of questions addressed to them in the idea of the implementation formative assessment in the classroom.

- b. Observation result

This data is gained from the classroom observation. The researcher fills in the prepared instrument of implementation formative assessment in the classroom and also notes down some more occurrence happening in the classroom which is not in the list of his prepared observational form.

- c. Questionnaire

In companion to the observational result and interview, the researcher distributes the questionnaire to students covering students and teacher activities during the process of teaching and learning in accordance to some important aspects or elements in assessment for learning or formative assessment.

Data Analysis

Adopting the method of Stake in Schreiber and Asner-Self (2011) that this qualitative data then analyzed based on the following order;

- a) Organizing the data in some logical order,
- b) Categorizing the data,
- c) develops categories in order to cluster data into meaningful units or data reduction,
- d) Triangulating the data and
- e) Drawing the theory or theory verification.

FINDINGS AND DISCUSSION

Findings

Questionnaire results

The last way of gaining the data of this research by using questionnaire. It is distributed to the students for the sake of information about formative assessment practices happening

during the instruction takes place. There are 34 items in questionnaire divided into two big groups. The first group is for YES and NO response and the other one is for ALWAYS until NEVER scale response. The first group consist of 10 items, and the last group consists of 24 items.

The first item in group I is asking whether or not student know about assessment. Among 22 students as participant, they answered all YES. This means 100% of students know about assessment in their school. The second question is whether or not their teacher did the assessment using test. Among 22 students as participant, they answered all YES. This means 100% of students believe that their teacher uses test for the assessment. The third question is whether or not their teacher did the assessment using task. Among 22 students as participant, they answered all YES. This means 100% of students believe that their teacher uses task for the assessment. The next question is whether or not their teacher did the assessment using student presentation. Among 22 students as participant, they answered all YES. This means 100% of students believe that their teacher uses students' presentation for the assessment. The next question is whether or not their teacher did the assessment using pair work. Among 22 students as participant, 21 students answered YES and one answered NO. This means 95% of students believe that their teacher uses pair work for the assessment. The next question is whether or not their teacher did the assessment using group work. Among 22 students as participant, 18 students answered YES and 4 students answered NO. This means 82% of students believe that their teacher uses group work for the assessment. The next question is whether or not their teacher did the assessment using attitude scoring. Among 22 students as participant, 19 students answered YES and 3 students answered NO. This means 86% of students believe that their teacher uses attitude scoring for the assessment. The next question is whether or not their teacher did the assessment using feedback. Among 22 students as participant, all of them answered YES. This means 100% of students believe that their teacher uses feedback for the assessment. The next question is whether or not their teacher did the assessment using student self-assessment. Among 22 students as participant, all of them answered YES. This means 100% of students believe that their teacher uses self-assessment for the assessment. The last question in group I is whether or not their teacher did the assessment using student peer assessment. Among 22 students as participant, all of them answered YES. This means 100% of students believe that their teacher uses peer-assessment for the assessment. In summary, the result of this questionnaire of group I is presented in table 1.

Table 1 Questionnaire Results of Items in Group I

No	Statement	Participant	Yes	No	Percentage
1	I know classroom assessment at my school	22	22	0	100%
2	Teacher did assessment using test	22	22	0	100%
3	Teacher did assessment using task	22	22	0	100%
4	Teacher did assessment using students presentation	22	22	0	100%
5	Teacher did assessment using students pair work	22	21	1	95%
6	Teacher did assessment using students group work	22	18	4	82%
7	Teacher did assessment using attitude scoring	22	19	3	86%
8	Teacher did assessment using feedback	22	22	0	100%
9	Teacher did assessment using self-assessment of students	22	22	0	100%
10	Teacher did assessment using peer-assessment of students	22	22	0	100%

The next group of items in questionnaire of group II are 24 items. With the scale ranging from always, often, seldom and never, the result of questionnaire are as follow; The question number eleven until thirteen specify about the condition in observing stage. Among 22 students, 19 of them stated their teacher ALWAYS assign them in pair work, 2 of them stated their teacher often assign them in pair work, and only one student stated that their teacher SELDOM assign them in pair work. When 22 students were asked about group work during observing stage at the same distribution as before, 19 of them stated ALWAYS, 2 of them stated OFTEN, and one of them stated SELDOM. When they were asked about questions by their teacher, 4 often stated SELDOM, and 18 of them stated NEVER. In detail of percentage can be seen in table 2.

Table 2 Questionnaire Results of Assessment Activities in *Observing* Stage

No	Statement	Always	Often	Seldom	Never
A. During observing stage,					
11.	Teacher assign student to work in pair	86%	9%	5%	0%
12.	Teacher assign student to work in group work	86%	9%	5%	0%
13.	Teacher provides some questions	0%	0%	18%	82%

The question number fourteen until sixteen specify about the condition in *questioning* stage. Among 22 students, 21 of them stated their teacher ALWAYS provides students with stimulating questions, and 1 of them stated their teacher OFTEN provides students with stimulating questions. When 22 students were asked about restriction area of questions for students during *questioning* stage, 3 of them stated ALWAYS, 1 of them stated OFTEN, 2 of them stated SELDOM and 16 of them stated NEVER. Finally their comment that teacher sits still and awaits for students' questions, 2 of them stated ALWAYS, 5 of them stated OFTEN, 4 of them stated SELDOM and 11 of them stated NEVER.. In detail of percentage can be seen in table 3.

Table 3 Questionnaire Results of Assessment Activities in *Questioning* Stage

No	Statement	Always	Often	Seldom	Never
B. During Questioning stage,					
14.	Teachers providing students with stimulating questions	95%	5%	0%	0%
15.	Teacher restricts area of questions for students	14%	5%	9%	73%
16.	Teacher sits still and awaits for students' questions	9%	23%	18%	50%

The question number seventeen until twenty two specify about the condition in *experimenting* stage. Among 22 students, 14 of them stated their teacher ALWAYS assigns students to do independently, and 5 of them stated their teacher OFTEN assigns students to do independently. The next is that one student stated that their teacher SELDOM assigns students to do independently. And finally 2 students stated that their teacher NEVER assigns students to do independently. When 22 students were presented statement that their teacher assigns students to do pair work during *experimenting* stage, 16 of them stated ALWAYS, 5 of them stated OFTEN, 1 of them stated SELDOM and none of them stated NEVER. Their comment that teacher assigns students to do in group, 14 of them stated ALWAYS, 4 of them stated OFTEN, 2 of them stated SELDOM and 2 of them stated NEVER.. When 22 students were presented statement that their teacher asks students several questions during *experimenting* stage, 17 of them stated ALWAYS, 2 of them stated OFTEN, 2 of them stated SELDOM and 1 of them stated NEVER. Their comment that their teacher provides feedback, 18 of them stated

ALWAYS, 3 of them stated OFTEN, 1 of them stated SELDOM and none of them stated NEVER.. Finally when we presented statement that their teacher sits still and provides no assistant, none of them stated ALWAYS, 2 of them stated OFTEN, and 15 of them stated NEVER. In detail of percentage can be seen in table 4

Table 4 Questionnaire Results of Assessment Activities in *Experimenting Stage*

No	Statement	Always	Often	Seldom	Never
C. During <i>Experimenting stage</i>,					
17	Teacher assigns students to do independently	64%	23%	5%	9%
18	Teacher assigns students to do pair work	73%	23%	5%	0%
19	Teacher assigns students to do in group	64%	18%	9%	9%
20	Teacher asks students several questions	77%	9%	9%	5%
21	Teacher provides feedback	82%	14%	5%	0%
22	Teacher sits still and provides no assistant	0%	9%	23%	68%

The question number twenty three until twenty eight specify about the condition in *associating stage*. Among 22 students, 4 of them stated their teacher ALWAYS assigns students to do independently, and 12 of them stated their teacher OFTEN assigns students to do independently. The next is that 5 students stated that their teacher SELDOM assigns students to do independently. And finally 1 student stated that their teacher NEVER assigns students to do independently. When 22 students were presented statement that their teacher assigns students to do pair work during *associating stage*, 14 of them stated ALWAYS, 5 of them stated OFTEN, 2 of them stated SELDOM and one of them stated NEVER. Their comment that teacher assigns students to do in group, 15 of them stated ALWAYS, 3 of them stated OFTEN, 2 of them stated SELDOM and 2 of them stated NEVER.. When 22 students were presented statement that their teacher asks students several questions during *associating stage*, 15 of them stated ALWAYS, 4 of them stated OFTEN, 3 of them stated SELDOM and none of them stated NEVER. Their comment that their teacher provides feedback, 16 of them stated ALWAYS, 4 of them stated OFTEN, 2 of them stated SELDOM and none of them stated NEVER.. Finally when they were presented statement that their teacher sits still and provides no assistant, none of them stated ALWAYS, 2 of them stated OFTEN, 4 of them stated SELDOM and 16 of them stated NEVER. In detail of percentage can be seen in table 5.

Table 5 Questionnaire Results of Assessment Activities in *Associating Stage*

No	Statement	Always	Often	Seldom	Never
D. During <i>Associating stage</i>,					
1	Teacher assigns students to do independently	18%	55%	23%	5%
2	Teacher assigns students to do pair work	64%	23%	9%	5%
3	Teacher assigns students to do in group	68%	14%	9%	9%
4	Teacher asks students several questions	68%	18%	14%	0%
5	Teacher provides feedback	73%	18%	9%	0%
6	Teacher sits still and provides no assistant	0%	9%	18%	73%

The question number twenty nine until thirty four specify about the condition in *communicating stage*. Among 22 students, 15 of them stated their teacher ALWAYS assigns students to do independently, and 4 of them stated their teacher OFTEN assigns students to do independently. The next is that 3 students stated that their teacher SELDOM assigns students to do independently. And finally none of student stated that their teacher NEVER assigns students to do independently. When 22 students were presented statement that their teacher assigns students to do pair work during *communicating stage*, 12 of them stated ALWAYS, 5 of them stated OFTEN, 3 of them stated SELDOM and 2 of them stated NEVER. Their comment that teacher assigns students to do in group, 12 of them stated ALWAYS, 4 of them stated OFTEN,

4 of them stated SELDOM and 2 of them stated NEVER.. When 22 students were presented statement that their teacher asks students several questions during *communicating* stage, 18 of them stated ALWAYS, 3 of them stated OFTEN, 1 of them stated SELDOM and none of them stated NEVER. Their comment that their teacher provides feedback, 19 of them stated ALWAYS, 2 of them stated OFTEN, 1 of them stated SELDOM and none of them stated NEVER.. Finally when they were presented statement that their teacher sits still and provides no assistant, none of them stated ALWAYS, 1 of them stated OFTEN, 2 of them stated SELDOM and 19 of them stated NEVER. In detail of percentage can be seen in table 6.

Table 6 Questionnaire Results of Assessment Activities in *Communicating* Stage

No	Statement	Always	Often	Seldom	Never
D. Associating					
1	Teacher assigns students to do independently	68%	18%	14%	0%
2	Teacher assigns students to do pair work	55%	23%	14%	9%
3	Teacher assigns students to do in group	55%	18%	18%	9%
4	Teacher asks students several questions	82%	14%	5%	0%
5	Teacher provides feedback	86%	9%	5%	0%
6	Teacher sits still and provides no assistant	0%	5%	9%	86%

DISCUSSION

In reference toward all data taken from interview, observation, and questionnaire, the research result reveals that:

- Task, Pair work, group work, student presentation, self-assessment, peer assessment, teacher question, and feedback are the activities implemented in classroom assessment in the conduct of 2013 curriculum based school.
- Pair work, group work strengthen the *observing* stage
- stimulating questions help students in *questioning* stage
- Pair work, group work, teacher question, and feedback empower student learning in *experimenting* stage and *associating* stage.
- Feedback, self-assessment, peer assessment, and teacher question as well as student presentation complete the *communicating* stage in the formative assessment conduct in 2013 curriculum based school.
- Task, self-assessment, peer assessment supply the formative assessment data taken out of school conduct.
- Students are assisted better when exchange ideas during pair work and group work in *observing* stage, *experimenting* stage and *associating* stage.
- Students unlock their barrier in creating question in *questioning* stage with the help of stimulating questions from the teacher.
- Students train more on their critical thinking through feedback and teacher question in *experimenting* stage, *associating* stage, and *communicating* stage.
- Students build up their confidence and critical thinking through presentation in *communicating* stage.
- Students strengthen their character through task, self-assessment, and peer assessment outside of classroom situation.
- Teacher makes good decision of students' learning by activating all sources of data into their place with their correct proportion

CONCLUSION AND SUGGESTION

Conclusion

From the research, it can be drawn the conclusion that; a) Task, Pair work, group work, student presentation, self-assessment, peer assessment, teacher question, and feedback are the

activities implemented in classroom assessment in the conduct of 2013 curriculum based school. b) Pair work, group work strengthen the *observing* stage. c) Stimulating questions help students in *questioning* stage. d) Pair work, group work, teacher question, and feedback empower student learning in *experimenting* stage and *associating* stage. e) Feedback, self-assessment, peer assessment, and teacher question as well as student presentation complete the *communicating* stage in the formative assessment conduct in 2013 curriculum based school. f) Task, self-assessment, peer assessment supply the formative assessment data taken out of school conduct. g) Students are assisted better when exchange ideas during pair work and group work in *observing* stage, *experimenting* stage and *associating* stage. h) Students unlock their barrier in creating question in *questioning* stage with the help of stimulating questions from the teacher. i) Students train more on their critical thinking through feedback and teacher question in *experimenting* stage, *associating* stage, and *communicating* stage. j) Students build up their confidence and critical thinking through presentation in *communicating* stage. k) Students strengthen their character through task, self-assessment, and peer assessment outside of classroom situation. l) Teacher makes good decision of students' learning by activating all sources of data into their place with their correct proportion.

Suggestion

For the sake of the improvement, the researcher suggests to the teacher, school, and university as well as local ministry of education in reference toward the result of this research.

Teacher is expected to maintain the consistency of the implementation of formative assessment especially in the area of feedback and stimulating questions. In the case of pair work and group work, teacher should have the more balance of share during the assistance to the students.

To the school

Addressing to the results of this research, the researcher recommends school to have more supervision to the teacher during teaching and learning process, therefore the clear of picture of teaching and learning is captured then the correct advice will be advantage for all teachers.

To the university

University plays significant role to improve the quality of education. Hence, the researcher recommends that university will subsidize more research on teaching learning process improvement that specifies on the closer look on it.

The local ministry of education

The local ministry of education holds on the stick to handle the movement. Since that qualified teacher plays significant roles in developing students learning, it is therefore suggested that the local ministry of education conducted events to support the development of teacher quality and pursuing teacher to develop more.

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MOTIVATIONAL TEACHING PRACTICES IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM: PERCEPTIONS OF INDONESIAN UNIVERSITY STUDENTS OF ENGLISH

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ABSTRACT

Motivation is always intriguing to study. This is because, the phenomenon of unsuccessful learning outcome is students' learning outcomes. This research aims to find out (1) motivational teaching practices employed by notably because the students' demotivation. In educational practices, motivation is one of vital factors to achieve lecturers at the EFL classroom at the university level in Indonesia, and (2) the types of lecturers' characteristics that can promote students' motivation to learn and take role in the classroom setting. There were 16 students of English department, State University of Makassar, took part in this study. The instrument of the research was open questionnaire consisted of 5 (five) questions. The research results reveal that the lecturer needs (1) to have good teaching method, to explain the material clearly, to maintain good interaction among students, and to have sense of humor, good experience, friendly, decisive but moderate, enthusiastic, and professional; and (2) the lecturer should be decisive, friendly, intelligent, humor, professional, enthusiastic, unadorned, joke, discipline, kind-hearted, sense of smiling, relaxed, easy going, and absolutely he or she is not boring.

Keywords: *Motivational teaching practice; EFL; Indonesia*

INTRODUCTION

In teaching – learning process in English as a Foreign Language (EFL) classroom in Indonesia, there are a wide variety of influencing factors of successful learning outcomes. One of very pivotal factors is students' motivation. Students' motivation has become vital factor that is interesting for researchers or educational practitioners to research around the world. Reid (2007) argued that motivation is a key factor in successful learning.

Nunan and Lamb (1996) revealed that most studies report a high correlation between motivation and achievement, and this correlation is taken as evidence that a highly motivated student will do well in school.

Alrabai (2014) argued that motivation is an important key factor in the acquisition of an L2 and foreign language. Kubanyiova (2006) stated that the quality of learning engagement in the classroom setting does not depend upon students' cognitive abilities alone, but is also influenced by complex motivational and affective factors. Accordingly, McDonough (1986) said that the most language teachers will strongly agree that the motivation of the student is one of the most important factors which influences their success or failure in learning a language.

Some researchers reported the importance of students' motivation in the classroom in their study. Daskalovska et al., (2012) found in their study that there are a lot of factors which influence the success in language learning, one of the most important factors is learners' motivation to learn the language. Mattarima and Haman (2011) argued that the motivation and learning strategies have a major role in language learning process in which they can influence the outcome of language learning. They therefore stated that motivation and learning strategies are unavoidable students' differences in teaching and learning process. Sugita and Takeuchi (2010) concluded in their study that since the effectiveness of motivational strategies differed according to students' proficiency level, more attention should be paid to the difference in proficiency level when teachers attempt to motivate their students.

Seifert (2004) suggested that students' motivation may be thought as a pattern of behavior and affect. He then added that perceived meaning is important in motivated behavior and the mastery of student is able to find meaning in the work. According to Seifert (2004) if students

do not find work meaningful and tend to make external attributions, then work avoidance may develop. To this point, however, little attention has been paid to meaning in studies of academic motivation. Moskovsky et al., (2013) reported that teachers' motivational behaviors cause enhanced motivation in a second language learner. Moskovsky's result is in keeping with Papi and Abdollahzadeh (2012) assertion that the Iranian secondary schools do not seem to meet these basic conditions, and the motivation which the students demonstrate during their class activities can merely be generated from other motivational sources, including teachers' motivational practice. Yet, it is noteworthy that even within the obvious motivational constraints in this particular learning environment, the teachers' motivational practice was found to go hand in hand with students' motivated behavioral responses. Al Kaboody (2013) also said that teachers have responsibility to nurture learners' motivation and keep it alive throughout the learning process in the classroom.

Nunan and Lamb (1996) pointed out that most studies report a high correlation between motivation and achievement, and this correlation is taken as evidence that a highly motivated student will do well in school. Cook (1991) argued that high motivation is one factor that causes successful learning: successful learning, however, may cause high motivation. Mattrima and Hamdan (2011) stated that motivation is one of the most important factors in language learning and is the key determinant of frequency and type of strategy.

In Indonesian context of motivation in the EFL classroom, there have been some researchers investigated the students' motivation. Those researchers are Burhanuddin (2015), Aritonang (2014), and Kuswandono (2014). Burhanuddin (2015) in his research reported that students of double-degree program are motivated to learn the second language (English) because they want to know the target language community, to know the culture of the target language community. He also found that the students' motivation has emerged in the classroom when the students took part in the classroom of the different faculties or majors. In which they become more motivated when they tried to exchange ideas in the classroom.

Aritonang (2014) in his research concluded that the participation in the blended learning course appeared to increase the level of motivation and confidence of teacher participants to learn and use English as a medium of instruction. External and internal factors contributed to the change in the levels of motivation and confidence.

Kuswandono (2014) in his research entitled "Voices of pre-service English teachers: Reflecting motivations during practicum learning" concluded that this study signifies that the teacher education needs to provide more reflective dialogues to shape pre service teachers' (PSTs)' identity and professionalism.

In Indonesian context, the teaching of English seems to be not successful. This claims proved by the national examination which reveals low results. One of influential factors is the students' low motivation.

Therefore, high motivation needs to be paid more attention in the EFL classroom. This is because, motivation plays a significant role in the rate and success of second and foreign language learning in general, and in classroom teaching in particular (Al Kaboody, 2013).

Dörnyei&Ushioda (2011) argued that what moves of a person to make certain choices, engage in action, to expand effort and persist in action – such basic questions lie at the heart of motivation theory and research.

Brown (1994) said that motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. Or, in more technical terms, motivation refers to "the choices people make as to what experiences or goals they will approach to avoid, and the degree of effort they will exert in that respect."

The study of motivation in relation to the language learning is very interesting for the language researcher and teacher. In this study, I would like to focus on modern approach to motivation, attribution theory. Attribution theory attempts to describe motivated behavior in terms of the cause to which the individual attribute, or ascribe, their own and other people's performance: their own ability, effort, intention, or others' ability, effort, or intention, luck, and so on (McDonough, 1986).

Dörnyei&Ottó's definition of L2 motivation in Dörnyei&Ushioda (2011) that in general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, implies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out.

METHOD

This study was carried out at English department Faculty of Languages and Literature State University of Makassar Indonesia. There were 16 students of undergraduate degree at English Literature Study program, took part in this study. The participants had a wide range in ages, ranging from 19 – 21 years old. All participants are undertaking 20 credits in the first semester in 2015-2016 academic year. They are from a wide variety of backgrounds in terms of their majors in their secondary schools, ethnic group, native languages, and so on. The participants were selected using purposive random sampling. This is because, this research is under the umbrella of qualitative paradigm. The instrument of the research was open questionnaire consisted of 5 (five) questions.

Instrument used in this study was questionnaire. This open questionnaire consisted of 5 (five) questions. The questions are: (1) In learning English, what types of lecturers can motivate you?, (2) In relation to the topics in the classroom, what kinds of topics do motivate you to learn English?, (give your reasons), (3) What is the lecturer teaching model do motivate you in learning English?, (4) In learning English, what is the classroom management that can motivate you in learning?, and (5) Identify lecturers' characteristics that can motivate you to learn English?. The participants were asked to write down the answers on the answer sheets and they gave response to the questions freely.

FINDINGS AND DISCUSSION

The Types of Motivating Lecturers

Table 2 shows the students' voice towards the types of motivating lecturers in the classroom setting. Data obtained from the questionnaire reveal that there are a wide variety of students' voice on the types of motivating lecturers. The students' answers on the types of motivating lecturers are: the lecturer should have good teaching method; the lecturer should explain the material clearly and comprehensively; the lecturer should have sense of humor; the lecturer should have good experience; the lecturer should be friendly; the lecturer should be decisive, discipline, enthusiastic, moderate, professional; the lecturer should improve students' active and participation; he or she needs to maintain good interaction among students; he or she motivates students to learn; he or she stimulates students to speak English in the classroom setting; and he or she should provide new insight and knowledge.

Table 1. The Types of Motivating Lecturers

Student #	Description
Student-1	<ul style="list-style-type: none"> • He or she has experience in teaching English as a foreign language (EFL) • He or she can teach professionally. • He or she uses up to date teaching method. • He or she explains material clearly. • He or she is decisive to promote students become autonomous learners. • He or she has sense of humor. • He or she is moderate.
Student-2	<ul style="list-style-type: none"> • He or she is professional in transferring teaching material to students. • He or she has sense of humor.
Student-3	<ul style="list-style-type: none"> • He or she can improve students' participation in the classroom.
Student-4	<ul style="list-style-type: none"> • He or she can teach lots of unfamiliar (new) words. • He or she can teach enthusiastically.
Student-5	<ul style="list-style-type: none"> • He or she can teach interestingly.

	<ul style="list-style-type: none"> • He or she teaches professionally.
Student-6	<ul style="list-style-type: none"> • He or she can speak English well and clearly. • He or she is friendly. • He or she gives feedback to students' homework or classroom tasks.
Student-7	<ul style="list-style-type: none"> • He or she provides new insight and knowledge. • He or she never gives lots of tasks.
Student-8	<ul style="list-style-type: none"> • He or she has good teaching method. • He or she is discipline and he or she does not make his or her students boring.
Student-9	<ul style="list-style-type: none"> • He or she is friendly. • He or she can maintain good interaction with students. • He or she can speak English fluently.
Student-10	<ul style="list-style-type: none"> • He or she does not focus on theory. • He or she is not monotone in teaching. • He or she frequently gives challenges in each material. • He or she is well informed.
Student-11	<ul style="list-style-type: none"> • He or she can motivate students to learn. • He or she has huge and comprehensive experience and knowledge. • He or she has sense of humor.
Student-12	<ul style="list-style-type: none"> • He or she is decisive. • He or she is discipline. • He or she tells his or her experience. • He or she talks about the material comprehensively. • He or she is not anger.
Student-13	<ul style="list-style-type: none"> • He or she can makes students enthusiastic. • He or she can be alive with his or her teaching not alive with his or her black board.
Student-14	<ul style="list-style-type: none"> • He or she explains the material interestingly. • He or she is friendly.
Student-15	<ul style="list-style-type: none"> • He or she can teach differently with others. • He or she is decisive in teaching but he or she has sense of humor. • He or she has outstanding experiences. • He or she does not force students.
Student-16	<ul style="list-style-type: none"> • He or she can teach well, either in the classroom setting or outside the classroom.

The Types of Motivating Topics

As shown in table 2 that a wide variety of motivating topics given by students. The students hope that the topics in the classroom should be designed to meet the students' need. They gave responses to the questionnaire as follows: the topics about: countries where English is used as a means of communication; hot and new topics; daily activity; successful people; social-environment; lecturer's experience; city and life abroad; world, practical activities; word uses in English; and the topics which potentially improves the students' communicative competence in English.

Table 2. The Types of Motivating Topics

Student #	Description
Student-1	<ul style="list-style-type: none"> • Topics related to word uses in English. • Topics related to communicative competence. • Topics related to practical activities in the classroom.
Student-2	<ul style="list-style-type: none"> • English grammar.

Student-3	<ul style="list-style-type: none"> • Social – environment topics.
Student-4	<ul style="list-style-type: none"> • Topics about world. • News about hot or historical issues.
Student-5	<ul style="list-style-type: none"> • Topics about cities abroad. • Telling the life abroad.
Student-6	<ul style="list-style-type: none"> • Topics about daily activities. • Topics about successful people in English.
Student-7	<ul style="list-style-type: none"> • Topics about new knowledge in English.
Student-8	<ul style="list-style-type: none"> • Topics about new knowledge in English.
Student-9	<ul style="list-style-type: none"> • Topics about daily activities.
Student-10	<ul style="list-style-type: none"> • Practical topics, not theoretical topics • Topics about daily activities. • Motivating topics. • It is not boring topics.
Student-11	<ul style="list-style-type: none"> • Topics about England or topics about countries in which English is their native language. • Topics about lecturers' experience abroad.
Student-12	<ul style="list-style-type: none"> • Topics about weather, because, I would like to feel the real weather abroad.
Student-13	<ul style="list-style-type: none"> • Reading topics, because we can get information through reading.
Student-14	<ul style="list-style-type: none"> • Listening skill, because we can train ourselves to understand what we listen to. • Topics about vocabulary.
Student-15	<ul style="list-style-type: none"> • Topics about English graduates, where they complete their study on time and pursue their study abroad. • Topics about English graduates who have good job.
Student-16	<ul style="list-style-type: none"> • Topics that I did not find at secondary schools.

The Types of Motivating Teaching Model

Table 3 reveals the students' voice on the types of motivating teaching model employed by the teacher in the English classroom at the higher education level. They are: the teaching model potentially nurtures students' learning outcomes and involvement in the teaching – learning process with various activities, games, discussion, exercises, and so on.

Table 3. The Types of Motivating Teaching Model

Student #	Description
Student-1	<ul style="list-style-type: none"> • The teaching model that can motivate students to learn and involve in the classroom activities.
Student-2	<ul style="list-style-type: none"> • The teaching model that can motivate students to learn.
Student-3	<ul style="list-style-type: none"> • Discussion model or question and answer session model.
Student-4	<ul style="list-style-type: none"> • Interesting and motivating model.
Student-5	<ul style="list-style-type: none"> • The teaching model that can provide some exercises.
Student-6	<ul style="list-style-type: none"> • Give some practical activities and if the students make mistakes, the teacher gives correction.
Student-7	<ul style="list-style-type: none"> • The teaching model with a wide variety of games. • The teaching model that can improve students' skill.
Student-8	<ul style="list-style-type: none"> • The teaching model with various games and quizzes.
Student-9	<ul style="list-style-type: none"> • Motivating model.
Student-10	<ul style="list-style-type: none"> • The teaching model that can maintain direct interaction between teacher and students, and students and students. • Discussion model. • Teaching model with minimal theory and maximal practice or

	exercise.
Student-11	• The teaching model is not monotone.
Student-12	• Clear in presenting the topics in the classroom.
Student-13	• Enthusiastic teaching model.
Student-14	• Teaching model that can stimulate students to focus on the material.
Student-15	• Teaching model with games and group discussion.
Student-16	• Teaching model with various exercises.

The Types of Motivating Classroom Management

Table 4 presents the students' voice on the types of motivating classroom management. In teaching – learning process, classroom management is one of very important and it has vital role in enhancing students' English communicative competence.

Therefore, teachers, lecturers, and educational practitioners should design good classroom management. Most students hopefully that the classroom needs to be completed by learning aid facilities, AC, moderate rule, and importantly is the lecturer should design circle model “U” in other the lecturer can control the class and all students can participate or take role in every learning activities.

Table 4. The Types of Motivating Classroom Management

Student #	Description
Student-1	• The classroom with good facilities. It has air conditioner, good light, and so on.
Student-2	• It has circle model, where the students can maintain face to face interaction. The teacher explains the topics in the middle of the classroom. Through this model, the teacher can control all students and the students can participate in all activities designed to improve their English proficiency.
Student-3	• Chair position is well managed in other the students and teacher can maintain good relationship.
Student-4	• There is no awkward rule.
Student-5	• The most important thing is the number of students in the classroom (lots of students are bad).
Student-6	• The lecturer gives students freedom.
Student-7	• The classroom has clean and comfort room with some properties (book cupboard).
Student-8	• The classroom should be clean and comfort room.
Student-9	• Traditional room in which the teacher explains the lesson in front of the class.
Student-10	• The class has “U” form and all students can focus on the teacher's explanation.
Student-11	• The class is comfort room.
Student-12	• The classroom is facilitated with AC, water, and other facilities.
Student-13	• The classroom has small students.
Student-14	• The classroom should be clean and its' wall is clear.
Student-15	• The class has “U” form and all students can focus on the teacher's explanation.
Student-16	• The classroom is facilitated with AC, and other facilities.

The Motivating Lecturer Characteristics

Table 5 reveals various motivating lecturer characteristics. Those traits are: the lecturer should be decisive, friendly, intelligent, humor, professional, enthusiastic, unadorned, joke, discipline, kind-hearted, sense of smiling, relaxed, and easy going.

He or she is also very much hoped to motivate students to learn, maintain good interaction among students, motivate students to use English, explain material clearly, and he or she uses English during the teaching-learning process in the classroom setting, and therefore the students become enthusiastic to use English.

An analysis of students' comments

As previously presented dealing with the types of motivational teaching practices which cover the lecturer, topics, method, classroom management, and lecturer's traits, this study is in keeping with some pertinent ideas or studies which are closely related to this study.

As a manager and a facilitator in the classroom, the lecturer should be well prepared, decisive, friendly, intelligent, have sense of humor and joke, and professional. This is because a lecturer is one of primary influential factors in promoting students' learning outcomes. These findings are similar to previous research findings that revealed the importance of these lecturer's characteristics in higher education (e.g. Howes *et al.*, 1992; McEown and Takeuchi, 2014; Guilloteaux, 2013; Dornyei, 1994). In particular, VOSS and Gruber 2006) found that students want the lecturer in higher education to be expertise, approachability, communication skills, friendliness, enthusiasm, humor, and teaching methods. Thompson, *et al.*, in Weda (2015) reported in their research that there are twelve characteristics of a good or great teacher, those characteristics are: displaying fairness, having a positive outlook, being prepared, using personal touch, possessing a sense of humor, possessing creativity, admitting mistakes, being forgiving, respecting students, maintaining high expectations, showing compassion, and developing a sense of belonging for students – center around the theme of caring.

To achieve the learning objectives, the lecturer needs to improve students' participation based on various interesting topics. In line with this, Stanley (1999) argued that as teachers encounter topics of interest from the fields of second language acquisition, linguistics, sociolinguistics, psychology, and pedagogy, they need a vehicle for exploring those topics so that they may continually grow and develop, both personally and professionally.

The classroom management is also very crucial in teaching – learning process. The class situation that managed by the teacher or lecturer should be free from some problems; like the large class, and the class usually happens in some developing countries, like Indonesia. Shamin in Nunan and Lamb (1996) pointed out that large classes are a fact of life for EFL teachers working in developing countries such as Pakistan, India, Sri Lanka, Indonesia, and Nigeria. In some of these places it is possible to come across classes comprising upward of 200 students.

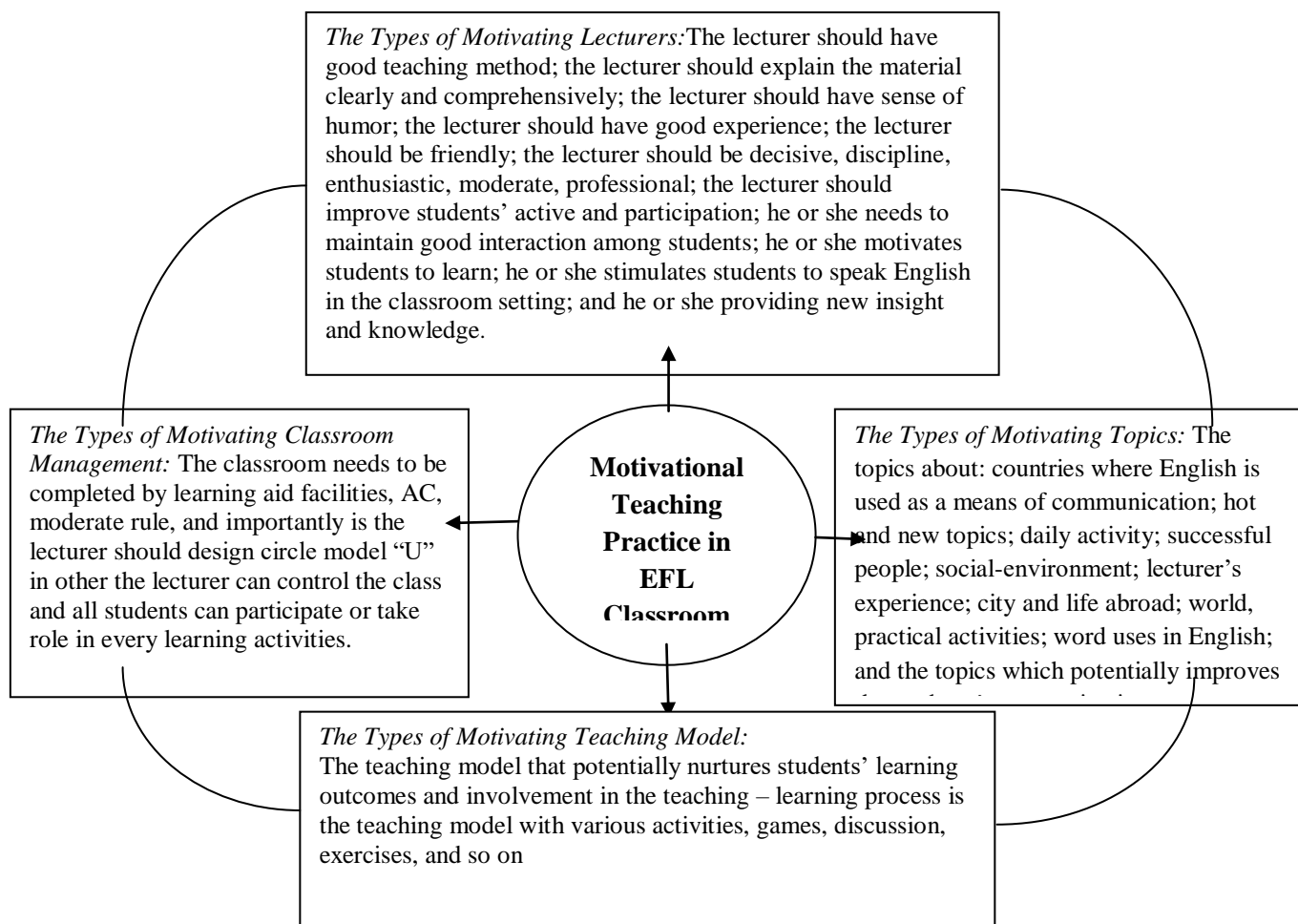


Chart 1. The Components of Motivational Teaching Practice in the EFL Classroom

The components of motivational teaching practice in the EFL classroom in Indonesia as students' perceptions are illustrated in chart 1 that the types of motivating lecturers, motivating topics, motivating teaching model, and motivating classroom management are interrelated components to promote students' learning outcome and involvement in the classroom setting.

CONCLUSION AND SUGGESTION

This study is an endeavor to identify motivational teaching practices in Indonesia. This research therefore gives some conclusions as the answers to the proposed research questions as previously stated.

Firstly, the lecturer needs to have good teaching method, explain the material clearly, maintain good interaction among students, and he or she needs to have sense of humor, good experience, friendly, decisive but moderate, enthusiastic, and professional.

Secondly, the lecturer should be decisive, friendly, intelligent, humor, professional, enthusiastic, unadorned, joke, discipline, kind-hearted, sense of smiling, relaxed, and easy going.

Lastly, I would like to point a pedagogical implication of the findings. Since there are lots of motivating teaching practices in the educational classroom context, which potentially improve students' learning outcome and participation, lecturers, teachers, educational

practitioners, and educational policy makers should provide those motivating teaching practices in all levels of teaching practices in English as a foreign language (EFL) in Indonesia.

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LEARNING TEXTUAL ANALYSIS OF PRESIDENT JOKO WI'S SPEECH TEXT AT APEC 14

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ABSTRACT

Ability of textual analysis text has been problematic for EFL learners in Indonesia. This paper aims to describe learning textual analysis of President Joko Wi's Speech Text at APEC 2014. Textual analysis is an analytical work on the contents of the text and form (is a part of the content) Fairclough 1992:193. It consists of Macro Structure, Super Structure, and Micro Structure. Macrostructure focuses on the global meaning of discourse's theme or topic. The superstructure tends to be the discourse framework of the text arranged into parts of the whole news. Microstructure points on local meaning of the discourse, observes the semantics, syntactic, and stylistic aspects in text (Van Dijk, in Eriyanto 2006:225-228). This study uses descriptive qualitative method. The implementations of this study are: first, the lecturer explains the theory of textual analysis. Second, the lecturer distributes speech Text of President Joko Wi for reading. Third, the learners are formed into groups. Forth, the learners are asked to textual analyze the President Joko Wi's speech text. Fifth, after the learners finish doing analysis, they make description. Then a person represents his group to write on the board and the teacher checks and corrects the learners' jobs results, and the other groups correct their results.

Key words: *Learning, textual analysis, speech text.*

INTRODUCTION

Learning is developing of one ability to make a consistent response to different stimuli that form a common class or category of some sort. It forms the basis of the ability to generalize, classify etc. In fact the *ability of textual analysis text has been problematic for EFL learners in Indonesia*. Through learning one is able to learn relationships between concepts and apply in different situations. It forms the basis of the learning of general rules, procedures, etc. Learning is a process of accumulating a large set of intellectual skills, it is using ways to control one's thinking and learning processes by determining the way to approach a new learning situation and deciding about learning a long list of items (Gagne, 2002).

A textual analysis is a part of discourse analysis. It is important in research because it allows learners to understand meanings and ideas expressed through written words. This textual analysis is used to analyze the President Joko Widodo's Speech text at APEC 14 as data (Asia-Pacific Economic Cooperation). The APEC China 2014 was the 26th annual gathering of APEC leaders. It was held in Yanqi Lake, Huairou District, Beijing on 10–12, November 2014. APEC currently has 22 members, including most countries with a coastline on the Pacific Ocean. However, the criterion for membership is that the member is a separate *economy*, rather than a state. Textual analysis is the method communication researchers use to describe and interpret the characteristics of a recorded or visual message (Frey, Botan, & Kreps, 1999). According to Teun Van Dijk (in Eriyanto, 2006:225-228) there are three elements of textual analysis as follows: macrostructure, superstructure and microstructure.

Macrostructure focused on the global meaning that more emphasize on the meaning of discourse theme or topic. "The meaning of discourse is not limited to the meaning of its words and sentences. Discourse also has more 'global' meanings, such as 'topics' or 'themes'. Such topics represent the gist or most important information of a discourse, and tell us what a discourse 'is about', globally speaking (Dijk in Eriyanto, 2006:225-228). Macrostructure is thematic, topic represent the gist or most important information of a discourse, and tell us what a discourse 'is about' in globally speaking.

The superstructure specifically tends to be the discourse framework or being organized by conventional schemata. It explains more on how parts of the text arranged into the whole news, for example, the arrangement of the introduction, substance, and conclusion. Which part is placed at the beginning, or which part are placed later, it will be arranged as discourse-framer importance. "Overall meanings, i.e. topics or macrostructures, may be organized by conventional schemata (superstructures), such as those that define as an argument, a conversation or a news report. As is the case for all formal structures, schematic structures are not directly controlled by ideological variation. A reactionary and a progressive story are both stories and should both feature specific narrative categories to be a story in the first place" (Dijk in Eriyanto, 2006:225-228). Superstructure is Schematic :the arrangement of the introduction, substance, and conclusion.

Microstructure points on local meaning of the discourse, by observing the semantics, syntactic, stylistic. The use of certain words, sentences, and stylistic is not only viewed as the way of communication but also as a method of communication politic to influence common principle, create the backing, strengthen legitimate, and evacuate the adversary or the opponent, is an effective way to observe the next rhetorical and persuasive process when someone conveys the order. Certain words perhaps are chosen to clarify the choice and posture, form political consciousness, etc. (Dijk in Eriyanto, 2006:225-228). The, microstructure is divided into four aspects, that are, semantic aspects, syntactical aspects, stylistic aspects, and rhetoric aspects. But this study is only used Semantics: aspect of detail and setting. Syntaxes in forms of active-passive, and Stylistics: words chosen.

Purpose of this paper is to describe the implementation of Learning Textual Analysis of President Joko Wi Speech Text at Apec 14.

METHOD

The method used in this paper is descriptive qualitative, the data are words, phrases and sentences. In line with these data, Heigham and Croker (2004: 320) explain that this research is categorized into qualitative because the data are not in the form of numbers. The source of data is taken from <http://www.rappler.com/brandrap/134985-betheboss-awards-2016>; remarks by Indonesian President Joko "Jokowi" Widodo at the APEC CEO Summit on November 10, 2014, in Beijing, China. Published 6:04 PM, November 10, 2014. The instrument of this research is the researcher herself. In qualitative research, the researcher is the primary research instrument. As the instrument, the researcher collects the data and interprets them (Heigham and Croker, 2004:11). In analyzing the data, the researcher becomes the main measurement device (Perry, Jr., 2005: 149), then the researcher employs the content analysis. It is an analysis of the manifest and hidden content of a body of communicated material through classification, tabulation, and evaluation of its key symbols and themes in order to ascertain its meaning and probable effect (Krippendorff, 2004: xvii). To apply the content analysis, the researcher follows the steps of analysis shown by Creswell (2009: 184). The steps of analysis for qualitative data of Macrostructure, superstructure, and microstructure use inductive model. The steps involve: organizing and preparing the data for analysis, reading through all the data, coding the data or beginning detailed analysis with a coding process to generate a description of the setting or people as well as categories or themes for analysis, interrelating theme/description and making an interpretation or meaning of the data.

FINDINGS AND DISCUSSION

Purpose of this paper is to describe the implementation of Learning Textual Analysis by Using President Joko Wi Speech Text at Apec 14. In line to the purpose of the study, the steps of the implementation of this study are:

1. Lecturer explains theory of textual analysis, they are Macrostructure, Superstructure, and Micro structure.
2. Lecturer explains to do macrostructure, then superstructure, and microstructure analysis.
3. Lecturer distributes President Joko Wi's speech text to learners.
4. Learners are asked to form groups contain of four persons
5. Learners are asked to read the texts given

6. Learners in group are asked to analyze texts of Joko Wi speech in Macro structure, Super structure, Micro structure.
7. One student represents his group to write analyzes result on the board.
8. Lecturer checks and explains corrections of errors.

Secondly, to describe macrostructure analysis, then to describe superstructure analysis, and microstructure analysis, as follows:

Macrostructure is thematic analysis of JOKO WI's Speech Texts; Van Dijk said that macrostructure is focused on the global meaning of the theme and topic. It has more global meanings such as topics and themes and it is not limited to the meaning of its words and sentences only, such topics, represent the essence or most important information of discourse. The analysis of this study presents an explanation on how the power established the discourse, in analyzing the politic, economic, and social structure deeply,

Results of Macro Structure Analysis of President Joko Wi's Speech Text.

The topic of the speech text is the concept of the dominant and most important idea of the contents of a text. Van Dijk defines globally, the parts of the text that traced point to point of the general idea and parts of texts that support each other to illustrate general topics. Regarding the content of JOKO WI's speech texts, in Paragraphs #4 until paragraph #13 describe topics of business offers and opportunities to put in foreign investments in Indonesia to APEC audience. In paragraphs #4 and #5 are about farming for seeds, fertilizer, Irrigation, fisherman-boat-refrigerators – income – working capital Health program. In paragraph #6, #7 he offers to build 24 seaports and deep seaports. In paragraph #8 he offers business for investment opportunity to build railway track, railway network at Sumatra, Kalimantan, Java, Sulawesi, Maluku, and Papua. Then paragraphs #9, #10 he offers to build railway tract, railway network at Sumatra, Kalimantan, Java, Sulawesi, Maluku, Papua; offers Maritime agenda, he wants to build sea toll Java-Papua; and paragraph #11 is about to build electricity for power plans, and industry building. Conveyed business plans and foreign investment in Indonesia as described in paragraphs #3 to #12 are very relevant to the main idea and the topic of the speech text. He asks all audience of APEC 14 to involve in his plans.

Results of Super Structure (Schematics) Analysis of President Joko Wi's Speech Text.

The superstructure specifically explains more on how parts of the text arranged into the whole news, for example, the arrangement of the introduction, Content (substance), and conclusion, and tends to be the discourse framework or being organized by conventional schemata. Its part is placed at the beginning, or which part are placed later, it will be arranged as discourse-framer importance.

The superstructure analysis of JOKO WI's speech texts specifically explains parts of the text arranged into the whole texts. There are arrangement of the #1 and #2 about introduction telling of greeting and thank you. Paragraph #3 until #13 about content or substance of speech, they are about map of Indonesia, national budget, subsidy for: fisherman, micro and enterprises at the villages, health program, education program, infrastructure; to build sports and deep seaports; to show picture of Jakarta port; to plan to build railway; track, talk about mass transportation; maritime agenda; electricity; many investors complain about land acquisition; business permit. Conclusion is in paragraph #14 and #15. It is about thank you, and wait for investment. In sum paragraph 1 until #15 tend to discuss on business points as planned by JOKO WI to build Indonesia as developing country.

Results of Microstructure Analysis of President Joko Wi's Speech Text

Microstructure analysis points on local meaning of the discourse are done by observing the semantics, syntactic aspects only. The use of words, proposition, and certain rhetoric in media is understood as the part of the Joko Wi's strategy to offer and persuade the APEC 14 audience. The uses of certain words, sentences, are not only viewed as the way of Joko Wi's communication but also as a method of economy communication to influence his ideology, create the backing, strengthen legitimate, and leave the opponent. Microstructure is an effective

way to observe the rhetorical and persuasive process when someone conveys the order. Certain words are chosen to clarify the choice and posture, form political consciousness, etc. Semantics is the study of the meaning of linguistic expressions. The language can be a natural language, such as English (Thomason, 2012).

a. Results of Semantic Analysis of Microstructure.

This research investigates the semantic meaning specially reflected in the pronoun used by President Joko Wi's speech text to show the role of President Joko Wi's ideas. Using "I" 5x has meaning his personal expression, his willingness and his personal behavior. In addition, "I" is self expression, used because of informal situation, the first person singular pronoun, it is only used for individual purpose; the pronoun "I" has the powerful one. On the other hand, President Joko Wi uses "we" 31x showing President Joko Wi's Ideology and power relations in expressing persuasions about business and investment offers in Indonesia. The pronoun "we" represents the speaker and his group. It does not have any power; "We" is generating his dreams in the future in the active sentences. The power relation is showed by the way of President Joko Wi has great hopes.

b. Results of Syntaxes Analysis in active and passive forms of microstructure

Active forms sentence are the subject of sentences found in the Joko Wi's speech texts, as follows:

1. We can talk about business, about investment with all of you
2. The picture shows you our map of Indonesia.
3. We want to channel our fuel subsidy from consumption to the productive activities.
4. We want to channel our fuel subsidy to the farm for seeds, for fertilizers, and also for irrigation
5. We want to build dams – 25 dams in 5 years
6. We want to channel to the fishermen, to give them boat engines, to give them refrigerators.
7. We want to increase the income of the fishermen. Some fuel subsidy
8. We want to give to micro and small enterprises in the villages.
9. We want to help them raise their working capital.
10. We want to channel to the health program, the education program.
11. We want to channel to infrastructure.
12. We want to build 24 seaports and deep seaports.
13. The picture shows our Jakarta Port, Tanjung Priok port.
14. We want to build in Sumatera island, in Kalimantan island, in Java island, in Sulawesi island, in Maluku island, also in Papua island.
15. We plan to build our railway track, railway network.
16. We talk about mass transportation.
17. We want to build our mass transportation in 6 big cities in Indonesia.
18. We want to build in Medan, in Makassar, in Semarang, in Bandung, in Surabaya.
19. We talk about our maritime agenda.
20. We want to build sea toll.
21. We want to build from the west to the east.
22. We hope not only the vessels can enter our sea toll but also mother vessels can enter the sea toll.
23. We hope with our sea toll the price in our islands is the same.
24. We need power plants.
25. We need around 35,000 megavolts to build our industries, to build our projects, to build our industrial zones, our manufacturing zones.
26. We need power
27. We need our power plants for manufacturing, for industrial zones.
28. We talk business permit.
29. We are waiting for you to come to Indonesia.
30. We are waiting for you to invest in Indonesia.

31. We talked about the problem.

In his Speech text President Joko Wi produce 31 active sentences with style in his speech texts. The sentences show his willingness to succeed his plans by using word of “**want** = 15x, it means, he wishes for”; and word of “**need** = 4x, it means he requires”; the way to persuade all audiences of APEC to attract their willingness to invest their capital in Indonesia. “**we**” is used as the [first-person plural personal pronoun](#) or he and his group want to build the business and investment in Indonesia.

32. I would like to thank you for coming to my presentation

33. I will push my ministers, my governors, my mayors, to help clear this problem.

34. I invited them.

35. I go to them then I invited them to lunch and dinner.

36. I would like to thank you for your listening (to) my presentation.

In above sentences is used 5x. It refers to the President Joko Wi’s power relation as President of Indonesia in active sentences.

In passive sentence form

In a passive [sentence](#), it is found only One sentence. the [subject](#) does not perform the action in the sentence but in fact the action is performed on it.

Passive sentence analysis: ***the toll road has been used (starting) 7 months ago.***

Style language of Joko Wi’s the way of expressing the ideas in language reflects his soul and personality. He uses 36 active sentences and one passive sentence.

CONCLUSION

The implementation of Learning Textual Analysis by Using President Joko Wi Speech Text at Apec 14, are: first, the learners are explained the theory of textual analysis. Second, the learners are given President Joko Wi’s speech text for reading. Third, the learners are arranged into groups. Fourth, the learners in groups are asked to analyze the texts into macrostructure, superstructure, and microstructure. At last, after finish doing analysis, then the learners describe the results of analysis. Next, a person represents one of groups to write on the board to show their analysis results. Then the teacher checks and corrects the learners’ jobs.

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AN EFFECTIVE WAY TO ENHANCE EFL TERTIARY STUDENTS' LISTENING COMPREHENSION SKILLS THROUGH SHADOWING TECHNIQUE

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ABSTRACT

The purpose of this paper is to describe the effect of Shadowing Technique on university students' listening comprehension skills. Therefore, the experiment research method was applied to this study and the techniques of collecting data were administering pre- and post-tests to the experiment and control groups, which consisted 30 university students in each of the groups. Then, an analysis of effectiveness (t-test) in Statistical Package for Social Science (SPSS) was conducted to analyze the data. As a result, the experiment group outperformed the control group. In conclusion, the shadowing technique is an effective technique to improve the EFL tertiary students' listening comprehension skills in Indonesia

Keywords: *Shadowing, Listening Comprehension, Tertiary Students, and EFL.*

INTRODUCTION

Listening is one of the skills taught in English Education Study Program in Indonesia. Therefore, the students should be able to comprehend every single of listening texts because they are expected to be an English teacher in the future. But in fact, most of the students in English Education Study Program (EESP), Universitas Negeri Medan (UNIMED) do not get positive results in Listening Skills. For example, Sumarsih (2016) examined how the EESP students' listening scores on the Test of English for Foreign Language (TOEFL) in UNIMED from 2013 to 2015. As a result, the data do not show the significant improvement even though TOEFL is one of the requirements to go for the thesis presentation.

According to this problem, the effective teaching listening skill technique is crucially needed. Therefore, shadowing technique has been seen as an effective teaching listening technique in Japan (Hamada, 2011a). Even though the effectiveness of shadowing technique has been confirmed in Japan but in Indonesia particularly in UNIMED, it had not been studied yet. Thus, this study would explore the effectiveness of shadowing technique on enhancing the students' listening comprehension skills in UNIMED.

PROBLEMS AND RESEARCH QUESTION

Previous teaching listening technique applied in UNIMED has shown that there was no significant improvement on students' listening skills. Then, they are expected to be English teacher after graduation while their abilities in English particularly in listening comprehension were still far from what being expected. Therefore, this study aims to pursue the following questions:

- 1) Does shadowing technique significantly effect the student's achievement in listening skill?

LITERATURE REVIEW

Definition and Benefits of Shadowing

According to Shiki et al., (2010), shadowing is the on-line instant process of repeating verbal expression, while repeating is an off-line task since it provides students with silent pauses to produce the sounds. In addition, Kadota (2007) stated that the process of repeating incoming speech and monitoring the shadowed material engages many areas of the students' brains, particularly the language center. However, shadowing actually is an active and cognitive activity where the learners follow the heard speech and vocalize it as clearly as possible while simultaneously listening (Tamai, 1997).

The benefits of the shadowing technique are: first, activating the bottom-up and top-down processing (Tamai, 1992), second, echoic memory "which stores the information one hears for a short period" (Kadota, 2007) is activated to retain incoming sounds information more accurately. Learners can spend more time to analyze incoming information.

Shadowing Technique Usage

Practically, shadowing technique has been used in Japan in language teaching context. Such as Murphey (2001), Takizawa (2002) Kadota and Tamai (2005) elaborate the varieties in ESL/EFL teaching context. Therefore, Takizawa's model was applied to this study because in his model there is a translation activity. According to researcher this type of the shadowing technique is appropriate to Indonesian EFL teaching context because Hamada (2011b) warns that some learners believe that they should translate everything they hear instantly, which results in decreasing self-efficacy through translation failure. Then, to make students feel challenged in practicing shadowing technique, the other activities like translation, reading silently and simply listening are highly recommended (Shiki et al., 2010). It means that relaying shadowing technique solely would not improve the learners' achievements in listening skill. Thus, this study followed the instruction recommended by Takizawa (2002). Below is the shadowing instruction from Takizawa (2002):

Table 1. Takizawa's shadowing instructions (2002)

Procedures	Activities
Listen to the audio	Do not read the text but only listen
Slash Reading	Read by slashing, comprehending by chunks and check unknown words
Full Shadowing	Practice repeatedly till reproducing 70% to 80%
Repeating and Shadowing	Repeating with the text and shadowing after that
Translation	Translating slash by slash
Repeating (reproduction)	Repeating pause by pause
Translation	Translating, pause by pause
Delayed shadowing	Shadow, delaying by 3 or 4 words
Content Shadowing	Shadowing, thinking about the meanings
Translating while listening	Listening and translating simultaneously.

Previous Studies on Shadowing Technique

Takizawa (2002) asserted that the shadowing technique is an effective technique to improve bottom-up process in listening skill, instructing to acquire more successful listening comprehension skills. Moreover, students rise to enhance pronunciation, get more concentration, and become used to natural speed as well. Thereby, students are capable to receive a variety of advantages and listening skills enhancement from shadowing technique.

Factually, the effectiveness of shadowing technique has been examined in classroom research. Suzuki (2007) studied 112 participants to show practical and effective ways to apply shadowing in the classroom by using a school textbook. In addition, Tamai (2005) did an experimental research into two groups of 45 learners (shadowing and dictation groups) and assumed that shadowing helps lower level students. He divided every group of 45 students into three different levels. After 13 lessons, the result of the shadowing groups showed that the low and the average groups had significant improvement. Besides that, Onaha (2004) trained 43

tertiary students by using shadowing and dictation practice and found that the combination of the exercises had effectively improved the learners' listening comprehension skills.

Theoretically and practically in Japan, the shadowing technique has given many proofs in EFL context that it could improve the students' achievement in listening comprehension skills. Therefore, this technique must be used in teaching listening skill in Indonesia since Indonesian also recognizes English as a Foreign Language (EFL).

METHODOLOGY

Participants of the Study

This study was conducted with 30 students in experimental group and 30 students in control group from English Education Study Program *Universitas Negeri Medan*, Indonesia. The ranges of their ages were from 17 to 19. Hence, the total numbers of the participants were 60 university students selected randomly from 180 students. In addition, the students were in the first semester and sitting for Listening 1 subject.

Materials

The Focus on IELTS New Edition book (2010) was selected for this research. This book is written by Sue O'connell and published by Pearson Longman. There are three reasons why this book was considered appropriate for this study. Firstly, the listening material contains different level of the difficulties. Secondly, since the students of English Language and Literature Department *Universitas Negeri Medan* are expected to be English teachers, the suitable textbook for them is IELTS for academic purpose. Thirdly, the test items in official IELTS test maintained reliability.

Procedure

To carry out this research, the 60 students were divided into two groups with thirty students in each one. One group was the experimental group and the other one was the control group. For the experimental group we had an introductory session before our four-week experiment. In this session, I explained all the seven techniques they could use for shadowing. I asked them to shadow whatever they could get their hands on including listening, reading, speaking, dictionary examples, their partner's speech or anything else at hand. I also mentioned that this was a "fantabulous" technique, confirmed by research that would help if they really were interested in improving their listening skills. No such session was held for the control group. Both of the classes were taught for one month, two sessions a week making eight classes in sum. Both of the groups were taught from the same book. The only difference in the classes was that the experimental group shadowed the listening exercises, some parts of the reading exercises and I checked every session that the learners in the experimental group were also practicing shadowing outside the class. They even sometimes emailed me what they had shadowed. At the end of the one-month, all sixty students were given listening test.

Analysis Technique

To measure the effect of shadowing technique on the students' achievement in listening comprehension skill, an analysis of dependent t-test (effectiveness) in Statistical Package for Social Science (SPSS) was conducted for the results of the listening pre- and post- tests.

RESULTS AND DISCUSSION

For data analysis, the students listening answers' sheets were checked and scored. Then, the raw data was fed into SPSS software for further analysis. To compare the two sets of scores, descriptive statistics and Independent Samples t-test were conducted. As can be seen in table 2 (APPENDIX), the participants from the experimental group had a higher mean in comparison to the ones in the control group ($6.62 > 3.05$) and The test was found that Levene's test for equality of variances was found to be examined for the present analysis, $F = 8.98$, $p < .05$. Owing to this assumption, a *t* statistic assuming the variance was computed. Moreover, this test was found to be statistically significant, $t(58) = 3.10$, $p < .05$. The mean of the experimental group was more

than double of the control group's mean. The difference is also displayed graphically in figure 1 (APPENDIX). This proves that shadowing was an effective technique in enhancing the listening comprehension skills of the participants in the experimental group. This difference is also statistically significant. In other words, the hypothesis that shadowing improves learners' listening skill achievements is confirmed.

CONCLUSION

The data gathered in this study show that learners could improve their listening comprehension skills more quickly through shadowing technique. Since not all learners possess high motivation and high proficiencies, improvement of their listening skills in a short period should be encouraging and motivating for the learners. Although factors such as learners' motivation and interests could also affect the results, this research is of value in finding a way to use shadowing while addressing individuality is also valuable for classroom teaching.

IMPLICATION OF THE STUDY

In terms of practical implications, in order to avoid learners' confusion or misunderstanding learner beliefs, instructors need to inform the learners of the brief theoretical background of shadowing. Since shadowing requires learners to fully activate cognitive processes in the brain, learners' understanding and motivation are necessary. The function and benefits of shadowing should be taught as well. I hope this study can provide new insights into research on shadowing, and that more students will be able to maximize the benefits of shadowing.

LIMITATION OF STUDY

From this study, there are three kinds of the limitation appeared. Firstly, this study used the same level of material's difficulty. Although the length and topic indicate the difficulties of the materials, other factors such as vocabulary and speakers' accents should be also taken into account. Secondly, although the data show that shadowing technique improves the students' achievement in listening skill, the theoretical support for this result should be studied in-depth. This study did not investigate the motivation of the students. Since motivation may also effect the students' achievement in learning second/foreign language.

ACKNOWLEDGMENT

We thank all the students who participated in this study. We also express our gratitude to the Head of Department of English and Literature, Faculty of Arts and Languages, *Universitas Negeri Medan* for supporting this research.

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APPENDIX

Table 2. Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Listening	Control	30	3.0500	.37943	.06927
Achievement	Experiment	30	6.6167	.50315	.09186

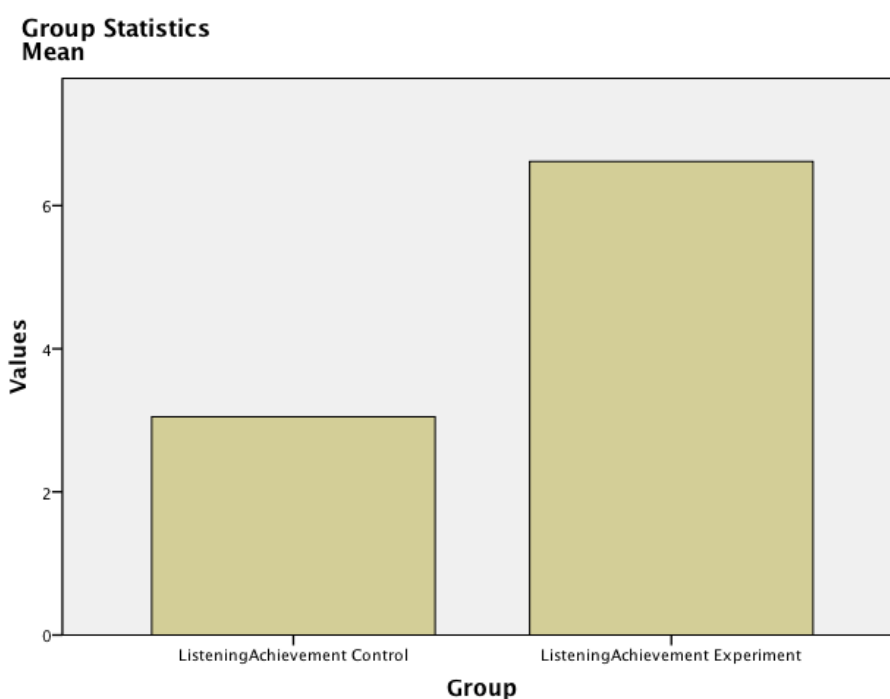


Figure 1. Group Statistics Mean

Table 3. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Listening	Equal variances assumed	8.975	.004	3.1000	58	.000
Achievement	Equal variances not assumed			3.1000	53.923	.000

MULTIMODALITY IN EFL WRITING CLASSROOM: IMPLICATIONS FOR CALL APPROACH

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ABSTRACT

This research paper aims to empirically examine the effects of multimodality on EFL students' writing performance, with a purpose to inform future instructional media. In order to find out the answers to the research questions, a quasi-experimental was implemented to compare multiple representations of content (subtitled video – sound, image, text) to cater more effectively to the different learning styles of students. The three multiple representations of content were presented to three groups of EFL students. The first group was exposed to view un-subtitled video, the second group to L1 subtitled video, and the third group to L2 subtitled video. After the treatment, the post-test was done to gain data where students were asked to produce an essay in English. The results of the study revealed that exposing students to several modalities give a great effect on their writing performance. In addition, L2 subtitles were more favorable than L1 since it can minimize lexical interference. By way of conclusion, practical and essential suggestions related to the result of this study, especially for future research, English language teachers, and students are also presented for consideration

Keywords: *Multimodality, CALL, subtitled video, EFL writing.*

INTRODUCTION

The rising trend in the use of multimedia as the instructional media has influenced the mode of learning in English classroom, particularly in writing classroom. Multimedia learning emphasizes the part that is played by multimodality within Computer Assisted Language Learning (CALL) to support learning. CALL provides students with various parallel possibilities of developing their language skills such as the possibilities to integrate their experience in multimodal presentation in real-life contexts. Multimodality refers to the multiple representation of content in which combining linguistic, visual, auditory, gestural or spatial modes (Mills, 2009). Hence, it entails not only delivering information in different presentations but also establishing interactivity between these representation. There are numbers of benefits using multimodal presentation in language classroom, for example, it enables students to choose several presentations (sound, image, and text) and also allow them to control the flow of information with pause and rewind button so that they have a chance to understand the content or comprehension input easily. In addition, it caters more effectively to the different learning styles of students. Therefore, using multimodal presentation, e.g. with video and subtitles, without doubt, enables students to use both visual and auditory messages to enhance their language skills simultaneously.

Literature review revealed that subtitled video has received tremendous welcome in teaching and learning English, particularly in the teaching of writing. Subtitled video is believed can improve the students' writing skill. As mentioned by Lin (2004) and Akbulut (2007) that audiovisual aids affect vocabulary-learning leading to writing improvement. This statement gives support to findings reported by Sydorenko (2010) who has examined the effect of input modality on learning of written and oral word forms, vocabulary gain, noticing input, and vocabulary learning strategies. The findings revealed that the group of multiple presentations or subtitled video performed better on written rather than oral recognition of word forms. Thus, it can be said that pedagogically, this study tends to aid recognition of written word forms and the learning of word meaning, while un-subtitled video tends to improve listening comprehension as it facilitates recognition of aural word forms.

In addition to the benefits of subtitled video on students' writing skill, Richards and Renandya (2002) state that subtitled video can stimulate writing. Indeed, subtitled video helps students in terms of word knowledge and information recall to support them in developing their writing (Mitterer & McQueen, 2009). Subtitled video have found create a situation for writing classes in which the students have big enthusiasm in learning the process of writing such as when students are presented with video, they enjoy it and find it motivating to write. Consequently, when students enjoy in learning, they may have the chance to improve their writing skill easily rather than the way they traditionally do where the students improve their writing by reading books, newspaper article, or notes (Hammer, 2001).

However, if the multimodal teaching systems and the benefit presented by CALL in which integrating speech, video images, subtitles provide a potential for learning to write, this potential needs to be carefully examined. It is because there are several of different formats of video that can be used in different methods of learning, more studies are needed to determine the best methods of learning, particularly learning to write through the application of video. Researchers and practitioners need to recognize how different formats of video learning affect learning process and outcomes (Lee, 2000). Therefore, this study differs from the previous studies in which focus on comparing teaching of writing using video and using traditional teaching and learning, this study extends research into three different formats of video; L2 subtitled video, L1 subtitled video, and un-subtitled video in three different writing classes in which relatively few studies have been carried out to find more conclusive results of the effects of multimodality on writing performance.

METHOD

The participants of this study were 30 students taking English for specific Purposes II at State Islamic University of Maulana Malik Ibrahim Malang – Indonesia who enrolled into even semester in 2015. As the main objective of the study to examine the effect of multimodality – subtitled video on students' writing performance, experimental study was deemed to be the most appropriate methodology. In regard to the instruments used in this study, it consists of three instruments. The first instrument is a pre test to see the students' entrance behavior. The second instrument is a post-test to know the effect of subtitled video on students' writing performance. And the last instrument is a scoring guide for writing. In the experiment, the three different presentations of videos as writing strategies (L2 subtitled, L1 subtitled, and un-subtitled video) will be implemented during the treatment. L2 Subtitled video will be implemented to the first experimental group, L1 subtitled video will be implemented to the second group, and un-subtitled video will be implemented to the control group. Hence, the same topic or videos were given to the participants though the video presentations were different.

In the treatment process, the same instructor will teach those three groups. During the treatment, the differences in the treatment among the three groups are in the step of Building Knowledge of the Field (BKoF) and Modeling of Text (MoT) in which the first group will be viewed L2 subtitled video as a strategy, the second group will be viewed L1-subtitled video, and the third group will view un-subtitled video. At the end of the experiment, the three groups will be post-tested. The treatment procedure of the experiment is presented in the following Table.

Table 1 The Treatment Procedures

Groups	Meeting			
	1	2	3	4
Experimental (1)	Building Knowledge of the Field and Modeling of the Text (BKoF&MoT) Viewing subtitled video	Joint Construction of the Text (JCoT)	Independent Construction of the Text (ICoT)	The students have a writing test (Post-Test)
Experimental (2)	Building Knowledge of the Field and Modeling of the Text (BKoF&MoT) Viewing L1 subtitled video	Joint Construction of the Text (JCoT)	Independent Construction of the Text (ICoT)	The students have a writing test (Post-Test)
Control group	Building Knowledge of the Field and Modeling of the Text (BKoF&MoT) Viewing un-subtitled video	Joint Construction of the Text (JCoT)	Independent Construction of the Text (ICoT)	The students have a writing test (Post-Test)

Data collection process ran from October to November 2015 for a period of 4 weeks. To obtain the data needed, the collection of data is managed two times. First, the students are asked to write a procedure essay to see their entrance behavior in which this test will be considered as writing test 1 or pre-test. Second, the students are assigned to write a new of procedure essay, which is considered as writing test 2 or post-test when the students of the three groups have undergone the teaching and learning process to see whether there is any effect of the subtitled video that have been viewed in the previous meetings. The writing test 2 will be administered in the same day and time for the three groups. Accordingly, the data of this study are 30 scores resulted from the writing test conducted before treatments (pre-test), and 30 scores derived from the writing performance at the end of treatments or post-test. Then, in order to get highly reliable scores on the students' writing, this study employed inter-rater reliability. Two different raters were asked to score the students' writings. Those raters were selected carefully where they are experienced in teaching of writing, developing writing task, and assessing writing ability as well as rating compositions of their students. These activities were followed by data analysis.

In analyzing the data, it was conducted in two steps. The first step was done to compare the writing scores obtained by all participants in the pre-test with the aim to know whether the three groups were homogeneous dealing their writing skill before the treatment. The second step was conducted to compare writing scores getting from post-test to know the effect of subtitled video on students' writing performance or to know which video is outperformed or work best to improve students' writing performance.

FINDINGS AND DISCUSSION

Findings

Based on comparing the results of pre-test, the research indicated that there is no significant difference among the means of control group and experimental groups. It was showed that that mean score obtained by the control group (un-subtitled) was 34.8000 with a

standard deviation of 5.39135, while the mean score of L1 subtitled is 33.7000 with a standard deviation of 4.47338, and the mean score of L2 subtitled is 33.4000 with a standard deviation of 4.94512. Therefore, it can be summarized that the three groups were homogeneous dealing their writing skill before the treatment as shown in Table 2 below.

Table 2: The Statistics for Control and Experiment Groups on the Pre-test

Group		N	Mean	Std. Deviation	Std. Error
Control (un-subtitled)		10	34.8000	5.39135	1.70489
Experimental (L1)	1	10	33.7000	4.47338	1.41461
Experimental (L2)	2	10	33.4000	4.94512	1.88001

In regard to the result of post-test, it was indicated that the difference between the three means of control and experimental groups is statistically different. The findings for the post-test showed that the mean score for experimental group 1 or L2 subtitled group is higher than L1 subtitled and un-subtitled group, which is 63.9167; whereas for L1 subtitled group, the mean score is 48.8333, and the mean of un-subtitled group is 42.9167 where the Sig. (2 Tailed) is .000. This shows that the participants who received L2 subtitled video outperformed the other two groups (the groups that receive the L1 subtitled and the group that receive un-subtitled or control group respectively). The results of the post-test are as shown in the Table 3 below.

Table 3: Descriptive Statistics for Control and Experiment Groups on the Post-test

Group		N	Mean	Std. Deviation	Std. Error
Control (un-subtitled)		10	42.9167	14.43139	4.16598
Experimental 1 (L1)	1	10	48.8333	12.41578	3.58413
Experimental (L2)	2	10	63.9167	7.62124	2.20006

DISCUSSION

Based on the research finding mentioned previously, the following discussion points were reached. Generally, it can be said that subtitled video have benefited the students in L2 subtitled group in the three videos used. In other words, L2 subtitled video is more favorable and gives a great effect on students' writing performance than L1 or un-subtitled video. It can be postulated that the key might lie in the use of L2 subtitled video can minimize lexical interference. By viewing L2 subtitled video, students hear English words and see them on screen, so that, it is much easier to understand. As pointed out by Mitterer and McQueen (2009) that the use of subtitles in the L2 can increase the students' understanding of the spoken language and facilitate speech perception by indicating to the students through lexically guided retuning what words and sounds are being uttered by complementing the uttered speech orthographically.

Next, it was noted that L2 subtitled video seems to make a positive contribution to students in L2 subtitled group when it is given in the step of pre-writing or in the step of BCoF and MoT. By viewing and reading L2 subtitled in the video can develop students' background knowledge and help them to get new words, ideas, and finally they can develop it into a good writing. It can be conjectured that, the step of pre-writing plays an important role for the flow of the next processes in writing, then, viewing L2 subtitled video before writing has a positive effects on their writing performance since they have many chances to get new words, ideas, and organize their thoughts as mentioned previously. This outcome could also be a corroboration of the research findings by Lin (2004) who found that subtitled video affect vocabulary learning leading to writing improvement.

Similarly, L1 subtitled video also appeared to have contributed to some improvement in writing performance of the students in L1 subtitled group. Though it was not very significant, there were records in which the students in this group have better writing performance compared to the writing performance of the students in un-subtitled group. There are number of reasons that L1 subtitled video can improve students' writing performance since L1 has five functions in an EFL classroom, they are: explaining vocabulary, giving instructions, explaining language rules, reprimanding students, and talking to individual students (Mattioli, 2004). Thus, when students viewing the video where meaning is established immediately with their language in the initial phases of L2 instruction, this guarantees that the learning of L2 takes place on the premise of good understanding. As claimed by Brown (2000) that L1 can be a facilitating factor and not just an interfering factor in learning L2. Meanwhile, Zhou (2003) shares similar view with Brown that L1 has a necessary and facilitating role in L2, which is evidenced in many ways.

When it comes to L1 subtitled video where students get a good understanding of meaning, it will motivate and raise students' interest in learning language. When students are motivated in learning, it is believed to help them acquire new knowledge effortlessly. This statement gives support to findings reported by Canning-Wilson (2000) who study on practical aspects of using video in the foreign language classroom. His study conclude that video increases students' motivation, attracts students' attention, and raises their interest offering a way to contextualize language learning. In addition, Stapa and Majid (2006), in an experimental research investigated the effectiveness of the use of L1 to generate ideas for L2 writing. They found a remarkable improvement in the students' writing performance that used their L1 to generate ideas, for it could trigger their background knowledge. In addition, Koren (1997) observed students listening to lectures in L2 while taking notes in L1. She concludes that the use of translation while taking notes is a good strategy if the aim is to understand and keep the material for future reading and writing before a test. Thus, just like L2 subtitled group, it could also be noted that students largely benefits from L1 subtitled due to their writing performance. However, it should also be noted that viewing L1 subtitled video before writing could make interferences where the results of students' writing performance influenced by their L1. The interference can be on lexical, grammatical interference, and conceptual organization in writing.

Finally, un-subtitled video (audio and visual only) seemed to have only limited effect on the students' writing performance in un-subtitled group. It was no doubt since they hardly paid attention during viewing the video and mostly they find difficulties in understanding the conversation or instruction so that they just predicted and guessed the meaning by listening as well as viewing the video. However, there are research findings revealed that video can affect writing abilities better than audio materials as mentioned by Hsu (2011) who investigated extend to which the gap between the passive/receptive and active/productive vocabulary of EFL students was narrowed in a college freshman writing class with video incorporated and examined its effect on advanced vocabulary use in writing. He concluded that multimedia with multiple presentations or video provided writing classes with a new tool to improve writing. However, apart from this, un-subtitled might not have helped students much in this study since their cognitive ability is perhaps still developing so they were not ready yet for given this task. In addition to this, one thing to be taken into consideration is that, in writing classroom, through subtitled video, students respond better to more stimulating input. Thus, teacher can address students' topics of interest in writing class and at the same time, students can strengthen their understanding of certain writing structures

CONCLUSION AND RECOMMENDATION

With regard to the contribution of multimodality – subtitled video in the effort to improve the students' writing performance, the analysis revealed that different presentations of video give different results. In this study, as the results showed, L2 subtitled video had a great impact on students' writing performance. In other words, L2 subtitled video had improved students' writing ability. Drawing upon the findings, using multimodal learning environment in writing classroom is now should be taken into consideration since it might be helpful in terms of

future trends dealing with multimodal learning, for both language teachers and students. Therefore, for the teachers, it recommends taking into account to move and change their strategies in teaching of writing and move toward on student-centered by implementing multimodal in language classroom particularly in writing classroom. It is also suggested to language teachers to organizing the classroom setting, choosing appropriate videos that fit to the students' need in order to affect the success of writing improvement.

In regard to the students particularly in EFL environments where students have relatively limited access to authentic materials, it is suggested to use video to develop their writing since it not only provides a rich educational experience helping them to have better writing performance, but it also makes writing activity more interesting and stimulating. In addition, this study also finds its significance in the field of CALL, Computer Assisted Language Learning. It will develop validated learning materials; in this case, subtitled video as a strategy to improve writing skill, which can be easily accessed and played from computer. Finally, this study has been limited to ESP students setting. Therefore, it is highly commendable to the future researchers to make comparison with similar strategy to English department students. Moreover, they are encouraged to carry out studies by involving a large sample with different learning styles, and comparing students in different levels so that it will add and shed lighter on the body of knowledge particularly in the teaching of writing.

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THE INDONESIAN LEARNERS' GRAMMATICAL COMPETENCE OF THE ENGLISH PERFECT TENSES

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ABSTRACT

Learning English Tenses is obviously not easy for Indonesian learners due to the different systems of verb forms between English and Indonesian. One aspect of the English Tenses, which often poses a problem, is the Perfective aspect. The research is trying to find out the answer to the problem "To what extent the learners have mastered the concept of the English Perfect Tenses after being given the instruction with the developed computerized timeline media?" Twenty research subjects were given a pretest before the treatment and a posttest after the treatment. The results of the t-test calculation for paired two samples indicates that there is a significant increase in the subjects' posttest scores compared to their pretest scores. This implies that there is a significant increase in the gain scores obtained by the subjects after they were given the instructions of the English Perfect Tenses using the computer-based timeline media. Further analysis indicates that in general the subjects made progress in the simple Perfect Tenses; however, they did not make much progress in the Perfect Progressive Tenses. A combination of the two aspects (perfective and progressive) in one tense is apparently still a major problem for them.

Keywords: *perfect, tense, computerized timeline media*

INTRODUCTION

Learning a foreign language implies learning its systems or grammar, which may be quite different from learners' native language. This is the case with the Indonesian learners in learning English, one of the compulsory foreign languages to be learned in school settings. English verbs have several forms: infinitive/base form, present participle or *ing* form, preterite or past form, and past participle. The tense and mode used to express an activity in English determine which verb form is used. Indonesian, on the other hand, does not apply changes in its verb forms. The difference between Indonesian and English in the aspect of verb forms is one of the factors causing problems to Indonesian learners in mastering English Tenses.

In one of the previous studies, Teopilus and Winarlim (2008) found out that the students of the English Education Study Program still made mistakes in using English Tenses. The findings show that one of the causes of these problems is the inability of the students to understand the time concept of the English Tenses.

To overcome Indonesian learners' problems in learning English Tenses, Teopilus et al. (2014), in the first year of their three-year research entitled "Developing Computer-based Timeline Media to Teach English Tenses", have developed computer-based timeline media to teach the first six English Tenses (Simple Present Tense, Present Progressive Tense, Simple Past Tense, Past Progressive Tense, Future Simple Tense, and Future Progressive Tense) and analyzed their effectiveness. The findings prove that the subjects' knowledge of these six tenses improves after receiving the treatment using the computer-based timeline media. The pictures and animation in these media helped visualize the actions/activities expressed in the verb forms used in the sentences, and the three parts of the time zone (Past, Present, and Future) clearly

displayed the time location of the actions expressed. The subjects were helped to comprehend these six tenses better.

With these findings, Teopilus et al. (2015), in the second year, continued their research by developing the computer-based timeline media for the next six English Tenses, covering the perfect tenses: Present Perfect Simple Tense, Present Perfect Progressive Tense, Past Perfect Simple Tense, Past Perfect Progressive Tense, Future Perfect Simple Tense, and Future Perfect Progressive Tense. The effectiveness of these timeline media together with the revised previous media was analyzed. The statistical calculation also proves that there is a significant increase from the mean of the subject' pre test scores to their post test scores, which implies that the subjects' knowledge of the twelve English tenses is increasing.

Although the findings of these two studies show significant improvement of the subjects' knowledge of the twelve English tenses, there are still mistakes in English Tenses made by them. One aspect of the English Tenses, which still poses a problem to them, is the *Perfective* aspect. This aspect of English Tenses (covering the English Perfect Tenses) is the focus and scope of this research. The objective of the research is to find out the answer to this problem: 'To what extent the learners have mastered the concept of the English Perfect Tenses after being given instruction with the developed computerized timeline media?'

Time and Aspects of English Tenses

Time in English is used to refer to past, present, or future while tense indicates the location of an action in time; therefore, time and tense are related. Tense refers to the forms of the verbs to show when an event or situation takes place. In relation to the forms of the verbs, English has finite and non-finite verbs. Finite verbs have inflectional forms *-ed* to express time. Therefore, English has a contrast between past tense and present tense.

In each tense category, there are subcategories called aspects. Aspect is a grammatical category that refers to how an action or situation is seen whether it is completed or uncompleted (in progress). In English, basically there are two aspects, namely *Progressive* and *Perfective*. Some other grammar experts, however, mention that there are four aspects in relation to English Tenses, namely *Simple*, *Progressive*, *Perfective*, and *Perfect Progressive*. The *Simple* aspect does not show the beginning or the ending of an event, but it only shows whether an event happens or not. The *Perfect* aspect shows that the ending of the event is known and is used to emphasize that the event is over. The *Progressive* aspect indicates that an event is in progress. The *Perfect Progressive* aspect shows that an event has/had been and is/was in progress at a certain time.

According to Sysoyev (1999) it is important to understand how to construct sentences grammatically in communication. Since communication takes place between interlocutors, linguistic competence has to be possessed so that there will not be misunderstanding between them. It is not easy for Indonesian learners to construct sentences using correct English Tenses as the Indonesian language does not have formal tenses like English Tenses. Indonesian neither recognizes the *Perfective* aspect, nor the *Progressive* aspect. In Indonesian, the following sentence is grammatically correct

-Rudy *sudah mengerjakan* tugas sekolahnya.

This sentence can be correctly translated into English in either of these two:

-Rudy *has done* his school work.

-Rudy *did* his school work.

In Indonesian *sudah* is not considered as an auxiliary like *has* in English. It is an adverb which is equivalent to the English *already*. Besides saying *Rudy has done his school work*, we can say *Rudy has already done his school work*. We can even say *Rudy did his school work*. These grammatical constructions are so distinctive that Indonesian students have difficulty in understanding the concepts of the English Tenses. As a result, mistakes such as *Rudy has done his school work yesterday* *) may frequently occur.

Such grammatical errors in the use of English Tenses made by Indonesian learners, therefore, can help teachers of English in Indonesia understand their students' problems with

the English Tenses so that they can give the proper remedy to the their students, and their students can finally use the grammar correctly.

Use of Multimodal Texts in Teaching English Tenses

Wikipedia states that generation Z is generally defined with birth years ranging from the mid or late 1990s through the 2010s or starting from the early 2000s. Generation Z learners are now living in an era where multimodal texts combine words, sounds, images, and movement. This implies that generation Z learners are used to getting exposed to multimodal texts too. The digital era has brought massive changes to their life styles, and they become less interested in text-based materials having no visuals and sounds.

In English language teaching and learning, this type of learners will be more motivated and interested to learn the language when they are given explanations with multimodal texts which combine words, sounds, images, and movement. Walker and White (2013) state that learning is multimodal, and one of the special things with computer technology is it allows learners and teachers to combine modes such as sound, text and image in the classroom instruction.

Besides, these multimodal texts can accommodate learners with different learning styles: auditory learning style, visual learning style, as well as kinesthetic learning style. Visual style is learning by seeing. Learners with this learning style benefit greatly from teaching that utilizes illustrations, charts, diagrams, videos, etc. Auditory learning style is learning by hearing. Learners with this learning style benefits the lecture or oral explanation delivered in the classroom environment, as they are able to comprehend, process and retain the information provided. Kinesthetic style is learning by doing. Learners with this style benefit from hands-on learning experience.

Nunan (1995) states that learning style refers to any individual's preferred ways of going about learning. Learners usually use a combination of all these three learning channels to receive and process information; one or more of these three styles is, however, more dominantly preferred and used in learning a new task. This dominant learning style is the best way for the respective learners.

With regard to the English Perfect Tenses, the use of words together with visuals or images, sounds, and movements can help learners comprehend the abstract time concept of the English Perfect Tenses. The computerized timeline media designed and developed in this research have the visual, auditory, and kinesthetic features. The visual feature is seen from the writing, pictures and animation used; the auditory feature is obtained from the voice and background music in the media; and the kinesthetic feature is also embedded in the movement or animation used. The computerized timeline media designed here are, therefore, expected to be able to accommodate all these different learning styles to facilitate learners with different learning styles in comprehending these tenses.

Timeline Media to Teach English Tenses

Timelines are diagrams that illustrate the reference to time made by a given piece of language (Rees, 2005). They are used to show how a particular language item (often a verb in a particular tense and aspect) places particular events or situations in time and in relation to other events. Referring to the teaching of English Tenses, a timeline is a diagram which describes the time reference showing how an event or happening is placed in the timeline in relation to another event or happening. Teopilus et al. (2014) state that timeline media give the following benefits in helping Indonesian learners to comprehend the English Tenses:

- Timeline media simplify the abstract explanation about the past time, present time and future tense.
- Timeline media clearly visualize the three time zones: past, present, and future; Indonesian learners will, therefore, immediately see which time zone is referred to in the action expressed in the sentence and what English Tense is correctly used to do so.

METHOD

This study is an experimental research (one group pretest posttest design) because it is investigating the effects of the use of the computer-based timeline media on the learners' achievement of the perfect tenses after they are given the instructions using the timeline media. This present study investigates how the variable *use of computer-based timeline media* influences the students' achievement in the English Perfect Tenses.

Further, this present research, analyzing some aspects not investigated in the second year (2015) research, uses a quantitative method. Babbie (2010) further states that quantitative research gathers data in numerical form which can be put into categories, or in rank order, or measured in units of measurement. This research also aims at explaining the problems in English Perfect Tenses made by the subjects. The problem 'To what extent the learners have mastered the concept of the English Perfect Tenses after being given instruction with the developed computerized timeline media?' is then broken down to the following two minor problems:

1. Is there a significant difference between the subjects' pre test scores and their posttest scores of the English Perfect Tenses?
2. What are the major problems still faced by the subjects on these English Perfect Tenses?

Research Subjects

The subjects of this study are 20 first-semester students at the English education study program of a university. They were given 8 (eight) sessions of treatments for the research. When the treatments were given and the research data were collected, they were in their first week of their study at the university.

Research Instruments

In the second-year of the research, a test on the twelve English Tenses which serves as the pretest and posttest has been used to gather the subjects' scores of the English Tenses. The pretest/posttest consists of 3 (three) parts with 30 items each: Completion (sentence level), Multiple Choice, and Completion (discourse level). The present research, however, focuses only on the English Perfect Tenses. The research instrument used, therefore, is part of the second year instrument which covers the English Perfect Tenses (Present Perfect Tense, Present Perfect Progressive Tense, Past Perfect Tense, Past Perfect Progressive Tense, Future Perfect Tense, and Future Perfect Progressive Tense).

Out of the 90 items in the original pretest/posttest, only 15 out of 30 items in section I, 14 out of 30 items in section II, and 12 out of 30 items in section III are related to the English Perfect Tenses. There are, therefore, only 41 items in the present research instrument.

DATA ANALYSIS, FINDINGS AND DISCUSSION

The data collected are in the form of pretest and posttest scores. The following table shows the subjects' pretest and posttest scores for the English Perfect Tenses:

Table 1. Subjects' Pretest and Posttest Scores of the English Perfect Tenses

No	Subject	Pretest					Posttest				
		I	II	III	Total correct answers (N Pre)	Scores (N Pre/41) X 100	I	II	III	Total correct answers (N Post)	Scores (N Post/41) X 100
1	1	0	4	1	5	12.195122	3	9	4	16	39.02439024
2	2	0	3	0	3	7.31707317	1	3	0	4	9.756097561
3	3	0	4	0	4	9.75609756	1	6	0	7	17.07317073
4	4	0	0	0	0	0	1	4	1	6	14.63414634

5	5	1	2	0	3	7.31707317	3	5	3	11	26.82926829
6	6	0	6	2	8	19.5121951	1	3	1	5	12.19512195
7	7	0	4	0	4	9.75609756	0	3	1	4	9.756097561
8	8	0	0	2	2	4.87804878	1	5	2	8	19.51219512
9	9	2	4	0	6	14.6341463	0	5	3	8	19.51219512
10	10	0	2	0	2	4.87804878	0	1	1	2	4.87804878
11	11	0	5	0	5	12.195122	1	0	1	2	4.87804878
12	12	0	3	1	4	9.75609756	3	10	3	16	39.02439024
13	13	0	2	1	3	7.31707317	2	6	1	9	21.95121951
14	14	1	5	2	8	19.5121951	4	10	3	17	41.46341463
15	15	0	2	1	3	7.31707317	2	8	1	11	26.82926829
16	16	0	10	1	11	26.8292683	4	12	4	20	48.7804878
17	17	5	9	5	19	46.3414634	11	13	7	31	75.6097561
18	18	0	2	0	2	4.87804878	4	6	3	13	31.70731707
19	19	0	10	2	12	29.2682927	2	11	6	19	46.34146341
20	20	1	9	2	12	29.2682927	8	9	4	21	51.2195122

The subjects' pretest scores and the posttest scores are statistically compared using a t-test for paired two samples for means. The following table shows the result of the t-test calculation:

Table 2. T-Test Calculation: Paired Two Samples for Means

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	28.04878049	14.14634146
Variance	340.9624597	127.4930336
Observations	20	20
Pearson Correlation	0.792895765	
Hypothesized Mean Difference	0	
Df	19	
t Stat	5.295922668	
P(T<=t) one-tail	2.06138E-05	
t Critical one-tail	1.729132812	
P(T<=t) two-tail	4.12275E-05	
t Critical two-tail	2.093024054	

$p < 0.05 \Rightarrow$ the difference is significant

The result of the t-test calculation indicates that t Stat (5.295922668) is higher than t Critical two-tail

(2.093024054); it means that, at the level of 5%, H_0 is rejected and H_a is accepted. This proves that there is a significant difference between the subjects' pretest scores and their posttest scores. This implies that there is a significant increase in the gain scores obtained by the subjects after they were given the instructions of the English Perfect Tenses using the computer-based timeline media.

Next, the research is continued to find out the major problems in the English Perfect Tenses still made by the subjects. The correct answers made by the research subjects are categorized based on the types of the English Perfect Tenses and their frequency is counted. The result of the analysis of the correct answers made is summarized in the following table:

Table 3. The Frequency of Subjects' Right Answers of Each Perfect Tense in Sections I, II, III

No	Tense	Subjects' Right Answers in Pretest			Total	Subjects' Right Answers in Posttest			Total
		I	II	III		I	II	III	
1	Present Perfect	8	18	3	29	18	22	13	53
2	Present Perfect Progressive	0	22	2	24	9	19	9	37
3	Past Perfect	2	17	1	20	4	32	7	43
4	Past Perfect Progressive	1	4	0	5	12	11	5	28
5	Future Perfect	0	24	0	24	11	46	5	62
6	Future Perfect Progressive	0	-	0	0	2	-	2	4

The table shows that in general there is an increase in the number of right answers in sections I, II, and III, from the pretest to the posttest. Thus, the total number of the subjects' right answers in the posttest is bigger than the total number of their right answers in the pretest. This signals some improvement in their understanding of the English Perfect Tenses after the treatment.

With respect to the mastery of the Perfect Tenses in each section of the test, the subjects seem to be better in applying these tenses in section II, both in the pretest and the posttest. This is due to the nature of the test type of section II, that is the multiple choices. The options helped them decide which one fitted the context of the item, whereas sections I and III did not give them many options to choose and they had to determine themselves what Perfect Tense was to be used.

Table 4 The Frequency & Percentage of Subjects' Right Answers in Pre and Post Test

No	TENSE	NUMBER OF TEST ITEMS	TOTAL NUMBER OF ANSWERS IN THE TEST (Number of Subjects X Number of Test Items)	PRETEST		POSTTEST	
				Subjects' Right Answers	%	Subjects' Right Answers	%
1	Present Perfect	10	200	29	14.50	53	26.50
2	Present Perfect Progressive	8	160	24	15.00	37	23.13
3	Past Perfect	7	140	20	14.29	43	30.71
4	Past Perfect Progressive	3	60	5	8.33	28	46.67
5	Future Perfect	11	220	24	10.91	62	28.18
6	Future Perfect Progressive	2	40	0	0	4	10.00

The table shows an increase in percentage of the subjects' total number of right answers from the pretest to the posttest. It implies that there is an increase in the subjects' understanding the concept of the English Perfect Tenses after they were given instructions using the computerized timeline media. The subjects made the biggest progress in understanding the Past Perfect Progressive Tense, as shown by the increase in the percentage from 8.33% to 46.67%, and they still had difficulty in understanding and applying the concept of the Future Perfect Progressive tense, as shown by the smallest percentage (10%) in the table.

Further analysis of the result of the pretest and posttest indicates that in general, the subjects made progress in the *Simple* Perfect Tenses: the Present Perfect Tense, the Past Perfect Tense, or the Future Perfect Tense. They, however, did not make much progress in the *Perfect Progressive* Tenses, as a combination of the two aspects (*perfective* and *progressive*) in one tense is apparently still a major problem for them. The biggest percentage (46.67%) of the subjects' right answers in the Past Progressive Tense achieved in the posttest as seen in Table 4 is due to the smallest number of items of the Past Progressive Tense in the research instrument. An increase of one right answer will result in the big increase of percentage.

The subjects' answers in section III indicated their inability to recognize the temporal framework and the sequence of tenses of the given sentences in a discourse level. They had difficulty in locating the time framework implicitly stated in the sentences, and as a result they were unable to determine which perfect tense was to be used.

Unlike section III, section I provides time signals or accompanying sentences which made it relatively easier for the subjects to decide which perfect tense was supposed to be used.

In section II, the multiple-choice items, the subjects were offered options, one of which was the correct answer. The correct verb forms in the options and the time signals in the stems made it easier for them to choose the correct answer.

CONCLUSION AND SUGGESTION

In this digital era, the use of computer technology, such as the developed computer-based timeline media, is highly recommended as it can fulfill learners' needs, interest, and learning styles. The present research findings have proved that the computer-based timeline media developed in this research can significantly enhance the subjects' understanding of the English Perfect Tenses. The computerized timeline media which have been developed in this research can enhance their grammatical competence of these tenses as shown in the result of the t-test calculation.

Despite the result of the t-test calculation which indicates there is a significant improvement of the post-test result compared to pretest result, further data analysis, however, shows that the total number of right answers given by the subjects is still relatively low compared to the total number of the right answers. This should be seen as the subjects' developing process of achieving the understanding of the concept of the English Perfect Tenses and their application. To strengthen and enhance learners' implicit and explicit knowledge of the tenses, therefore, they need to be given more exercises, from the level of isolated sentence to the discourse level. This will further train the learners to apply the concept of the English Perfect Tenses in dynamic situations.

Last but not least, for the next research, to yield more comprehensive results, treatments should not be done in successive days, but in a longer period of time so that there is enough time for learners to cognitively digest the materials. More opportunity should be given to them to meaningfully apply the concept in real communication, which in turn will strengthen their understanding of these tenses.

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THE ENGLISH LANGUAGE SPEAKING SYLLABUS IN AN INDONESIAN UNIVERSITY: AN INVESTIGATION OF STUDENTS' NEEDS FOR FUTURE EMPLOYMENT

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ABSTRACT

This study examines how the Department of English Education's (DEE) current speaking syllabus at Universitas Muhammadiyah Surakarta (UMS) matches the students' needs for future employment. Having identified the needs, the new speaking syllabus which will be applied in the middle of 2016 at the university was scrutinized whether this new syllabus has met the students' needs for future employment and has followed the INQF standards. The study participants were DEE graduates with variety of jobs and new speaking syllabus designers who are also the speaking tutors. The graduates participated in the interviews about aspects of speaking they actually need at work, and the syllabus designers took part to describe the new speaking syllabus which has been arranged. The current speaking syllabus, new speaking syllabus and INQF documents were also analysed to find the students speaking needs for future employment. Findings revealed that while some materials and teaching methods did not match the students' needs at work, some graduates recommended them to be taught in the speaking course at the DEE. Furthermore, although the new syllabus was required to follow the INQF standards, some part of it did not meet the INQF standards that the new syllabus provided materials of non-educational area for the preparation of students' future employment called English for Specific Purposes (ESP). However, the graduates suggested that they needed these materials for particular jobs. This reflects dilemmas of a top-down policy as the tutors and the institution deal intensively with the students, while the Government do not. Therefore, the graduates' voice is considered more heard in terms of the speaking aspects they need at work.

Keywords: *Speaking syllabus, students' needs for future employment, INQF, speaking at work*

INTRODUCTION

In English Language Teaching (ELT), it is important to arrange a syllabus as guidance for a teacher in the classroom. As defined by Richards (2001:2) "a syllabus is a specification of the content of a course of instruction and lists what will be taught and tested". As far as I observed, a teacher can play roles both as a syllabus designer and teacher. However, several teachers undertake their teaching session using a syllabus written by another teacher. Whoever the syllabus designer is, a syllabus should satisfy the students' future needs (Hall & Cook, 2012); the students' needs should be identified initially before designing a syllabus.

I wish to explore a university syllabus concentrating on speaking skills and whether it matches the students' needs regarding their future employment. Not all university graduates work in the same field they study. In a survey, The New College of Humanities (2014) identified that half of UK graduates do not work in their field of study. The survey shows that financial reasons and the graduates' interest in having their own business influenced them to change jobs. However, I believe that one factor relating to this may be that the field they have studied is not their own particular interest. Another aspect is that there may be more job opportunities in other fields. These two problems may be common sense in society as many engineering graduates work as teachers, or graduates from teaching courses work as bank clerks for example. We cannot simply claim that this is due to the graduates' mistakes; nevertheless this natural phenomenon should be faced sensibly and the syllabus designers should consider their true needs.

My interest in this area is driven by a desire to improve the speaking syllabus at my institution and to improve the quality of my teaching. I have long been concerned with matches

and mismatches between a university syllabus and graduates' jobs and I consider that understanding what students need for future employment is the key to being successful in their occupations. Brown (1995) suggests that needs can be used to decide the course goals and objectives, teaching methods and materials in a syllabus. While there has been a considerable amount of research exploring teaching methods and materials to improve students' speaking, there is lack of research investigating what students actually need to improve their speaking skills, especially for their future employment. I trust that my findings will suggest what aspects of speaking graduates actually need at work, and consequently, the speaking syllabus at my institution can be improved.

My research questions are based on the reasons above and subsequently outlined as follows:

Research Question 1

To what extent does the current syllabus match the DEE students' needs for future employment?

Research Question 2

To what extent does the new syllabus match the DEE students' needs for future employment?

Research Question 3

What materials and teaching methods are appropriate to teach speaking at the DEE for future employment?

METHOD

Research Design

The selection of the research approach depends on what the research problems and purposes are. The Interpretivist paradigm was implemented owing to the fact that this study researches participants' insights (Creswell, 2003). This study adopted a qualitative research approach because the problems addressed take place in a particular "case as a phenomenon of some sort occurring in a bounded context" (Miles et al., 2014: 28). This study aims to comprehend the requirements of the speaking syllabus in this context. Therefore, in order to gain a better understanding, an intrinsic case study was employed (Stake, 1994).

There are several strengths in relation to qualitative research. First, that it emphasises a particular case (English Speaking syllabus continuum), and moreover, the phenomenon is centred and tied in its context (DEE, UMS, Indonesia) (Miles et al., 2014). Second, the qualitative data is rich and holistic, incorporating complexity into 'thick descriptions' (Geertz, 1973). Third, the data collection times and methods (interviews and document reviews) are flexible and adjusted to what is being studied in order that the researcher can achieve the comprehension of data (Miles et al., 2014).

Selection of Participants

There were 6 participants in this study who were selected by using a maximum variation which is qualitative sampling enabling the researcher to select the participants based on their heterogeneity (Ary, Jacobs & Razavieh, 2002; Bryman, 2013; Miles & Huberman, 1994) to gain rich data based on the following: teaching experience (senior and junior lecturers), qualifications (Masters and Doctors for the lecturers), year of starting their study (the current speaking syllabus was made and first applied in 2006, a spread of genders (male and female graduates), work background (for the graduates: a primary school English teacher, a secondary school English teacher, a translator and a bank clerk).

Data Collection

Participants

There were 6 participants interviewed consisting of 2 DEE lecturers and 4 DEE graduates. The two lecturers with the Doctorate qualification have taught Speaking for more than 15 years, while the two other two have had Master's qualifications for less than 7 years. This variety selected in relation to background was to perceive diverse outlooks concerning about the speaking syllabuses. One of them arranged the speaking syllabuses while the others

merely follow the syllabuses to teach Speaking in the classroom. To balance these views, graduates from different genders, graduation years and employment backgrounds following graduation were interviewed regarding how the Speaking courses have satisfied their needs.

Interviews

Punch (2009) suggests that interviews are “a very good way of accessing people’s perceptions, meanings, definition of situations and constructions of reality” (p.144). This method is needed to address the aim of this study which is to understand whether the current speaking syllabus continuum meets the students’ needs. Bryman (2008) proposes two types of interview: structured and semi-structured. This study employs the semi-structured interview due to its numerous advantages. First, the semi-structured interview “capitalises on the richness of qualitative open-ended responses, but structures the content of the interview through the use of an interview guide” (Adair, 1992: 9-10). Second, a semi-structured interview enables the researcher to offer open-ended questions. Therefore, the researcher will have the opportunity to gain more in-depth information related to the participants’ experiences (deMarrais, 2004). Third, semi-structured interviews enable participants to express their views freely, because of the open-ended questions given, and allow the researcher to compare and contrast the participants’ responses due to the similar questions addressed (Bryman, 2012).

In preparation for the interviews, the interview questions were developed to specifically answer the first research question because this question examines whether or not the current syllabus matches the students’ needs for future employment. This information can be collected from both the lecturers who have applied the syllabus and graduates who joined the speaking course, or had experiences at work and are aware of the types of speaking required in the work place.

The current speaking syllabus is used as the source to formulate the interview guide. The lecturers who teach speaking, who also have different teaching experiences and qualifications were asked to provide their insights on whether the speaking syllabus they have been using meets the students’ needs. It was the graduates who were interviewed not the current students, given that the graduates have practiced speaking in the ‘real’ world in settings such as at work. While the lecturers were given 9 questions, the graduate participants had to respond to 8 questions. However, this discrepancy does not mean that the graduate participants’ voices were heard more.

The interviews were conducted on a voluntary basis by the participants. The consent form and information sheet were provided upon their agreement to participate in the interview. Questions were given in order and in turn after each participant’s answers. Furthermore, the same questions with the same answers in previous questions will no longer be asked. Further questions were also applied when some participants’ statements needed clarification.

All the interviews were recorded and conducted in L1 (Bahasa) and generally took from 30 to 40 minutes to complete. Nevertheless, it did not influence to the valuable opinions they gave. In addition, the interviews were conducted by telephone and were recorded using audio recorder. Moreover, in the case there were a number of advantages regarding telephone interviews, over any sort of distant audio interviewing. Bryman (2008) adds that if time saving is also taken into account, telephone interviewing is considered to be highly effective. In addition, Bryman (ibid.) suggests that it is more effective to ask sensitive questions to the participants because they may feel less stressed when responding to the questions compared to face-to-face interviewing.

The interview questions were designed by referring to the first research question. To examine whether or not the current syllabus matches the students’ needs for employment, the lecturers who teach speaking were asked about how they use the current syllabus to teach and moreover, about the materials they use to teach their students. To triangulate the data, some graduates from different occupations were asked how much they implement the materials taught one of the speaking course, whilst they are at work, about speaking skills they actually need at work and materials they wanted to learn more about the course. These questions were accompanied by detailed questions, and further questions were asked immediately after the

answers, in order to gain further clarification from the participants. This open-ended questioning process is not applicable for every question but only for particular answers which require more detailed explanation.

Data Analysis

Before the transcripts from the audio recordings were analysed, the participants were asked to verify the accuracy. The data was analysed in five stages: rereading, segmenting, coding, reducing overlap and redundancy codes, and collapsing codes into themes (Creswell, 2008). In the first stage, the interview transcripts were reread several times to understand what was meant by the participants. Subsequently, the transcripts were broken down into segments. A comparison of each participant's view was used because "comparing is essential in identifying abstract concepts, and for coding. At the first level of coding it is by comparing different indicators in the data that we arrive at the more abstract concepts behind the empirical data" (Punch, 2009:182).

In the second stage, segmentation was conducted to determine similar meanings or characteristics in the transcript. Johnson and Christensen (2008) define a segment as "a meaningful unit (i.e. segment) of text which can be a word, a single sentence, or several sentences, or it might include a larger passage such as a paragraph or even a complete document" (p.534).

Next, the identified segments were labelled by placing them into categories. According to Johnson & Christensen (2008), coding is "the process of marking segments of data (usually text data) with symbols, descriptive words, or category names" (p.534).

In the reducing overlap and redundancy codes stage, the collected codes were reread and matched with the original transcripts to ensure the codes had been properly labelled and named. Johnson & Christensen (2008) claim that inter-coder reliability is important to conduct in order to check coding consistency during the coding process.

Finally, categorising the data was carried out by grouping the codes based on similarity. Saldaña (2012) describes a theme as "an outcome of coding, categorization, and analytic reflection, not something that is, in itself, coded" (p.139).

FINDINGS AND DISCUSSION

To What Extent does the Current Speaking Syllabus Match the DEE Students' Needs for Future Employment?

How do graduates use English at work?

With regards to the four graduates interviewed; a primary school teacher, a senior high school teacher, a translator and a bank clerk, English is used differently in each job. Both the translator and the bank clerk handle documents written in English. The translator obviously translates legal documents every day, such as agreement letters, regulations concerned with contracts of purchase, while the bank clerk must manage menus on documents for instance remittances, clearing and transfer outgoings. They both state that the terms they work with now were never taught at university. However, these two graduates' jobs do not allow them to converse in English a lot. The translator only speaks English if there is a phone call from a client from abroad; nevertheless, conversations only last 1 or 2 minutes with clients who are predominantly from Singapore, Japan and China. Furthermore, the bank clerk rarely speaks in English and she remarked that she has only had one experience of helping her boss handle a complaint on the phone from a foreign customer. Therefore, speaking skills are not really utilised in these two jobs, although the frequency is levels are different to each other. However, they continue to use English as an International Language (EIL) because they communicate with foreigners to deal with their business (Matsuda & Friedrich, 2011) in an international context. In addition, the translator also implements English as a Lingua Franca (ELF) given that both the translator and the clients' mother tongues are not English (Bjorkman, 2013).

Interestingly, although the teachers work in the same fields, the primary school (PS) teacher uses English differently compared to the senior high school (SHS) teacher. In addition, the PS teacher uses English almost all the time inside and outside the classroom and states that:

"A teacher is demanded to use English when teaching in the classroom. Both teachers and students are used to using English inside and outside the classroom...Because my institution is a bilingual school".

It means that English has the same level of use as Bahasa as the school is a bilingual school which uses both English and Bahasa. More interestingly, the amount of speaking in relation to the other three skills is put at the highest, which is 50%. He says that the reason is to prepare students to use English in every day conversations and for job opportunities. Meanwhile, the SHS teacher does not really use English even when the level is higher. She always translates what she speaks from Bahasa to English when teaching in the classroom. When she says "...the institution is still young" and "I'm the only English teacher here", these may be the reasons why she rarely uses English at school. First, the institution does not require the teachers to practice English as the PS teacher's institution does. Second, there are no other English teachers who she can practice with. Third, the syllabus may be not established as it is a fairly new institution. In addition, she is a newly qualified graduate who has never taught in any educational institutions before. As it consists of "the content of a course of instruction and lists what will be taught and tested" (Richards, 2001:2), a syllabus should be designed by a teacher who has teaching experience.

What aspects of speaking do the graduates consider to be important?

The translator and the senior high school teacher consider pronunciation to be an important aspect related to speaking. This is interesting because their professions are different although they have the same view. However, the senior high school teacher mentions:

"Basically I teach my students to speak up [and] I emphasize more on pronunciation....related to speaking, the assessment aspects are pronunciation and fluency...[and] I think pronunciation is the most important sub-skill in speaking. If I pronounce English [vocabulary] correctly, my students will do so".

When she is asked what aspect she could have learnt more about on the speaking course to support her work, she says:

"Pronunciation was taught but it needed to be emphasised more because I think good speech contains good pronunciation...".

From the two quotations, it can be seen that the senior high school stresses pronunciation on three occasions: when teaching English, when assessing her students' speaking skills, and when criticising the university's speaking course. This shows how she regards pronunciation as a very important feature to master speaking. This is in line with Hughes' (2011) idea that pronunciation is one linguistic aspect which should be mastered in relation to speaking skills. Her opinion argues that English vocabulary should be pronounced correctly and thus, justifies what Ur (1996) suggests that correctness of articulation should be prioritised in the teaching of pronunciation, not the achievement of a perfect native accent. This is the opposite of the translator's idea that when she hears the Javanese accent in her classmates' pronunciation she considers it a weakness and offers the following statement particularly related to the word *but*:

"Pronunciation was also assessed, but the speech should be clear. I very often hear speech with the Javanese accent".

In addition, they also have a similar opinion regarding grammar. During her teaching experience, the senior high school states:

"I cannot impose grammar due to the lack of human resources [on students]",

while the translator says:

"In my opinion, grammar should not really assessed, but self-confidence is prioritized".

They may counter Yungzhong's (1985) idea which states that reductions happen in spoken grammars called 'marginal grammars' which simultaneously support what Carter and McCarthy (1997) have theorized that spoken grammars have their own uniqueness and quality compared to written ones. Therefore, they both consider grammar to be significant although their similar idea is based on two different reasons and alternatives; the senior high school

teacher focuses on fluency instead, as mentioned in the first quotation, while the translator accentuates self-confidence. The senior high school teacher remarks that her students' are not fluent if:

"...students bring notes when speaking, or pause emmm or apa [what], and then continue their speech in Bahasa [L1]".

Bringing notes shows effort; however, the pauses exhibit non-automatic speech and inefficient translation of on-line processing which supports Riggensbach's (1998) and Lennon's (2000) notions. Yet, switching English to L1 in speaking has not been or is very rarely categorised by scholars with regards to fluency.

However, the translator argues that self-confidence should be more prioritised than grammar. This supports James' (1992) idea that building self-confidence is one important factor a teacher should satisfy when teaching speaking, in addition to background knowledge and speaking tasks.

Meanwhile, the bank clerk provides limited information with reference to this sub-section topic. She comments on how speaking was assessed by merely stating:

"I think the assessment was good because it emphasized on the students' activeness".

Her single comment leads to a variety of interpretation. If the liveliness means students are active in undertaking speaking tasks and/or eager to speak as a result of having background knowledge and self-confidence, then she totally supports the three criteria corresponding to learning speaking as a foreign language, which is suggested by James (ibid.).

However, the primary school teacher has not given a clear idea about what he regards to be the important aspects in speaking. He only describes how the speaking course was assessed but does not offer an opinion on this:

"The aspects assessed were pronunciation, fluency, content and vocabulary".

Mismatches between University Speaking Course Materials with Speaking Skills Required at Work.

It is important to mention that debating materials are not used by most participants at work and three of the four participants from different professions argue that they do not use debating materials taught on the speaking course at all. The bank Clerk says *"the debating materials are not matched with banking"*. She does not elaborate on her statement; however she may never perform tasks in the bank which require her to debate. This is what Brindley (1989) refers to when she mentions that the bank does not require her to practice debating as part of her post.

Meanwhile, the translator mentions:

"Debating materials are not really used at work, but occasionally I use these when explaining types of agreement such as "what does this mean?" "What do you think of this?" Then I explain it, but it is more confirmation, not debating".

From her explanation, she may undertake a part of the debating process, specifically discussion, which can be seen from the sentence *"what does this mean?" "What do you think of this?"*

Furthermore, the senior high school teacher says that she cannot implement debating materials in her teaching because her students do not have sufficient competence to perform debating. She argues:

"When I was active in an organisation [at university], there was a debating competition for senior high school students. They are able to debate because the human resources and facilities support them. But it is difficult to implement debating for my students because even when they are reading an English text, the pronunciation is not 100%....So, because of limited human resources and facilities, I cannot implement this from the context of my teaching".

She compares her students to the debating competition contestants and the human resources and facilities they have because she teaches at a new school and in a rural area. She may follow Richards' (2001) advice that the students' linguistic deficiency requires the teacher to adjust to what her students do at present by not providing them with challenging materials. Therefore, by reflecting on this, she may teach debating materials when her institution is more developed, as also suggested by Richards.

Interestingly, while the SHS teacher does not apply debating materials, the primary school teacher, where the level of the students is inferior, teaches debating in his classroom. He implements the debating materials; however, he does not do this too quickly. The practices are adjusted to his students' ability, not as a competition, as he says:

"For a debating activity, I normally divide them into two sides and then each side is asked to deliver their arguments based on the topic given. The debating activity is not like a competition".

Furthermore, while the primary school teacher argues all speaking materials are useful in his teaching including promoting product material by mentioning *"For example, creating a product which has never existed before. Then, they present the product in front of the class."* Furthermore, the senior high school teacher does teach the material as her students are still reading the transcript when speaking in front of the classroom. She says:

"Promoting a product in speaking 4 is not used in my teaching because in speech, my students read texts [transcript]".

A further point is that the PS teacher follows one Hutchinson and Waters' (1987) materials design model: task, which is different to the SHS teacher who believes Richards' (2001) ideas. The PS teacher focuses on how his students use language, and not on their linguistic weakness, which the SHS teacher may be afraid of. Tomlinson (2011) may also inspire the PS teacher who believes that the materials should be developed to present opportunities to students to produce language, whilst his objective is on practice, not the theoretical materials, as he says *"practice should be more than the materials"*.

Additionally, both the bank clerk and the translator need technical terms for their current jobs; nevertheless, they have learnt very little on the speaking course. The bank clerk says *"it was the lack of deepening at the communication at the bank especially the glossary about banking"*, while the translator typically mentions *"every day job materials should be increased"*. The interpretation of these remains the same as the difference in relation to debating materials. The speaking sessions did not accommodate books or countless types of activities, which would offer valuable support in their current professions (Brown, 1995).

In summary, debating is material which graduates do not utilise the most, although the reasons for not using it are different. The primary school teacher implements debating materials in the classroom with a minor variety in the methods, while the SHS teacher does not because of her students' lack of ability. Besides, both the bank clerk and the translator use technical terms at work, which they have never learnt whilst participating on the speaking course.

To What Extent Does the New Syllabus Match the DEE Students' Needs for future employment?

What aspects of speaking do the new syllabus designers consider to be important?

Both the new senior and junior syllabus designers suggest that English for Specific Purposes (ESP) materials are considered to be important. The senior designer says:

"In the new syllabus, there is one semester which is specially made to cover some types of jobs such as receptionist by teaching the vocabulary and expressions used in reception. This is made for those who will not work as teachers; they should know materials about ESP".

Meanwhile, the junior one mentions:

"Besides formal language, [materials] on discourse should be given depending on the context of a job, for example ESP, languages used in ESP".

Although they teach under the School of Teacher Training and Education which mainly prepares teachers, both these lecturers train their students for other types of jobs as well, for instance being a receptionist. However, the senior lecturer's explanation that ESP is not for those who will not teach is not relevant to what Hutchinson and Waters' (1987) have suggested. They divide ESP into two branches; specifically English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Based on their categorisation, Hutchinson and Waters will include both English for teaching and English for reception/front office to EOP, which is one branch of ESP other than EAP, and moreover, will not exclude English for teaching as a non-ESP. From an EFL context, ESP contrasts with General English (GE) (Dudley-Evans & St John, 1998). Meanwhile, based on the new speaking syllabus document, other than ESP, the materials are functional/interpersonal communication, situational communication, debating and academic presentation which can be included in the GE. However, none of these is about English for teaching. Therefore, English for teaching seems to be formulated, and the concept of ESP should be revisited.

Furthermore, the junior designer sees that discourse should be provided for each type of job graduates may carry out, as mentioned above. Similarly, the senior designer considers that cross-cultural understanding materials should be given because *"for example, one attitude is good for native speakers but not good for non-native speakers and vice versa...[because] they have different cultures, for example on politeness"*. Therefore, she inserts a pragmatic area, such as politeness is one area of pragmatics, and pragmatics is a part of the discourse (Davis, 2005) in the speaking course because she believes that cultural backgrounds can have the same values, although the standards can be different (Fink et al., 2006). For example, the standard of attitudes considered to be polite in one culture can be observed to be different to that of another culture. By understanding this concept, the attitudes and utterances the students produce will not cause pragmatic failure (Cruz, 2013).

It is also important to notice that both the designers still emphasise that linguistic aspects are important to teach in the speaking course. The junior designer says *"the teaching of grammar should be more emphasised because some lecturers have said that the students' mastery of grammar is still low"*. However, it is not known whether she refers to the grammar concept of Yungzhong (1985) that spoken grammars are reduced to a minimum, or Carter and McCarthy (1997) that uniqueness regarding spoken grammars is because spoken and written grammars have different rules. Meanwhile, the senior designer believes *"pronunciation should be intelligible"*. She considers this linguistic competence (Hedge, 2000) in the speaking course in order for *"other people to be able to understand what they are speaking"*. The latter statement confirms that she follows Ur (1996) advice that the teaching of pronunciation is to achieve correctness of articulation in order to be understood by others, and not to perfect a native-like accent. In short, these two syllabus designers have employed Hughes' (2011) three distinctive aspects of speaking: discourse, structure or grammar, and speech production or pronunciation.

In line with this, the senior designer provides a more detailed explanation about her support of Ur's idea and comments that:

"The purpose is to introduce some types of accents to students so that they understand that it is not only us who are different but also those from other countries, but they should be still eligible. We do not only introduce English as a First Language but also Indian English, Malaysian English, Thai English, China English and Japanese English".

She describes how students' speaking ability is not only measured in relation to their eligibility but also their knowledge of accent types spoken by speakers from different countries. She comprehensively applies Kachru's (1992) three circles to the speaking course by not only introducing ENL in the Inner Circle referring primarily to the United States, the United Kingdom, Canada, Australia and New Zealand, which most students at the DEE have so far considered as the only standard for producing sounds. She also introduces ESL by mentioning Indian English and Malaysian English. By learning this Outer Circle, the students will find errors made by the ESL countries and appreciate that these deviations are socially

acceptable notions of correctness (Kachru, 1992). In addition, knowledge of the Expanding Circle countries she mentions, such as Thai, China and Japan where English is a Foreign Language (EFL) includes Indonesia.

Although the norms of EFL are dependent on the Inner Circle varieties (Low, 2010), the senior designer hopes that the students comprehend that because their cultural backgrounds and linguistic resources are different to the ENL countries whose (Cogo & Dewey, 2012), ENL accents they cannot imitate precisely or which native speakers produce. Therefore, nativespeakerism is not used as the only model of intelligibility, as she says “*in the new syllabus, there has been the same vision that we have now not regarded that native speakerism is solely perfect*”. Hence, the new speaking syllabus provides the DEE students to come into contact with and practice a variety of English used worldwide; particularly with regards to accents and to be more aware of their identity as EFL speakers. It is also important to implement English as ELF because they frequently practice speaking in the classroom with their peers and teachers (Bjorkman, 2013).

How does the new syllabus match the DEE students’ needs for future employment?

Based on Section 5.2, the graduates’ needs for employment vary. The senior high school teacher strongly accentuates pronunciation and fluency. Furthermore, in conjunction with the primary school teacher, she recommends that more opportunities need to be for every student to speak in the classroom. Meanwhile, the translator suggests that more role-plays are needed in situational communication, for example in job interviews and receiving a telephone call. In addition, both the translator and bank clerk require technical terms for each of their fields to be given on the speaking course. However, most participants do not use debating and academic presentation materials at work except for the primary school teacher.

The new syllabus, as can be seen in appendix 6 has satisfied Brown’s (1995) five elements comprising needs analysis as stated in the goals (Hutchinson & Waters, 1987; Brown, 1995) in point 7, objectives in point 8, methodology in point 11, materials in points 10 and 13 and testing or assessment in point 12. However, none of the points in the new syllabus describes linguistic features, such as pronunciation as important aspects in speaking, as suggested by the senior high school teacher. Points 8, 11 and 12 do not imply the fluency aspect as well. Furthermore, the cognitive aspects in point 12 may be elaborated upon in order to meet the same criteria in relation to speaking teachers in assessing the students’ ability as noted by Knight (1992) who comprehensively provided linguistic and discursive aspects to assess students’ speaking. Stevick (1971) advises that linguistics is one important dimension to assess language learning materials. In addition, English for business material in Speaking 3 (English for Specific Purposes) may accommodate skills for two occupations in Indonesia which require speaking skills (Mitula, 2015).

In spite of the drawbacks, the new syllabus provides more advantages in terms of the needs for future employment. Both of the teachers who participated insist that every student should be given more opportunity to speak in the classroom. Therefore, it is believed that this will be satisfied at least with the teaching method called individual presentation in all speaking subjects, which has been incorporated into the new syllabus. Every student should be given the opportunity to develop their speaking ability because many prospective employers require applicants with good oral communication in English, as Kelly and Keaton (2000), Smith and Frymier (2006), Devi and Feroz (2008) and Kaur et al., (2012) established. This is also supported by the availability of job interview taught in Speaking 2. Furthermore, the need for more role-plays in situational communication proposed by the translator is fulfilled in Speaking 1, Speaking 2 and Speaking 3. The new syllabus designers understand that role-play is a significant method to simulate real-life language use (Donna, 2000). In addition, technical terms for particular jobs required by the translator and the bank clerk can be also learned in Speaking 2 as it teaches spoken expressions in particular situations and Speaking 3 which teaches spoken expressions used in the workplace, as written in the learning materials. Therefore, the students can explore more lexis in relation to expressions (Stevick, 1971) used in the workplace.

Finally, most participants' commented that they do not use debating and academic presentation materials, as written in the current syllabus. Consequently, they appear to have been listened to with the reduction of these materials in the new syllabus. These have now been placed together in Speaking 4, the section on debating, which was in Speaking 3 in the current syllabus; however, this is quite small as debating is considered a skill requiring a high level of critical thinking (Wirawan, 2010).

In a nutshell, the new syllabus has generally satisfied the students' needs in relation to speaking and future employment: role-plays in situational communication including job interviews, technical terms for jobs, and more opportunities for every student to speak in the classroom, the reduction in the proportion of materials, the amount of materials and the time slots are reduced. However, aspects assessed should be elaborated in more detail regarding which linguistic and discursive aspects are assessed in each subject.

What Materials and Teaching Methods are Appropriate to Teach Speaking at the DEE for Future Employment?

What materials and teaching methods in the new syllabus are appropriate to the INQF?

The INQF, as can be seen in appendix 4, has four standards of learning achievement which relate to materials for Higher Education graduates as follows: attitude and general skill formulated by the Government and special skill and knowledge formulated by each department at university. However, the DEE new speaking syllabus also includes the two standards arranged by the Government, attitude and general skill. Goodson (2003) notes that the teachers and department should be cooperative with the national's curriculum in order that it will not create any gaps of standard or double standards with the institutional curriculum. If the DEE follows Goodson's advice to cohere the new syllabus with the INQF, the new syllabus designers should only focus on special skill and knowledge and remove the formulation of attitude and general skill from the draft.

Furthermore, while speaking 1, speaking 2 and speaking 3 are skills which can be used in general situation, none of the learning materials in speaking 3, English for Specific Purposes (ESP), is relevant to the DEE field of study, English Language Teaching (ELT): English for Banking, English for Front Office, English for Flight Attendance, English for Hotel, English for Business and English for Broadcasting. The designers arranged these materials based on personal information they have received from some graduates. The senior designer says:

"I know jobs the graduates do from personal contacts between me and some graduates via Blackberry Messenger. Those who contacted me have variety of jobs. Some work at the banks. One works as stewardess. One works at a currency exchange firm. There is also one who becomes a housewife but has an online business. But mostly, they become English teachers".

She receives information about graduates' jobs from personal contacts, and draws this information as the students' needs for future employment so that the types of jobs she has written in speaking 3 of new syllabus are similar to what she has mentioned above. Brown (1995) will not oppose her idea of analysing these students' needs because she has gathered the information from some graduates, interpreted it and used it to design the new syllabus. However, regarding the learning achievement standard of special skill for Higher Education graduates in the INQF, the ESP materials in speaking 3 do not meet the standard since the materials do not relate to English for teaching. English for teaching is an English for Occupational Purpose (EOP), as the ESP materials in the new syllabus should be actually called, which is one type of English for future employment (Hutchinson & Waters, 1987; Dudley-Evans & St John's, 1998; and Anthony, 1997). Hence, English for teaching should be also included in speaking 3 to fit in the INQF principle.

In relating to this, lecturing method in speaking 3 aims to explain spoken expressions about ESP which is subsequently not relevant to the INQF principle; whereas the other methods such as mini-drama, group discussion, role-play, and individual presentation method, as are in speaking 1, speaking 2 and speaking 4, are flexible to use in other speaking materials such as functional/interpersonal communication, situational communication and academic presentation.

In summary, some gaps are formed between the new syllabus and the INQF. Attitude and general skill standards should be removed from the new syllabus document as the DEE's focus is only on special skill and knowledge standards. Moreover, none of the ESP materials in speaking is relevant to the special skill standard which requires special working skill based on the field of study; whereas, English for teaching should be included as it is relevant to ELT. Consequently, the lecturing method aiming to explain the spoken expressions on the ESP materials is not relevant to INQF.

How do the gaps between the new syllabus and INQF match the DEE students' needs for future employment?

It becomes a dilemma if ESP materials are removed from the new syllabus in order to fit in the INQF special skill standard. On the one hand, following Goodson's (2003) suggestion to make the personal, internal and external contexts in line is an attempt to support the Government policy. On the other hand, the graduates' desires of improving the speaking course quality should also be heard. It will be useless to teach something that the students do not need. The designers' belief that the ESP materials are important to teach considering the fact that some graduates work in various fields cannot be ignored. By knowing the types of jobs usually done by graduates in the surrounding culture, a syllabus designer will be able to underlie what the students actually need (Graves, 2000). This has not been described in the INQF. This kind of problem normally happens in a top-down policy, in this case from the Government to university because the Government sometimes is not really aware of what is actually needed in the 'grass root' level. Therefore, ESP materials should not be removed and taught at the DEE; while English for teaching be added as most graduates work as English teachers as informed by the new syllabus designers. ESP is better changed to be EOP since ESP comprises English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Hutchinson & Waters, 1987).

As a result, no changes on the teaching methods in the new syllabus should be made but enriched with more variety of methods such as *dialogue* (Romney, 2015), *culture studies* (Grossberg, 2010; Freeman & Freeman, 1994; Rusdiyanti, 2014), *audio diaries* (Ispri, 2014), *video making* (Mariyati, 2014; Susiati, 2014), and *peer-tutorial projects* (Damayanti, 2014) that can encourage students to participate more in speaking in the classroom.

To summarize, ESP materials should still be taught at the DEE considering the usefulness for the students' future employment; whereas, the Government should regard the gaps as the INQF improvement. Accordingly, the all teaching methods should be applied supported with other teaching methods for speaking.

CONCLUSION AND SUGGESTION

The key findings can be summarized that the gap between the new speaking syllabus and the INQF meet a dilemma where the students need English for Specific Purposes (ESP) materials of non-English language teaching jobs, while the INQF standard requires every Higher Education to refer their curriculum to their field of study in terms of graduates' learning achievement. However, the institution knows more what the students want to learn than the Government do since the teachers and the institution intensively deal with the real situation. As a result, hearing the graduates' voice of which materials to teach and teaching methods to use is wiser and more constructive for speaking course with regards the INQF as a general parameter of graduates' quality. Consequently, the DEE should not only focus on the special skill, knowledge standards as formulated in the INQF and linguistic aspects but also consider discursive aspects in the new syllabus, and ESP is one of the discursive aspects.

To meet the whole picture of the materials needed to be taught, the current Speaking class students, those who have not graduated, are interviewed in additional research because some students are part-timers in various jobs. Hence, they can directly compare what they learnt in the classroom and they need at work. Therefore, the students will be more ready when they graduate from the university.

Further research is necessary to investigate whether the INQF content has met the students' needs at another institution. The results will justify the appropriateness of the INQF

content to the materials the students actually need. Thus, a revision on the university graduates' parameter in the INQF may be needed to satisfy the students' needs. The revision will lead to changes on the policy level so that bottom-up-based policy will be taken by the Government.

ACKNOWLEDGEMENT

I gratefully acknowledge the participation of the DEE Speaking lecturers and DEE graduates. I also feel very thankful to the Head of DEE for providing some important documents for this research.

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THE IMPLEMENTATION OF QUANTUM TEACHING AND LEARNING MODEL TO IMPROVE STUDENTS' READING COMPREHENSION

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ABSTRACT

Comprehending English reading is a crucial thing for Indonesian students. This study aimed at finding out whether or not students' reading comprehension improved through quantum teaching and quantum learning model. Moreover, it also examined whether or not the model was effective to improve students' reading comprehension in terms of literal and interpretative. The study which employed pre-experimental method, obtained data from 28 eleventh grade students through pre-test and post-test on literal and interpretative comprehension. The result showed that the students' score on the post-test was 7.85 which is higher than their pre-test that was 6.06. The study result also showed that the value of t-test (13.35) was greater than the value of t-table (2.050). It indicated that the implementation of quantum teaching and quantum learning model improved students' reading comprehension and it was effective to improve students' reading comprehension in terms of literal and interpretative comprehension.

Keywords: *quantum teaching and learning, model, reading comprehension*

INTRODUCTION

Reading is a very important skill for students to master since it is considered as "the world window" to get many things such as information, knowledge, and entertainment. To learn their subjects, students should read their learning materials in particular when they want to do their tasks well. Reading is an activity that involves eyes and human's brain. Marksheffel (1966:12) states that reading is high complex, purposeful thinking process engaged by the entire organism while acquiring knowledge, evolving new ideas, solving problems, relaxing or recuperating through the interpretation of printed symbols

Reading is a useful activity for students but sometimes it is difficult to do. Indonesian students, who learn English as a foreign language, must understand what for they read, what the benefit, what the effect for them if they read or not read. In fact, most students do not comprehend the readings and they just answer the questions by guessing and matching those questions with the text without comprehending it.

To overcome such condition, teachers, as the instructors and facilitators, need to prepare an innovative and interesting reading activities framework for students to do, by applying quantum teaching and learning model. The model takes teachers to come into students' world and understand what they want in learning. Quantum teaching and learning model is the change of leaning becomes a joyful thing with its nuance which encloses all of relevancies, interactions and differences to maximize the learning process.

The basic principle of quantum teaching and learning is, teachers must be able to bring the students' world into their world (Deporter et al, 1999:122). It is important to understand students' world since teacher will be easy to choose teaching materials based on students' needs. By using quantum teaching and learning, it will accommodate the needs of students through drilling, in which teachers would write everything dealing with their environment, lesson plan, and the way to present the material. In other words, teachers can create the good condition of teaching to enable students have self confidence in learning and realize their competence. It means that teacher as an agent of education, teacher is expected to make students release their all abilities. In conclusion, the purpose of quantum teaching is that teacher will

understand how to do with the students about their life, behavior, and personality so they can emphasize their potentials and students will enjoy the lesson because the materials are presented optimally in various ways by considering their needs. Quantum teaching and learning model ensures that the lessons are taught on several different levels namely; enrolling students' first figure their curiosity creates excitement and raises expectation (all positive emotions). Allowing them to experience the lesson through a game or activity engages students, making the lesson more concrete and more fun. A demonstration helps students to connect their experience with the new learning, and a quick review cements it in their memories. Finally, the class celebrates their success with high-fives, saying words of acknowledgement, playing upbeat music, or giving a class cheer (Deporter, et.al. 2000: 99).

METHOD

This study employed pre-experimental method which was conducted at SMA Negeri 1 Binamu, Jenepono regency. Cluster sampling technique was used in taking 28 students, who sit in class XII IPA, as the sample since most of students had the same level in reading comprehension. The data obtained through pre-test and post-test on literal and interpretative comprehension. Literal comprehension refers to the main ideas and sequence of detail, and interpretative comprehension refers to conclusion. Pre-test was administered to detect the students' prior knowledge in English reading comprehension before giving treatment while post-test was used to find out the treatment effect.

FINDINGS AND DISCUSSIONS

1). The Improvement of the Students' Reading Comprehension

a) Students' Literal Comprehension

After analyzing the data, the results of this study showed that students' literal comprehension in terms of main idea and sequence of details have improved. The data can be seen in Table 1.

Table 1. The Improvement of Students' Literal Comprehension

NO	Indicators	Pre-test	Post-test	Increase %
1	Main Idea	5.53	7.05	27.48
2	Sequence of Details	6.60	8.66	31.21
ΣX		12.13	15.71	58.69
\bar{X}		6.06	7.85	29.34

Table 1 indicates that the mean score of the main idea and sequence of detail improved 29.34 % from pre-test to post-test, where the score of main idea improved 27.48 % from the mean score 5.53 in the pre-test becomes 7.05 in post test, while the mean score of sequence of details as another indicator of literal comprehension also improved 31.21% from 6.60 in the pre-test becomes 8.66 in post-test.

The students' score in sequence of details (8.66) is greater than the main idea (7.05). It means that the result of the students' sequence of details as indicator of literal comprehension has greater increase (31.21%) than the main idea (27.48), but both indicators equally increased after the implementation of quantum teaching and learning model as the treatment. It is more clearly shown the increasing of the students, in the ensuing chart:

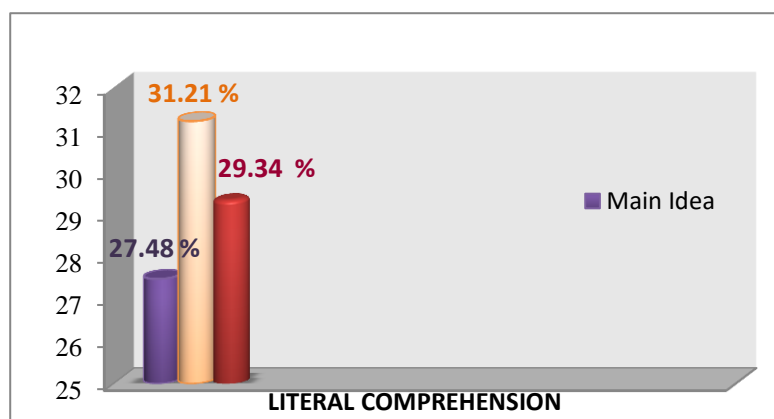


Figure 1. Students' Literal Comprehension

Figure 1 displays the improvement of the students' main idea (27.48%) and sequence of details (31.21%) with the mean is 29.34%. The mean score shows that the implementation of Quantum teaching and learning model improved the students' literal comprehension.

b) The Improvement of the Students' Interpretative Comprehension

The students' interpretative comprehension which focused on conclusion as the result of students' assessment on pre-test and post-test, can be seen clearly in Table 2:

Table 2. The Improvement of Students' Interpretative Comprehension

Indicators	Pre-test	Post-test	Increase %
Conclusion	6.16	8.05	30.68
$\sum X$	6.16	8.05	30.68
X	6.16	8.05	30.68

Table 2 indicates that there is an improvement on students' interpretative comprehension from the pre-test to the post-test. The score of interpretative comprehension increased (30.68%) from 6.16 in the pre-test becomes 8.05 in the post test. It is more clearly shown the increasing in the figure 2:

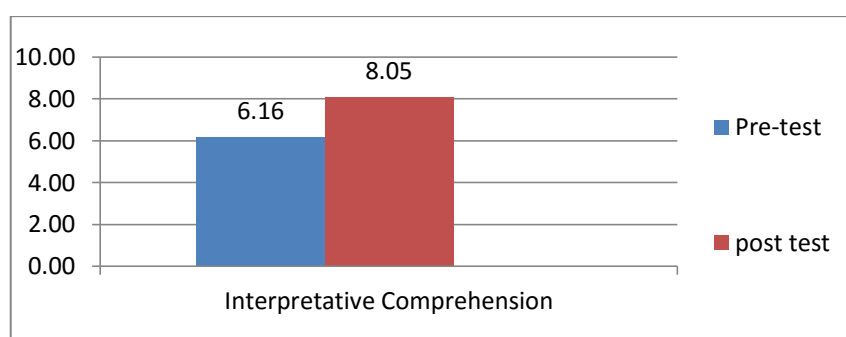


Figure 2. Students' Interpretative Comprehension

After being calculated the students' score on literal and interpretative comprehension, then calculated the mean score of pretest and post-test on both comprehension. It is presented in the following table:

Table 3. The Mean Score of Pre-test and Post-test

	Mean Score	
	Pre- test	Post Test
$\sum x$	170.06	222.91
N	28	28
\bar{X}	6.09	7.96

Table 3 displays that there is an improvement of students' score from the pre-test to the post-test. In the pre-test, the mean score is 6.09 but after the implementation of quantum teaching and quantum learning model, it becomes 7.96. It is more clearly shown in the chart 3:

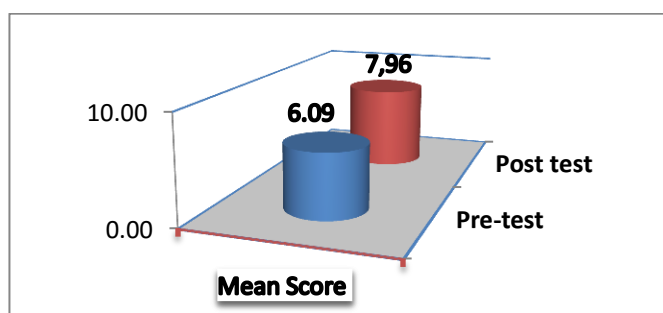


Figure 3 The Mean Score of Pre-test and Post-test

2. The Effectiveness of Quantum Teaching and Learning Model on Students' Reading Comprehension

The effectiveness of quantum teaching and quantum learning model on students' reading comprehension in terms of literal and interpretative could be seen from the calculation of the data. In order to know whether or not the implementation of quantum teaching and quantum learning model was effective, the calculation of data is needed through analyzing t-test. T-test is used to find out the significant difference of the students' result on pre-test and post-test. Whether or not the pre-test and post-test are in statistically significant difference at level of significance 0.05 with degree of freedom (df)=N-1 (df is N-1: 28-1=27). The result of the calculation is shown as follows:

Table 4. T-test and t-table of the students' reading comprehension

Variables	t-test	t-table
Reading Comprehension	13.35	2.052

Table 4 shows the comparison between the students' t-test value and t-table after treatment. The t-test value is higher than t-table (13.35 > 2.052). It means that there is a significant difference before and after implementing quantum teaching and quantum learning model. It also indicates that null hypothesis (H₀) was rejected and alternative hypothesis (H₁) was accepted. It is then concluded that the implementation of the quantum teaching and quantum learning model was effective.

In the following part, the result of the findings explained clearly about the students' increase on literal comprehension which refers to the main idea and sequence of details, interpretative comprehension which refers to the conclusion, and the effectiveness of the quantum teaching and quantum learning model. In findings, the data shows that the

improvement of students' on reading comprehension is significant after analysing the t-test and t-table value.

1. The Students' Improvement on Reading Comprehension in Terms of Literal and Interpretative Comprehensions

a) Literal Comprehension

The result of the data analysis through the reading comprehension test shows that the students' literal comprehension in terms of main idea and sequence of details improved. It is indicated by the students' score in the pre-test and post-test. The mean score of the students in the pre-test was 6.09. It is lower than the mean score of the students in the post-test, it was 7.85. These scores were gained from two indicators; main idea and sequence of details. The increasing of both indicators are explained in detail as follows:

1) Main idea

The result of the data analysis presented in the finding previously shows that the increase of students' literal comprehension by the implementation of quantum teaching and quantum learning model improved significantly. This result proved the step of quantum learning stated by Depoter. et.al (1999:23) that quantum learner benefitted the brain's capacity to see the words at the same time before reading activity looking for conspicuous: heading of the text, italic and bolt of the text. Doing twice or three times, when reader starts to read, it will be quicker and more comprehend.

The step of quantum learning model stated previously was relevant with the students' achievement in main idea. Students were helped by the step because it made students more comprehend the text and identified the main idea. The mean score of the students' main idea was higher from the pre-test to the post-test. In the pre-test, the mean score is 5.53. This result is lower than the result in post-test, it is 7.05. The increase of students' score in pre-test to post-test is 27.78%. It indicates that the implementation of quantum teaching and quantum learning model increased the students' ability to identify main idea in reading comprehension.

2) Sequence of detail

The description of data analysis through the test as it is explained in previous finding section showed that the students' score in term of sequence of details increased. It is seen on the students' score in the post-test was higher than the pre-test. Where in pre-test, the mean score of students in term of sequence of details was 6.60 and it becomes 8.66 in post test after the implementation of quantum teaching and quantum learning model.

This result reinforced the Depoter theory. According to Depoter (2000:235), in quantum learning, learners are forced to read quicker than reading as usual. Learners are asked to multiply their speed by using their finger as visual guide to keep eyes from skipping around and reading the same word twice. It made students gained the needed information quicker. Depoter (2000: 39) also stated that in quantum teaching, teacher explains briefly the text in order to substantiate the information. In the implementation at the class, It helped students to gain the general understanding about the text and substantiated the information gained after reading the whole text, so it is useful for students to decide the sequence of details from the text. Based on the data, the increasing of students' sequence of details from pre-test to post-test is 31.21 %. It means that the improvement of the students proved the theory.

b) Interpretative Comprehension

Students' interpretative comprehension which focused on conclusion increased significantly. The data shows that the students' score increased from the pre-test to the post-test. In the pre-test, the students' score was 6.16 and it 8.05 in post-test. After the implementation of the model as the treatment in six meetings, students had been accustomed to read the material faster while looking for the important information. In quantum learning model, students is asked for writing a note or mind mapping when they were reading the text or after reading the text. Therefore, it helped students to link the information from the text. It shows that it was helpful for students to make the conclusion of the story. The students' improvement on conclusion is one line with Depoter's theory (2000:255), she stated that mind mapping can increase the

understanding to the text, help to organize the text and give the new knowledge. The result shows that Deporter's theory is relevant with the increasing of the data.

2. The Effectiveness of Quantum Teaching and Learning Model on Students' Reading Comprehension.

The effectiveness of the quantum teaching and learning model is indicated by the students' score in pre-test and post-test. It is effective if the score in pre-test and post-test is significant difference, but it is not effective if the different of the score is not significant. Based on the result of the t-test, it is found that there was a significant difference between the result of the pre-test and post-test.

After calculating the students' score in pre-test to post-test regarding to the all indicators of reading comprehension, the t-test was counted and compared with the t-table value in order to know the significant difference. The value of the t-test is greater than the t-table ($13.35 > 2.052$). In other word, the implementation of quantum teaching and quantum learning model is effective to improve students' literal comprehension and interpretative comprehension. The findings also proved the theory of Deporter et. al. (2000:33), she stated that quantum teaching strings up the best things become a perspicacity that at the end increasing the students' achievement. It could be seen from the improvement in each indicator of literal comprehension and interpretative comprehension.

CONCLUSIONS AND SUGGESTIONS

Based on the findings and discussions then the conclusions are:

1. The implementation of quantum teaching and quantum learning model improved the students' reading comprehension in terms of literal (refers to main idea and sequence of detail) and interpretative (refers to conclusion) comprehensions. It can be seen from the different score of the pre-test and post-test. The students' score in the post-test was higher than their pre-test. In the post test, the mean score of their literal comprehension improved 29.34%, where each indicator in literal increasied 27.48% for the main idea and 31.21% for the sequence of details, while the interpretative comprehension which focused on conclusion increased 30.68%.
2. The implementation of quantum teaching and quantum learning model was effective for students' reading comprehension in terms of literal and interpretative comprehensions. It is proved by the significant diffrence of the pre-test and post-test through analysing the t-test then comparing it with t-table value, result of the t-test is higher than t-table ($13.35 > 2.050$).

After drawing the conclusions previously, then the suggestions are:

1. It is suggested for English teachers to implement the quantum teaching and quantum learning model as one of the models to teach reading, because it is effective to improve students' reading comprehension
2. Since the result of this research showed that the students' reading comprehension could get significant increase, the implementation of quantum teaching and quantum learning may also be implemented to the other English skills.
3. Teachers have to be creative in implementing the model, in order the students will be more interested in learning English.
4. Students are suggested to read frequently than before to accustom themselves in reading the text.

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INTERNET ABUSE TOWARD STUDENTS' ASSIGNMENT

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ABSTRACT

Now days internet become most popular information's source that people use to find information needed. However, it is very crucial that it serves advantages and disadvantages as well. In this study, the researcher focused on verifying internet disadvantages regarding to its abuse toward the students' assignment. This study was conducted at the Department of English Education, Faculty of Teachers Training and Education, Muhammadiyah University of Parepare in 2014/2015 utilizing questionnaire, involving the second and fourth semester students as the population. The samples were determined based on simple random sampling in which every individual in the population had an equal chance to be chosen as a sample. Findings indicated that most of the students less creativity, internet addict, violation and plagiarism. Most of the students revealed that they like to copy data from internet than paste it to fulfill their assignment without editing. Moreover, internet also becomes their alternative learning source better than other learning media. On the contrary, they thought library is not effective to overcome their obstacles in learning. Lack of idea, attention and brainstorming are considered as some of the causes. Role of lecturer and the used of plagiarism checker software are recommended, as well as the use of citation and reference software.

Keywords: *Internet abuse, students' assignment, and software.*

INTRODUCTION

Internet has been used widely in all aspect of human's life. It is mainly used to connect people all around the world through social networking in purpose for sharing idea, getting fellows, mailing, data exchange, etc. Moreover, it is also become an opportunity in business industry, education, politics, etc. In academic purpose, it is assumed as an easiest way in getting more information, more literature as well reference which refers to academic substance. Ito et al., in (Grace, Raghavendra, & Connell, 2014) discover that the use of internet technology for social networking is a pervading feature of youth culture today, with social and recreational online media used as much and as often as possible. Regarding to the development of information and technology, internet becomes easier to be accessed as an effect of latest innovation of technology so internet can be reached through android hand phone as often as possible.

The Internet continues to be used worldwide and has changed the pattern of life in recent decades (Zhou, Fong, & Tan, 2014). A research by (Ani, 2010) found that the internet has become the most popularly used electronic information resources and services in academic environments the world over by both academic staff and students alike to support their teaching, learning and research. Moreover, (Uddin, 2003) discover that internet use by academic is useful for some common needs and that the academic ranks of users is an important factor in determining the priority of needs. In addition, (Akporido, 2005) state that the internet is a global super-highway through which decisions are now being made more quickly than ever before and it has had powerful and pervasive effects on every part of our lives including business, education, health, transport, communications and industry among others. On the contrary, (Vakkari, 2012) report that the internet is commonly seen as a threat to public library services. It provides a huge amount of information and effective tools for searching needed information. It is expected that the members of the audience compare information resources, services and tools provided by both suppliers and decide which activities best suit their needs. Another perspective coming from Zhou et al., 2014 who conclude that one of potential reasons for this negative effect on quality of life is the imbalanced allocation of time between Internet use and other regular leisure activities. Lastly, (Grace et al., 2014) reported that several studies found negative effects on mental health and suggested that in addition to education about the dangers of using the internet, young people should also receive education targeting more basic communication abilities such as social skills and other factors not specific to internet use and this might may buffer against the potential negative aspects of internet use.

Internet abuse is process of engaging in improper activity to do something unworthy because of negative anxiety. Moreover, Martin in (Gencer & Koc, 2012) report that excessive or unregulated usage has been associated with a condition of Internet-related disturbances calls "Internet abuse" referring to the "patterns of using the Internet that result in disturbances in a person's life but does not imply a specific disease process or addictive behavior". In addition, (Sandford, Parish, & Sandford, 2007) Internet misuse is evolving sociologically as well as technologically. The potential gains from misusing networks are now being exploited by organized crime, marking a change in the scale and motivation of major network misuse. Regarding to that internet abuse could be the misuse of internet for positive purpose becomes negative purpose. For example internet should be using for finding knowledge or literature but in fact it is used to copy and paste someone intellectual properties. In truth, positive or negative effect of internet depends on its users. It has been explain both positive and negative effect of it, so, it can be argued that if the user use it for positive purpose it will resulted on good effect conversely if the user use it for negative purpose it will effect on bad effect such pornography, violence, plagiarism and others academic violation.

METHOD

The aim of this study is to analyze how the use of the internet as a media by the students in completing their assignment given by their lecturer. It was focus on internet disadvantages regarding to its abuse toward the students' assignment. The method used in this research was qualitative study utilizing questionnaire. It was used to gain information regarding to students' behavior in using internet.

According to (Sugiyono, 2014) population is the area of generalization which consist of object/subject which has specific quality and characteristic that has been settled by the researcher to be studied and to be concluded. So, the population of this research was the second and fourth semester students at Department of English Education, Faculty of Teachers Training and Education, Muhammadiyah University of Parepare as his research population. Moreover, (Sugiyono, 2014) also define sample as part of number of quantity and characteristic belongs to population. That is why in determining research sample every individual in the population had an equal chance to be chosen as a sample. In choosing his sample, the researcher chose them randomly resulting on 43 students chosen as sample of the research.

According to (Nunan & Bailey, 2009) collecting data is the procedures of gathering data during actual language lessons or tutorial sessions, primarily by watching, listening, and

recording (rather than by asking). In this research, data was collected through questionnaire in which it was divided into two sections namely biographical information and likert-scale. Biographical information involves current information of each students such us; sex of respondents, internet experience, access time, reasons for using internet, frequency and characteristics. Moreover, 10 questions were arranged as likert-scale in where each student should answer the question by giving score 5 to 1 referring to their agreement toward the question given.

FINDINGS AND DISCUSSION

The results of the research regarding to Biographical information which involves gender of students, internet experience, access time, reasons for using internet, frequency and characteristics can be seen in the following.

Table 1 the percentage of students' biographical information in using internet

NO.	Biographical Information		Frequency	Percentage	Total (%)
1	Gender	Male	15	19,73	100
		Female	61	80,26	
2	Internet Experience	Above 5 years	64	84,21	100
		3-4 years	8	10,52	
		1-2 years	2	2,63	
		Under 1 year	2	2,63	
3	Access time	Above 1 hour	50	65,78	100
		30-60 minutes	16	21,05	
		01- 30 Minutes	10	13,15	
4	Reasons for using internet	Sending e-mail	11	14,47	100
		Learning Management System Ex. Edmodo	17	22,36	
		Social Network	25	32,89	
		Reading for assignment	19	25	
		Others	4	5,26	
		Daily	62	81,57	
5	Frequency	Weekly	12	15,78	100
		Monthly	2	2,63	

Table 1 revealed that more female (80.26%) use internet than male (19.74%) in this research. This research finding is possibly as a result of the greater number of female university students than male. This particular findings equals to what (Akporido, 2005) discovered in his research. Moreover, a question regarding to students' experience in using internet revealed that 84.21 % students has been using internet above 5 years, while 10.52% students has been using internet between 3-4 years. The rest 4% students use it between 1-2 years and under a year. It proves that internet has been used by most of the students since they were in Junior high school. Another finding of this research is duration time of students in accessing internet was 65.78% accessed internet above 1 hour, 21.05% students accessed it between 30-60 minutes and the rest 13.15% students accessed it between 01-30 minutes. This findings indicate that more students fulfill their leisure time to access internet just like (Zhou et al., 2014) findings in their research

where Internet use is one of very common leisure activities in Chinese urban citizens; and age, gender, income level, and education level are the key important factors that affect Internet access.

In addition, most popular reason for using internet is to access social network (32.89%). Their reason regarding to this matter is to keep in touch with their relatives, friends and others. But surprisingly, learning management system which is used by some lecturers in this particular research not becomes students' priority in using internet (22.36%). Moreover, only 25% use internet for reading assignment purpose, 14.47 students use internet for sending e-mail and 4% students use it for other reason. This data reveals that academic reason not become top priority of the students in using internet. The question about the students' frequency in using internet show that most students using internet daily (81.57%), 12% students use it weekly and only 2% students use it monthly. This indicates that the students don't have obstacle in using internet which is proved by their daily frequency in accessing internet.

In determining the students' responses of internet abuse regarding to their assignment, the researcher used 5- point scale in which "5" categorized very often, and "1" is categorized very seldom. To simplify this research, the data is converted into percentage and researcher assumes that score over "3" is categorized "often" and score under 3 "3" is categorized "seldom" while "3" is categorized "neutral" (table 2). By the data in table 2, it is revealed that 63.15% students finished their assignment by taking data through internet directly, 34.21% neutral and 2.63% seldom. Regarding to the use of internet as a media to solve learning obstacle, assignment, and looking for the latest lecturing information, 81.57% students agreed that they are often gain it through internet. It is also indicated that 53.94% students agreed to spend their leisure by browsing in internet. The question about students' choice between surfing in internet than doing group assignment show that 47.36% prefer surfing in internet.

As shown in table 2, it is found that 50% students often doing copy and paste to fulfill their lecturing assignment. This data was almost similar to the interpretation of question about students' behavior regarding to editing process of the data gain from internet where 42.10% state that they seldom edit it. Regarding to commercialization of article or book downloaded from internet 18.42% students do it. Meanwhile, 25% students state that they had already known about hacking in internet. Lastly, 72.36% students assume that internet is the most complete learning media, this assumption was in line to the last question that conventional library was not effective to overcome their obstacle in lecturing assignment (38.15%).

Table 2 the percentage of students' responses of internet misuse regarding to their assignment

No	Statement	Very Often %	Often %	Sometimes %	Seldom %	Never %	Total (%)
1	I finished my assignment by gaining data from internet directly.	26,32	36,84	34,21	2,63	0	100
2	I use internet to overcome my learning obstacle, assignment and looking for latest information.	35,53	46,05	17,11	1,31	0	100
3	I prefer browsing on internet in my leisure.	22,37	31,57	39,47	6,57	0	100
4	I prefer browsing on internet than doing my group assignment.	19,74	27,63	39,47	5,26	7,89	100

5	I like to copy and paste regarding to fulfill my assignment.	15,79	34,21	32,89	14,4	2,63	100
6	I often do editing process to the data gained from internet.	6,579	15,78	35,53	21,0	21,1	100
7	I often commercialize books or article gained from internet.	6,579	11,84	35,53	23,6	22,4	100
8	I often gained data from internet helping by hacker or learn from them.	6,579	18,42	32,89	11,8	30,3	100
9	I often assume that internet is the most complete learning resource.	30,26	42,10	23,68	3,94	0	100
10	I often assume that conventional library is not effective to solve my assignment.	7,895	30,26	38,16	10,5	13,2	100

Based on the data presented in table 1 and table 2, it can be interpreted that internet as a learning media was not fully optimized even it is already lead to internet misuse. In other words, it leads to the decreased of students' creativity.(Kirschner & Karpinski, 2010),(Kuss & Griffiths, 2011) and (Alhazmi & Abdul Rahman, 2013) agreed that internet (social networking sites) gives a negative effect on students grade points average. Although some other researcher found that the use of internet as learning media able to influence students learning motivation as well as their creativity (Rhosyied & Otok, 2008) but in terms of students' assignment, the researcher believes that it can attract the students to search data from internet even it just a very easiest assignment. Students' behavior on taking data directly from internet to finish their assignment should become educators attention in order to avoid more serious harmful in the future. Educators may adopt idea coming from Hinman in (Scanlan, 2006) who offers insightful solutions to dissuade many students from cheating.

Students behavior in internet usage also may effect on the decrease in real life social community participation as well as relationship problems, each of which may be indicative of potential addiction (Kuss & Griffiths, 2011).(Zhou et al., 2014) in his research reported thatInternet users reported less engagement in physical activities such as playing Sports/physical exercise for health than non-Internet users did.Along with these previous research findings, this research discovered more serious negative effect as the data show that students prefer to fulfill their leisure by browsing in internet. In addition, it is also harmful that students even dare to omit their group assignment because of their internet activities.Having behavior such like internet addiction will also effect on less time in reading some information as well as less time for learning.

The students' activity regarding to their assignment also lead to copy and paste activities without any editing process or paraphrasing. It cannot be argued because the easiest way of accessing internet will effect on plagiarism act as what Spinello in (Scanlan, 2006) address about the issues of copyright and intellectual property on the Internet. Equally, (Ukpebor & Ogbebor, 2013) argued that the Internet now makes it easy to find thousands of relevant sources in seconds, and in the space of a few minutes plagiarists can find, copy, and paste together an entire term paper or essay because much of the material online is produced by other students, it is often difficult or impossible for educators to identify plagiarism based on expectations of student-level work. (Bijle & Patil, 2014) report that plagiarism is considered as a deceit or an offence which does not have a legal implication per se.

This research deals with (Ukpebor & Ogbebor, 2013) terminology “culture of academic dishonesty.” Copying and pasting should become intention to be reduce even to be banned in academic purposed. This action is very fidgety by all writer, researcher and even publisher.

The glowing of internet abuse such as commercialization of book or article without copy rights as well as black hacker is assumed as cybercrime. In addition, getting aid from hacker to gained data also leads to students’ negative behavior. It is ridiculous. Even if the book or article was download from any paid websites. This finding is meaningful on how the students try to do such business activity regarding to their assignment and do it on purpose to decrease their economical difficulty. Yet, they need to aware that it is a kind of criminal activity.

Some students assume that internet is the most complete learning media as well as assume that conventional library was not effective to overcome their obstacle in lecturing assignment. Nevertheless, they have to understand that there should be any mechanism to be followed to avoid violation in internet usage. Most cases of plagiarism can be avoided, however, by citing sources (Ukpebor & Ogbebor, 2013). The usage of internet as learning media should be significance as media for looking information as well as deepen their understanding regarding to their assignments. As consideration that what author or researcher already stated in their article doesn’t guarantee that it has the same situation and condition with our assignment condition. Equally, the usage of conventional library, although it is considered ineffective but it’s ineffective perhaps caused by lack of attention and less discussion on each cases. Further research will be more explores this matter of case.

CONCLUSION AND SUGGESTION

Data analysis leads the researcher comes to conclusion regarding to this research. Internet abuse regarding to students’ assignment involves four main problem, they are: less creativity of the students, violence, plagiarism and commercialization without copy rights. Laziness and less creativity of the students are considered as the core of internet abuse regarding to their assignment. Moreover, omitting Scholl assignment as well as participation in real life socialization because of students’ addiction also considered as an internet abuse. This may lead to amoral activity by telling lie to their lecturer, friends or even their parents. Simply, they may have reason that they spent a lot of their time accessing internet for academic purpose but on the contrary they just surfing, browsing, online games or event access any unuseful social networking. Thinking hard and reading for purpose of getting information might contribute to copy and paste as their shortcut to fulfill their assignment. It’s a simple and the easiest way resolving their obstacle in completing their assignment. Lastly, the easiest way provides by internet also leads to commercialization without copy rights. Of course many reasons become their background in doing so such as low economical background and part time job.

Considering the effect of internet regarding to its abuse toward the students’ assignment, some suggestion are proposed: firstly, Role of lecturer is considered as an alternative way to resolve this case. By providing good lecturing approach, such as accept only reference coming from scholarly journal. Because according to the previous report by the plagiarism-detection tool TurnItIn in (Ukpebor & Ogbebor, 2013) confirm that most students copying data from Wikipedia and Yahoo answers as Top sources. In line with this, the uses of plagiarism checker software are recommended for lecturer as their defense to ban such of internet misuse. At last, it is also suggested to use citation and reference software for ensuring the originality of paper submitted by the students.

ACKNOWLEDGEMENT

Thankfully presents to all students willingness participating in this research on both research sample and research partners. In addition, researcher also gives his gratitude to all leaders of FKIP, lecturers of English Education Program for supporting this research.

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TEACHER-DO-FIRST METHOD IN LEARNING ENGLISH ACADEMIC WRITING AT INDONESIAN EFL CLASSROOMS: A DISCUSSION ON TEACHING COMPOSITION WITHIN EFL CONTEXT

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ABSTRACT

Ideally, teaching means to show how to do something and it is more than just giving long-and-pointless explanation in front of the class. Factually, we tend to neglect the core aspect of what it means to teach English in Indonesia. When it is combined with pedagogical theories, we come to a point where teaching means directing students to achieve learning outcomes where they could do what we expect them to do, and beyond that, we expect them to achieve greater than we had expected them to do. Rhetorically, we could say that we—as English instructors in Indonesia—have done that well, but the question is, “Have we played our role as their model in learning?” Thus, this article addresses key points about this case and it deals with discussion on the cruciality of teacher-do-first method. The approach of writing this article is by incorporating different views of composition theories and by combining those with students’ written expressions in Writing 1 course at STKIP PGRI Sumatera Barat. The final remark is that the urgency of advancing the students’ self-confidence by optimizing our role as models in English writing well is needed by EFL students in Indonesia.

Keywords: *Teaching, Method, Writing, EFL, Composition*

INTRODUCTION

In this earliest part of this article, the writer limits this article into the discipline of composition studies. It is neither categorized into English education article nor English linguistics and literature. This article articulates some of the key points about pedagogical issues on teaching English writing, within Indonesian EFL contexts, and how the teacher-do-first method fits in with the demand of learning writing in this era of information technology in Indonesia. This spectrum of description is what the writer agreed to call as English rhetoric and composition studies of Indonesia. For some scholars who study English education or English language and literature, this concentration might be new, but in the land of the native speakers of English, rhetoric and composition are the established concentrations within English major for graduate degree.

In line with above context, what prompts the writer to write this article, in discursive fashion, is that the writer has observed phenomena of how hard it is for Indonesian students to be able to compose their essays clearly and with solid reasoning. This observation had been done within the writer’s teaching classes at Writing 1 course at English Education Study Program of STKIP PGRI Sumatera Barat. Meanwhile, in the West, if we trace back the earlier times on how scholars perceived what learning writing actually means, “many college and university students with four, five, even six or more years of study of another language behind them are still unable to express themselves in a clear, correct, and comprehensible manner in writing” (Rivers, 1986, p. 291). The fact that Rivers mentioned at this point resembles similar phenomenon to what happen in Indonesia, especially in the college where the writer serves as a teaching staff. We can count number of students who can write English well. The fact is that writing in English takes times more than we used to spend in speaking English. Besides, being able to write well in English is crucial, especially “for succeeding in college and for advancing a career” (Dietsch, 1998, p. 3) and (Craig, 2013, p. 29). Although this sort of statement has forced students to learn more on how to write academically in English; however, the reality is that Indonesian educational systems have limited policy on enforcing the cruciality of possessing

god English writing skill. We can see the fact on this matter is in the abolishment of learning English for elementary school students by the government.

As such, the writer is interested to open discussion on the above matter through this article, which is also provided with relevant samples from the students' writings, about the unique-but-applicable method in teaching English writing in Indonesian higher universities. Because writing is essential in the progress of students' learning outcomes; therefore, teaching this skill through interesting yet inspiring method for the students is important. In this case, not only the activities of writing are demanded in all courses taught at university level, being able to write with effective ways is absolutely required, especially when the students are about to write their thesis in all disciplines. A particular point that we should recognized along with our purposes in teaching English writing is that we teach our students to know the essence of writing, which is to get the communication done well (Sudol, 2002, p. 52). With that in mind, we certainly realize that teaching writing to students is more than teaching grammar or linguistic properties. It fundamentally deals with how we engage them into current discussion of their field of study and, of course, with active and critical readers out there.

Furthermore, since writing is one of the four skills in learning language, however, to achieve the ability to write well needs rigorous amount of times spent for reading activities, outside performing writing practices, as the act of investing one's knowledge. On the contrary, learning to speak in English may be difficult to achieve by reading books per se (Miller, 2006, p. 670). In other words, learning speaking is different from learning how to write well. To be able to speak well in English usually requires clear pronunciation, precise choice of words, and ability to engage in conversation, either one to one person, or one to a group. Grammatical inappropriateness may be seen as tolerable mistakes as long as the hearers can understand what the speaker means and can respond as desired as possible. Writing, on the other side, demands more than what speaking skill needs. In speaking, people can immediately ask for whatever they find confusing in the spoken statements, while writing, our duty is to have readers' questions answered within our writing, even if they have to think more to find out the answers.

From the above dynamics, especially about the dynamics of learning English writing and how it should be learned by students, then, the writer concentrates on discussing pedagogical theories on the connection between teacher-do-first method with theories on composition pedagogy. The connection will then be supported with relevant data and examples taken from the writer's classes. Meanwhile, the purpose of writing this article is to persuade English teachers and faculties in Indonesia to recognize that teaching English writing to Indonesian students is more than giving a set of grammar lesson. In fact, it is intended to provide students with direct example of author who, at this point, is us to vividly give the meaning of what it means to write directly to their intended readers. In essence, Paulo Freire emphasizes that "educators cannot work successfully by themselves; they have to work collaboratively in order to succeed in integrating the cultural elements produced by the subordinate students in their educational process" (Giroux, 1987, p. 127). To engage ourselves as teachers of English in Indonesia on this matter is crucial. We work together to achieve that condition where our students can write well in English. Hence, in order this method is well perceived by educators teaching English writing in Indonesia, especially to those who teach on the same level as the writer; thus, the writer leads this discussion on teaching English as a foreign language to come deeper into teaching writing skill of English as a foreign language in the country.

TEACHING AND LEARNING ENGLISH ACADEMIC WRITING

As it has been framed earlier on this article, the angle of constructing the writer's perspective in this case is to see the teacher-do-first method as a recognizable-but-unestablished way of teaching writing in Indonesia. The intention of the writer is to make such method in teaching writing to be more established for the perspective of English as a foreign language. We know that English studies has English linguistics, English literature, and English education division. All of these divisions have their own pedagogical direction to which the courses are provided for the students. In all of these divisions, teaching writing emerges as a crucial teaching activity to be conducted. It should be seen as a bridge or connector between the three

divisions. Learning how to write and how to know what should be written are essential for students across all majors, particularly for those who enrol in English studies classes. The way we teach writing within these divisions influence students' ways of understanding the purpose of their writing and to whom they should write. This notion leads us to comprehend the values of understanding the "rhetorical situations" before writing. "...our own teaching helps construct a sense of what it means to learn to write, to know how to write, and to write effectively in a range of rhetorical situations in relation to other courses students take" (Chase, 2002, p. 12). Although students take English education, it means that they will write all things related to English education courses on their written assignments. The same thing also applies to the students who learn English linguistics or English literature. They will write as well. To see their improvement on their learning means to see how well their writing "fits in" with our expectations. Therefore, to see how "good" their writing means we begin to see our students as writers in their field of study. For this case, "the ability to style sentences that fit the rhetorical situations is the mark of a proficient writer" (Dietsch, 1998, p. 114). Not only the ability to apply written language and academic writing rules is a sign of such writer, but it also the way for us to see how creative these students in arranging their ideas on paper.

In teaching English academic writing in Indonesian contexts, we should treat our teaching as a way to engage our pedagogical activities with groups in which we belong. "Teaching is fundamentally about community, about the relationships between individuals and the larger groups of which they are a part" (Chase, 2002, p. 15). Consequently, separating our teaching with how the students learn as well as what the students should learn is an impossible thing. The complexity of what the students learn in the courses they take should be made in line with the way we teach writing. Although we teach content-based courses, we still need to engage students with rules on how to submit their assignment on paper, don't we?

In the theory of composition, writing has three stages. Prewriting, Writing, and Rewriting are the stages of the process of writing (Murray, 2011, p. 4). All these stages should be faced by a writer in order to produce a qualified piece of writing. A student is also in need of being told that writing needs these three stages to be accomplished so that the student can see that writing cannot be done within a blink of an eye; instead, writing is a recursive process. Beyond that, the awareness of audience and purpose is crucial. "Audience and purpose" and "a recursive process of creating meaning" are two essential things that writing has inside (Gebhard, 1996, p. 221). As a teacher of English writing, we need to inform our students that writing is similar to speaking as in the way we talk to someone, but in writing, we write what we mean to readers, particularly audience, who for us seem to be abstract. We communicate through a piece of written medium where readers cannot ask directly to us. However, recognizing targeted readers is very helpful at some points.

Moving from the understanding of writing as in the above theoretical description, we shall see now that Indonesia is a country that is categorized into EFL territories. "English [in Indonesia] may be more or less prestigious and more or less welcome in particular places" (McArthur, 1992, p. 352). It is an undeniable fact that most Indonesians speak traditional languages and Indonesian language, but speaking English for them is a bit new but at the same time it is a demanding language to be learned at schools. The people who speak English in the country are from the academics. Therefore, scholars discussing or doing researches dealing with English in Indonesia, it must be that the context of such discussion or research is done within English as a Foreign Language.

In terms of teaching and learning English in Indonesia, two common skills that are mostly taught dealing with the demands of foreign language acquisition. Reading and speaking are two essential skills to be mastered, but writing has limited attention to Indonesian scholars due to the urgency of this skill is narrowly looked upon the understanding of grammar, vocabulary and tenses per se. However, Indonesian scholars, as the writer invites, need to be aware that the ability to write well may result from the ability of the good critical reading habit. Faigley points out that "critical thinking begins with critical reading" (2007, p. 13); and as such, to have good ability on English composition, a student needs to have great level of critical reading. In what

way we could teach students to write well rather than teaching them how we do it by showing the process gradually?

Moving from discussion on English through classroom basis, we shall also look at how the world perceives English as a foreign language. When this language is used in communication, we basically engage with diverse thoughts and ideas. In so doing, we try to negotiate what is important for us and what is put as secondary one. When we invite our students to read different types of texts written by authors worldwide, we basically invite them to negotiate their values, especially the cultural values. Nonetheless, “the mixing of cultures is already happening in most parts of the world, but this has not necessarily led to respect for other cultures or tolerance among people of diverse backgrounds” (Salili & Hoosain, 2001, p. 2). The problem of learning and teaching English in Indonesia, therefore, is more than dealing with transferring a whole package of a foreign language to students, but it is indeed helping the students to “respect” themselves and others as truthfully as possible through language. Right at this point, it becomes clear to us that teaching English is more demanding? Even one word can speak more than a thousand meanings when we use it in its context. Beyond these cultural paradigms, we also need to be aware that “teachers and students alike have their own cultural backgrounds, values, customs, perceptions and prejudices” (Salili & Hoosain, 2001, p. 9). With that in mind, we have clear understanding at this point that being a teacher needs more than pedagogical expertise. In fact, to stand on what our students really need is as crucial as it should be as in approaching the goal of teaching a language: to humanize the humane side of the humans.

THEORIES ON COMPOSITION PEDAGOGY

The idea of teacher-do-first method in teaching English writing is started from the idea of teaching martial arts, or *silek*, method. As the traditional arts in the land of Minangkabau, the *pandeka*, or the great teacher of martial arts, show what it means to learn the arts and to what purpose the students learn the art. Students cannot possess the ability to master martial arts movement if they do not have a teacher teaching them how to do it well. Therefore, teaching writing in this case is similar to teaching martial arts. We need to show them how we write and then we invite them to write their own opinion or argument in their writing within acceptable standards on academic writing. Likewise, “writing pedagogy arguably begins [...] with your answer to the question of the meaning of life” (Lynn, 2010, p. 257). Lynn points out that our life has become the foundation for what we write. When a student knows exactly the purpose of writing and in which ways fit in with the students themselves, they will blossom in their writing eloquently afterwards.

In line with above way of looking at learning writing, as centuries move from year to year, writing emerges into being as most scholars in the West known as composition. This field of study, when it is combined with educational understanding, we come to a point where we have theories on composition pedagogy. Recently, the learning of writing and writing as a discipline have received great amount of combination with other fields of study. In other words, “...composition theory had also determined that writing itself could be continued more broadly by discourse, language, or rhetoric, thus offering even more ways to expand the range of issues the field could raise” (Sanchez, 2005, p. 96). Composition pedagogy touches more other fields than it did previously. In addition, when we view it from the current issue of teaching with technology, we know that internet has provided us with a lot of information and all what we need for what we want to write is there. As a new theory on composition pedagogy, teaching writing with technology sees that the web, blog, and the like are essentials media for students to expand their writing. They can have automatic understanding of what it means to write well communicatively on internet in English. In essence, “the Web as a fairly new technology certainly opened up a conversation about audience and grounded it in specific, concrete space—students could point to exactly where their work was going to be published and used, and they had clearly and specifically defined their audience” (Webb-Peterson, 2002, p. 459). The writer has performed this teacher-do-first method in the classroom and the outcome that the writer reached is that the students have interesting ideas to share with their peers and the way they

argue has uniquely improving from time to time, despite the fact that one or two students in the classroom submit their assignments late due to the burdens of doing assignments of other courses they take.

As a comparison, in the United States of America, as a country that has the liberal education, sees that students' writing "relies, in short, on whom [the students] have heard of and whom they have heard out" (Bialostosky, 1991, p. 14). This condition is similar to Indonesian students who at the beginning of their writing process, they select us their role model in learning. They hear us and put what they hear from us as the alternative answer of what they have in mind of questions they feel hard to overcome. Pedagogically, we can provide them with relevant reading materials as the supplemental materials, but still, what they see from us is what matters to them. Therefore, what we teach to them in theory of writing is unnecessary compared to teaching them directly by showing them how to write. This method is in sequence with the process approach in teaching writing. However, the most important thing to bear in mind in relation to teaching writing within the process approach is to motivate students to write topics that they know very well (Au, 1993, p. 160). In short, we have to put ourselves as the open doors for them rather than being a window that provides everything but lock them away from playing outside in teaching writing – to be free.

RESEARCH METHOD – IN SIMPLISTIC DESCRIPTION AND THE DATA

Assuming the "dynamic reality" of what teaching English writing means and how it relates to the observation technique as well as the particularly "naturalistic and uncontrolled" data (Blaxter, Hughes, & Tight, 2006, p. 65) are the foundational characteristics of the research reported in this article. Besides, methodologically wise, "the observation method involves the researcher in watching, recording, and analysing events of interest" (Blaxter, Hughes, & Tight, 2006, p. 178). Meanwhile, Kothari mentions that the observation method "implies the collection of information by way of investigator's own observation, without interviewing the respondents" (2004, p. 17). As a way of collecting the data, the writer uses random sampling to select four students' writings from almost 162 students registered in four classes: 2015 A, B, C, and D. Their expression in a few sentences are taken in order to flow with theories being used in this article to discuss about teacher-do-first method taken from various lenses. The point is that this article is contemporary research article in composition studies where the sources of data are the students' writings and the instrument is the writer himself as a practitioner in English Education Study Program at one private institution in Indonesia.

DISCUSSION AND STUDENTS' WRITINGS

In this discussion session, the writer incorporates four samples of students' writings that had been taken randomly from four classes: 2015 A, B, C, D. Each of these classes has Writing 1 course as a compulsory course in the second semester. The four samples of students' writings in this session are used as source of data in which the data are in the form of how unique students can argue about different matters related to their country. Dealing with teacher-do-first method, the students' writings are the exact samples of what the students can write after seeing how the writer wrote in the writer's writing style. Afterwards, the students are required to find their own way in constructing their own writing. In this context, the writer views that learning a foreign language is similar to learning how to process the acquisition of a language. The method that the teacher applies in the classroom indirectly influence how the students acquire the language. This connection resemble the image of how symbolic a language is. Likewise, a language is seen as symbolic action from Burke's perspective (Warnock, 1998, p. 10). Burke mentions clearly that in order to get the students grasp the language, very important it is for us to engage them with what they learn. Undeniably, we should engage the students with their own writings as a way for us to help them strengthen in which part of their writing that should be made more appropriate for readers. Besides, Chomsky theorizes that "...students learn by doing and then by extrapolating principles from their activities" (Lunsford, 2011, p. 281). In the theory of cognitive development, our students learn very much from doing something rather than being told for what they should do orally. As a matter of fact, the common premise that is

known widely in relation to teaching writing as a process is “that there are many different ways to get from a blank piece of paper to an effective text” (Charney, 2002, p. 92). To the writer’s opinion, one of the ways is to let the students to write down what they think about what happens around them while at the same time, we discuss with them how they should compose their writing so that their writing has stronger responses and acceptable values in their readers.

The first datum is reflected from Ananda Juwita’s writing. She wrote her paragraph by entitling it as “Facebook for Revenge.”

Facebook is a website that use to communicate, but nowadays many people use Facebook for negative thing. For example to revenge. Lately on Facebook spreading a photo elementary school girl with her boyfriend in a room without any cloth.[...] You need to be careful when you use a media, not just a facebook, but all of media. Take the positive thing and leave the negative thing.

As we could read in Juwita’s writing, she had a strong point of view about Facebook because she had used current issue emerging on Facebook as an example to support her argument. In the last two sentences of her writing, she begins her statements on how readers should avoid using Facebook for negative purposes. Using online social media might have its own risk, but then we also be aware that the positive things could also exist in it. The point is that we need to use it wisely. Following what we read in what Juwita has written on her writing, we begin to see and understand that as the English teachers of writing, we should recognize what our students really want to say. In the same way, we also show them how we write down our ideas on the projector. We should link our laptop to the projector and start writing. If we write a longer essay, for example, we can show them one at a time until we come to a point where we finish our writing and show them the product. Therefore, the students know that the sophisticated writing requires demanding process. In so doing, furthermore, “process practitioners” demand on believing that “craft, voice, and technique” could lead to “lively, engaging, dynamic, strongly voiced student essays” (Tobin, 2001, p. 5). The craft that we show them, the voice that we lead them to have on their writing, and the technique we apply in teaching them are essential components for us to reach. One of the methods discussed in this article that fits in with this reaching goals in teaching is teacher-do-first method.

The following passage is a written product of Egi Pratama Putra who took Writing 1 course at the college where the writer serves as an English teaching staff. Putra constructed his writing within the descriptive genre, but at the last part of his writing, he emphasizes stronger arguments on how local government should deal with the flood disaster.

Heavy rain cause flood in Padang and around the city. On Tuesday March 22th 2016, the flood occured in most of the places and block around the Padang city. It begin from Monday night about 10.00 o’clock the rain came down and be heavier than before and does not stop about 3 or 4 hours in that night. At 12.00 pm until 03.00 am water got in to hours of people, the floor and many things on it getting wet. [...] Therefore, Government of Padang city especially Department of Environment must make new rule for threw rubbish in any place because that thing making or block water through around or under the street and main street and finally the city can occure flood by getting much water especially in lower places.

From what we see on the structure of Putra’s writing, we see that he has an argument to say. His vivid description on how the flood happened show that he has the voice. In this case, in theory of composition, we know that “voice and style” are two crucial elements that make up writing to be called as good (Broomley, 2007, p. 210). Syntactically speaking, his writing uses complex pattern and the sentences are longer compared to Juwita’s sentences in the first sample. However, the writer sees that Putra has a style. All he needs is further revision in a way that we could make his writing straight to the point and the sentences are more effective.

Based on what we could reflect from the two samples of students' writings above, we realize that a writing is created by the influences of the social background of the students themselves and that can influence students' ability on composing a good writing. Putra has his own views toward the flood issue and Juwita has her own views as well on the Facebook cases. When we link this phenomena to composition theory, we know that society and culture are two stronger influences in shaping students' writings. In line with the nature of writing ability, "...it is important to view writing not solely as the product of an individual, but as a social and cultural act" (Weigle, 2002, p. 19). Therefore, to assess the quality of the students' writings as what Putra and Juwita wrote above, we should look at the perspective of the students and then we can assess the construction of their writing. We view it from the inside. The reason of why we need to be careful in assessing our students' writings after we show them the way we write is that it could lead to good teaching, which is very important for teaching and learning English either as a foreign or second language (Matsuda, 2012, p. 6). In the same way, what counts a "good" in writing classroom is relative and it "contextually determined" (Hindman, 2002, p. 404). At this point, showing them how to write means that we lead them to get their own voice in writing. We teach them the process by applying the teacher-do-first method, but at the last stage of assessing students' writings is that we need to have the context clearly negotiated. They, of course, write in English; however, we expect them to write what they want to write instead of asking them to write what we want them to write.

Our discussion now is closer to the distinctive term in composition, which is known as "voice." "Voice is the distinctive sound of the writing—the presence of the writer as perceived by the reader" (Dietsch, 1998, p. 72). After reading the draft of our students, we should automatically recognize the voice that they have. The following third and fourth samples resemble stronger points of views on different perspectives on different topics of writing. The third sample of students' writings that has personal voice is written by Febri Dila Yutesa. She wrote her experiences dealing with pickpocket in the place where she lives. The way she elaborates the idea is by providing vivid illustration on what, how, and why pickpockets, or thieves, could emerge in Pasar Raya Padang.

People who live in Padang city fidgetly by the pickpocket around of traditional market "Pasar Raya." Every day, many people report to the police about their losing wallet or money. The people should be careful when they go to traditional market because there are many pickpockets around of buyers and sellers. [...] Moreover, going to traditional market should bring friend or companion because it can diminish the stranger people comes closer. Bringing friend also help you to carry something that you buy. In conclusion, the people who comes to traditional market "Pasar Raya Padang" should be careful because there are many pickpockets prowl around.

Yutesa used descriptive style on her writing, while she also applied the persuasive style in writing about the caution of pickpockets in Pasar Raya Padang. All these aspects resemble how unique she composed her writing. However, one thing we need to remind ourselves: we should be careful in assessing our students' writings. The following statement gives a clue to how we should see from our students' writings after we teach them on teacher-do-first method: "Our students know only too well that the way of life that, despite all the rhetoric of individual choice, demands they take their place in line. The question is whether composition teachers can position themselves so that they do not further prevent individual expression" (Worsham, 1991). It means that as the instructors of English writing either in university or school levels in Indonesia, we should locate ourselves in position that is best for supporting our students' writing process. The reason is that teacher is the key component in the English composition classroom (Johnson, 2002, p. 211). It is no longer necessary to locate ourselves merely as scorer, but instead, locating ourselves as the first person who leads the students to their truthful voice.

As this article addresses on the issue of teaching through process approach, writing, as it is seen in the post-process era through Atkinson, is “a highly cognitive, individualist, largely asocial process” (Atkinson, 2003, p. 10). Thus, when we apply the teacher-do-first method in our class, we basically try to frame our students’ writings into their personal type of writing, which still holds the basic foundations of academic writing in English. We show them how to write, but it also is our responsibility to show the acceptable rules within English academic writing. For this matter, we certainly realize that we must be the active writers, although we should not have to be the professional writer. At least, becoming proficient writer is more than enough to show our students the value of writing well in English. The differences between proficient writers and less-proficient writers in relation to the composing behaviours is that the former “concerned with higher levels of meaning along with surface level” while the latter “concerned with vocabulary choice and sentence structure” (Gebhard, 1996, p. 236). Besides, the proficient writers “have a sense of audience” while the less-proficient writers “have vague or little awareness of audience” (Gebhard, 1996, p. 236). With these distinctive items, we now are sure that we teach our students to be the proficient writers, while indeed, the process approach is crucial in order to reach this goal. Hence, teacher-do-first method is one way that leads to the mastery of writing for our students. Meanwhile, “the best way to move students into conceptualization and analytic and synthetic modes of thought is to create assignments and activities which allows students to practice or exercise themselves in these modes continuously” (Lunsford, 2011, p. 283). What Lunsford emphasizes is that the process of teaching and learning English writing need rigorous amounts of writing practices. Theories should be lesser than the practice components in English writing classrooms.

The next sample of students’ writings is taken from the argumentative piece of writing written by Rafika Saputra. His writing concerns on the issue of LGBT that is widely known in Indonesia recently. Although this issue is no longer a new thing for students studying in the United States, Australia, or United Kingdom as the core places of where English being used widely in society, but for Indonesian students, this topic is new. Saputra shows us how he has his opinion well-enough and it is supported by the religious standpoint, which is common for most of Indonesian students.

Maybe be present irregularities that occur among Indonesian society, as in hearing now that LGBT. LGBT is a disease and is classified in an unhealthy lifestyle, very bad environmental influences determine the attitude of the behaviour, caused one influence media. This problem may no longer occur but so conversation again. As more and more people say he was part of the LGBT, especially with the same-sex marriage. Same-sex relationships are prohibited by religion and a sin big, to overcome the disease is necessary LGBT awareness of their hearts, that they run behaviour is a sin.

In America, the type of writing that is written by Saputra tends to be seen as too personal and the quality of arguments is seen as very limited because it only deals with perspective of one religion. However, when we look at this writing from the perspective of composition pedagogy, we are reminded that: “often teachers must earn the respect of students of diverse backgrounds by presenting themselves in a manner consistent with students’ perceptions of what it means to act like an authority figure” (Au, 1993, p. 82). Au strongly invites us as the English writing instructors to move away from our social background and try to see clearly from the students’ standpoint. To have dispute with students on topics that we actually, maybe, in supporting position, while the students are on the contrary, that will lead into confusion in the students and they will face fear in writing. The same thing when we teach with computers. What the students write and all dictions that they have, no matter how simple they might be, we need to support it. “Students appreciate being given a voice and asked for their opinions” (Strickwerda-Brown, Oliver, & Hodgson, 2008, pp. 40-41).

As a matter of fact, teaching with computers is also demanding task for English composition teachers in this era of “emerging technologies” (Alexander, 2006, p. 49). If we

focus too much on what we want to hear from our students' writings, we actually have failed them to a degree where they have fear to say their opinions. Teacher-do-first method simply means that we show them how we write and how we move from one point to another point. We should avoid asking them to imitate us, but we should lead them to be on their own way. From another point of view, "literacy requirements have changed and will continue to change as new technologies come on the marketplace and quickly blend into our everyday private and work lives" (Luke, 2000, p. 71). All what it deals with writing, it also deals with reading, and the ability to mention the arguments with acceptable rhetorical apparatus. If we are good enough in arranging the classroom, we basically are also successful in leading our students to achieve their own outcomes in learning English writing. Besides, "the success of technology use in the writing classroom always depends on the assignment and the teacher's guidance" (Craig, 2013, p. 97). The role of the teacher is crucial; however, it should mean that the center of the classroom is the students' writings, not the teacher. "A text and what student writers do with the production of a text are always at the centre of writing instruction and assessment, regardless of the medium used" (Penrod, 2005, p. 28). Teachers need to be balance in terms of giving "the space to construct [students'] understanding" and providing "support [the students] need for further growth in literacy" (Au, 1993, p. 39).

The dilemmatic condition in Indonesia in this era of information technology is the loss of English subject at elementary school. The government demands citizens to revise the curriculum. Consequently, many of the students will face trouble process of acquiring English. Beyond that, as a country in Asian region, Indonesia faces an unnegotiable demands of English proficiency tests. "...Asian countries continue to be judged by standards that they had little role in formulating, and that may not be appropriate for them" (Kymlicka, 2005, p. 55). With that in mind, we begin to understand that Indonesia, as a developing country, is forced to be as equal as the developed countries. However, on the context of learning English writing, both of the nations are facing the same problem: the demand of strong literacy establishment.

CONCLUSION

The last destination of our discussion on teaching English writing within teacher-do-first method is that we should emphasize more on the aspect of showing the students how to write. We also need to be aware of how complex it is for the EFL students to compose a piece of writing. Appropriate assessments are demanded at this point. Above all, again, as Peter Elbow claims, we should help the students find out their voice—as what we see from Juwita, Putra, Yutesa, dan Saputra—so that their writing can blossom in all rhetorical situations for their targeted readers.

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USE OF TECHNOLOGY FOR EFFECTIVE LANGUAGE LEARNING: INDIAN EXPERIENCE

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ABSTRACT

Language impacts thoughts. Thoughts control expression. Use of a right word at the right place results in fluency, which in turn helps one acquire better communication skills. Knowledge of more languages broadens one's horizon of awareness offering multiple options in selecting mode of communication -- verbal and non-verbal. Speech and written patterns do enable one to communicate in a facile manner on account of linguistic proficiency. Language technology refers to information technology and the tools used for communication. It is not confined to just the oral or written pattern of interacting with people. In multilingual contexts use of technology in teaching languages is immense. Use of multimedia, social media and a variety of resources elevate levels of teaching and learning languages like English. Technology is used in speech recognition, speech synthesis, fusion and retrieval of information and in translation studies. Judicious selection of tools and methods in teaching English by the teachers empower students to enrich their communicative competence. This paper seeks to delineate use of technology in ELT class rooms in India to make teaching/learning English livelier.

Key words: *Technology, Language, Methods, Multimedia, Empower.*

INTRODUCTION

This paper proposes to discuss the basic requirements to enrich competence of teachers in using technology to teach languages. Methods and goals of teaching English language using technology are explored, in order to empower students, enhance their communication skills and use English to enjoy better living conditions and elevated status in society.

language and technology

Language impacts thoughts, which in turn control expression. Clarity in expression and impressive vocabulary enable one immensely in interpersonal communication. Use of an apt word at the right place results in fluency, enabling one to acquire better communication skills.

Knowledge of more languages broadens one's horizon of awareness offering multiple options in selecting mode of communication. Speech and written patterns do enable one to communicate in a facile manner on account of linguistic proficiency. Awareness, knowledge and skills assume significance in intercultural communications.

English is a global language used in a majority of countries in the world. In India it is no longer viewed as a foreign language. It is used extensively in education, administration, commerce, trade and diplomacy. Command over the language empowers the teachers and the learners in excelling in their respective academic pursuits.

Technology is not new to man. It can be viewed in myriad forms in nature around. Language technology refers to information technology and the tools used for communication. Use of technology to communicate is not confined to human beings alone in the universe. Animals, birds and nature have inspired man in numerous ways. Yet, speech is singular to human beings and the best mode of communication. In multilingual contexts use of technology is inconceivable.

English language teaching/learning acquired supreme eminence in the changed global order. In a uni-polar world, where the language empowers one beyond bounds, it has become mandatory for the teachers to become technology savvy and fine-tune their methods of teaching accordingly. Teacher literacy and love for innovative techniques of teaching not only enliven classroom environment but enthuse the learners to evince keen interest in the proceedings taking place.

In the twenty first century use of multimedia, social media and a variety of resources elevate levels of teaching and learning languages. Language games make communication in class room livelier. Computers are used to contact, share information and supervise organisational operations in a more dynamic, level-headed manner. Use of technology in content management has proliferated beyond comprehension.

Offering inputs to the teachers of English as regards language technology and use of necessary tools is imperative. A well trained teacher is like a highly motivated sprinter desirous of demonstrating his competence. Socio-cultural aspects which generally hamper or boost a teacher's capability to deliver goods, take a back seat as technology and appropriate tools make no such distinctions normally found everywhere. Thus, a harmonious, healthy learning environment can be created for the benefit of all the concerned.

Audio-Visual Aids:

In the tradition bound learning environment, O.H.P s[Over Head Projectors] were commonly used to teach science subjects. Very rarely language teachers had access to them. Slide shows using appropriate equipment made way to raise level of teaching/learning. English films were shown to students, basically to offer relief from routine learning and also to familiarise them with the use of the language, especially pronunciation.

As distance- learning mode was introduced subsequently, using Radio first and Television next were opted to teach and reach diverse segments of students spread across the country. In institutions selected as study centres to conduct contact programmes and discuss finer aspects of learning English, audio cassettes and video cassettes were used to teach, demonstrate speech patterns and nuances of pronunciation of the language.

Radio:

Radio has been a major source of communication. While the shape, size and function of radio have undergone unimaginable transformation, the basic function of communication and dissemination of information has made radio relevant even today. Ham radios are of great significance in moments of disasters and natural calamities in establishing a link to contact and learn extent of damage done and quantum of help needed.

Radio was a source of entertainment, edification and education once. While it was beyond the reach of common man then, rapid progress in the fields of space technology, use of satellites for communication and broadcast, internet and gadgets like mobiles have made it offer services in a different manner. Community radios still are useful in backward and rural settings for sharing information and educating farmers, student community and working class.

Educational programmes make radio relevant even today. There was a time when Sanskrit lessons were broadcast over the radio. Programmes suitable for children, youth, women and rural folk were tailor made for sharing information. Radio lessons were a big draw those days, specially language related content had many avid followers. Strange situations may also arise when radio stations are asked to broadcast language lessons like English for specific groups. Decline of patronage and low penetration figures for certain regions suggest that radio is not favoured as a tool of communication, as earlier. Interactive learning also is a promising possibility. BBC broadcasts enable an India learner of English hone his listening and speaking skills. Advertisements over radio encourage budding creative thinkers blossom fruitfully. New terms, attractive word formations stimulate interest in learning a language like English enticingly.

Refashioning available data or content to be broadcast and uploaded on 'Youtube' or podcasts appears more pragmatic and desirable in changed context. Languages like English are better suited for the purpose and designing programmes like 'phone-in ' may serve as interactive learning strategies to master a language like English.

Television:

Television has come to occupy an important place in every household across the world. It is a major source of entertainment with multiple channels telecasting various programmes round the clock. However, it has also been used as a means of disseminating not only information but educational content too. Access, reach and mass appeal make it an attractive mode of educating

people in developing countries. In India too 'Country wide class room' programme became very popular and a vital component of distance learning mode of education.

Content development is cardinal to any educational activity. It becomes at times expensive in the case of designing suitable lessons or content to teach a language like English through TV in countries like India. Audience may not have equipment to record or preserve telecast lessons. Mostly a programme is viewed and remembered with the help of study material provided in print.

Dedicated satellite channels/service like **EDUSAT** have potential in reaching large audience, including teachers of languages. How much awareness is created is a matter of conjecture.. Telecasting films in English and famous scenes/ episodes from great classics make learning a language like English through the medium of TV more engrossing activity, irrespective of age of learners. Programmes like 'What's the good word', language related 'quiz' contests and 'dumb charades' make learning a language like English more attractive and purposeful. Pronunciation and cultural aspects of English and the native speakers do equip a learner in knowing nuances of the language and its usage.

Computer:

Computer was once viewed with awe and common man had no access to it. Initially it's use was confined to offices, organisations and research laboratories. Slowly it moved into homes and today has become an indispensable accessory for communication, entertainment and preserving vital data related to professions, personal documents and creative output of individuals. From Desktop systems to Laptops, and then Tablets have become a part of modern day citizen's accessories in India. Teachers have been encouraged to familiarise themselves with the basics of computer and its use, so that computer based teaching has become an integral part of present education system. 'Digital Literacy' has become absolutely essential for a teacher to effectively discharge his duties. 'Language Labs' are built in every educational institution to effectively teach a language like English to rural and urban students. As a matter of fact, urban learners have better access to computers and use of the gadget does not pose any challenge to them in learning their lessons. Special care and affectionate treatment do endear a rural learner to computers and slowly he sheds his fear and inferiority complex in handling the system. Internet has virtually reduced the world to a village. Virtual classes, webinars, on line presentation, interactive teaching, teaching / learning pronunciation, correct intonation etc can be carried out using computers in language teaching.

While it can be appreciated as to the inconceivable benefits of computer in teaching English, one has to admit that writing skills suffer to a greater extent, as computer based language learning helps only in listening, speaking and reading skills. Use of social media results in creating morphological distortion of English words.

Use of Social Media:

Social media has its impact on man's life cutting across the continents. IT revolution has totally changed life style pattern, communications and inter personal relationships. 'Networking' is the key word in this context. Rapid strides made in use of technology create fervour and fear at the same time. Misuse of social media can lead to disastrous consequences, endangering personal safety, reputation and social status. Hackers can ruin lives and cause irreparable damage to the interests of industrial or business establishments. Local circles are formed to bring people together to discuss their grievances and requirements, making a concerted effort for redressal and realisation respectively.

Every state and Central government department has created its own data base, and mode of contacting and learning public demands to run administration as smoothly as possible. Public Learning Network (PLN) makes use of platforms like Facebook, Twitter, LinkedIn and WhatsApp to share ideas, problems and information. Major benefit of social media platforms is that if one individual is informed or gets involved in any issue, within minutes global response, support or condemnation follow with lightning speed. Teachers of English are said to be best users of social media both for personal and professional networking and realise goals set as needed.

WORLD INTERNET USAGE AND POPULATION STATISTICS

June 30, 2012

World Regions	Population (2012 Est.)	Internet Users Dec. 31, 2000	Internet Users Latest Data	Penetration (% Population)	Growth 2000-2012	Users of Table %
Africa	1,073,380,925	4,514,400	167,335,676	15.6 %	3,606.7 %	7.0 %
Asia	3,922,066,987	114,304,000	1,076,681,059	27.5 %	841.9 %	44.8 %
Europe	820,918,446	105,096,093	518,512,109	63.2 %	393.4 %	21.5 %
Middle East	223,608,203	3,284,800	90,000,455	40.2 %	2,639.9 %	3.7 %
North America	348,280,154	108,096,800	273,785,413	78.6 %	153.3 %	11.4 %
Latin America / Caribbean	593,688,638	18,068,919	254,915,745	42.9 %	1,310.8 %	10.6 %
Oceania / Australia	35,903,569	7,620,480	24,287,919	67.6 %	218.7 %	1.0 %
WORLD TOTAL	7,017,846,922	360,985,492	2,405,518,376	34.3 %	566.4 %	100.0 %

NOTES: (1) Internet Usage and World Population Statistics are for June 30, 2012. (2) CLICK on each world region name for detailed regional usage information. (3) Demographic (Population) numbers are based on data from the [US Census Bureau](#) and local census agencies. (4) Internet usage information comes from data published by [Nielsen Online](#), by the [International Telecommunications Union](#), by [GfK](#), local ICT Regulators and other reliable sources. (5) For definitions, disclaimers, navigation help and methodology, please refer to the [Site Surfing Guide](#). (6) Information in this site may be cited, giving the due credit to [www.internetworldstats.com](#). Copyright © 2001 - 2013, Miniwatts Marketing Group. All rights reserved worldwide.

“If we take a look at the statistics relating to internet usage and penetration pertaining to June 2012, we can appreciate the rapid growth of social media. If we compare the latest data (2012) relating to the world internet usage with the situation almost a decade ago, there is substantial increase of about 560 %. Still, the penetration of the internet in the total population of the world is about 30 %. In Asia, internet use has grown by over 840 % in this period. 23.62 % of internet users in Asia are using Face book also. In Asia, the number of internet users is almost 44.8 %, but in India there are only 11.4 % internet users.”[Hazela S.C., etal,2016]

Internet and its wide ranging utility:

Blog:

A Blog isa site where discussion or exchange of views are posted. Personal blogs are maintained to post and share one’s own literary, academic or professional work with friends and all those concerned. A blog is a combination of text, images, links to the blogs of friends and familiar people. A teacher may use a blog as a source of instructions, to send messages, conduct tests, evaluate and discuss with his students. These are known as edublogs. A blog is a truncated form of ‘weblog’. Several types of blogs are used to serve different purposes.

Facebook:

“Facebook is awesome. Since its launch, it has completely changed the way we think about interpersonal communication. It has revolutionized friendships, and enabled us to stay connected with many more effectively than we were ever able to before.” Alex Cox, *The Essential Facebook Handbook*,2013 qtd in Hazela,S.C etal 2016.

Use of Facebook changed pattern of relationships, reach one can aspire for besides radically transforming English expression, spellings and word formation. Purists may not approve it, but like a river a language undergoes change of course, gaining in magnitude at times, slackening at times. The flow continues, cleansing cobweb ridden corners.

Mobile:

Mobile phone penetration is perceptible in India. It is quite common for people to have more than one mobile connection. English language teachers have good access to this tool. Use of mobile internet as part of their daily life is on the increase. Teachers have greater level of familiarity with using mobile phones than using personal computers. There is no definite information about use of mobiles by private and government sector teachers. Connection type, use of mobile internet, use of micro-SD cards and use of educational mobile applications help in accessing information. Mobile may be used to interact with teachers, co-learners, both for resolving personal and academic problems. It stimulates creativity among learners of English. How the tool is used more efficiently depends on the teachers. Networking may be encouraged by creating learners' groups in WhatsApp. Text messaging enables facile communication, in augmenting vocabulary and simplified modes of testing/teaching grammar, empowering learners with adequate expression. Question and answers through voice mail or text messages extend autonomy to learner. What may not be asked directly in the presence of the teacher may be asked through the tool. It helps in shedding inferiority complex. Greetings, responses, sharing of information, apologising for inappropriate behaviour or comments go a long way in fine tuning social behaviour and character building. Browsing using internet through search engines like google equip a learner with audio-visual data about cultures, history, geographical details, linguistic nuances etc. Effective use of Youtube provides entertainment, educational information and opens up a whole gamut of new experiences in learning languages.

Applications:

Extensive use of Internet, WWW, search engines like Google, Lycos etc have made availability of information faster, comfortable and convenient to read, preserve and retrieve. Proper software is required to browse, navigate, filter and process the information sought by the teachers/learners of English. World wide web can be mastered with the aid of multilingual tools. Technology helps one in numerous ways, such as Speech Recognition, Speech Synthesis, Text Categorisation, Text Indexing, Text Summarisation, Text Retrieval. Technology can be employed to extract information, data fusion and text data mining,

Translation Technology:

Machine translation facilitates work of human translators. Large chunks of expressions, words, equivalents etc make a translator's job easier. This becomes all the more helpful in translating texts from other European or Indian languages into English or vice-versa.

Linguistic Applications:

Highly useful tools make teaching/learning a language like English a pleasure. Linguistic knowledge resources are available like dictionaries, morphological, syntactic grammars, norms or rules for semantic interpretation, pronunciation and intonation.

Emma Segev who won British Council Teaching English blog award, shares her ideas for learning English on the go. As she advises some of the following applications available free may be considered while teaching a language like English. [<https://www.britishcouncil.org/.../mobile-learning-improve-english-anyti...>]

British Council apps offer a huge choice for smart phones. One can look at the options on their webpage and download the apps on Google Play, Apple's App Store or using a **QR code Opens in a new tab or window**. The learners may love 'Johnny Grammar's Word Challenge' - it's a fun way to improve grammar.

Duolingo : It is a wonderful app that has just won the 'Best education start-up award'. It's designed like a game and is pretty addictive. It's free, contains no adverts and is very effective.

Two min English: It is free, has no adverts and contains more than two hundred two-minute video lessons on a variety of topics e.g., social English, business English, travel English, common mistakes in English, idioms and phrases.

Game to learn English powwbox : It is a multi-level game, once downloaded it appears as English tracker. The first three levels are free. The learner has to spot the mistake - if one gets it wrong, he/she receives a clear explanation. It's fun and easy to play.

Real English: It offers a variety of apps at different levels: Business and conversation apps at beginner, intermediate and advanced levels. The apps are free, but they do contain adverts. Each app contains 20 lessons that focus on specific grammar/vocabulary areas. Each lesson is made up of five parts.

Ipadoio : It lets one record up to 60 minutes of high-quality audio. Learners can then add titles, descriptions, images, and geo-locate their recording before instantly uploading to their **ipadio.com** account or cross-post to their Twitter, Facebook or blog.

CONCLUSION:

Technology changes everything, including life. Using it the teacher can reach out to the learner and perform many tasks. Language class-room becomes learner-centric. It stimulates creativity, helps shed inhibitions, forges relationships, and enhances awareness about individuals and the world, promoting full-fledged development of learners. Subtle yet significant problems posed in learning pronunciation of certain terms and expressions in English can be effectively resolved using technology. Extensive use of social media may result in creating a new variety of English spellings, shortening, omitting, blending, distorting at times formal spellings normally learnt in a class room. Every generation creates its own language formats required.

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NEEDS ANALYSIS IN DESIGNING A SELF-ASSESSMENT MODEL FOR EFL ACADEMIC WRITING CLASS

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ABSTRACT

This study is aimed at revealing the students' and teachers' needs as the bases of developing a self-assessment model in EFL academic writing class. It was conducted at the English Education Department, University of Pancasakti Tegal in the odd semester of the academic year 2015/2016. 30 students of the fifth semester, four writing lecturers, and the principal of the department were involved as the participants of this study. The method of collecting data was derived from a questionnaire, classroom observation and focus group interview. The results showed that the students' perceptions about the academic writing classess they attended, their problems and ways to cope with them, as well as their comprehension on self-assessment in writing were explored to formulate the design of a self-assessment model as one of the alternative techniques that could be implemented in academic writing class. The self-assessment model that would be developed, should contain instruments which enable to measure both cognitive and metacognitive aspects in order to promote learners' autonomy.

Keywords: Needs analysis, self-assessment, academic writing

INTRODUCTION

The task of language education is then to help learners develop self-reliance and autonomy, which will enable them to communicate successfully in international settings. Learner autonomy is therefore one of the issues that needs to be addressed when the focus is on the learner in present day ELT. (Illes, 2012, p.506). One of the ways in promoting learners' autonomy in EFL writing class is self-assessment. Learners are engaged in reflective practices when learning through such an assessment. Self-assessment is a key issue in autonomous learning. It enables students to set goals and to monitor and evaluate their own learning. According to Pierce and O'Malley (1996, p.151), self-assessment encourages the type of reflection needed to gain increased control as a writer. Students need to be able to appraise their performance accurately for themselves so that they themselves understand what more they need to learn and do not become dependent on their teachers. Brown (2004, p.270) said that self-assessment derives its theoretical justification from a number of well-established principles of second or foreign language acquisition. The ability to set one's own goals both within and beyond the structure of a classroom curriculum, to pursue them without the presence of an external prod, and to independently monitor that pursuit all keys to success. According to Blanche and Merino (1989,p.313) in Oscarson (2009, p.63), self-assessment accuracy is a precondition for learner autonomy.

The concept of self-assessment is *reflectivity*. While the underlying theories are two forms ofconstructivism (cognitive and social constructivism), and social cognitive theory. Reflexivity is the central concept of self-assessment. It is about how we learn to regulate and reflect what we learn. It is a central concept to self-regulation and self-reflection (Oscarson, 2009, p.33). Constructivism is a theory of human learning. Theory teaches a person to function or to reach a function to be a whole person (Brown, 2000, p.89). Cognitive constructivism views that self-regulated learning emphasizes on a cognitive scheme. Social contsructivism views knowledge as something that grows and develops due to the interaction between the teacher and the learner in a social environment. While social cognitive theoryemphasizes on the notion that individuals have a system of beliefs about themselves that enable them to control their actions. It has been influential in research on social factors in self-regulation, which focuses on interdependent personal, behavioral and environmental influences (Zimmerman, 2001, p.19).

This study presents needs analysis in designing a self-assessment model for EFL academic writing class. The results of the needs analysis in this study are used as the turning

points to the development of a self-assessment model as a method of instruction in academic writing class intended to promote learners' autonomy.

METHOD

The needs analysis of this study was conducted at the English Education Department, University of Pancasakti Tegal in the odd semester of the academic year 2015/2016. The participants are 30 students of the fifth semester who attended academic writing classes, four writing lectures and the principal of the department. The data of this study were gathered from a questionnaire, classroom observation, and focus group interview. The questionnaire was designed to find out the informations from the students. It consists of three sections. Section 1 contains 12 closed statements to figure out students' perceptions on the academic writing classess they attended. In this part, students wrote their answers in scale 1 – 4 indicating different type of responses (1=strongly agree 2= agree, 3= agree somewhat, and 4=disagree). Presented in section 2 are 5 open-ended questions indicating students' problems in learning academic writing and their expectations on learning the subject in the future. And section 3 presents 5-open-dended questions indicating students' perceptions in learning academic writing through self-assessment. A classroom observation was conducted to find out the existing models, methods or techniques employed in academic writing classess. Four classess of academic writing were observed in terms of methods of teaching and assessment, the course materials, and the role of teachers as well as the students in carrying the lessons. And focus group interviewwas conducted to the team of writing lectures and the principals of the department relating to some issues: (1) the existing models used in academic writing instructions, (2) the problems commonly faced by the students in learning academic writing particularly essay writing and some alternative solutions that might help and (3) the type of self-assessment model as an alternative method in academic writing class.

FINDINGS AND INTREPRETATION

The results of the questionnaire throughtout the students are figured out in the following table.

Table 1. Results of Needs Analysis Questionnaire.

No	Items	Total Scores	N	Average
1	The instructional goals were communicated thoroughly	76	30	3
2	The materials contained much weight	75	30	3
3	The materials were easy to follow	72	30	2
4	The presentations of materials were structured and systematic	74	30	2
5	The presentations of materials were interactive	57	30	2
6	Students were assigned to do more writing exercises	54	30	2
7	Students learned writing process	67	30	2
8	Students figured out their problems and shared with others	76	30	3
9	Students gathered feedback from others	73	30	2
10	The class made use of technology such as computer and internet	85	30	3
11	Learning outcome was shared	69	30	2
12	The class motivated students to write better	80	30	3

As shown in table 1, relating to their learning experiences in academic writing classes, students had two kinds of responses: agreed and agreed somewhat. Students agreed with the statements no 1, 2, 8, 10, and 12. However, they agreed somewhat with the statements no 3, 4, 5, 6, 7, 9 and 11. These results were then discussed with the students for further implications. The result indicates that at the beginning of classes, students agreed that teacher delivered instructional objectives thoroughly. They knew what to be achieved in attending academic writing classes. However, they agreed somewhat that the materials contained much weight because teachers used many sources with different level of difficulties so that they were considered uneasy to follow. Accordingly, the presentations of the materials were less structured and systematic. The writing process was inadequately used as an instructional approach. Students were only asked to generate, organized ideas and make outline of their writing, without having more practices on editing and revising their writing. Relating to the problems faced, students agreed that they had more chance of figuring them out and sharing with others. But, they gathered enough feedback nevertheless. Moreover, students agreed that teachers more

focused on presenting the learning materials rather than assigning students to do more writing exercises. Furthermore, students agreed that the use of technology such as internet was considered important as they could search a lot of sources to develop their writing. Learning outcome was not adequately shared in the classroom so that many students were not able to figure out their strengths and weaknesses in learning to write essay in particular. In addition to that, the classes motivated students to write better. Meanwhile, an open-ended questionnaire was also distributed to figure out students' problems in learning academic writing, more particularly essay writing and their expectations on learning the subject in future. Students were asked to make a list of their problems in learning academic writing and identified the most dominant one.

The following table is the list of problems faced by students in learning academic writing, more particularly essay writing, shown in percentage.

Table 2. List of Students' Problems in Learning Academic Writing.

No	Problems	Percentage
1.	It's difficult for me to start writing.	25%
2.	I have a lot of problems in grammar and sentence structures.	20%
3.	I am reluctant to write because I don't have talent on it	15%
4.	My writing doesn't have unity and coherence	10%
5.	I have problems in vocabulary and diction	10%
6.	I have problems in using correct punctuation and other mechanical skills of writing	10%
7.	I don't have a technique/strategy best worked for my writing	10%

Table 2 indicates that the difficulty to start writing is the most dominant problem faced by the students. They could not generate ideas about the topic as well. Most students did not know how and where to start their writing. 15% of the students assumed that writing was a matter of natural gift instead of a learned skill so that they felt like having no interest to learn. 20% of students faced problems in making use of grammatical features such as tenses, prepositions, conjunctions, etc. They also used more simple and compound sentences rather than complex sentences in their writing. Moreover, 10% of the students problems in the use of dictions and vocabulary. They usually wrote their essays in Indonesian and then translated into English. Accordingly, teacher didn't introduce some alternative strategies to be employed by students in developing their writing.

The results of the open-ended questionnaire had drawn students' expectations in the future learning: the class should be fun, the materials should be simple and easy to follow, certain strategies should be introduced to students so that they could choose one best worked for them, and students should be given more chances to share their problems with others and gather feedback.

In addition to that, the questionnaire was also addressed to measure students' needs in learning writing through self-assessment. The students had been introduced to the concept and practices of self-assessment in writing. But it was only part of technique used in previous academic writing classess. Relating to the questionnaire, the results were described as follows:

- (1) 70% of the students knew the concept of self-assessment, the purpose and the instrument of self-assessment for writing. The instrument was the self-editing checklist of writing dimension. It is an instrument developed by Oshima and Hogue (2006) that can be used by students to do self-polishing on their writing. Meanwhile, 30% knew self-assessment in writing without having a good understanding on it.
- (2) 80% students assumed that using self-assessment might be useful for learning essay writing. During attending previous writing classes, they were obediently dependent on their teachers. They developed essays assigned by their teachers on certain topics, when they finished, the submitted their works to the teachers without having been involved in the assessment process.. Thus, self-assessment could be an alternative solution to cope with the situations. On the other hand, 20% of the students considered that using self-assessment in learning essay writing was not an easy task.
- (3) 80% of the students recommended that self-assessment should not only contain the instrument assessing the writing dimensions but also other instruments measuring the metacognitive aspects in learning.

- (4) The students who considered that using self-assessment was useful for their writing suggested that the self-assessment in writing should be applied before, during and after their writing. They wanted to use an instrument of self-assessment to polish (edit and revise) their works before submitting to teachers.
- (5) Despite their positive point of views on the use of self-assessment in learning essay writing, they considered that they might face some problems concerning the use of grammar and sentence structures. They considered that their ability in the use of grammar and sentence structures for their writing was still low. Other problems that might appear concerning the content and organization of essay. They were frequently tied in the situations that their essays were not interesting and lack of unity and coherence.

Relating to the classroom observation conducted, the results are described as follows:

- (1) The instructional objectives of academic writing instruction were presented clearly by the teacher and most students expected that by learning the subject matters, they were able to gain good skill in writing.
- (2) The instruction was still set in traditional setting in which teachers played a central role in teaching. Teacher presented the materials from the course books or related references and then assigned the students to write on some given topics.
- (3) Teacher mainly focused on presenting the theoretical frameworks of the subject matters taught instead of providing some alternative strategies for students to work with. Accordingly, most of them were tied in the situations in which they were unwilling to write. In other words, students were not facilitated to figure out the approaches or strategies best worked from them in learning academic writing.
- (4) Both teachers and students agreed that the subject matters from the course books about academic writing were not quite hard to understand. Yet, they had problem to put the theories into practice.
- (5) In the area of assessment, teacher played a central role, too. The students were not introduced on how to assess an essay so that they didn't know their strengths and weaknesses in such a writing.
- (6) Some students were still dissolved in a point of view that writing is a natural gift rather than a learned skill so that they were reluctant to learn to write seriously.
- (7) Students were not facilitated to get into their learning problems and how to deal with them.
- (8) Most of students worked on their own in writing essay. They reluctantly shared with their peers and teacher so that no error feedback were given on their writing.

And the needs analysis was also conducted by interviewing four writing teachers and the principals of the department. The results were figured out in the followings:

- (1) The results showed the students' ability in academic writing was low. From the data gathered, the average scores of students' writing tests and assignments were range from 50 to 65. In writing their essays, students commonly encountered many inaccuracies in the use of grammar and sentence structures. The content and organization of their essays were also poor.
- (2) It was also found that students' motivation to write was also low. They only wrote to meet teacher's assignment or test without having interest and awareness to improve their writing skills. Thus, both lecturers and principals agreed that the presence an effective method or technique in teaching academic writing could become of the solutions to cope with the situations.
- (3) Relating to self-assessment, they agreed that self-assessment model could be developed as an alternative model to teach academic writing, particularly essay writing. The design of the model should refer to the syllabus of academic writing in the department, adjusted to the competence standard and the instructional objectives of the academic writing instruction in the department.

The results of needs analysis as described above showed that the teaching and learning process of academic writing, particularly essay writing, in the English Education of Pancasakti University Tegal, was still far from the expectations to achieve the learning goals. This has an implication that the process academic writing instruction should be more student-centered so that they can learn based on their needs and interests. The materials shouldn't contain much weight so that they are easy to follow. Students also encountered difficulties not only in

developing their writing in terms of format, mechanics, content, organization, grammar and sentences structures, but also in enhancing their interest and awareness to write. Accordingly, most of them had low ability indicated by the mean of the scores achieved in writing tests and assignments. Moreover, both students and teachers agreed that an alternative technique or model was considered necessary in the next academic writing instruction. A self-assessment model should be developed in the next study as one of the alternative techniques in teaching academic writing, more particularly essay writing.

CONCLUSION AND SUGGESTION

The results of the needs analysis in this study showed that students had unsatisfactory experiences toward the teaching and learning process of academic writing they attended. In writing essays, they encountered many problems in the use of grammar and sentence structures, content as well as organizations which resulted in the low achievement of their writing. Most of them were tied in the situations that they were unwilling to write or having low interest and awareness to write. Thus, the presence of an instructional model was required. Both students and teachers agreed that developing a self-assessment model might help as an alternative way to cope with situations.

ACKNOWLEDGEMENT

My deepest thank goes to the students, the writing lecturers, and the principal of the English Department of Pancasakti University Tegal who participated in this study.

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FOSTERING EFL STUDENTS IN WRITING A RESEARCH PROPOSAL THROUGH WRITING CONFERENCE AND SELF-REFLECTION

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ABSTRACT

Writing a research proposal is regarded as a challenging task by EFL students since the task demands the students not only to have competence in English and mastery of all elements of a research proposal but also to be strategic in their learning process. To foster the students to go through the process of writing their research proposal, writing conference and self-reflection were applied. Writing conference are thought to be valuable for the students to share their research proposal drafts with their teacher and classmates to receive feedback. Meanwhile, the students also did self-reflection in the process of writing their research proposal to monitor and evaluate their progress. This study reported the students' responses towards the implementation of writing conference and self-reflection in fostering the students in writing their research proposal. The data were collected through observation, interview, and students' journals. The findings show that the students' responses demonstrated benefits of writing conferences and self-reflection and the activities fostered them to write better research proposals.

Keywords: *writing, research proposal, writing conference, self-reflection*

INTRODUCTION

Writing a research proposal is one requirement that university students must make in the process of writing their theses. An effective research proposal will assist the students to write a good thesis. Madsen (1992) in Patridge & Starfield (2007) assured that the research proposal is often the key element to the successful theses. However, previous research revealed that writing a research proposal is considered a challenging task by second language or foreign language learners. Some research reported that students experienced problems in writing their research proposals. The common problems faced by EFL students in writing a research proposal were topic choice, writing the background of the study, finding related literature, organizing ideas into unity, and research method (Panggabean, 2015). Similarly, Xia & Luxin (2012) found that the students had problems in selecting a research topic, designing a research proposal, grasping the genre of the thesis proposal, and doing a critical literature review. Meanwhile, Purnawan (2009) found that the students in his research produced a lot of flaws in their research proposals in introduction sections, language and form, and method section.

Writing a research proposal is one kind of academic writing that demand the students to be competent, have some knowledge of academic writing covering series of convention in style, referencing, and organization (Bailey, 2003), and be strategic in their learning process from choosing a title, reviewing related literature, determining research methods, and writing a research proposal (Panggabean, 2015). Similarly, Marshall & Rossman (2006) assured that in designing a research proposal a researcher has to consider all elements of the research proposal at the same time. The process that the students have to face in writing a research proposal is quite complex and intellectually challenging because they need to make multiple decision and choices, think critically about the topic of the study and the relevant theories and previous studies to support it, and choose a suitable research method to find the answers of their research questions.

Despite the complex process in writing a research proposal, the students are expected to write a sounded research proposal. To face this demand, students need to be facilitated with some activities that help them in writing a research proposal so that they are able to write it effectively. Teachers need to find alternative ways that motivate students to write their research proposals better. Students cannot be left alone in their struggle to write their research proposals. They need not only the teacher's support and feedback but also their peer's. Beside that the students need to be encouraged that they can learn and improve their writing skill when they are

aware of their strength and weaknesses and find ways to solve their problems. To foster the students in the process of writing their research proposals, writing conference and self-reflection were applied in the study.

Writing conference and self-reflection are activities that can help students to produce a better writing product. Eckstein (2013) stated that in a conference teacher can gain insights into the intended meaning of their students' writing and instruct them to revise. Meanwhile, students benefit from scaffolding and negotiation with their teacher (Ewert, 2009; Goldstein & Conrad, 1990 in Eckstein 2013). Previous researchers had implemented writing conferences in some various forms. Eckstein (2013) in his research created a writing conference program where teachers held conferences with each of their students five times in 14 week semester with 10-15 minutes long and class size averaged 15 students. Furthermore, William (2003) suggested that the structure of conference is usually teacher with individual students, but it is possible to confer with as many as three in tutorial if they happen to have similar problems. Meanwhile, Muniroh (2012) combined presentation and peer feedback in the form of conferences as the procedure in teaching writing. Another researcher integrated peer critique and teacher-student conference into writing assignment (Schiff, 2009).

In the researcher's present study, the conference structure is similar to Muniroh's but she added group conference with the teacher. In the conference the students get critiques from their classmates in the form of comment or questions about the research proposal written by their peers. The students also get comment and questions from the teacher as feedback. The conference can function as teacher's and peer's evaluation to the student's research proposal. According to Schiff (2009) students need opportunities to share early drafts with classmates and to receive teacher feedback before they submit paper for a grade. Peer review and teacher feedback are valuable to inform students whether or not they have communicated their thought effectively.

Some scholars mentioned the importance of peer' evaluation on the student' writing. Brown (2007) suggested students involved in peer editing, that is sharing what students have written with others. This is valuable to see if they have been successful in conveying their intended meaning. Meanwhile, Khatri (2013) supported student collaboration in reviewing each other's draft. When students are allowed to see and judge their classmates' work in small groups, it will promote critical thinking and help them to develop essential editorial skills and knowledge. It is widely known that cooperation and collaboration are essential in the language classroom. According to Williams (2003) cooperation and collaboration have social and educational benefits that make group work an important part of the classroom experience. Sharing drafts of writing in progress helps students understand that mastering composition includes becoming aware of how others respond to the work, so they see revision as reformulation rather than an indication of failure.

After the students share their drafts with their classmates to review, it is important that they have feedback from their teacher who is considered as an expert who gives comments, clarifies problems, and suggests solutions. The teacher can also support, add, and clarify peers' comments towards the students' draft before finally assessing the result of their final drafts for a grade.

To get more positive impact from the result of the teacher's and peer's feedback on their writing, the students need to self-evaluate. This can be done through self-reflection. Self-reflection is another activity that is valuable to apply since it gives students chance to think critically about an action, thought, or experience. Students need to reflect during writing to clarify their ideas. Through self-reflection students are expected to be able to monitor and evaluate their progress and achievement in doing their tasks. Moon (2005) suggested that through reflection, one gain better understanding of quite complicated or unstructured ideas and mostly based on reprocessing knowledge, understanding and possibly, emotion that we already possess. Samalieva (2012) elaborated that reflection involves students in communicating their feelings about what they know, what they are doing, and what they are struggling with, and how they are experiencing their learning. Furthermore, Vicky & Morgan in Lee (2008) asserted that reflection provides opportunities for students to analyze their own learning and seek strategies to improve their leaning. From the statements, it shows that self-reflection increases the

students' awareness on the way they learn and may help learners understand their own actions and learn from their experience to do better in their task.

Previous studies mentioned the important role of writing conference and self reflection. Eckstein (2013) reported that student-teacher writing conference benefits both teacher and students. Writing conference program not only provide feedback for the students but also help teachers instruct students individually, build rapport between teacher and student, address student's writing questions, discuss learning and writing goals, assess language proficiency, review grades, and discuss students' concerns. Another study by Muniroh (2012) revealed that from the students' reflection they reported after the conference they had better compositions. They also stated that the feedback they obtained both from peers and the teacher made them realize their mistakes in writing. The result of the assessment showed that all students had good scores.

Researchers and practitioners have shown that writing conferences with second or foreign language learners are useful for students to write more effectively and if combined with self-reflection students will double the benefits toward their writing quality. Students need opportunities to share their drafts with their classmates and receive teacher feedback. In the process of writing they can use the teacher and peers' feedback and their self-reflection to do better in doing their tasks. To add insights of positive impact of writing conference and self-reflection, this study describes the students' responses towards the implementation of writing conference and self-reflection in fostering them in writing their research proposals.

RESEARCH METHOD

This study is a qualitative study which describes the students' responses towards the implementation of writing conference and self-reflection in fostering the students in writing their research proposals. This study was conducted in Research Proposal Seminar course for the seventh semester students at English study program of Universitas PGRI Ronggolawe Tuban East Java. The study was held from September 2015 until January 2016.

There were 16 meetings altogether divided into several activities. The first three meetings, the students had lecturing on research proposal. After each meeting was held, the students were asked to find at least two samples of research reports and analyzed the structure of the content of each chapter and gave comment on it. They were also asked to find a title for the research proposal they were going to write. The students then had two meetings for library visit and for them to consult their title and draft of their research proposal. For the next eight meetings, the students (two students for each meeting) presented their proposals. In the presentation session, the audience was divided into three groups, each of which was assigned to review each chapter of their classmates' proposal. Each group had to give comment or questions on the chapter they reviewed. Each presentation lasted for 10 to 15 minutes followed by comment or questions from each group and comment and suggestions from the lecturer. In the last three meetings the students had conference with the lecturer. For each meeting the students (five students for each meeting) discussed and consulted their revised draft with the teacher. The final draft of their research proposals were collected at the end of the course.

To collect the data from the participants, observation, students' journal, and interview were applied. Observation was conducted during classroom presentation to notice the students' problems in understanding their research proposal and to notice what they have understood well about a research proposal. Semi-structured interview was conducted during group conference with the teacher. The students were also asked to write their experience in a journals/diary at least once a week. They were encouraged to explain their actions, thought, feelings, problems, solutions to their problems, and their perceptions of their achievement in writing their research proposal. In the final self-reflection the students were asked to write their responses toward the activities applied in the course. All the data were analyzed qualitatively to find themes of the students' responses towards the implementation of writing conference and self-reflection.

FINDINGS AND DISCUSSION

From the data analysis, it reveals that the students' responded positively towards the implementation of writing conference and self-reflection. Their responses demonstrated benefits of writing conference and self-reflection.

Learning from Peer's and Teacher's Feedback

The activities received positive responses from the students. In their journals and interview, all the students mentioned the benefits they got from the feedback given by their classmates and the teacher. The students stated that the comments made them realize their mistakes and were also helpful for them to revise their proposals. They also became motivated to write a better proposal as shown in some of the excerpts:

Group two stated that I haven't explained in the review of literature about speaking problems faced by the students and the reasons of using PBL (problem based learning). And the teacher asked me to add some previous studies related to PBL. And in chapter three I need to mention the instruments I used for observation. Their comments are useful to improve my proposal. (Journal:AF)

The teacher advised me to focus on the teacher not the students as it is related to the title of my study which was going to study on teacher talk. I also need to revise the steps of my data analysis. From her comment I got a lot of knowledge and become motivated to write a better proposal. (Journal/AL)

Similarly, the students mentioned the benefits of group conference. They stated that they could learn from each other's research proposal so that they could write a better research proposal as shown in the following excerpts:

We can share our problems so that our classmates and the teacher can give advice and we can revise our proposal to be better. (Int/SM)

We can compare our proposals and learn from our mistakes so that we will not do the same mistakes. (Int/RA)

We can reflect from our own proposal. We can give comment to each other about our proposals. This makes us more easily to revise our proposal. (Int/QI)

It shows that the students could use the feedback to self-evaluate their achievement in the task. It shows that feedback is regarded valuable for the students. Brown (2007) convinced that involving students in assessment process have some advantages: speed, direct involvement of students, the encouragement of autonomy, and increased motivation because of self-involvement in the process of learning. Moreover, allowing students to see and judge their classmates' work promotes critical thinking and it helps them develop essential editorial skills and knowledge (Moxley, 1989 in Khatri, 2013).

Enhancing Critical Thinking

At the beginning, the students' comments and questions were not quite specific and only few students gave comments and questions. This could be caused that they were still confused and still learning to understand the structure and the content of a research proposal. However, later they were more enthusiastic and able to give more detail comments and ask various questions to the student who presented his/her research proposal. They were also able to criticize the students' proposals whose contents were not suitable to the standard form. The students were able to mention what they lacked in the content and ideas of their classmates research proposal. Furthermore, they were able to recognize other shortages of their classmates' research proposal such as organization, grammar, and references as seen in the following excerpts:

My friend IA planned to do research on teaching procedure (monologue). My group gave a lot of comments for her. Her background lack of supporting theories and she doesn't mention the problems faced by the students. Then the title was not suitable with what she plans for her research. She plan to ask the students to work in pair and make dialog. She also doesn't explain why she used recipe games as media. She doesn't explain why it is an effective media. (Journal/DA)

The student who presents today is LR. My group gave her a lot of comments. She can't explain her techniques of data analysis clearly and many of the theories she used are

not mentioned in her references. She also used past tense form instead of present form because her study is still a plan... (Journal/MA)

Through their self-reflection, the students were able to comment on their classmates proposal critically. This shows that they had more understanding about what should be included in a research proposal. Their critical thinking ability is enhanced through conference activities. It is in line with Tsui's statement (2002) that critical thinking is exhibited through the students' abilities to identify issues and assumptions, recognize important relationship, make correct inferences, evaluate evidence and authority, and deduce conclusion.

Awareness of Problems and Solution to the Problems in Writing a Research Proposal

In their journals all the students stated that they had various problems in writing a research proposal. All of them (15 students) at the first time of writing their research proposal stated that they had difficulty in writing chapter one, especially writing the background of the study. They mentioned several problems in writing the background. They did not know what to write in the background, how to arrange their ideas correctly and clearly, to give good reasons for their topic, and to find and combine theories for the background. They also mentioned that they had problems to find and choose relevant theories and how to combine and organize the theories in good writing to make the ideas clear (nine students). Beside that, the students had problems in research method, especially in choosing the right research design and data analysis (nine students). The following excerpts provide some examples of the students problems:

At the beginning of writing a research proposal. I have difficulty in writing the background. But after I found some references I began to understand the problems I am going to study... (Journal/AL)

I have problems in writing the background. How to arrange a good and interesting background. How to give interesting reasons for my title. Beside that I had problems to choose relevant theories to my study because of many references and my understanding of the topic is still limited (Interview/DI)

In writing a research proposal, I have problems In chapter 1 in writing my proposal, the background and statement of the problem. In chapter 2 finding relevant theories and to organize them properly, and in chapter 3 to choose the right research method, especially the data analysis (Interview/SN)

The problems mentioned by the students are common for both ESL and EFL students in writing a research proposal. Some previous studies showed that students had problems in in writing their research proposals (Panggabean, 2015; Purnawan, 2009; Xia and Luxin, 2012). According to Swales (1996) in Paltridge & Starfield (2007) research proposals are example of 'occluded' genre, that is, genres which are difficult for students to have access to, but play important part in the students' lives. This is challenging since in designing a research proposal a researcher is demanded to consider all elements of the research proposal at the same time (Marshall & Rossman, 2006). Moreover, they need to think critically when they put their ideas about the topic into writing. This is not easy because students need to have sufficient knowledge which has been regarded essential for the development of critical thinking skill (Vyncke, 2012).

To solve the problems, the students mention some solutions. All of the students stated that they read samples of proposal, thesis, and other sources from the library or internet. Five students stated that they asked friends or other people who are considered competent to the topic. Three students mentioned that they were active coming to Seminar class and paid attention to the teacher's explanation. All the students also mentioned that they learned from the comments given by their peer and by the teacher on their own research proposals and their classmates' research proposals. In addition, some of them managed their own learning by planning and organizing to write a better research proposal as shown in the following excerpts:

To solve the problems I learn from sample of proposals and I am active attending seminar class. In every presentation I seriously pay attention. Moreover, I pay attention to the teacher when she gives comments on our proposals... (Interview/MA)

To solve the problems I keep learning, read a lot, and ask to the people who are considered competent. Beside that I learn from my classmates' mistakes. (Interview/NP)

To solve my problems, I search some theories or references related to my study. Beside that, I read some previous studies about my topic. To arrange my ideas properly, I

reread the paragraphs or what I have written. I also rewrite and make short to make the content easier to understand. (Interview/AL)

Achievement in Writing a Better Proposal

Through classroom conference, and group conference with the teacher the students finally began to understand the structure of a research proposal and the requirements needed to make a research proposal readable. During revising their research proposal, they reflected on what they had done in their first draft of their research proposal and tried to revise their mistakes and added what they had not included. The students stated that they had written a better proposal compared to the former research proposal as stated in the following excerpts:

I have some revision of my proposal like I should add some reasons and supporting theories for my background. I find it difficult to add some new sentences. I should think a lot to make them suitable. By reading and reading again I can find the best sentences. I work hard to make my proposal better. (Journal/NP)

I felt happy and relieved that I can finish revising my research proposal. I'm also thankful to my friends and my lecturer for their feedback. I can understand more how to write a better proposal. (Journal/AL)

I think I have written a better research proposal because I have revised my proposal based on the feedback given by my classmates and my teacher. I also check and read again my research proposal before I collected it. (Int/AL)

The students' statements show that they are confident that they have written a better research proposal. The student's self-reflection confirms that they devoted their time to make their research proposal better. According to Elbow (1991) the quality of writing will depend on the amount of time available to a writer to assimilate, analyze, and reorganize new information. Through reflection writers define and redefine the writing task.

CONCLUSION

This study showed that the implementation of writing conference and self-reflection were able to foster the students in their attempts to write a research proposal. Instead of the problems and difficulties they experienced in writing a research proposal, they responded positively towards the process they were involved in. Feedback from both peers and the teacher provided valuable learning experience of writing a research proposal. The feedback given made the students able to recognize their mistakes and weaknesses, helped them to revise their research proposal and motivated them to write a better research proposal.

The activities also enhanced their critical thinking shown by more students who gave comments and questions in detail of each chapter of their classmates' research proposal. The students' awareness of their problems and their attempts to solve their problems in writing their research proposal showed their active involvement to do better in writing their research proposal. Finally, the students stated that they had been able to write a better proposal. They evaluated themselves that they had more understanding of the structure and content of a research proposal and they had tried hard to revise their research proposal based on feedback from peers and the teacher. Beside that, they also had used more reading sources related to their topic to support their ideas. It can be concluded that the implementation of writing conference and self-reflection had been able to foster the students to write a better proposal compared to their previous one.

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CONVERSATIONAL SHADOWING IN NATIVE SPEAKER (NS)-NON NATIVE SPEAKER (NSS) INTERACTION AND ITS EVIDENCE OF LEARNING THROUGH NEGATIVE FEEDBACK AND UPTAKE

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ABSTRACT

It is important for both ESL and EFL teachers to continuously explore new and effective teaching techniques to improve their learners' proficiency. In terms of improving the learners' oral performance, conversational shadowing can serve as a technique that can be taught to ESL or EFL learners. It has been found to be beneficial to learners. When they shadow a native speaker, they are likely to engage in more brain's processing through an input-output process that yields attention and retention of materials in memory. Meanwhile, as a native speaker shadows them, they might benefit from the occurrence of negative feedbacks and uptakes. Hence, this study attempts to explore more on conversational shadowing and, thus, is designed to investigate the following research questions: (1) Does conversational shadowing provide the salient opportunity for negative feedbacks and uptakes? (2) What are the linguistic areas covered by negative feedbacks and uptakes through conversational shadowing? The participants consisted of two EFL learners (RA and IN) and an English native speakers (BN) who involved in communicative shadowing tasks and were interviewed after completing the tasks. All the participants' interactions during performing the tasks and interviews were recorded and analyzed so as to answer the research questions. The result showed that negative feedbacks and uptakes were found when the native speaker (BN) acted as the shadower but did not occur when he acted as the lead speaker. Fifteen negative feedbacks which were offered by BN and followed by eleven uptakes by RA and IN covered three linguistics areas; five in the area of pronunciation, nine in the area of grammar, and one in the area of vocabulary. Interestingly, four negative feedbacks which failed to result in the uptakes were in the area of grammar. Further, based on the interview, both RA and IN stated that conversational shadowing helped them learn English in terms of oral performance and, with regard to uptakes, they, to some extent, noticed their erroneous utterance from the response (negative feedback) of BN.

Keywords: *learners' oral performance, conversational shadowing, native speakers, non-native speakers, negative feedback, uptakes*

INTRODUCTION

It is important for both ESL and EFL teachers to continuously explore new and effective teaching techniques to improve their learners' proficiency. In terms of improving the learners' oral performance, Murphey (2001) introduces conversational shadowing as a technique that can be taught to ESL or EFL learners. One of the findings suggests that the conversational shadowing between native speakers (NSs) and non-native speakers (NNSs) which comprises complete, selective and interactive shadowing is claimed to facilitate learning processes through negative feedbacks and uptakes.

Shadowing itself is defined as an activity in which learners echo what they are listening to (Tamai, 1997). Echoing is not the same as repeating in the sense that echoing means vocalizing an utterance at almost the same time the utterance is heard. Further, shadowing is known to be a technique used in interpreter training that benefits the simultaneous interpreter in terms of their timing, listening, and short term memory skill in even pre-simultaneous phase (Lambert, 1992; Kurz, 1992). In the field of second language acquisition, some experts have found the effectiveness of shadowing technique. Stevick (1989) argues that five of the seven excellent learners in his study utilize the shadowing technique in their language learning. Moreover, Bovee and Stewart (2007) claim the positive effect of shadowing on the Japanese students' pronunciation. Apart from pronunciation, the evidence is also found that shadowing can improve the fluency of second language learners (Zakeri, 2004; Wiltshier, 2007).

Nowadays, the conversational shadowing has been introduced in the field of SLA. Unlike the common shadowing, the conversational shadowing utilizes interlocutor's speech as the source instead of the recording and allows two-direction shadowing which means that the interlocutor can also shadow the previous "shadower". Regarding the conversational shadowing, Murphey (2001) argues that conversational shadowing can be performed in some ways and, thus, introduces three types of conversational shadowing, namely complete, selective, and interactive shadowing. First, complete shadowing means that learners simply shadow all the interlocutor's speech and runs rather mechanically. Second, selective shadowing allows the learners to selectively choose some words in shadowing the interlocutor's speech. And, third, interactive shadowing is mostly similar to selective one with interactive markers, such as comments and questions, which make the interaction run as a natural conversation.

As mentioned above that this particular study (Murphey, 2001) has pointed out the effectiveness of the conversational shadowing between NSs and NNSs in providing NNS or second language learners with learning opportunity, the finding has also indicated benefits gained not only when the learners shadow the NSs, but also when the NSs shadow them. When the NNSs shadow the NSs, the NNSs are likely to engage in more brain's processing through an input-output process that yields attention and retention of materials in memory (Atkinson and Shiffrin, 1968). Meanwhile, as the NSs shadows NNSs, NNSs still benefit from the occurrence of negative feedbacks and uptakes. Negative feedbacks and uptakes are important since they indicate the evidence of learning (Nation and Newton, 2009) in the sense of promoting learners' noticing and repair (Schmidt, 1995).

Negative feedback, in this case, is defined as the interlocutor's act of offering or providing correction both implicitly and explicitly as the response to erroneous utterance made by the speaker during the interaction (Ortega, 2009). Long's interaction hypothesis (1996) argues that negative feedbacks as the result of negotiations during an interaction accommodate learning since it yields interactional modification. Moreover, in common NSs-NSSs interaction, negotiations and negative feedbacks occur more and possibly benefit the communication (Long, 1983). In terms of learning, second language learners or NNSs might also benefit from this type of interaction in the sense of making interlanguage adjustments to produce comprehensible output (Pica, 1988). There are some forms of negative feedback, such as repetitions, confirmation checks, recasts, clarification requests, explicit corrections, elicitation, and several more. The negative feedback also addresses erroneous utterance in areas, such as pronunciation, vocabulary, and grammar (Ortega, 2009).

As negative feedback occurs, it is highly expected that the interlocutor given feedback consciously produce some sort of correction or, commonly named, uptakes particularly in language classroom contexts. Uptakes are identified when the speaker or learner uses the negative feedbacks offered by his/her interlocutor to produce more accurate utterances. There is a strong argument that uptakes indicate the learner's understanding of the function of negative feedbacks given by the interlocutor (Mackey, Oliver, and Leeman, 2003) and thus lead to the learning process due to the capability of the learner to notice the gap in their interlanguage production (Schmidt, 1995).

The important role of negative feedback and uptakes which provide the evidence of learning has been the major interest in this study. Replicating Murphey's study, the current study aims at exploring specifically the aspects of negative feedback and uptakes, which do not seem to be the main focus of Murphey's, during the NS-NNS interaction using conversational shadowing. Hence, this study attempts to explore more on this matter and, thus, is designed to investigate the following research questions: (1) Does conversational shadowing provide the salient opportunity for negative feedbacks and uptakes? (2) What are the linguistic areas covered by negative feedbacks and uptakes through conversational shadowing?

METHOD

As previously stated, this study was the replication of Murphey (2001) with some modification in terms of the focused aspects to explore and the task procedure. In general, the data of this qualitative were taken from (1) the recorded speech of the NS-NNS interactions and (2) interview. In other words, the data were the speech transcription of the interaction and interview. The speech transcription of the interaction was analyzed to address both research

questions. The transcription was coded in the basis of the occurrence of negative feedback and uptakes. In this regard, the coding resulted in the identification of the negative feedback which could be in the forms of repetitions, confirmation checks, recasts, clarification requests, explicit corrections, or elicitation. The occurrence of the negative feedback was counted and the number was presented in the table. Further, the uptakes were also investigated by analyzing the follow-up of the negative feedback. As negative feedback is necessarily followed by an uptake, the coding also resulted in whether or not the negative feedback is followed by an uptake. Also, the occurrence of uptake was counted and presented in the table. To address the second research question, the findings of the negative feedback and uptake were further analyzed to investigate the language area of the interaction. The categories of the negative-feedback-and-uptake interactions fell into grammar, vocabulary and pronunciation.

In addition, this study also analyzed the transcription of interview with both NNSs after having conversational shadowing with the NS. The interview employed unstructured interview to explore the general perception about the conversational shadowing they had experienced. The interview questions covered the aspects to respond to both research questions. Therefore, the result of the interview was used to give more insight or support to the findings of both the first and second research questions which were mostly obtained from the speech transcription.

The participants of this study were two NNSs and a NS. The NNSs were EFL learners from Indonesia who were pursuing bachelor degree in a university in Wellington, New Zealand. They were RA and IN (anonymous names). RA was a 20-year-old female student and had been living in New Zealand for about two years. Meanwhile, IN was a 24-year-old male student with eight-month length of stay in New Zealand. Both of them were of approximately the same level of proficiency. Both RA and IN were considered fluent with some minor mistakes in terms of their accuracy. The NS in this study was BN (anonymous name). He was a 24-year-old male student from United States and pursuing master degree in New Zealand. When the study was conducted, he had been living in New Zealand for six months.

In this study, the participants were asked to perform conversational shadowing in two sessions each of which had four segments. The first session was the interaction between RA (a NNS) and BN (a NS). In this session, the two participants were describing a popular place in the world as the first topic of talk and were telling their daily routine as an International student for the second topic of talk. Before performing their talk as their task, they were given 15-minute preparation. After 15-minute preparation, they performed the talk in four segments and all segments were fully recorded. In the first segment, RA described a popular place in Wellington (in this case she acted as a lead speaker) while BN shadowed RA during the talk. The second segment, RA and BN swapped the role; BN described a popular while RA acted as the shadower. The next segment was similar to the first segment in terms of the participants' role, but this time they had a different topic of talk which was "my daily routine." Within the same topic, RA and BN changed the role again in the fourth segments. For each segment, RA and BN was given more or less three to five minutes. In the second session, IN and BN did the conversational-shadowing interaction within four segments too. The procedure was exactly similar to the previous session. A more detail and clear explanation of interaction procedure is given in the Table 1.

Table 1 Procedure of interaction

Session	Participant	Segment	Topic	Lead Speaker	Shadower
1	BN and RA	1	A popular place	BN	RA
		2	A popular place	RA	BN
		3	My daily routine	BN	RA
		4	My daily routine	RA	BN
Interview with RA					
2	BN and IN	5	A popular place	BN	IN
		6	A popular place	IN	BN
		7	My daily routine	BN	IN
		8	My daily routine	IN	BN
Interview with IN					

Table 1 clearly shows that eight segments of the interaction and two interviews were arranged in a way that the NNS had the same procedure and topics during the interaction. The two topics, namely “a popular place” and “my daily routine”, were chosen as the realization of the replication of Murphey (2001). Moreover, these two topics are somehow easy to talk about without having a long preparation as they were familiar and close to the participants’ life.

In terms of interpreting the findings, the study had some limitations. Firstly, the number of participants was not sufficient to generalize the findings of this study in the real practice. Thus, the findings should be taken more as a case study which focused more on revealing evidence of negative feedback and uptakes through conversational shadowing within a very specific context. More participants were needed to investigate the significance of conversational shadowing in terms of accommodating negative feedbacks and uptakes. Another limitation was that the study did not provide any correlation in a way to convince that the occurrence of both negative feedback and uptakes were significant. The main reason of not providing it was back to the fact that there were only three participants in this study. Overall, this study indeed aimed at pointing out the evidence of the occurrence of negative feedback and uptakes and, also, the language area around them within a very specific context.

FINDINGS

After transcribing the full recordings, the occurrence of negative feedbacks and uptakes were coded and analyzed. The result showed that in both Session 1 and 2, negative feedbacks and uptakes were found when the BN acted as the shadower but apparently did not occur when BN acted as the lead speaker. In other words, negative feedbacks and uptakes were merely identified in segment 2, 4, 6, and 8. The following table shows the summary of negative feedbacks and uptakes (See details in Appendix).

Fifteen negative feedbacks which were offered by BN and followed by eleven uptakes by RA and IN covered three linguistics areas; five in the area of pronunciation, nine in the area of grammar, and one in the area of vocabulary. Interestingly, four negative feedbacks which failed to result in the uptakes were in the area of grammar (See details in Appendix).

Table 2 The number of negative feedbacks and uptakes in Session 1 (BN and RA)

Segment	Lead Speaker	Shadower	Topic	Negative Feedback	Uptake
1	BN	RA	A popular place	0	0
2	RA	BN	A popular place	4	3
3	BN	RA	My daily routine	0	0
4	RA	BN	My daily routine	3	2
Total				7	5

Table 3 The number of negative feedbacks and uptakes in Session 2 (BN and IN)

Segment	Lead Speaker	Shadower	Topic	Negative Feedback	Uptake
5	BN	IN	A popular place	0	0
6	IN	BN	A popular place	4	3
7	BN	IN	My daily routine	0	0
8	IN	BN	My daily routine	4	3
Total				8	6

Further, based on the interview, both RA and IN said that conversational shadowing help them to learn English in terms of oral performance and, with regard to uptakes, they also notice their erroneous utterance from the response (negative feedback) of BN as a NS. The also stated that when it was their turn to be the shadower, they felt that they tried to understand the BN’s utterance and they could not identify any problems in BN’s. With this regard, both RA and IN suggested that BN’s utterance was so clear and intelligible and they could follow BN’s

talk even they had to shadow him. This might be the reason for no negative feedback at all when both RA and IN shadowed BN.

DISCUSSION

Many researchers believe that conversational shadowing can be a strategic teaching or learning technique to improve learners' proficiency (Stevick, 1989; Murphey, 2001; Zakeri, 2004; Wiltshier, 2007). Murphey (2001) has explored the utility of conversational shadowing in NS-NSS interaction and showed some positive findings. One of the findings suggests that conversational shadowing facilitates negative feedbacks and uptakes during the interaction. The current study, which was the replication of Murphey's study, asserted that indeed negative feedbacks and uptakes occurred through the conversational shadowing in the NS-NSS interaction. Fifteen negative feedbacks and eleven uptakes were the evidence of the learning process through conversational shadowing. The evidence of learning was mainly found when the NS shadowed the NSSs and applied the selective and interactive types of conversational shadowing. The fact that negative feedbacks and uptakes occurred more when the NS shadowed the NSSs could be explained in a way that in general a NS is more sensible to the incomprehensible output made by a NSS (Long 1983; Pica, 1988). In this study, the NS performed two forms of negative feedbacks, namely clarification request and recast, through the negotiations due to comprehensibility issue faced by the NS. The comprehensibility issue was mainly caused by erroneous utterances made by the NSSs in the area of pronunciation, grammar, and vocabulary. Most of the negative feedbacks were also followed by the uptakes of the NSSs. Uptakes that follow the feedback offered by the interlocutor engaged the learners in the noticing and modified output processes (Schmidt, 1995; McDonough, 2005). Beyond the research questions in this study, it is likely that the selective and interactive shadowing promote the negative feedbacks and uptakes as also stated by Murphey (2001). These types of conversational shadowing are able to create an atmosphere of a natural interaction. With regard to this matter, Long (1996) argues that natural interactions, particularly NS-NSS type, provide salient opportunity for negotiations which possibly promotes negative feedbacks and uptakes.

CONCLUSION

In conclusion, the conversational shadowing facilitates the learning process when ESL or EFL learners are shadowed by a NS. This study as the replication of Murphey (2001) posited the evidence of negative feedbacks and uptakes when the NS shadowed the NSSs. As a shadower, the NS often faced the issue to comprehend output made by the NSSs. According to this current study, the incomprehensible output was caused by some errors in the area of pronunciation, grammar, and vocabulary. In order to cope with them, the NS offered negative feedback so that he could continue shadowing the NSS without losing the message itself. As the NS offered negative feedback, the NSSs noticed his or her errors and reproduced modified output known as uptakes. This study asserted that almost all negative feedback resulted in uptakes which were significant in the process of learning and acquisition. Accordingly, the findings of the study showed the evidence of learning through conversational shadowing and, thus, suggested the significance of conversational shadowing as a teaching or learning technique in the process of learning and acquisition.

PEDAGOGICAL IMPLICATION

Conversational shadowing is believed to be able to promote NSS or learners' interlanguage adjustments which are significant for their learning and acquisition. Accordingly, ESL or EFL teachers might want to apply to this technique in their classroom, particularly when NSs are available. It has been stated that NSs are more sensible in terms of the output made by the NSSs or, in this case, learners. This particular technique can serve as one of the variation in speaking activities as this interlanguage adjustment posits a strong learning evidence in second language learning.

ACKNOWLEDGEMENT

I would thank to all my participants in this research. I would also express my gratitude to Dr. Jonathan Newton who has inspired me to conduct this research as well as given feedback to this writing.

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Appendix Identification of Negative Feedback and Uptake

Session 1_Segment 1_BnRa

No occurrence of negative feedback and uptake

Session1_Segment 2_RaBn

1

RA: yeah, and also you can see like the seaside very much like **waterfront in all of those maybe + /Oriental Bay**

BN: /oh, yeah\ **waterfront at Oriental Bay**

RA: yeah, and it is very interesting where we can like see the activities in the seaside (2) where like the ship coming in /coming out\

negative feedback : *recast*

linguistic areas : *grammar*

uptake : *no*

2

RA: yeah, and it is very interesting where we can like see the activities in the seaside (2) where like the **ship** coming in /coming out\

BN: /that\ **the sea?**

RA: /**the boats\ yeah the boats /or whatever**

negative feedback : *clarification request*

linguistic areas : *pronunciation*

uptake : *yes*

3

RA: /the boats\ yeah **the boats** /or whatever\

BN: /**the boats\ oh /the ship**

RA: /yeah\ **the boats the ship**

negative feedback : *recast*

linguistic areas : *pronunciation*

uptake : *yes*

4

RA: yes absolutely you made the point yes it's very relaxing to study and then + you pretty much keen like even though **you don't /studying**

BN: /**even though I don't study**

RA: /yeah\ **you don't study** you just pretty much relaxing yourself just by looking at the view

negative feedback : *recast*

linguistic areas : *grammar*

uptake : *yes*

Session 1_Segment 3_BnRa

No occurrence of negative feedback and uptake

Session 1_Segment 4_RaBn

5

RA: /yeah\ do my make-up choosing clothes and then (2) **go to a run ran to catch a bus in** the morning around like 9 o'clock

BN: /**you mean\ catch the city bus?**

RA: /yeah\ so from Taranaki street to Kelburn campus

negative feedback : *recast*

linguistic areas : *grammar*

uptake : *no*

6

RA: /and then\ after that 11 o'clock I have to **rush to** Pipitea /because I\

BN: /**rest to?**\

RA: /**rush to Pipitea**\ (2) Pipitea campus

negative feedback : clarification request

linguistic areas : pronunciation

uptake : yes

7

RA: /yeah\ and then (2) after class about like 1 o'clock I 1.30 I'll walk back home and then I prepare **my dinner** around till /3 o'clock\

BN: /**hmm dinner?**\

RA: /**lunch late lunch**\ I prepare my late lunch while I am listening to music or just watching

TV (2) and then (3) yeah I have my lunch I have my late lunch or dinner around 4

negative feedback : clarification request

linguistic areas : vocabulary

uptake : yes

Session 2_Segment 5_BnIn

No occurrence of negative feedback and uptake

Session 2_Segment 6_BnIn

1

IN: let me guess one place that can describe popular +by popular I mean not only people in Indonesia that know (2) the place is popular but also /**the foreigners everyone outside**\

BN: /**the foreigners?**\

IN: /**the foreigners**\ + everyone outside the country are possibly know that the place is popular (2) /it is Bali\

negative feedback : recast

linguistic areas : pronunciation

uptake : yes

2

IN: /yeah yeah Bali\ one of the umone of many beautiful islands in Indonesia + it is located just /next to **Java island**\

BN: /**Ja Java island?**\

IN: /**Java + Java island**\

negative feedback : recast

linguistic areas : pronunciation

uptake : yes

3

IN: /yeah\ the people's culture as well as the heritage makes the island so unique there are **so many /beautiful beach in Bali**\

BN: /**beach or beaches?**\

IN: /**yeah um beaches**\ in Bali that have been attracted million of visitors each year (3) besides the food the traditional cuisine is also /one of err the people um popular err thing in Bali\

negative feedback : clarification request

linguistic areas : grammar

uptake : yes

4

IN: /yeah um beaches\ in Bali that have been attracted million of visitors each year (3) besides the food the traditional cuisine is also /**one of err the people um popular err thing in Bali**\

BN: /**you mean that's one of the um most popular things in Bali?**\

IN: /yeah\

negative feedback : recast
linguistic areas : grammar
uptake : no

Session 2_Segment 7_BnIn

No occurrence of negative feedback and uptake

Session 2_Segment 8_InBn

5

IN: /when I wake up\ (2) I drink water (3) I don't know (3) I don't know why I drink (3) why
/I am drink water but

BN: **/you don't know why you're drinking water?**

IN: /yeah\so I just have to drink water (2) then I check my phone for any emails textsor
whatever /sometimes in a rush hour\

negative feedback : recast

linguistic areas : grammar

uptake : no

6

IN: /yeah\so I just have to drink water (2) then I check my phone for any emails textsor
whatever /sometimes **in a rush hour**

BN: **/in the last hour?**

IN: **/in the rush hour**

negative feedback : clarification request

linguistic areas : grammar

uptake : yes

7

IN: /yeah\ I just go straight to the bathroom to take a shower even my stomach feels really
/hurt because the hunger

BN: **/you're hungry**

IN: /yeah\ and then after I take a shower (3) I get ready and then just leave to (2) /to my
school\

negative feedback : recast

linguistic areas : grammar

uptake : no

8

IN: **/yeahthat's where I home**

BN: **/oh that's where you live**

IN: **/yeah, that's where I live** and then continue /doing (3) some tasks (2) and doing
anything\

negative feedback : recast

linguistic areas : grammar

uptake : yes

PROMOTING PRESERVICE TEACHERS' SELF-REFLECTION THROUGH VIDEO RECORDING-BASED CONFERENCE

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ABSTRACT

English preservice teachers are students majoring in an English education program, but they have not yet completed training to be real teachers. Most people believe that preservice period is an appropriate time to prepare professional teachers by implementing teaching theories and practices. In this study, there were 25 English preservice teachers of a university joining a Micro Teaching class who became the respondents of this study. They performed their teaching performance twice and were video recorded. Based on the videos, the students observed their own teaching performance as well as their peers' teaching performance. Then a class conference was held to discuss possible weaknesses and strengths of their teaching performance. Also, they compared their first teaching performance and the second one. Besides, a self-reflection inventory was conducted by each preservice teacher at the end of the course. The data obtained proved that preservice teachers need self-reflection to promote their teaching performance.

Keywords: *Preservice teacher, Self-Reflection, Video Recording-Based Conference*

INTRODUCTION

English preservice teachers are students who major in an English education program but have not yet completed training to be real teachers. Most people believe that preservice period is an appropriate time to prepare professional teachers by implementing teaching theories and practices. Megawati (2011) notes that preservice teacher education plays an important role to determine the quality of English teachers in their teaching career. In order to develop their quality in teaching, preservice teachers need self-reflective thinking since self-reflection is the major basis of teacher self-development which, in turn, will provide opportunities for a teacher to have a better teaching performance (Sulistyo, 2014). Accordingly, the English preservice teachers must obtain adequate experiences and activities to be professional and build their confidence level as well as the ability to conduct self-reflection.

Self-reflection is an ability which can be trained and developed, and it is determined by one's personal background, field experience context, and mode of communication (Lee, 2005). Bell and Gilbert (1994) add that teacher self-development can be viewed as teachers learning, rather than as others getting teachers to change. Tican and Taspinar (2015) avow that in many educational programs, great emphasis is put on the development of thinking skills, and teacher training programs and teacher educators have always claimed that self-reflection is the cornerstone of the teaching profession. Accordingly, preservice teachers need sufficient chances to maximize their potential not only by practicing more especially related to the skills of teaching but also skills of conducting self-reflective thinking.

Regarding the importance of self-reflective thinking or self-reflection, pre-service teachers should have an access to use a micro-teaching laboratory to practice teaching in which sufficient technologies should be integrated in the laboratory, and they need to have self-reflection based on their teaching practicum performances. In relation to the use of technologies in the classroom, Chamorro and Rey (2013) state that these days the use of technologies in the classroom is of utmost importance to prepare students for their personal and professional lives. Lam (2000) advocates that language teachers use technology because it promotes an altered manner of demonstration and offers a kind of enthusiasm for students, and the use of technology changes the roles of EFL learners in the classroom (Zu & Wang, 2006). Besides, Ibrahim (2010) found that Technology has provided students many opportunities to practice English in and out

the classroom and students have time and freedom to understand, reflect, and analyze anything which has been exposed. It stands to reason, then, that technologies are hypothesized to be able to promote preservice teachers' self-reflection, and one of them is videos on the preservice teachers' teaching performances.

There is a great number of research investigating preservice teachers' self-reflection. A study by Chaffin and Afredo (2010) revealed that individualized feedback, whether written or verbal, is an effective measure for facilitating preservice teacher reflection during early field experience or teaching practicum. Guney (2008) found that when micro reflective teaching is applied, the teaching performance of preservice teachers improves and their ability to conduct self-reflection develops. Dervent (2012) found that reflective thinking activities conducted by preservice teachers enhance their reflective thinking levels. In addition, Orlova (2009) conducted a study on the effect of video recording for reflection and found that video recording provides a good chance to make pre-service teachers more reflective thinking. Nevertheless, Tican and Taspinar (2015) indicated that there was statistically insignificant effect of reflective thinking based activities on reflective thinking tendencies, critical thinking tendencies, and academic achievements.

The inconsistency of the previous findings, then, offers a gap to reveal - that is how preservice teachers' self-reflection can be carried out through feedback giving in the form of conference. Lee (2005) employed self-evaluation and classmates feedbacks to perform self-reflective thinking of preservice teachers, but the recent study employs three different modes of feedbacks namely peer feedback, teacher feedback, and self-evaluation in the form of a conference. The present study basically aims at investigating how video recording-based conference cultivates preservice teachers' self-reflection after obtaining feedbacks. Thus this paper is the product of an effort to better understand whether preservice teachers' self-reflection can be cultivated through video recording-based conference.

METHOD

This qualitative study aimed at investigating how to promote preservice teachers' self-reflection through video recording-based conference. In the present study, there were 25 English preservice teachers of a university joining a Micro Teaching class who became the respondents of this study. The class was intended to train preservice teachers to be professional teachers in the future. They performed their teaching performance twice and were video recorded. Based on the videos, the students observed their own teaching performance as well as their classmates' teaching performance in groups of four. Each group observed their own teaching performances and found out some possible weaknesses and strengths including which areas of teaching performances which had to be improved. Then a class conference was held to discuss possible weaknesses and strengths of their teaching performances. Also, they compared their first teaching performance and the second one. Besides, a self-reflection inventory was conducted by each preservice student at the end of the course.

FINDINGS AND INTERPRETATION

The major question of the present study was investigating how to promote preservice teachers' self-reflection through video recording-based conference. To answer the question, the self-reflection inventory on teaching practicum adapted from Orlova (2009) was answered by the participants with the following results as stated in Table 1.

Table 1. The Self- Reflection Inventory on Teaching Practicum

No	Description	Y	N
1	I provided simple and clear instruction	5	20
2	I applied the lesson plan	12	13
3	I had sufficient self-confidence	7	18
4	I involved myself in students' activities	10	15
5	I implemented the objectives I had planned	6	19
6	My students (Classmates) were active	18	7
7	I Applied different modes of interaction (Whole class, individual work, pair work, etc.) accordingly	15	10

8	There was significant improvement between my first teaching performance and the second one	8	17
9	My English was satisfactory	9	16
10	I was happy with my teaching performance	3	22

Question 1 shows that the participants failed to provide clear and simple instruction in their teaching practicum, but 12 of them claimed that they applied their lesson plan and the rest did not. The third question proved that they still lacked of self-confidence, so only 10 of them involved actively in students' activities. Question no 5 revealed that, in general, the participants failed to reach the objectives of teaching-learning process. Somehow, their peers (students) were active in the classroom, and they believed that they applied different modes of interaction (60%). Nevertheless, only 10 participants (32%) believed that they made significant improvement between their first teaching performance and the second one. Question 9 shows that they were not happy with their own English when having their teaching practicum. Last of all, only 3 participants (12%) were happy with their teaching performance and the rest (88%) were not.

In addition to answering 10 Yes-No questions on self-reflection inventory, they also made self-reflection after watching their own teaching performances and got feedback from their classmates and the lecturer as well as self-evaluation. Almost all of them confessed that they still had a lot of weaknesses in teaching. They mentioned that teaching was not a simple thing to do. A preservice teacher noted that,

I realize that teaching is very difficult. I had prepared anything before teaching, but almost all of them disappeared when I was teaching. Thus, I was very confused what to say. I need more and more practice in teaching.

Another preservice teacher wrote,

I am afraid of teaching. The main problem is that I don't know how to make the class alive. My class looks flat. After I watched the videos of my teaching performance, I was so embarrassing. The only strength was that I had enough self-confidence.

The answers above basically prove that, in general, they still needed a lot of practices before being able to teach English accordingly. Also, the answers were not intended to judge the quality of their teaching performances since the questions were designed to lead preservice teachers to conduct self-reflection. The results were in line with Gebhard (2000) who avowed that teacher self-development takes time. This implies that having sense of self-development is a matter of being aware of getting better teaching performance through an endless process (Sulistyo, 2014). Bell and Gilbert (1994) add that teacher self-development can be perceived as teachers learning, rather than as others getting teachers to change. All in all, the quality of teaching performance is developed gradually better if one has sense of self-reflection.

In addition to responding to their own teaching performance, they were also required to comment on the use of video recording in the micro teaching class in integration with a class conference. Their comments implied that they had a very positive perception towards the use of videos. They could observe their own weaknesses and strengths. Let alone, after getting feedback from their peers and lecturer, they understood better what areas they had to improve. A preservice teacher commented,

The videos of my teaching practicum have told me a lot that I need to improve my teaching performance. The feedback from my classmates and lecturer let me know in detail what I have to next before teaching. The conference makes me realize that I need to be more self-reflective.

Another preservice teacher wrote,

The conference which was conducted after watching the videos helped me a lot to know how to behave correctly in teaching. I need to be more reflective before and after teaching in order to understand which areas I have to develop and which weaknesses I have to minimize.

The reflection is in line with Orlova's (2009) claim saying that video recording is a stimulus for critical reflection. It makes sense that videos are beneficial in the classrooms since

the videos with their uniqueness can be watched again anytime one wants. Besides, they are flexible medium that generates excitement for every age (Scarfer, 2010:48), and Herrel (2008:21) believes that audio-visual media scaffolding can be used effectively at all grade levels and across curricular areas. Sherin (2008:2) avows that it seems likely that teacher education will continue to rely on video as a crucial tool of instruction and evaluation. Also, Sulistyo (2014) concludes that teacher self-development through self-reflection is of utmost importance in order to develop teachers' teaching competencies.

CONCLUSION AND SUGGESTION

The present study was conducted to qualitatively investigate how to promote preservice teachers' self-reflection through video recording- based conference. The findings conclude that preservice teachers need to be able to develop their self-reflective thinking in order to understand their weaknesses and strengths in their teaching practicum. Also, they have good attitudes towards the use of videos and conference in the micro teaching laboratory in the sense that they learn from each other through the class conference.

Helping them how to promote self-reflection is a good activity to be cultivated. By being reflective, the preservice teachers understand how to evaluate their teaching practicum performances. In short, self-reflection should be the soul of preservice teachers' lives since they need to develop the quality of their teaching performances.

Since there have been probably some weaknesses of the present study, the following suggestions can be proposed. Further research on self-reflection of preservice and in-service teachers should be conducted more thoroughly in order to provide better points of view related to how to develop their potentials in teaching. As the development of the quality of teaching performance takes time, it is strongly suggested to apply an experimental study to investigate better the effects of self-reflection on preservice and in-service teachers.

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Appendix 1. Self-Reflection Inventory (Adapted from Orlova, 2009)

B. Self-reflection inventory on teaching practicum after the conference

1. Mention the weaknesses of your teaching performances (first and second)!
2. Mention the strengths of your teaching performances (first and second)!
3. Which areas of your teaching performances should be developed?
4. Write your opinions related to the implementation of the class conference based on the videos of your teaching performances!

ALTERNATIVE ASSESSMENT: E-PORTFOLIO VIA EMAIL IN A HIGHER EDUCATION

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ABSTRACT

This article focuses on the elaboration in implementing e-portfolio as the alternative assessment in writing skill. In writing skill, the students submit the essays as their task in writing. In the previous study, the writer used portfolio to assess the students' essay. In the end of semester the students were interviewed about their perceptions when the lecturer used portfolio. The students were great to do this but they have some reflections that actually the course was waste the time and sometime the lecturer missed the paper. As the innovation, the lecturer uses e-portfolio. In this e-portfolio, the writer uses e-mail as the media to submit the students' essay. Here, every student must have an email and make a group called milist (Mailing List). This milis consists of the students in one class. The writer can check the email and make some revision about the error of the students' composition. After making revision, the writer sends back the essay to the student. The main purpose of this article tries to help writing lecturer to use e-portfolio as the writing assessment in teaching and learning activity.

Keywords: Academic Writing, E-Portfolio, Mailing List

INTRODUCTION

In learning English, students must learn how to produce words, sentences and paragraphs. It means they have to follow some steps to be good in learning English. The steps are available in writing skill. Writing is quite important although there is still assumptions told that writing is very difficult to be practiced. Hairston quoted by Suandayani, 2009 in Dewi, 2013 argued that writing skill can be a media for people to find and produce the words to allow the idea developed. When people start writing means they start to make active the brain because the brain will try to find the idea or information and then it will be composed in proper paragraphs. It can be concluded that writing skill needed to be progressed. In university curriculum, students move from writing personal essays to writing formal academic texts (Tardy, 2010). In academic writing, the students require ability to compose paragraphs which have been adopted from some references. They must learn how to make several paragraphs from some paraphrases, making summary, cited some statements to make their writing composition is not personal but it will make a formal writing called academic writing. They learn doing more procedure before they start writing. They learn to find some relevance sources and evaluate them in order their writing will be success. Besides, Plagiarism is also avoided by them although writing in second language much more difficult to be done.

The condition of writing skill will be encouraged by doing many practices. They do not allow to stop writing wheather it will be bored someday. Hogue and Oshima (2007, 14) states that academic writing is formal, so you should not use slang or contractions. Also, you should take care to write complete sentences and to organize them in a certain way. Academic writing in English is probably different from academic writing in native language. The words and grammar and also the way of organizing ideas are probably different from what you are used to. In fact, the English way of writing may seem clumsy, repetitive, and even impolite to you. Related with that definition, students need to be supported by doing many practices.

Practices can help the students to make some progresses. It means students must do several activities by composing paragraphs until they are able to write an academic writing. They have to pile their works in every meeting in order they can make some correction and evaluations. Here, the lecturer asked the students to make potfolio as the writing assessment.

Portfolio As The Writing Assessment

An effective teaching and learning is also based on the assessment. Hibbart, 2013 stated that the assessment list is a tool that helps students learn to pay attention to the quality of their own work. The lecturer creates the assessment list for the purpose of coaching the student to pay attention to what is in need of attention. Moreover, in writing skill is needed an interaction between the lecturer and the students. They need some quick correction and feedback from the lecturer as a revision in their writing task. Roger and Chow, 2000 in Liao, 2011 defined Portfolio is to undertake a purposeful and selective collection of personal works, not an aimless accumulation of all sorts of documents. Portfolio is chosen because it can be a document for the students' writing task. Sometime, students felt so confuse to start writing, to make grammatically correct sentences. And the lecturer tried to cope this problems by implementing portfolio to assess the students' writing (Syafei, Backwash Effects of Portfolio Assessment in Academic Writing Classes, 2012).

It has been cited that Portfolio as a purposeful collection of artifacts that gives some information about someone's effort, progress and achievement. Portfolio has several characteristics as follows (Richard, 2002):

1. The learner can decide what to put in the portfolio;
2. After receiving feedback and comments from the teacher or peers, learners can revise materials in the portfolio;
3. Since the learners assess and reflect on the work in the portfolio, they can be aware of their progress and personal development;
4. There is evidence of mastery of knowledge;
5. Artifacts can take many forms such as written work, audio recording, video recording (Tahriri, 2014)

Those characters are proper to be implemented in the writing class because most of the students need to revise many composition in order they are able to check their writing progress and development. Concerning with the types of portfolio (Tahriri, 2014) exposed three categories such as :

1. Showcase portfolios which are typically used to present a students' best work to parents and school administrators
2. Collections portfolios which literally mean all of student's work that present how students deal with day to day class assignment or working folders which may include rough draft, sketches, works-in-progress, and final product.
3. Assessment portfolio which are specifically presented as reflections of specific learning goals that contain systematic collections of students' work, students self assessment, and teacher assessment.

In the previous study exposed that assessment portfolio is excellent to be implemented. The students can submit their writing assignment and it will be revised by the lecturer. The students must be able to collect those papers to check their progress. It is supported by Hall, et al (2012) that portfolio learning encourage students to debrief challenging events that occur during the course of their learning. It provides safe environment in which they can reflect, receive feedback, and engage in discourse around context-specific experiences. In this process, students are allowed themselves to be active in making revision and reflection from their writing task. They will engage in self-assessment, making argument by them to create a revision and then it can be followed by some discussion with other friends. Other study also supported that portfolio assessment is effective on learning idioms in writing. They indicated that there was a statistically significant difference between the two groups in terms of idioms and portfolio was found to be able to improve students' knowledge of idiom (Tahriri, 2014). In fact, the implementation of portfolio has several weakness that have been gotten from Athena unpublished study (2016). She wanted to know the students perception toward using portfolio as the assessment in academic writing. The result are presented in the following :

1. The students felt less understanding of the revision. They need more explanation to make a better writing. They also wanted to know others' revision in order they will not do the same mistakes.

2. Sometime they missed the paper to compile as the final assessment. It made hard to the lecturer to give a fair final score. So, they suggest to use another media to submit their writing task.
3. Revising all the paper were waste the time. While one students came to the lecturer to discuss their work, others just waited for several minutes and it made the class was very crowded.
4. When they used hand writing, some of the students could not make a correct spelling of the words. They have to check by using computer.
5. The last perception came from the lecturer that was the hand writing of students. Some of them can not write in a good way. Their hand writing could not be read and ofcourse it made the lecturer can not give a feedback about the contain of the writing.

Consequently, the lecturer makes an innovation to assesst the students writing portfolio by using electronic porfolio that is *Milist*. The aims of the *Milist* is to give a new media to the students which makes a better revision or feedback from the lecturer. All students have a private email and they make one group Milist. Every writing task, they must send or upload their work one by one. After that the lecturer makes a respond and revision. After that, they can check their revision.

E-Portfolio *Milist*(*Mailing List*)

In post-modern teaching practice mode, the lecturer is highlight to develop themselves in teaching (Liao,2011). Here, the lecturer must be more creative to combine between the way to teach and assess by using technology. Based on Hall et al(2012) e-portfolio is effective to be applied. They defined e-Portfolio as a purposeful collection of information and digital artifacts that demonstrates development or evidences learning. The process of producing an e-Portfolio usually requires the synthesis of ideas, reflection on achievements, self-awareness, and forward planning, with the potential for educational, developmental, or other benefits (Cotteril in Hall, 2012). Based on Dewi' research (2013) it has been reported that writing is someone process to write, such as: pre-write, organize, write, edit, revise, and share (displayed). She argued that using internet as a media to share the students' writing task is effective. One of the media that available in internet is e-mail.

E-mail is an elektronik media that does not depend on the time, distance and also field. Everyone can access the email everytime and everywhere. In the 21st century, the contribution of e-mail is more needed because all data must be transformed though e-mail. It means most of students have email as their neccessity in learning. In this paper, the writer shares the using of e-portfolio, that is e-mail. The implementation of e-portfolio has been used in Academic writing III in 4th semester. The using of e-mail is in group format so it is called *Mailing list* or *Milist*.

Milist is a group discussion that available in internet. Everyperson can be gathered here to share the same thing (wikipedia). In academic writing III, the lecturer used *milist* as an e-portfolio to submit and give a revision to the students. This is conducted by the lecturer for several considerations. Frizler in his study said that the using of Email as the students way to write is effective because most of the students were confident to write and start writing a wider composition (Karnedi, 2002). This self-confidence influenced by their handwriting. It cannot be ignored that bad hand writing will not be read and revised by the lecturer. So, based on that fact, the students can start composing writing by using computer or they can write on their smart phone.

METHOD

A qualitative reserach design is applied in this study. As the aim of this study are describing the implementation of Milist as e-portfolio and showing the students perceptions on it. Two instruments were conducted to obtain the data of reseach problems. Check list done to get data concerning with the implementation of e-portfolio and unstrcted interview was conducted to express the students' perceptions of e-portfolio. These instruments were implemented to 37 higher education students as the sample in this study who studied in the third semester of English department.

FINDINGS AND INTERPRETATION

The Technical Steps of Mailing List in Academic Writing

When the e-portfolio implemented in academic writing, the lecturer and the students followed some procedures to involve in *Milist* group as the media to submit and make revision of their writing tasks.

Join to the group

1. Login into email. It must be paid attention that every student has their own email.
2. Click WWW.groups.yahoo.com/writingiii_aiclass. The name of group can be made by themselves. It depends on the students vote.
3. Next, click *Join* to the group and it will display a box, *rewrite the code and give one word* as a comment.
4. Send the request.

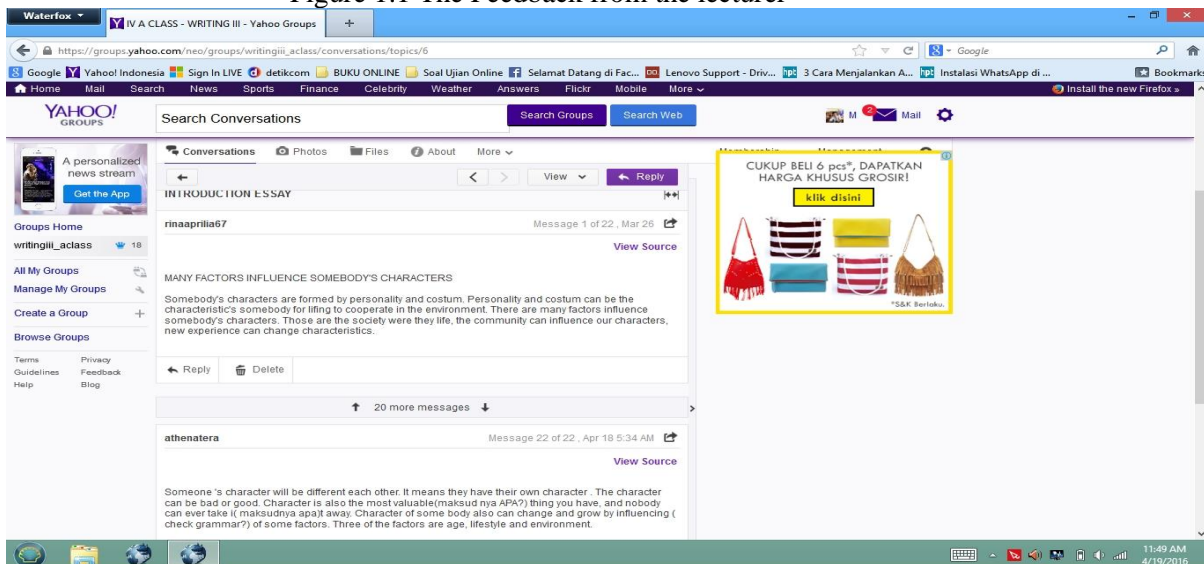
Sending the writing task

1. Login the student' email
2. Click www.groups.yahoo.com/writingiii_aiclass
3. Click *Conversation* when you have entered to the group
4. Send the writing task

The way how to give a feedback to the student

1. After entering on the group, the lecturer click *Conversation*. There will be list of students' composition and the lecturer can click and choose which composition that will be revised.
2. Click "Reply" and the lecturer can start give a feedback in an available space. After making revision, the lecturer can click "send". The feedback can be transferred by online, that is the lecturer sends the revision directly. But, there is another way to cover the feedback. That is the lecturer displays the students' composition one by one and the lecturer can start to give a comment as the revision. At that time, all students can learn many revisions from all friends.

Figure 1.1 The Feedback from the lecturer



Those technical steps are the procedures when the students and the lecturer involve in *mailing list*. In this process, the students sent their writing tasks on line. Their portfolio were composed directly when they sent every revision for their writing tasks. As the result, the students can check their progress in writing skill. They know their weaknesses and they can learn much from the revision. Moreover, the lecturer made discussion about every student' s revision by displaying the milist (see figure 1.1), so they can learn more from other friends revision. They can share the mistakes and try to not do it in the following task.

The Students' Perceptions toward Milist as an e-portfolio

Students expressed their impression when they learnt writing II using Milist as e-portfolio.

1. Most of students (75%) interest implementing the Milist, because they can write without worrying about their bad hand writing.
2. They also said this process is very mobile because they can compose their task outside the class.
3. When the lecturer started to make any revision, the students were very enthusiastic because th lecturer diplaying the milist and every student can learnt more revision from other friends' task
4. It can not be ignore that some of the students felt that this class is so boring because they must learn all the revision.

Academic Writing teaches the students to learn more about how to compose a good writing. They do not always focus on their subjective essay but they must learn how to create scientific writing. Of course, this process needs some revision and feedback as the evaluation for what they have written. Here, the writing lecturer often asks the students to submit their writing from first composition until the end of the semester. Based on the Athena (2016) research, the students give a feedback as the evaluation in writing class. As the alternative assessment, the lecturer implemented the e-portfolio that is *Milist*. It has been quoted by Hall et al (2012) that e-portfolio is an effective way to be implemented in Academic writing. Moreover, in 21th century learners are demanded to use the innovation of technology in the teaching and learning activity. As we know that most of students have a *smart phone* but they only use it for updating their status or cheating with other users. it is too pity to know that they cannot use that facility for a better things. By implementing the *Milist*, the students can use their *smart phone* to write, revise, give feedback and rewrite. When they are in a group, they can know other friends' revision and it can be very useful from all the students.

CONCLUSION AND SUGGESTIONS

As described above, the academic writing can be assessed using portfolio that used to compile the students task. Here, the lecturer has analyzed the some weaknesses of manual portfolio. So, the lecturer implemented the E-Portfolio by using *Millis* as the writing assessment in academic writing. The students can send their composition by email and they can get some revision from the lecturer. By using *milist*, the students not only add their knowledge from their own writing but also they can get revision or knowledge from other friends' composition. The using of *Milist* also encourages students to be active in using technology as a media in learning activity. They can be used to using technology facility to face the 21th century period. For the following, it suggested for other research do other side of e-Porthfolio as a better assessment in otther skills.

ACKNOWLEDGEMENT

We thank all the students who paticipated in this study. And also we give our gratitude to the head of English Department for supporting this research.

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ENGLISH GRAMMAR INSTRUCTION FOR ADULTS: IS CLINIC WORKABLE?

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ABSTRACT

Teaching grammar is important to help students to have better understanding of the forms, function, and meaning of grammar rules. The understanding of the grammar rules will help them to communicate easily. Unfortunately, not all the students are able to achieve such kind of ability. Some of them fail and therefore produce ungrammatical sentences. The problem might occur because they do not understand the rules and are not aware of the rules. The students find that the grammar class is something that they are afraid of. They tend to be anxious, afraid, and confused. Some strategies can be applied to overcome this problem since in tertiary level the teachers are free to choose the methods to teach. One of the strategies believed to overcome this kind of problem is clinic. It refers to a small group discussion held by the teacher and followed by the students. The teacher shows the students' mistakes of their works in specific and asks them to give the reason. The students are given chances to clarify or respond the teacher's suggestion. Clinic appears to be workable during post-teaching activities. Having clinic in grammar class can increase the students' awareness of rules and therefore will reduce the students' anxiety.

Key words: *English grammar, instruction, adults, clinic*

INTRODUCTION

Teaching grammar is important to help students to have better understanding of the forms, function, and meaning of grammar rules. Wang (2010, p. 78) says that mastering grammar is the foundation in the proficiency of a language and grammar teaching and an essential part of language teaching as well. Grammar has the main role because it appears to become the basis for progressive language learning. Developing the language skills including listening, speaking, reading, and writing, needs grammar as part of it. The students will not be able to listen to English well if they do not have sufficient English grammar knowledge. It applies in other skills too. Learning and understanding grammar will support the development of students' language skills.

The good understanding of the grammar rules helps students to communicate easily since it helps them develop their skills. A well-developed language skill will result in the high ability of students in English communication. The students will be able to listen to the lecture or read the lecture materials and get the information correctly as well as communicate their opinions or response through written assignment or discussion. Unfortunately, not all of the students are able to achieve such kind of English communication ability. Some of them fail and therefore produce ungrammatical sentences. The problem might occur because they do not understand the rules and are not aware of the rules.

The students find that the grammar class is something that they are afraid of. They tend to be anxious, afraid, and confused. Young (1991, p. 434) states that the sources of language anxiety are interrelated and may in part be a result of unnatural classroom teaching methods. Anxiety appears to give effect to the students' understanding in grammar class in tertiary level

since adults look embarrassed when they make grammatical mistakes speaking or writing English. Dulay, Burt, and Krashen (1982:59) states that conscious concern over sounding grammatically correct is a personality trait of many adults. Therefore, English teacher's job is to create low anxiety atmosphere in classes that can increase students' relaxation, interest, and motivation in learning language especially grammar. Dulay, Burt, and Krashen (1982:51) states that relaxed and comfortable students apparently can learn more in shorter periods of time.

Some strategies can be applied to overcome this problem since in tertiary level the teachers are free to choose the methods to teach. Cahyono and Widiati (2011) state that teachers in universities have the autonomy in determining time allotment, selecting textbooks, and adopting certain teaching methods in the teaching of grammar. One of the strategies proposed to overcome this kind of problem is clinic.

Clinic refers to a small group discussion held by the teacher and followed by the students. Basically it is almost the same as English Language Clinic (ELC) but it is integrated in the process of teaching and learning. Sangeetha (2015:15) states that ELC is a place in a school, college, or university where an English language expert (English language teacher in this context) offers a lesson or series of lessons to a student or a small group of students weak in English language to help them identify and correct the area of weakness in language learning by undertaking some remedial measures to help them practise, improve, and use the acquired language skills in real life situations by creating an encouraging learning environment.

Similar to ELC, clinic in teaching and learning English grammar is conducted by the teacher to show the students' mistakes in their works in specific and to ask them to give the reason. The students are given chances to clarify or respond the teacher's suggestion. Clinic appears to be applicable in post-teaching activity. This clinic could be applied also after the students finish doing exercises. Having clinic in grammar classes seems to be useful to increase the students' awareness of rules and therefore will reduce the students' anxiety. This study is intended to get empirical evidence how the clinic works well in helping students learn English Grammar.

METHOD

This research was conducted qualitatively. It was conducted in five meetings. Each meeting took around one hundred minutes. The subject of this research is a university grammar teacher who has successfully used clinic in helping students to learn English grammar. Her class achieved high average grammar score. The data of this research was the description of the clinic instruction in the teaching of English grammar, using direct observation, documentation, interview, and field notes. Documentation is conducted by identifying, categorizing, examining, recording, and copying the data. Interviews are conducted using open-ended interview guidelines.

FINDING AND DISCUSSION

The research found that in post-teaching activity clinic appeared to be applicable. It seemed to encourage the students' awareness of the rules and reduced the students' anxiety after they did exercises. The clinic was conducted by the teacher after they finished the exercise. The clinic creates a safe and relaxing atmosphere.

The students' anxiety appeared to be reduced by conducting clinic as well as increasing the rules awareness. The decrease of students' anxiety appeared since in the clinic the teacher created friendly environment by cutting the distance between students and teacher. The teacher and the students reviewed the students' works. The teacher gave some stresses of the rules in students' mistakes to make them aware of the correct rules. The clinic was done to clarify the students' answers. The teacher said, *"In clinic, I just want to clarify what they mean by writing this. I ask them and they clarify that's what they mean so if that is what you mean they have to say right this way and so forth. When I explain it, everybody understands but when they write something, they make mistakes. They know about it but they don't realize it."*

Clinic appeared to improve the students' awareness of the rules since after the teacher conducted the clinic and showed them the incorrect sentences or answers, they understood why they made mistakes.

Therefore, clinic was an instruction with a low-anxiety atmosphere. The students and the teacher sit together and talked about the students' mistakes in their work. Dulay, Burt, and Krashen (1982: 51) stated that relaxing and comfortable classrooms made students apparently learn more in shorter periods of time. Besides the low-anxiety atmosphere, clinic was a consciousness-raising activity. It made the students aware of the existence of grammar rules. Ellis (2003: 85) stated that consciousness-raising refers to attempts to make learners aware of the existence of specific linguistic features in the target language. One way in which this can be done is by supplying the learner with positive evidence, an input that shows the learner what is grammatical but not what is ungrammatical.

To be concluded, clinic is applicable to be used at the end of teaching and learning process. Clinic is conducted in several steps. First, the students work with the written exercises in groups. Second, the students submit their works. Third, the teacher checks the works. Fourth, the teacher asks the group to come close to her. She shows the students' mistakes and gives them chance to confirm their works. The last, the teacher gives confirmations to the mistakes and shows the correct answer to their works.

CONCLUSION AND SUGGESTIONS

Teaching grammar plays an important role to help students to have better understanding of grammar rules. The good understanding of the grammar rules will help students to communicate easily since it helps them develop their skills. The students find that the grammar class is something that they are afraid of. Clinic appears to be applicable in post-teaching activities. Clinic in grammar class can increase the students' awareness of rules and therefore will reduce the students' anxiety. Clinic instructions consist of several steps. The students work with written exercise in groups, they submit their works after they finish the exercises, the teacher then reads the works, and asks the group to have conference with her. The teacher shows the students' mistakes, gives them chance to clarify their works, and finally gives confirmations to the mistakes by showing the correct answer to their works.

ACKNOWLEDGEMENT

Great gratitude is dedicated to Mrs. Utari Praba Astuti, State University of Malang for her kindness and help in conducting this research.

CONFLICT OF INTEREST

This article is a part of Titis Agunging Tyas' thesis entitled "English Grammar Instruction for College Students by an Exemplary Teacher".

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ACTION RESEARCH ON ORAL TEMPERATURE MEASUREMENT ROLE PLAY ACTIVITY IN AN ESL NURSING CLASS

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ABSTRACT

In teaching English of nursing students, the students in the class found difficulties in the communicative activities. They also have problem to understand how to do tasks, and get difficulty to work with partners. To bring success of nursing students' speaking skill, communicative approach in teaching language with a communicative and meaningful role play task can be applied. Therefore, the researcher wants to conduct research on how the instruction can be arranged to bring the low ability students' success with a communicative, meaningful role play task. The researcher taught the English skill needed to do the role activity of Body Temperature measurement in the first two weeks, and then the students prepared and presented the role play of Body Temperature measurement on the last two weeks. The respondents were 34 students and the sample was 10 students taken by simple random sampling. Data were collected through student questionnaires, field notes from a class observation and audio-visual (video) recordings of role play presentations. Result showed the students did not find any difficulties in the role presentation and they enjoyed it. The research showed in the nursing class, the students have the ability to successfully participate in communicative activities, including role play.

Keywords: *communicative approach, role play, oral temperature measurement*

INTRODUCTION

Nowadays, the globalization era demands the nursing profession in the Indonesia to be able to compete by improving the quality of nursing care and have an English communication skill. As Ribes and Ros (2005) testify, experts who work in the field of medicine are constantly forced to deal with English both when they have to attend international conferences and meetings, and every time they require to read and examine documents including the latest medical research or the most recent studies in all those disciplines directly related to medicine. There is a huge demand for nurses at the international marketplace, but only very few Indonesian graduate nurses qualify for employment abroad. According to Mufti (2009), nursing graduates have very limited clinical skills and their professional competency is weak due to the limited exposure to the clinical areas during the basic training years. Dealing with this problem, in teaching English of nursing students, the researcher used a communicative method. The communicative approach includes using activities that simulates language used in real-life of clinical settings. Krashen (2008) stated that the communicative approach is an effective way of teaching students' skills. During the studies in the ESL nursing class, she did not observe many communicative activities. The students found difficulties in the communicative activities. As the lecturer of this class, she noticed that they also have problem in understanding how to do tasks, and they may find it difficult to work with partners. Then, she discusses with other colleagues who are also teaching them, they said that they also struggle with how to do communicative activities with them. Therefore, she applies role play in teaching them because as Huff (2012) stated that to bring success of nursing students' speaking skill, communicative approach in teaching language with a communicative and meaningful role play task can be applied. Role play is a teaching method that has been used widely for experiential learning and provides an imaginary context in which issues and behaviors may be explored by participants who take on a specific role or character (Ching, 2014). As Redden (2015) said that role play can provide the students both locally and wide reaching so that students can be prepared for the clinical setting both while in college and after they graduate. Moreover, role play activities provide students with communicative competence, so that students feel comfortable to interact with people in the outside world. In this research, the researcher wants to conduct research on how the instruction can be arranged to bring the low ability students' success with a communicative, meaningful role play task. In this case, the students are asked to conduct role play activity on body temperature measurement.

Body Temperature measurement is part of vital signs which they, as nurses, should master to practice the English communication related to it. During body temperature measurement, they should communicate first with the patients about what they are going to do with them and there are some instructions expressed by them to the patients.

RESEARCH METHOD

The research used the qualitative paradigm and specifically the methodology of action research. As one type of the qualitative research is action research. Action research was chosen for this study in order to explore the researcher's class. In the action research, the she played a dual role, as researcher and lecturer. The research question came from a reflection and assessment about her ability to effectively use the communicative approach with her English Class. The participants in this study were 34 students in her second level English class where she taught. They were from many areas in Indonesia and speak many languages (Madurese, Javanese, etc.) with strong dialects and the grade of English in the first level was low. The sample was 10 students taken by *simple random sampling*. In this research, there were three data collection methods: field notes, audio-recordings, and questionnaire data. The researcher wrote on her impressions on the effectiveness of the classes. The field notes were used to adjust how the classes were taught and to gain insights on teaching during two weeks of class. The presentation of the role plays were audio-recorded, transcribed and evaluated using a rubric. The students gave their feedback by responding to a questionnaire. The procedure of the research was the researcher first taught the students the skills necessary of role play activity on Body Temperature measurement for the first two weeks and then had them present it on the last two weeks.

Table 1. *Lesson Plan - Activities Simple to More Complex*

ACTIVITIES

- 1) Students practice of question and answer about Body Temperature measurement
- 2) Students fill-in three blanks in a written dialogue of Body Temperature measurement
- 3) Students select the appropriate response to a sentence amongst four choices
- 4) Students write the nurse lines in a one-sided dialogue as an all-class activity
- 5) Students write the patient lines in a one-sided dialogue as an all-class activity
- 6) Students write a complete dialog as an all-class activity
- 7) Students prepare and present a role play activity in pairs

From the table above, it shows that the progression from the sample to more complex activity. In this case, the nurse role is the harder role since this is the role that the students are less likely to play in real life. The data from Field notes were analyzed by typing up, rereading, and fleshing out within a day of collection to see if there were ways of scaffolding that had been learned that could be incorporated into the next lesson. The data from audio-recordings of the role play presentations were analyzed by transcribing and assessing by a rubric and then the students were rated on their ability as being high, medium, and low.

Rubric for Role Play

Communication on Body Temperature measurement

Student ID # _____

Circle The Scores				
Categories	None	Low	Medium	High
1. Worked independently	0	1	3	5
2. Spoke confidently		1	2	3
3. Used grammar		0	1	2

correctly				
4. Spoke understandably		0	3	5
		No	Yes	
5. Include all speech acts		3	5	
6. Spoke creatively		0	1	

Figure 1. Rubric for Role Play Assessment

The data from the questionnaires which had closed questions were easily analyzed by counting the answers with the totals being used and presented in chart. In this research, the triangulation came from collecting data via three different methods: field notes from the researcher's point of view, a questionnaire from the students' point of view, and an audio-recording from the students' role plays. The ethics of this research was confidentiality for the participants and random number assigned to each student. The students were referred to in field notes and identified in the research report by these randomly assigned numbers. Audio transcriptions were verbatim, and students were identified by these assigned random numbers in the transcription. In this research, the researcher was also the lecturer of the class.

RESULT

During the two week period, field notes were taken to document her observations and insights. During the last class, students participated in the role play. The role plays were audio-recorded and transcribed. Students' evaluations were obtained by having the students fill-out a questionnaire stating their opinions and reactions with the help of interpreters. In these field notes, the focus was on how to support the students and lessons learned about teaching. Each note consisted of an observation, and how it was significant to teaching. The field notes included relate to the notes that discuss the most significant ten observed insights gained from the action research. These insights will lead to changes, such as encouraging students to help one another, spending more time reviewing material, incorporating student presentations into lessons, and adjusting how she scaffolds activities. The role plays were recorded, transcribed, and assessed. There were ten students who presented role plays and 23 of them were research participants. From the transcriptions, the students' role plays were assessed through a rubric. Analyzing the role plays will give direct research data for the research question by looking at the effectiveness of the role plays prepared and presented by the students.

The scores of rubric which consisted of six categories were shown per category for each student in Table 2.

Table 2. Role Play Scores Per Category

Circle The Scores													Student Identification Numbers												
Categories		1	2	3	4	5	6	7	8	9	10	Average													
1.	Worked independently	5	4	5	5	4	4	5	5	4	4	4.5													
2.	Spoke confidently	3	3	3	3	2	2	2	2	1	2	2.1													
3.	Used grammar correctly	2	1	1	2	2	2	2	1	1	2	1.6													
4.	Spoke understandably	3	3	3	5	4	4	4	4	3	5	3.8													
5.	Include all speech acts	4	5	5	5	4	5	5	5	5	5	5.6													
6.	Spoke creatively	0	0	0	0	0	0	0	0	0	0	0													

From the table above, it shows that in the category of *Worked Independently*, half the students received the maximum score of five points. All students needed some help to get started with the role play. In the category of *Spoke Confidently*, most students received a score of two points. When practicing, the students only read their role plays a couple of times. In the category of *Used Grammar Correctly*, half the students received the maximum of two points. There were some grammatical structures that were frequently correct. In the category of *Spoke Understandably*, all but two students received the maximum points of five. This category measured if students' language was intelligible in the role plays. In the category of *Included All Speech Acts*, most of the students received the maximum of five points. Students were generally able to include all the information on the role play card for their role. In the category of *Spoke Creatively*, all students received no points. The previous practice in the all-class activity had a set structure. The results of total points per student were shown in Table 3.

Table 3. *Role Play Scores Per Student*

Students' identification	
Number	Score
1	17
2	16
3	17
4	20
5	16
6	17
7	18
8	17
9	14
10	18

All pairs of students had a conversation that was presented to the class. The score range was at 14 points to 20 points. Three scores were near the maximum with points in the range of 18 points to 20 points. The overall scores help to answer the research question of the possibility of being successful with a role play activity with low ability students. Most of the students scored high on the rubric that evaluated the role play activity. This provides research results that low ability students can be successful in doing a role play activity.

Student Questionnaire Results

After the role play was completed, the students filled out a questionnaire. The questionnaire asked if the students found the role play activity to be enjoyable, too easy, and too hard. The questionnaire also asked if the students believed that they could use English communication on Body Temperature measurement. The results are shown in Table 4. *Student Questionnaire Responses*

Questions	No	Yes
1) Did you like the role play activity?	10	0
2) Was the role play too hard?	3	7
3) Was the role play too easy?	7	3
4) Can you use English communication during Body Temperature measurement?	10	0

Question one asked if the students enjoyed the role play activity. All the students enjoyed the role play activity for various reasons. The first, student liked it because he or she had learned how to use English communication during Body Temperature measurement. The second, student liked having the interaction with another student. The third reason was the student thought the role play activity was fun. This student wrote, "...because I studied it and it was fun!" The fourth reason, it was important because at home there are no interpreters to help practice it. The fifth, student liked the fact that it was different. This student wrote, "... because it was a new experience for me in the language learning." The second and third questions asked

if the student thought the role play activity was too easy or too hard. Most students found the role play activity was neither too easy nor too hard. This would lead to think that the student found the role play activity to be challenging. The student wrote, "At first, I didn't know what to do, but as I am studying, it was not too hard, it is very easy." The fourth question asked if the students thought that they could know how to use English communication during Body Temperature measurement. All students thought they could do it. The student wrote, "I could do it very well. The way you taught it was good." Overall, the students found that the role play activity was a positive experience. The students enjoyed the role play activity and felt that they learned how to use English during Body Temperature measurement. The questionnaire results provide some evidence towards a positive answer to the research question on whether low ability students can successfully participate in a role play activity. The answers show that the students believe that the role play activity was a success.

DISCUSSION

The first, the strategy which is from simple activities to more complex activities was an effective teaching method. In the role plays, the students were able to use language that would be similar to real world language, and the students were able to incorporate grammar and vocabulary previously taught in lessons. Improved grammar skills due to explicitly teaching grammar is consistent with Brown's view (2007) that teaching grammar can aid in communicative competence. The second, planning activities for low-ability students limiting the number of choices that students have to select the correct answer makes that activity more guided, manageable, and successful. This is consistent with Hammond and Gibbons (2005) recommended design scaffolding technique of a task building and leading into the following task. The third, further scaffolding would have been helpful in defining the role play, and the students understand the aspect of role play of taking on a role and being responsible just for one role. The fourth, expectations for students need to be realistic and defined by improvements and not anticipated outcomes. The fifth, the lecturer can support students struggling by intentionally pairing with a more advanced peer. The sixth, activities can be modified to make them more manageable for low proficient student. The seventh, low-ability students will do role play activities well when they only need to add a few key pieces of information. The eighth, students need to feel an activity is beneficial before they put effort into repetitive practice that might lead to skill mastery. The ninth, role plays are positively received by students, and that their difficulty may be interpreted differently by the lecturer.

CONCLUSION AND RECOMMENDATION

After conducting this research, the students have the ability to successfully participate in communicative activities, including role play. This can be a new way of structuring lessons that will progress from simple, more guided activities to more advanced, less supported activities that allowed students to manage their language. The recommendations are students should often present information in front of the class and they have to use their native language in the classroom, plan to do a task sets a long term objective, role play video can be used to show and explain to students how to do a new task.

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INCORPORATING CARTOON STORY MAKER INTO TASK-BASED LANGUAGE TEACHING

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ABSTRACT

The goal of this study is to enhance the students' narrative writing skills using task-based language teaching (TBLT) through Cartoon Story Maker in English education department in Universitas PGRI Banyuwangi. The design of the research is classroom action research. The narrative writing test and questionnaire are used to gain the data from 47 students of two classes enrolled in writing courses. This study was conducted in five meetings covering pre-task (planning), while-task (presenting comic in the class and doing peer feedback), and post-task (producing comic story and narrative paragraph). The study indicated that implementing TBLT through cooperative learning project using Cartoon Story Maker improve the students' narrative writing skills and build positive responses among students. Therefore, the result could be considered as an alternative to be implemented in writing class.

Key words: *writing, comic, cartoon, TBLT, narrative.*

The need of being multi literacies has become a focus in English language teaching. Literacy does not merely refer to reading and writing ability but it also refers to the ability to utilize the technology as means and resources for learning. Thomas and Reinders (2010: 1-13) states that students should be able to “develop multimodal communicative and task competencies above and beyond the reading and writing skills”. In relation the recent issue, the English teachers should be able to combine resources with an appropriate method in order to provide a learning model for students and make English language teaching effective.

TBLT is one of profound methods under the umbrella of communicative language teaching. Nunan (2004: 4) states that task is classroom activities involving students to use language as the result of processing and understanding the target language. Further he explains that students should not struggle with the knowledge of language components in isolated forms but they have to achieve what so called as meaning making. In short, this method emphasizes the use of target language in communicative form. In the case of writing, the task covers how to present a meaning to readers. However, it does not mean that writing activity neglects the existence of grammar. The teaching of writing indicates communicative language use since the process of writing reflects the combination between writing and language components. Hence, TBLT concept is suitable to be implemented in writing course since the principles of TBLT have been reflected in the writing activities. For example, the principles of task-dependency, active learning, integration, reproduction to creation and reflection are indicated in the process of writing, that is, to write means students have to do some steps of the writing process: pre-writing, drafting, revising, and publishing (Harmer, 2004: 4-5).

In line with the principle of authenticity in which students have to use language in the classroom to the real world communication, integrating computer assisted language learning (CALL) into TBLT is a must. Nowadays, the advancements of the information and communication technology (ICT) provide plethora resources offering real world authentic language tasks. Students can easily involve in the global access through technology-mediated communication tools from laptop computers to mobile phones, from websites to social networking sites. Consequently, the practice of TBLT which tends to focus on face-to-face classroom has to switch to the expanding use of task in CALL.

In relation to the problems found in Writing 3 course, the researcher thinks that she needs to incorporate CALL in TBLT in order to improve students' narrative paragraph writing. Based on the result of preliminary study, most of students did not understand the text structure of narrative paragraphs. It seems that they cannot distinguish between the text structure of narrative and recount paragraph. The paragraphs they made were poor in terms of content and

organization. The plots of narrative paragraph were not in chronological order and even some elements of the plots were missed. Moreover the grammatical problem still becomes an issue. These problems were due to several factors. The media used by the lecturer was only limited on the use of worksheet and power point slides. The absence of strategy variation also happened in writing class. Additionally, the students have limited vocabulary, grammar mastery and writing models.

According to Megawati and Anugerahwati (2012: 183 – 205) the selection of approach is very crucial in the teaching of writing since it deals with a process in which the students have to be supported and guided to result a composition. Thus, the researcher considers using a new tool and combining some strategies in the writing class. Cartoon Story Maker is then chosen to be integrated with TBLT method. Cartoon Story Maker is a free downloadable software which is available in <http://www.education.vic.gov.au>. This software is easy to use since the control panels are very simple. The students can pay more focus on language than on manipulating tools. The most important one is that this tool can be used as a media for student' writing in a number of genre including narrative. Moreover, the result of some studies on the use of comic in English language teaching (Megawati and Anugerahwati, 2012: 183-205; Ravelo, 2013: 1-19; Abdel-Hack and Helwa, 2014: 8-41) have found that comic is an effective media to foster the students' writing ability. In contrast to ready used comics, Cartoon Story Maker involves students to be active in designing their own story in interesting ways. So, the teachers do not need to suit the content of stories with the students' proficiency level and interest.

For those reason above, the researcher conducted a study on the Implementation of Cartoon Story Maker into Task Based Language Teaching to improve the students' narrative writing skills and build positive responses among students.

METHOD

This study was conducted in order to improve the students' narrative paragraph writing. The researcher applied classroom action research in Writing 3 course of English Department at Universitas PGRI Banyuwangi. The subjects were 47 students from two classes enrolled in Writing 3. After conducting the preliminary study for problem identification, the researcher designed the lesson plans, determined the criterion of success, did and observed the teaching and learning process, and had a reflection. Cartoon Story Maker was used in the teaching of narrative paragraph writing.

Planning the Action

At this stage, the researcher made lesson plans, instruments, and tasks dealing with the procedure of using Cartoon Story Maker in the teaching of narrative paragraph writing. The study was planned to be conducted in five meetings. The researcher implemented TBLT through cooperative learning project using Cartoon Story Maker in three stages: pre-task (planning), while-task (presenting comic in the class and doing peer feedback), and post-task (producing comic story and narrative paragraph).

Implementing

The implementation of the teaching and learning process encompassed five meetings, Desember, 10th, 15th, 24th, 29th, January 5th. The action involved pre-task, task, while-task, and post-task (Willis et al., 1996 cited in Min, 2014: 182-186). In pre-task, the lecturer explained the text structure and showed the example of narrative paragraph. Then, she introduced Cartoon Story Maker and modeled on how to operate and how to make a comic story using Cartoon Story Maker. The students were divided into groups of four to five students to do the task. In while-task stage, the students made a comic using Cartoon Story Maker in a group. Afterwards, they have to present the result in the class. In this stage, the students also did a peer feedback on the comic made. The comic revised then was developed into a narrative paragraph. The last was post task. In this stage, the group made some revision on the comic and used the narrative paragraph which was made in a group as a model to develop their individual narrative paragraph.

Observing

The observation was done during the implementation of the action. This stage dealt with data collection. This study used a questionnaire and a test. The questionnaire was distributed to explore the students' perspective toward the implementation of Cartoon Story Maker in the narrative paragraph writing. It comprised of three categories and contained 16 questions. Category 1 investigated the students' perspective on interest and the effect on learning. Category 2 assessed the effect of Cartoon Story Maker in improving the students' narrative paragraph writing. Category 3 elicited the students' challenges in using Cartoon Story Maker. Dealing with the students' perspective, the researcher also asked the students to do free writing expressing their opinion about the teaching and learning activities. Meanwhile, the test was used to measure the students' narrative paragraph writing achievement. The test required the students to compose a narrative paragraph based on the comic they made. The students' writing scores were based on a scoring rubric. It was in the form of analytic scoring rubric adapted from Heaton (1991: 111) and Weigle (2002: 116). The aspects assessed covered content, organization, grammar, vocabulary, and mechanics. The writing activity in this study followed the writing process. Thus, the students got an opportunity to revise their draft after getting feedbacks from their peers and lecturer.

Table 1. Writing Scoring Rubric

Components of writing	Score Level	Conversion score	Criteria
Content	4	30	The paragraph contains relevant ideas; A lot of supporting details are relevant to the topic and easy to understand.
	3	22.5	The paragraph contains relevant ideas; some supporting details are relevant to the topic and fairly easy to understand.
	2	15	The paragraph contains relevant ideas; Few supporting details are relevant to the topic and not quite easy to understand
	1	7.5	The ideas and the supporting details are not relevant to the topic
Organization	4	20	Ideas clearly stated and well organized; the paragraph contains the element of narrative paragraphs: orientation, complication, and resolution.
	3	15	Ideas clearly stated but fairly organized; The paragraph contains two elements of narrative paragraph.
	2	10	Ideas are almost clearly stated and loosely organized. The paragraph only contains one element of narrative paragraph.
	1	5	Ideas are not well organized. The paragraph does not contain elements of narrative paragraph.
Grammar	4	20	No error on grammar
	3	15	Several errors on grammar
	2	10	Frequent errors on grammar
	1	5	Dominated by errors
Vocabulary	4	20	Word form mastery and effective word choice.
	3	15	Few errors on word form and word choice.
	2	10	Frequent errors on word form and word choice.
	1	5	Dominated by errors on word form and word choice
Mechanics	4	10	No errors on spelling, punctuation, and capitalization.
	3	7.5	Several errors on spelling, punctuation, and capitalization.
	2	5	Frequent errors on spelling, punctuation, and capitalization.
	1	2	Dominated by errors on spelling, punctuation, and capitalization.

Reflecting

Reflection was done to measure whether the action was successful or not. The data gained in the observing stage were classified and analyzed. Then, the result was compared to the criteria of success. In this study, the success is based on the students score. The action research is considered successful if 90 % of students gain score the same or above 75 points. The consideration of 75 points was that the students were expected to achieve minimum score for “B” achievement level assigned by English Department. Further, it was due to the low score of the students gained in the preliminary study. Meanwhile, the students’ perspective toward the implementation of Cartoon Story Maker in the narrative paragraph writing was used as the additional information and the basis for revising the plan and doing the implementation in the class if the criterion of success was not achieved yet.

FINDINGS AND DISCUSSION

The findings of the study involve the results of the students’ narrative writing skills and the students’ responses toward the implementation of Cartoon Story Maker in the narrative paragraph writing. The details are presented as follows:

The Students’ Narrative Writing Skills.

The result indicates that the use of Cartoon Story Maker into TBLT could improve the students’ narrative writing skills. The writing test which was administered assessed the students’ narrative writing skills in terms of content, organization, grammar, vocabulary, and mechanic. The scores gained show that the students’ narrative writing skills improve. The criterion of success was achieved since 91% of students gained score above 75 points. The results show that 4 students got below 75 points and 43 students got equal to and greater than 75 points. The students’ average score was 90.90 points. The students’ good progress was due to the fact that the project based learning with Cartoon Story Maker involved the students to participate in designing the comic cooperatively and used the input from the peer feedback activity for making revisions on their group and individual draft. Ellis (2005) cited in Peterson (2010:43) confirms that in the context of TBLT, students can be “encouraged to attend to form through an intensive focus on particular linguistic forms and also through the provision of corrective feedback “. In general, the improvement happened on all aspects of writing: content, organization, grammar, vocabulary, and mechanic.

The aspect of content showed a very significant progress. Most of students are able to present their ideas in their narrative paragraphs completely. The story presented in the comic was well represented in their narrative paragraphs. Even though the topic was similar with all member of each group, every student developed the paragraph with varied supporting details. This result appeared due to the fact that comics contain speech balloons with clear pictures indicating dialogue among characters and the flow of the story. Ravelo (2013 (1-19) argues, the words and the images in comics were interrelated and become part of a narration. As the comics were made by the students in group, they could easily comprehend the content. In addition, the peer feedback activities which were done during comic construction and drafting gave a lot of contribution on the students’ final product. This is in line with Harmer (2004:115) who states that peer feedback stimulates students to have collaborative activities and enhance their individual writing abilities. Figure 1 below shows that every student participated actively in the group work.



Figure 1. The students worked collaboratively with peers.

The students also showed a great improvement on the aspect of organization. The students' final products were very different from those in the preliminary study. In the previous one, most of students' paragraphs did not contain complete elements of narrative paragraph while in the later they contain all elements of narrative paragraphs: orientation, complication, and resolution. Each element was presented in the detailed order. They organized the story in such a way that it formed a chronological sequence. The students' great improvement on the aspect of organization was achieved through the sequence form of comics that already expressed chronological information. Furthermore, zip ribbons and the next button provided in the Cartoon Story Maker help indicate the flow of the story. Thus, it can be concluded that a good organization of comic determined a good organization of the students' narrative paragraph. In this case, the organization of comic was obtained through the project based learning. Every step of the task stimulated every student to be active in the teaching and learning process. Everyone contributed meaning for the comic they designed. The presentation and discussion were also effective to help the students focus on the organization of the comic. Alwasilah (2004: 99-109) confirms that collaborative writing activity enables students to work among readers and writers to whom they can negotiate meaning and symbols used in the text. As seen in Figure 2, the students presented the comic draft in front of the class. The students discussed and negotiated the flow of the story. In this session, the members of the other group commented and gave some feedbacks dealing with the layout and images, the sequence order of the story and the grammatical resources used in speech balloons of comics and narrative paragraphs.



Figure.2 The students presented and discussed the comic draft.

Dealing with the aspect of grammar, the students also shows some improvements. The sentence constructions were more developed than those in the preliminary study. The students used direct speech and indirect speech to enrich their narrative paragraphs. Moreover, compound and complex sentences were also used. It was different from the preliminary result in which most of students used simple sentences. These progresses were obtained because the lecturer gave a model dealing with the language use in narrative paragraph. However, the students' errors on the use of tenses were still found. It happened because the students relied on the aspect of organization and content of the story. Thus, they sometimes did not notice some feedbacks on the tenses used.

The comic made by the students became great resources of vocabulary for their narrative paragraphs. The result of the study indicates that students were able to transfer not only the speech balloon but also some images in the comic to their story. Ravelo (2013: 1 – 19) argues that simplified mental and conventionalized images were often used to replace words. These offer the readers to have a lot of connotative meaning. Further, Megawati and Anugerahwati (2012: 183 – 205) explained that the combination of images and words in comics assists the students understand vocabulary since images and words in the speech balloon are interrelated and tell a story. Hence, the students could benefit meaningful images and words in the dialogue boxes for their narrative paragraph. The last, Cooperative learning project using Comic Story Maker improves the aspect of mechanics. The use of spelling and punctuation gained a significant improvement since the students followed the spelling and punctuation used in the comic. For the capitalization, it improved due to the peer feedback and the process writing.

The Students' Perspective toward the Implementation of Cartoon Story Maker in the Narrative Paragraph Writing.

Based on the questionnaire analysis, the result indicates that the students show a positive response toward the implementation of Cartoon Story Maker in the narrative paragraph writing. The students' positive responses were indicated by the answers that were mostly item Agree and item Strongly Agree. It means that they benefited from the implementation of Cartoon Story Maker into TBLT. The result involves the students' perspective on interest and effect on learning, the effect of Cartoon Story Maker in improving the students' narrative paragraph writing, and the challenge in using Cartoon Story Maker.

The students' perspective on interest and effect on learning was positive. Table 2 shows that among 47 students, there were 45 students who did narrative paragraph writing task actively. 46 students said that Cartoon Story Maker made narrative paragraph writing interesting and 45 of them confessed that it stimulated their creative thinking. The presentation task was also responded positively since 39 students had good comic presentations. Besides, the project based learning by using Cartoon Story Maker built good learning atmospheres between students and students and between students and the lecturer. Most of them commented that they could interact and communicate each other. This condition was achieved since the project based learning involved the students have process writing in which they had to do a presentation, discussions and peer feedbacks. The happiest one is that comic making task made 39 students gain confidence in writing narrative paragraphs.

Table 2. The Students' Perspective on Interest and Effect on Learning.

No	Items	SA*	A	DA	SD
1.	I did narrative paragraph writing tasks actively.	24	21	2	0
2.	Cartoon Story Maker made narrative paragraph writing interesting.	26	20	1	0
3.	Making a comic by using Cartoon Story Maker stimulates me to think creatively.	29	16	2	0
4.	I present comic draft well	7	32	8	0
5.	I interact and communicate with my friends well.	20	21	6	0
6.	I discussed with my friends actively.	13	26	8	0
7.	I had more interaction and communication with my friends and the lecturer.	17	29	1	0
8.	I gained confidence in writing a narrative paragraph after I made a comic.	6	32	9	0

*SA = strongly agree A = Agree DA = disagree SD = strongly disagree

Meanwhile, the students also commented positive to the implementation of Cartoon Story Maker in improving their narrative paragraph writing. Table 3 indicates that 46 students considered comic assist them in jotting ideas for writing a narrative paragraph. In term of vocabulary, 43 students confessed that their vocabulary improved after making comics. The greatest one is that all students agreed that they developed the plot of the narrative paragraph based on the plot of the comic story. This appeared to confirm the result of their writing test showing a good achievement in the aspect of content and organization. Furthermore, 45 students could use correct grammar in the narrative paragraph after making a comic. The last, the peer feedback and the lecturer feedback were also used by all students to revise the draft of comic and narrative paragraph.

Table 3. The Students' Perspective on the Effect of Cartoon Story Maker in Improving the Students' Narrative Paragraph Writing.

No	Items	SA*	A	DA	SD
1.	Comic gave me many ideas for writing a narrative paragraph.	20	26	1	0
2.	After making a comic, I have a lot of vocabulary for my narrative paragraph.	22	21	4	0
3.	I developed the plot of the narrative paragraph based on the plot of the story in the comic.	21	26	0	0
4.	After making a comic, I can use a correct grammar in the narrative paragraph.	18	27	2	0
5.	I used feedbacks from my friends and lecturer to revise the draft of comic and narrative paragraph.	32	15	0	0

*SA = strongly agree A = Agree DA = disagree SD = strongly disagree

Regarding the challenge in using Cartoon Story Maker, most students did not face significant difficulties. Table 4 points out that 39 students said that the features of Cartoon Story Maker were easy to operate. Only 8 of them thought that it was difficult. The difficulties in operating Cartoon Story Maker were due to the fact that this application was relatively new for the students. Based on the result of opened questionnaires, some students told that this was the first time they used such an application. This should not be a major concern since introducing a new tool to the students is very important and needed. The students who achieve high capacity in operating different tools will transform them into autonomous learners (Parks et al, 2003: 39–40 cited in Muller-Hartmann and Dittfurth, 2010: 17-40). However, at the beginning, the lecturer anticipated the students' challenge by allocating time for pre task activities. In this stage the lecturer introduced all features of Cartoon Story Maker and modeled on how to operate it. Additionally, most students also commented that the images of characters and backgrounds provided by Cartoon Story Maker varied. Yet there were 17 students who thought they were not enough. To overcome the limitation of the images of character and background, the students did image searching in Google Image. Then, they imported it to Cartoon Story Maker. In short, it can be concluded that the students did not have significant difficulties in operating Cartoon Story Maker.

Table 4. The Students' Challenge in Using Cartoon Story Maker.

No	Items	SA	A	DA	SD
1.	The features of Cartoon Story Maker were easy to operate	15	24	8	0
2.	The character images in Cartoon Story Maker varied.	13	21	13	0
3.	The images of background/setting in Cartoon Story Maker varied	13	17	17	0

*SA = strongly agree A = Agree DA = disagree SD = strongly disagree

The result of opened questionnaire also shows students' responses to cooperative learning project using Cartoon Story Maker, presented in the following vignettes.

Student 1

Making a comic and writing a narrative text is a new experience for me. At the first time, when my friends and I were making a comic, I little bit worry that we could not make it well. However, the important thing is that we learnt and we made it until I made the narrative paragraph by myself. Thank you Ms. Tri for helping us and guiding us to make it. (English Department Student Offering 2013 C)

Student 2

I think the process of narrative writing is fun, especially when we had assignment to compose a comic. We can put our imagination into a comic and present it in front of our classmates. It also entertained us

because we were able to know about other group's comic and presentation. (English Department Student Offering 2013 C)

Student 3

The learning activities of Writing 3 course, especially narrative paragraph writing is very good. We are motivated to have creative activities, such as making a comic, presenting comics in front of the class, and telling a story. Besides, I think that my writing ability improves because the lecturer gave me some feedbacks. So, I could revise some error on the grammar in my draft. (English Department Student Offering 2013 C)

Student 4

When I try to use the application I found some difficulties because it was the first time I use it. Actually the application is really fun after I know how to use it. I am very happy because I have a chance to learn a narrative paragraph deeply. (English Department Student Offering 2013 B)

Student 5

In the narrative task, the lecturer always gives a clear and detail explanation and examples before she gave a task. I am also very happy because I always get feedbacks for my task. So, I know and understand my mistakes. (English Department Student Offering 2013 B)

CONCLUSION

The primary purpose of conducting this study is to improve the students' narrative paragraph writing skills in Writing 3 course of English Department at Universitas PGRI Banyuwangi. The results indicates that incorporating Cartoon Story Maker into TBLT can improve the students' narrative paragraph writing skills as well as successfully built positive responses among students. The students' improvement in writing was reflected on their writing scores. The students' average score was 90.90 points and there were 91% of students gained score above 75 points. The progresses happen in all aspects of writing: content, organization, grammar, vocabulary, and mechanic. Therefore, it can be concluded that the students' writing score have met the criterion of success.

The procedure of implementing Cartoon Story Maker into TBLT to improve the students' narrative paragraph writing skills were divided into three stages following three-phase framework of TBLT: pre-task, while-task, post-task. In pre-task, the lecturer explained the text structure and showed the example of narrative paragraph. Then, she introduced Cartoon Story Maker and modeled on how to operate and how to make a comic story using this application. The students were divided into groups of four to five students to do the task. In while-task stage, the students made a comic using Cartoon Story Maker in a group. Afterwards, they have to present the result in the class. In this stage, the students also did a peer feedback on the comic made. The comic revised then was developed into a narrative paragraph. The last was post task. In this stage, the group made some revision on the comic and used the narrative paragraph which was made in a group as a model to develop their individual narrative paragraph.

To sum up, incorporating Cartoon Story Maker into TBLT can foster the students' narrative paragraph writing skills. Dealing with the students' perspective, the results prove that the students had positive perspective toward the implementation of Cartoon Story Maker into TBLT. It boosted not only the students' confidence and creativity but also their interpersonal skills. In addition, the use of technology mediated tool in form of Cartoon Story Maker can improve the students' electronic literacy that finally leads them to autonomous learners.

SUGGESTION

Based on the findings of the study, some suggestions are proposed so that the quality of English language teaching, especially the teaching of writing, improves. Considering the positive effect of the strategy and media used in this study, the researcher suggests teachers and lecturers implement TBLT through cooperative learning project using Cartoon Story Maker in narrative writing class. It is also suggested that the students can benefit Cartoon Story Maker as medium of English language learning. Moreover, since the instruction in this study apply technology-mediated tools, the support and guidance to the students during the process is really important. The last, the lecturers also need to give additional exercises on grammar to improve the students' writing skills in the aspect of grammar.

Meanwhile, the future researchers are recommended to carry out a study of Cartoon Story Maker using different strategies, genres, or other language skills. They are also recommended to have a collaborator during the study in order to maximize the observation on the student to student interaction.

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EMPOWERING STUDENTS THROUGH EXTENSIVE READING

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ABSTRACT

Extensive Reading as a class gives students an opportunity to do more than just enjoy a good story. It empowers them to develop their reading skill, develop their writing and speaking, sharpen their critical thinking skills. This paper aims at emphasizing the use of short stories as materials for extensive reading class. Reasons for using literary texts, especially short stories in extensive reading classes are stressed so as to make the reader familiar with the English text. Different methods for the work with short stories are presented. The presented methods are divided into pre-, while and post reading activities. Furthermore, the benefits of using short stories are also discussed. The benefit lies not just the aspect of learning or acquiring a second language when dealing with literature, it includes social and cultural as well as empathetic aspects.

Key words: *extensive reading, short story, methods of reading*

INTRODUCTION

Extensive Reading as a class gives students an opportunity to do more than just enjoy a good story. It empowers them to develop their reading skill, develop their writing and speaking, sharpen their critical thinking skills. The purpose of extensive reading is “to build reading fluency and reading confidence” (Waring, “The OUP Guide” 2007). It means that students deal with “large quantities of easy material in English... for information and enjoyment, with the primary goal of achieving a general, overall understanding” (Ono, Day and Harsch 2004). Student's attention is focused on “the meaning of the text [rather] than the meaning of individual words or sentences” (Bamford and Day 1997). Therefore experts suggest that extensive reading as a course should complement intensive reading activities in class (Hedge 1985:34; Susser and Robb 1990; Waring, “Why extensive reading” n.d.).

Selecting reading materials For Extensive Reading

The selection of an appropriate literary text seems to be crucial for the success of extensive Reading course. The book is suitable if it is in compliance with the learners' needs, interests, cultural background and language level (Collie and Slater 1987:6).

The text should be “meaningful and enjoyable” so that the reading may “effect upon the learners' linguistic and cultural knowledge” (Collie and Slater 1987:6). Therefore, teachers should use books which are “relevant to the life experiences, emotions, or dreams of the learner” and “not too much above the students' normal reading proficiency” in order to maintain the learners' interest and enjoyment (Collie and Slater 1987:6).

Short Stories as Authentic Reading Material

“Authentic material” is generally used to refer to any text which is not written for language learning purposes but for native speakers. Bamford and day stated that “what makes texts written by and for native speakers authentic is that they are instance of communication between writer and intended audience” (1997). Furthermore Janet Swaffar pointed out “The relevant consideration here is not for whom it is written but that there has been an authentic

communicative objective in mind” (qtd. in Bamford and Day 1997). It can be said that “reading is authentic when students read books for the purpose for which they were written rather than for language study” (Susser and Robb 1990).

The advantage of using authentic materials is that they allow students to meet language as it is used in real life. On the other hand, authentic materials may not be an appropriate reading material because of linguistic difficulty. As experts suggest, it is possible to make a difficult text easier by assigning easy comprehension tasks (Spratt, Pulverness and Williams 2005:23). Another possibility how to solve this problem is to simplify the authentic material by omitting or replacing difficult or unnecessary vocabulary by easier ones and re-organizing the text structure (Williams 1984:28).

According to Garcia (2007: 4) the short story, beside the novel, is one of the genres which is used most frequently in school. She also states that :

The short story is one of the most common narratives that is used in the language classroom. Of course one of the characteristics of the short story is that it is short. Therefore it can be read in one sitting and the students are not put off by an endless amount of pages. As the short story possesses a relative length, it contains just a few characters what makes it less complex and easier for the reader to follow. The short story disposes of limited time and space dimension. It concentrates on one section of the character's life and offers a direct access to the action.

Furthermore Brian Parkinson and Helen Reid Thomas (2000: 80) summarize that :

“short stories are probably regarded by both teachers and learners as the most straightforward. They have obvious advantages of being short and self-contained, they generally require less contextualisation than longer fiction or in a different way, drama and, and they are generally less linguistically complex than poetry. For language teacher on the hunt for the text that generate communicative activities, they are ideal in that they offer opportunities for group discussion, role play and so on.”

The Meriam Webster Online dictionary defines the short story as an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot.

The short story has many uses concerning the field of didactics: it can be used for introducing different topics and different methods of interpretation. In addition, with short stories, offers the possibility for the examination of several problems in real life such as gender problem or the topic of being different. In what follows, Romesh Gunasekera's *Carapace* is used as an example of using short stories for extensive reading class.

Three stages in extensive reading class.

Pre-reading

This stage needs teacher's help to students prepare for reading comprehension. Teacher may lead students such as listing and explaining words, phrases and sentence patterns. Students may not understand what they read, sometimes they complain that they can not figure out what the author is narrating even though they know each word in the reading material. So “teacher role” is important provide a supportive atmosphere that will be reassuring to the students” (Collie and Slater 1987).

Williams (1984:37) suggests that the teacher should think of the following questions and so find how to introduce the text, motivate students and to incorporate language preparation:

1. What do the learners already know about the topic and how can this knowledge be used in working with the text?
2. Why is the text worth reading and how to make the learners share the same reason?

Titles, or the author's biography, brainstorming the relevant vocabulary, matching titles and parts of a text, ordering parts of a text, or answering questions are introduced in pre-reading.

(i) Title

The title of a piece of literary work is important, as it tends to indicate the subject/theme of the text. The teacher announces in the class the title of the short story that s/he wants to discuss and without giving the text ask the students to infer what is likely to happen in the text. After writing

Carapace on the board, the teacher may ask a range of questions to elicit responses from the students:

1. Is the title of the short story a sentence or a group of words?
2. What do you understand by *carapace*?
3. Is the short story going to be a description of sea shell?
4. Can you predict from the title what is likely to happen in the short story?

At this point, students can be asked to work in groups, pairs or individually. The teacher may collect the answers and share with the students the different responses that they have given. With this activity, the teacher can generate interest among the students who will also bring forth inferences on the short story. In this way, students will have an opportunity to use their imagination and intelligence.

While-Reading

This stage is aimed at the clarification of text content and at students' understanding of the writer's purpose and the text structure (Williams 1984:38). What is important for the teacher to consider in this phase is "what the effect of these exercises is and whether this corresponds to both his and his learners' aims" (Williams 1984:38). Therefore, prior to choosing or developing suitable exercise, the teacher should pose the questions regarding the function and the organization of the text, what information to extract, what the learners can deduce from the text, what language can be taught or what styles can be practiced (Williams 1984:38-39). William further states that the while-reading activities are necessary to be organized from the general understanding to understanding of smaller units e.g. paragraphs or sentences (1984:39). While-reading activities involve traditional comprehension exercises in the form of true or false questions, answering pre-reading questions, matching halves of sentences, guessing what comes next, identifying who said what, completing maps, diagrams or fact files, cross-words and word-search puzzles. Basically, the while-reading activities deal with the characters, the plot, language, and topic issues.

The teacher asks the students to derive as much information as possible about the background/setting of the short story by closely examining the details. While students go through the illustration, the teacher may ask some questions like:

- Where does the story take place?
- What could be the time - evening/night/afternoon/dawn?
- Who is the main character of *Carapace*?
- What is the problem?

Post-Reading

In the final stage of reading, the text is personalized and related to the students' personal experience, emotions, views and interests in order to stimulate their reactions to the text.

Students are supported to reflect creatively upon what they have read. Further, during this stage The whole organization and types of the post reading activities are determined by the objectives of the program; so when planning the post-reading activities the teacher should consider whether the topic of the text is recommendable, whether it invites completion and primarily whether learners may involve their personal experience when working with the text (Williams 1984:39).

The post-reading stage may include writing activities e.g. writing a summary or a recommendation, a letter to a character, re-writing the story from a character's point of view; speaking activities e.g. role-plays, interviewing the characters, dramatization; project work e.g. drawing illustrations, preparing a series of pictures for comics; or combination of these.

As Williams points out, "the problems of motivation, language and reading related activities are not dealt with separately in each of the three phases, but are 'spread' throughout the three phases"; and therefore "the three-phase approach is not to be carried out mechanically on every occasion" (1984:40).

The advantage of this three stage approach is grounded in the fact that "it respects and makes use of the student's own knowledge of language and of the world and uses this as a basis for

involvement, motivation, and progress” and it also “leads to the integration of the skills in a coherent manner” (Williams 1984:40). Some questions dealing with *Carapace* are

1. Think about the Srilanka’s system of arranged marriage. Do you think it would work in your culture? Why or why not?
2. Imagine you live in Srilanka. Make up an information package about yourself, as described above, to present to a go-between. Based on your description of yourself, what kind of person would the go-between look for?
3. How did your parents meet? Take a class survey.

REINFORCING THE SKILLS

Creative Activities.

Re-writing exercises is a creative activity that the teacher can introduce in order to enhance the students’ understanding and appreciation of the story for the improvement of their expressive and receptive skills. Re-writing activities may be ‘free’ or ‘controlled’. In the former, students enjoy the freedom of expressing, in their own words, what they have understood from the text. Here they can write a parallel short story using the same theme in a different background, may be a local one. In controlled or guided writing exercises, students are given guidelines. They may be asked to summarize the story in a fixed number of words, or to rewrite the text with a different ending. There are numerous short stories that the students can perform with the guidance and encouragement from the teacher.

Learning Different Culture

Short stories are effective when discussing different culture to students. Short stories transmit the culture of the people about whom the stories were written. By learning about the culture, student learn about people’s customs and traditions. For example, teacher can discuss students about **Arranged Marriage in Srilanka**.

1. Does “arranged marriage” matter?

Before answering the question students should read some information about Srilanka especially on kinship system, mother- daughter relationship, class system, the role of women in a family and society and many more.

Developing Critical Thinking

Of all the benefits of short stories, critical thinking is the most exciting one, High intermediate/ advanced students can analyze what they read; therefore, they start thinking critically when they read stories. Howie (1993) discusses the use of children’s stories to introduce critical thinking to college students. He points out that instructors have responsibility to help students to develop cognitive skills because everyone needs to “ make judgement, be decisive, come to conclusion, synthesize information, organize, evaluate, predict, and apply knowledge” By reading and writing, students develop their critical thinking skills (p.24).

Questions added to each story should train students to think critically. Some of the questions are exemplified below:

1. What happened next?
2. What do you think the girl in the story did - did she get married to Anura Pereira?
3. Did she stay with Vijay?
4. Did she leave Vijay but stay at home?
5. Or did she do something completely different? Give reasons for your choice.

Different stories will have different questions. The questions depend on the plot, characters, conflict, climax, complication and resolution of each story. The more questions requiring critical thinking students answer, the better prepared they will be to face the world once they graduate.

ASSESSMENT OF EXTENSIVE READING

In assessing students the four basic components of reading is applied. The four basic components are weekly reading assignment and comprehensive questions (10% of the reading

score), Weekly reading circle discussions and prep sheets (50% of the reading score of the reading score), weekly writing assignments (10% of the reading score), creative writing (30% of the reading score). The assessment of the learners' progress should be in compliance with the aims and objectives set at the beginning of the program. When designing the assessment scheme for reading classes the teacher should decide how to monitor the progress and what kind of feedback to use to motivate the learners to read and study more.

Firstly, it is necessary to consider whether to use the formal assessment leading to a grade e.g. a test, a quiz or a paper, or “content and performance driven” (Weaverv.d.) informal assessment which involves “observation, inventories, checklists, rubrics, rating scales, performance and portfolio assessment, participation, peer and self evaluation, and discussion” (“Assessment” 2007). Being performance-based, the informal assessment is represented by alternative assessment devices and strategies. Alternative assessment “employs strategies that ask students to show what they can do” (Tannenbaum 1996). It focuses on “documenting individual student growth over time” (Tannenbaum 1996) and learner's achievement is emphasized and as that it might be conveniently used in learner-centered reading classrooms. The measures of the alternative assessment involve pictorial products e.g. drawings, charts; oral performances or presentations e.g. interviews, role plays, summarizing, retelling or paraphrasing the stories; oral and written products e.g. reading response logs, writing assignments, dialogue journals; or portfolios (Tannenbaum 1996). It is also possible to combine both formal and informal assessments.

Secondly, it should be specified whether the teacher will apply the continuous or the final assessment. Third, the assessment scheme should cover information about how to analyze the results, what forms of feedback to use e.g. an oral or written, or a grade. Finally, teachers should consider how the data obtained in the reading program can contribute to their further professional development e.g. change of a text, activities, or topics.

CONCLUSION

The writers believe that extensive reading as a class is very important to develop students' reading ability. When emphasizing imparting language knowledge, teachers are suggested to use method of Reading: Pre Reading, while- reading and post- reading to help students to have better understanding in reading English text. To improve students' reading ability, and lay a solid foundation for writing ability, teachers are advised to guide students to read by applying text form in teaching reading and introduce several English text forms.

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IMPROVING STUDENTS' WRITING COMPETENCE THROUGH BLOGGING

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ABSTRACT

We live in the age of the 21st century which people refer as the Digital Age. The onset of the Digital Age is indicated by the evolution of technology in our daily life. Computers, smart phones, and the internet have shaped the way we live, we work, and even the way we study. Teachers and educators are also expected to be aware of these changes as the students we are teaching now are mostly born in the dusk of the 21st century. They are accustomed to using electronic gadgets and accessing websites to obtain almost any information they want. Adapting our way of teaching by using digital tools to teach these Digital Natives or the 21st Century Learners can be a good thing to do. Amongst enormous sorts of digital tools available in the internet, blog is very popular. It is a kind of personal website or webpage which contains personal information to be read by its readers and is usually updated regularly by its administrator. This paper focuses on the use of student blogs in order for the students to write or post their writings in their own blogs. Their classmates and teacher then will give comments to improve the quality of the compositions or texts on the blogs. Later on, the students can revise their compositions according to the comments posted to them. The process and the products of the students' writings in their own blogs are the main concerns of this paper. The writers hope that this paper may inspire other teachers and researchers to make use of more digital tools to enhance English language learning and make further study on this area.

Keywords: *writing, blog, digital tool*

INTRODUCTION

We live in the age of the 21st century which people refer as the Digital Age. The onset of the Digital Age is indicated by the evolution of technology in our daily life. Computers, smart phones, and the internet have shaped the way we live, we work, and even the way we study. Teachers and educators are also expected to be aware of these changes as the students we are teaching now are mostly born in the dusk of the 21st century. These students, referred as Digital Natives or the 21st Century Learners, have consistent exposure and access to a variety of digital media. They are engaged, motivated, and learn by the use of digital technologies. Nepomuceno (2011) mentions that learners become interested with the internet because they see it as trendy and want to be a part of it. Other learners are also drawn by the practical aspects of job skills acquisition and on learning skills that will be useful in life. In the other hand, most teachers are still Digital Immigrants as they were born and taught in schools before technology. Prensky (2001) says that they are those of us who were not born into the digital world but have, at some later point in our lives, become fascinated by and adopted many or most aspects of the new technology are. Thus, adapting and improving our way of teaching by using digital tools to teach these students can be a good thing to do.

Another situation which encourages teachers to change their attitude towards technology is the fact that Indonesia has entered the era of ASEAN Economic Community (AEC) which also contributes to shape the way we teach our students to prepare the global job competition. The future challenges require them to be able to be collaborative, networkers, communicators,

adaptive, creative, and also information, media and technology savvy (Education for the 21st Century: the Basics).

In order to be able to prepare our students to face those 21st century challenges, we, as teachers, need to be 21st century educators by having the following characteristics:

- Adaptor
- Visionary
- Collaborator
- Risk Taker
- Learner
- Communicator
- Model
- Leader

Of those eight characteristics, three characteristics emphasize on the teachers' using technology in their teaching and learning activities, mainly: adaptor, collaborator, and communicator. The first one suggests teachers to be able to adapt the curriculum and its requirements to teach using digital tools suitable for education to address different learning styles. The second one, collaborator, suggests teachers to be able to leverage collaborative tools, such as: Ning, Blogger, Twitter, etc. These tools can enhance and captivate students to share their works and contribute to their fellows' works as well. The third, communicator, encourages teachers to be communicators by being fluent in tools and technologies that enable communication and collaboration. They must know how to facilitate communication, stimulate and control it, moderate and manage it (Education for the 21st Century: the Basics).

As teachers in English writing classes, the writers are tempted to try to make use of Blogger as a collaborative tool in their teaching and learning activities. This paper highlights the writers' first experience in applying blogging using Blogger in order to improve the students' writing competences.

Blogging in Language Learning

Blogs, together with wikis and podcasts, are examples of social software, computer tools which allow people to connect, to communicate, and to collaborate online. A blog is essentially a web page with regular diary or journal entries. The term is a short for *web log* (Dudeney and Hockly, 2007). According to them, blogs have several features when applied to the classrooms:

- They can be set up and used by teachers and/or learners.
- They can be used to connect learners to other communities of learners.
- The ideas and content can be generated and created by learners, either individually or collaboratively.

Lewis (2009) adds another key feature of a blog is the comment function. Only the author of a blog can edit a post, but anyone who has permission to access the blog can comment on what the blogger has written, or comment on the comments of other readers. This makes a blog dynamic and ever-changing, unlike a website, which tends to remain constant for an extended period of time.

Blackstone, Spiri, and Naganuma (2007) state that a university English language class is a community of learners. So, when a language teacher introduces blogging activities within the language classroom, the opportunities for student interaction and the horizons of that "learning space" are expanded exponentially. This statement motivates the writers to provide wider opportunities for the students to be able to read and comment on their classmates' compositions. Their compositions are also read and commented not only by their teachers but also by their fellow classmates. In addition, Zhang (2009) argues that in the field of higher education, where online asynchronous communication has taken place, either through email or discussion boards, blogs have been used as a learning journal. It serves as a way of documenting learning and collecting information to self-analysis and reflection. The writers find out that blogs make the work of examining students' works become easier since they are paperless and can be accessed at anytime and anywhere as long as the internet connection is available.

Despite the advantages of blogs, Nepomuceno (2011) has found some glitches on the use of blogging in language classes. The glitches are as follows:

- *Costs:* Aside from the ease of use and security or privacy issues, the cost of creating one's own platform/blog may be too much for a language class. The major disadvantages are hardware/software and support costs.
- *Learner Competence:* While almost all learners nowadays are adept at using the computer and the internet, not everyone may be familiar with blogging, and this may lead to delay or problems before and during the program implementation.
- *Economic Status of Learners:* In some countries or areas, not everyone can afford the luxury of using computers and connecting to the internet. This may potentially hamper the implementation of blog projects in language classes.

Fortunately, the writers and the students did not experience the above-mentioned problems. The vast majority of the students had their own laptops or personal computers. In addition, the university also provides our students with internet-connected computers which are available in the computer laboratory. Their laptops can also be connected freely to the in-campus wi-fi connection. Thus, the students had some options whether they wanted to do their assignments at campus or at home, using their own laptops or computers in the laboratory. Since almost all of our students were familiar with the internet and social media platforms, they did not have much difficulty in creating their first blogs. If they did, there were many friends or classmates they could ask to. They could also ask their teachers whenever they had any difficulties.

Three Types of Blogs Commonly Used in EFL Classrooms

Campbell (2003) mentions that there are three kinds of blogs which are commonly used in EFL classroom blogging activities. These are:

- *Class Blog:* This type is the result of the collaborative effort of an entire class. Students can be given the opportunity to develop research and writing skills by being asked to create an online resource for others. They can also be given varying amounts of responsibility to publish material arising from postings on the discussion list. The results of this effort are what is seen on a website by the public at large.
- *Tutor Blog:* It is set up and maintained by the teachers for their students. They may decide to follow their students to write comments in the blogs (Dudeney and Hockly, 2007: 87). It serves the following purposes:
 - It gives daily reading practice to the learners.
 - It promotes exploration of English websites.
 - It encourages online verbal exchange by use of comment buttons.
 - It provides class or syllabus information.
 - It serves as a resource of links for self-study.
- *Student Blogs:* Teachers may encourage their learners to each set up and maintain their own individual blogs. Learners can be asked to post their blogs once or twice a week (Dudeney and Hockly, 2007: 87). Campbell (2003) suggests that individually, blogs can be used as journals for writing practice, develop a sense of ownership, and get experience with the practical, legal, and ethical issues of creating a hypertext document. In addition, whatever they write can instantly be read by anyone else and, due to the comment features of the software, further exchange of ideas is promoted.

The writers asked their students to create their own blogs (student blogs) in order to allow them to know how to create and design their own blogs, to post their writing compositions, and to comment on their classmates' works.

The Stages of Writing Process in EFL Classrooms

In order for the students to create a good piece of writing, Writing teachers should introduce them the process or stages in writing. What the students usually do when they have writing assignments is directly writing whatever coming in their minds. When they finish writing and read again what they have written, they will think that is not as good as they have expected before. It happens because they do not follow the good process of writing. They concern more on the product instead of the process. It is the teachers' responsibility to teach them about the process of writing.

Harmer (2007: 326) suggests seeing writing as a kind of process 'wheel'. The writers move both around the circumference of the wheel and across the spokes. And even when they have written

what they think is the final version, they may still go back and re-plan or re-visit stages they had thought they had completed. Below is the figure of the process wheel.



Figure 1: The Process 'Wheel'

The figure above shows that the process can be *recursive*: the writers may loop backwards or move forwards between these various stages. The stages are shortly elaborated below:

- **Planning:** This stage may involve (1) understanding the task by understanding the scope and audience and (2) gathering data by locating and review information – from sources and from the writer's own experience – and then formulating an approach (Behrens, et al: 2005:89).
- **Drafting:** The writers can sketch the paper they intend to write and then write all sections necessary to support the working thesis. It is also necessary to gather more data. They will both follow their plan and revise and invent a (slightly) new plan as they write (Behrens, et al: 2005:89). Drafting can also give the writers the chance to get reader reactions and reactions before the final version (Scrivener, 2005:195).
- **Editing:** This stage may include revision and editing activity. The writers rewrite in order to make the draft coherent and unified. The revision can be at the *global* level (reshaping the thesis and the paragraphs in order to support it) and at the *local* level of paragraphs (ensuring that each is well reasoned and supports the thesis). Editing is revising at the *sentence* level for style, brevity, and correctness: grammar, punctuation, usage, and spelling (Behrens, et al: 2005:89).

The Blogging Activities in the Classrooms

The writers in this even semester of 2015/2016 taught Writing I. They had their own classes to teach and each class consisted of around 15 students. The focus of Writing I is to teach the students so that they are able to write recounts, narratives, and (auto) biographies, in grammatically correct and acceptable sentences. The course book of this 3-credit-subject is *Writing Sentences: The Basics of Writing* by Dorothy E. Zemach.

For this Writing I class, there were two kinds of blogs. First was the student blogs which were maintained by each student, and second was the teacher blog in which the teacher put the assignments that should be done by the students each week. In the half semester, before the midterm test, the students were supposed to write two journals and complete six writing tasks including their autobiography projects. Additionally, they also had to give comments on their friends' works. After the midterm test, the students still had to do two journals and seven writing tasks.

Regarding the writing tasks, the students did not directly publish their writings on their blogs. They were given a chance to submit the drafts to the teacher via email. Then the teacher checked their work and gave comments. After revising their work based on the teacher's input, the students published it on their blogs. The purpose of the checking process was to minimize grammatical errors or improve the organization of the writing. Once it was published, their classmates might leave comments.

The journals, however, were directly posted on the students' blogs. The purpose of these journals was for the students to express their reflections and impressions about their weekly writing classes. The journals should have contained what the students felt about the progress they got if there was any or if they did not get any progress then they should have written the reasons and suggestions to overcome the causes.

In addition to posting the tasks for the students, the teacher also put some *useful links* (see Figure 2) directed to resources for the students to read, such as online dictionaries from Cambridge Online Dictionary (<http://dictionary.cambridge.org/>), Merriam-Webster Dictionary (<http://www.merriam-webster.com/>), English-Indonesian Dictionary (<http://sederet.com/>), articles about how to give peer feedbacks and how to write a good journal. The students were expected to get some ideas through those resources.

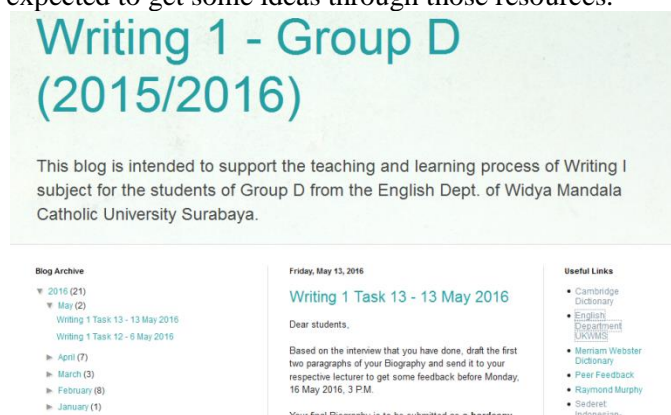


Figure 2: The Teacher Blog

There were several steps done by the writers in conducting the Writing class. On the first meeting, the students were given an overview of the purposes of the course and how to make a blog. The students were asked to make their own blog using *Blogspot* since this is one of the easiest blogging platforms to use and it is free. After the students had been familiar with *Blogspot* and how blogging really worked, on the second meeting they were asked to write one composition of their chosen topic. This activity was meant only for them to practice writing and publish it on their own blogs.

After the second meeting, the students were asked to write a unique story they have experienced in 100 – 150 words. The assignment had to be published on the students' blogs in order for the teacher to read and give comments. In the third meeting, the teacher had already printed and checked the students' works before giving it to the students. In this meeting the students had to revise their writing based on the teacher's feedback and publish it to replace the previous one.

For the fourth meeting, the students were given two tasks. One was to write their first journal and the second one was to write the description about their physical and non-physical features. This assignment was to be included in the students' autobiography project. Different from the previous task, the students had to email their writing to the teacher first before the teacher allowed them to publish it on their blogs. This time the teacher had a chance to read and give feedbacks through email. Then, after revising the writing based on the teacher's feedback, the students published it on their blogs. After being published, the students' writing can be read and given comments and feedbacks by the other students and or the teacher. In this case, the students were free to make any other changes or revision on their writing. The next assignments would also follow the same steps above.

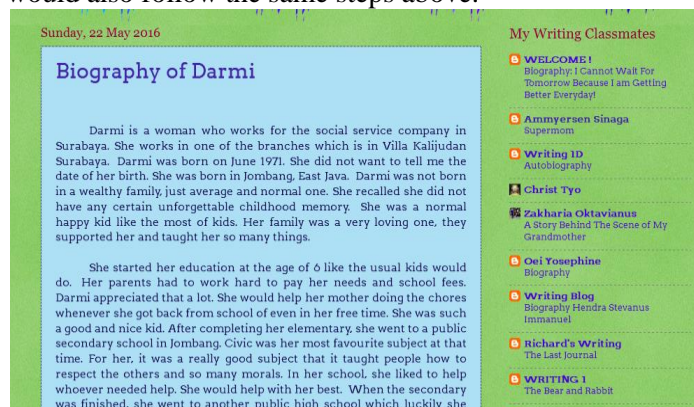


Figure 3: Student Blog

The using of teacher's and students' blogs was mainly for the students to have an easier access of what assignments they should do in every meeting and for the teacher to check the students'

works. However, the examination still relies on paper work. The students' writing score was based on the paper work exam and their blogs. After being marked, the students could still do the revision if they want to and continue their blogs in the future.



Figure 4: Student Comment

The Advantages of Using Blog in a Writing Class

In this digital era, publishing your writing is as easy as clicking a button. Thanks to many blogging platforms which are free and easy to use. We can create our own blog using nothing but a device with a screen and a stable internet connection. Keeping up with the trend, English teachers should also take advantage of this technological advances, namely for teaching writing which no longer needs pen and paper.

There are many advantages of using blog in teaching writing. First, the students can easily know what assignments they should do with just a single touch. They can open their teacher's blog everywhere using any gadget they have in hand as long as it is connected to the internet. Secondly, they can also do the assignments everywhere for the same reasons above. Third, the students will be more motivated to write well. Since their writing will be published and every one all over the world can see it, the students will do their best to write a good piece of writing. Another benefit of blog for the students is they can open it several years later to know their progress in writing since the posting in the blog will be archived based on the posted time. The students will also get more knowledge about blogging including how to post writing on the blog and how to leave comment on other blogs.

CONCLUSION

From what the writers have experienced, using blog in teaching writing have more plus sides than the minus ones. A number of benefits the writers can achieve were the students gained more knowledge about blogging and its features. This is especially good for preparing them to face the Digital Era where they will be exposed to a variety of digital media. Additionally, the students will be more motivated to do their best in writing because their blogs can be accessed by people around the world.

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ENCOURAGING STUDENTS' INTEREST IN STUDYING ENGLISH POETRY THROUGH REPOL (READING POEM OUT LOUD) FOR LOW LEVEL STUDENTS

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ABSTRACT

The difficulty in studying English as a second language has widely known. Many researches have been done to find out the most suitable method used in learning English. Studying English Literature is something else. Definitely it needs more concern from the teacher. The difficulty comes from the acquisition of learning English itself and comprehending the literature. Study of poetry as one of subjects in studying English literature becomes the teacher's concern in making the subject accepted by the students. Problems are getting wider when the learners are students in a low level. Since the low level students have to not only understanding the English but also comprehending the poem. This 'two in one problem' definitely needs more consideration from the lecture. Reading Poem Out Loud (RePOL) is a method used for low level student to attract students' interest in studying the poetry. By attracting student's interest it is hoped that the students can enjoy learning English especially the English poetry. This RePOL is made based on the student's need, level and characteristics. Furthermore this research is a classroom action research since it is made based on class problem. By doing this classroom action research, the application of RePoL method in arousing student's interest in learning and comprehending the English poem can be revealed.

Keywords : *literature, poem, RePoL method, low level student*

INTRODUCTION

Poetry as one of literary works offers not only academic understanding such as figurative language, meter, rhyme but also comprehending the depth-expression of the poet or the beauty of the words yet it is powerful one (Barnet,2008:585). The consequence of this statement is that poem offers a complex knowledge and highly interpretation is obviously needed.

As the result, for the ESL students, study a poem become serious problem even for those who study at English department. It seems that they have 'double trouble' in studying poetry. On one side the difficulty came from the acquisition of learning English. It happens to Indonesian students since English is not their mother language. On the other side, the students have to comprehend the poem itself. The deep meaning of every single word in a poem, absolutely need the interpretation. On the other words, the comprehension on a poem is definitely needed to avoid miss-lead interpretation.

The 'double trouble' condition can lead to the wider problem. It could affect the atmosphere of teaching and learning process. The students will easily get bored during the teaching and learning process. Moreover, they may feel that poetry is not their thing so that they are not interested in studying poetry.

As the students face the 'double trouble' of comprehending the poem while understanding the English itself, the teacher must find an effective way to make the poem becomes their thing. That is why understanding the students' difficulties and finding the best way to overcome the problems became the teacher's focus.

The problem became wider for the teacher since the students can be categorized as low level students. The students' interest has an important role in teaching and learning process. Hence encouraging students' interest became the teachers' main focus in gaining the classroom action research.

METHOD

This action research has been done to perceive an issue in studying a poetry. Since this action research has purpose to improve skill and solve the problem with the direct application in the class, so that it can be classified into a classroom action research (Latief.2008:2). That studying a poetry only serve a difficulty is the issue or problem related to the course of studying poetry. To obtain the information, the questionnaire was done in two sections. The first questionnaire was delivered to get the earlier information related to the students' perception on studying the poetry. This first questionnaire is very important to be done. Since it was used as the basic consideration in setting the lesson plan. The second questionnaire was conducted to get the information that will be used in the reflection phase. To get more detailed information, an interview was conducted as well. This interview has two section either. The first interview was conducted to get detail information related to participants' background of knowledge. The second interview was held to get the information about the participants' opinion on the application of RePOL.

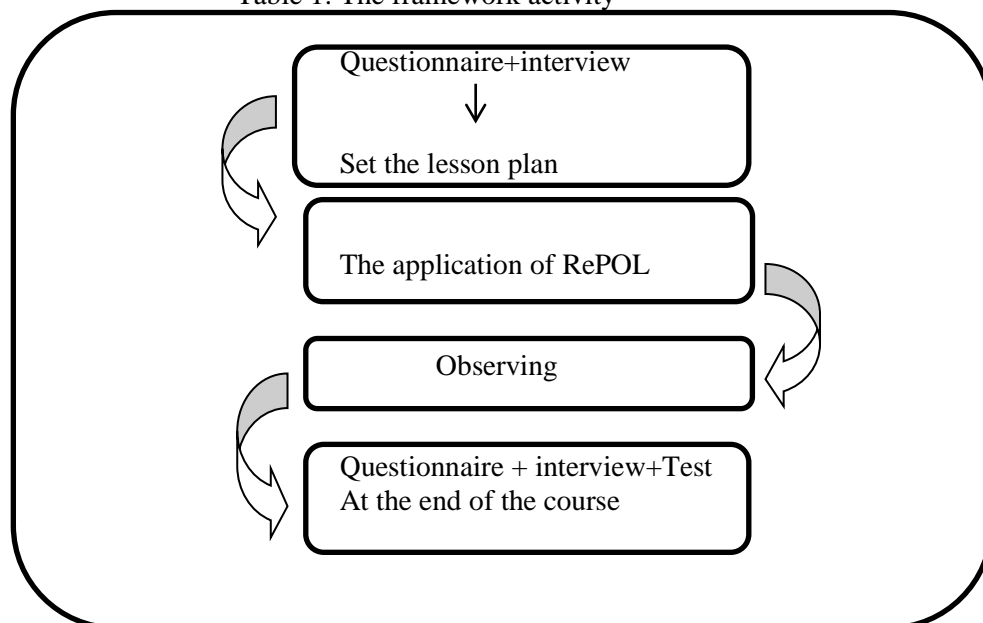
RePOL stands for Reading Poem Out Loud. It is a proposed method focussing on the interaction among the students. This method also emphasized at the attractive interaction since there are many performance to be done. As Gordon proposed in his writing that study a poem needs action, activity and conducted in interaction (2010:49). Hence RePOL is made with many actions, joyful activities and interaction among the students.

There were two classes which got the study of poetry lesson. The first class were those majoring in English education and the another class majoring in english literature. However, the issue that studying poetry only offer difficulty came from those who were majoring in English literature was very interesting issue to be discussed because study of poetry is one of their main subjects. Hence it became the main consideration in choosing them as the participant. The participants of this research were students in fifth semester academic year 2015/2016 majoring in English literature. There were 17 students with heterogeneous background.

This research only focused on the attempt at encouraging students' interest in studying poetry. Test was obtained at the end of the course as well to get more accurate data. However, the test was not used as the main consideration in deciding the success of this research. In gaining the accurate information related to students' interest, a dept-interview has been done. The interview was set in two sections. The first interview was made to gain the previous information related to the students' interest. While the second interview was done to obtain the students' interest after the application of RePOL.

In order the planning of the application RePOL could run well, it is needed to draw a framework activity (see table 1). It is set start from the first phase included the questionnaire until the fourth phase, as the action research is set in cycle which consisted of planning, acting, observing and reflecting (Kemmis and Taggart.1988:11)

Table 1. The framework activity



FINDING AND INTERPRETATION

As it is stated by Wallace, Michael J. (2000:15) that action research arrives from specific problem therefore the expected outcome is very practical. Hence, this research is designed, conducted and implemented by the teacher themselves to improve teaching strategy in their own classrooms. To get the earlier description of the class, a questionnaire has been given. Followed by an interview, this study tend to obtain the valid information. Questionnaire and interview have been chosen since both can obtain factual information on certain situation, attitudes or opinion on some issue (Wallace.2000:47).

The first questionnaire has been done at the beginning of the course to measure the level of students' interest in studying the poetry. While the interview has been done to get the reasons. The result of the first questionnaire showed that most of students are not interested in studying poetry since the percentage of it is 88.2% (see table1). With 17 students became the participant means that 15 students have already stated their low interest in studying the poetry. Only 11.8% or 2 students indicated the students' interest in poetry. To get more detail information, the previous questionnaire was followed by an individual interview. It was done to obtain the reasons. The first reason was because of the difficulty of interpreting the poem. It is very normal indeed since the students have to deal with not only the acquisitioning process but also the comprehending of the literary stuff itself. The second reason dealt with the assumption of boring condition during the teaching and learning process. The third reason was just simply because they do not like studying poetry.

Table 2.the percentage of students' interest in studying poetry before RePOL

No.	Question Item	yes	No	total
1.	Are you interested in studying poetry?	11.8%	88.2%	100%

This simple questionnaire has already described the real condition of the students (see table 2). Therefore in responding the first questionnaire and the interview, encouraging students' interest become the teacher's main consideration. After the problem being identified, comes the planning.

In increasing students' interest in studying poetry, RePOL (Reading Poem Out Loud) is introduced as a method that is applied. It is constructed in such a way in order that the application of RePOL can be effective and appropriate in the circumstance.

There are three sets of activities applied in applying RePOL (see table 3). It is started with students' activity in making poem in Indonesian language. It is aimed to arouse their feeling so that they feel connected to the poem. Hence, becomes individual assignment is a must. The first group activity can be applied in 2-3 meetings. RePOL must exist in every meeting. In this first group activity, students can learn about style, diction, expressiveness. The example of the activity is first of all choose one poem which has been made by the student randomly then read it aloud without contributing the name of the poet. After that, ask the students to guess, whose poem is it and the reasons. This activity aroused the students' interaction when they started arguing each other to find out whose poem is it. In this activity, style and diction can be the material to be explained.

The second group activity is started with the choice of an English poem. The students were free to choose the poem but still the teacher gave the limitation on the famous poets' works only. This activity is set in group's assignment in order that there would be a small discussion among the group itself before they presenting the poem in front of the class. And once again, RePOL must exist in every meeting. In this group of activity, the teacher explained the figurative language or musical devices. Before presenting the poem, the group had to consult it first to the teacher in order that the chosen poem should contain material that would be explain in meetings. This group of activity can be done in 3-4 meetings.

Last but not least, the third group activity is started with a group assignment in making an English poem. After figurative and musical devices being discussed, the students would try to make their own. Interpretation of a poem can be done in this group activity. Moreover, the critical thinking of the students had already given since they started to criticize the performance

of the other groups. To be more attractive, the students have to wear costume or other device in their performance. This group of activity could be set in 4 until 5 meetings.

Table 3. The sets of group activities

Set of Activity	First group of activities	Second group of activities	Third group of activities
Activities	1. Make a poem in Indonesian language (individual assignment) 2. RePOL 3. Discussion	1. Choose an English poem (group assignment) 2. RePOL 3. Discussion	1. Make an English poem (group assignment) 2. RePOL 3. Discussion
Meeting	2-3 meetings	3-4 meetings	4-5 meetings

Observing during the teaching and learning process continually done in providing the precise information for the reflection phase later. Total meeting for the studying poetry course was 14 meetings. To be underlined, the existence of RePOL in every meetings is a must. Fieldnote was made during the observation to record every action happened during the teaching and learning process.

The last phase is the reflection. In this phase the teacher evaluated the application of RePOL in teaching and learning process. The next questionnaire and interview had been done at the end of the course. Surprisingly, all of the students felt enjoy studying poetry using this kind of method. By using this kind of method, the participants can express their feeling more. Besides, The sophisticated of studying a poetry can be reduced since in RePOL there are many attractive and interesting activities. That is why all of the participants stated that RePOL can increase their interest in studying a poetry. As the comperation only 11.8% students who stated their interest at the beginning of the course. After the applying of RePOL, the percentage of students' interest become 100% (see table 4).

However, the third question in the second questionnaire indicated that an action research cannot be prevailed as a problem solving directly. It is stated that action research are to bring about the practical improvement, innovation or the teachers 'better understanding of their practices. However, this action research is not simply offered a problem solving (Cohen,2005:227). Only 11 students or 64.7% felt that RePOL can help them in having a better understanding on a poem (see table 4).

Table 4. The percentage of student's interest in studying poetry after the application of RePOL

No.	Question Item	Yes	No	Total
1.	Do you enjoy studying poetry?	100%	-	100%
2.	Can RePOL increase your interest in studying poetry?	100%	-	100%
3.	Can RePOL help you in having a better understanding on a poem?	64.7%	35.3%	100%

An interview has been done to dig out the reason or the students' felt on the application of RePOL. Most of the students felt enjoy because there ware many interesting activity during the course. Besides, they colud express their feeling freely. But surprisingly all the students said that studying a poetry was still difficult. There were two possibility factors that could be offered in this case. The first factor was the ability of the students. As it is mentioned previously, this research has been done with the low level participants. The difficulty became the number one factor for the students. Hence it affected at the interest of the students itself. The second factor deals with the RePOL itself. This research was carried out only in one cycle during 1 semester.

Final test was set at the end of the course to get the accurate data. As seen in table 5 the result of the test supported the data in table 4 for the third question. Most of the students got score around 66 until 75. Only 3 students who got score around 76 until 85. And the highest score is 87 reached by only one student. Eventhough RePOL could increased the interest of the students in studying poetry, still it could not help the students to have a better understanding on a poem theoretically.

Table 5. the test result

Interval score	0-50	51-65	66-75	76-85	86-95	96-100
Numbers of student	-	2	11	3	1	-

Based on the description of this action research, there were some weaknesses found in the application of RePOL. It related to the size of participants, the function of RePOL in more academic way were some of the weaknesses. Therefore a further study is needed.

CONCLUSION AND SUGGESTION

This is a classroom action research which is aimed at the encouraging students' interest in studying poetry. Since this research is a classroom action research, the result of this study cannot be generalized. This research focused on the class problem. Therefore it was designed and analyzed based on the condition of a certain class. Help solve the classroom problem, identifies an effective teaching and learning methods, verifies what method works, helps teacher apply research finding to their own classroom are the benifits that the teacher can gain by doing simply classroom action research. Regarding the various benefits that the teacher can get, the teacher should started to identify the class-problem and do the action research.

Findings of this research clearly indicated the success of RePOL in encouraging the students' interest as they felt enjoy and more interested in studying poetry. The test result indicated that RePOL colud not help the students in having better understanding on poetry academically. However the fact that study a poetry still offers a difficulty becomes main consideration for further research. The application of RePOL is not only focused on the joyful atmosphere as the main consideration but also the academic purpose as the other consideration as well, can be the next discussion. To obtain more in-depth responces from the participants, the next research can be conducted on larger sampel. Moreover, test can be used as the main data as well in obtaining the precise result.

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DEVELOPMENT KAHOOT WEB-BASED QUIZ IN LEARNING ESP FOR INTERNATIONAL BUSINESS MANAGEMENT STUDENT IEU SURABAYA

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ABSTRACT

During these, times quiz is frightening and unpleasant. Therefore, it is necessary to develop a fun quiz media for students. This research develops quiz using web based applications Kahoot. The purpose of this study was to determine the feasibility of using the media to the development research methods. These results indicate that the development of web-based media use Kahoot has been already visible for use as learning media. It is shown from media expert assessment of media which cover the media format of 73.75%, and the quality of media by 74%, while the average overall aspects of 73.86%, which means a strong response. The evaluation of IBM lecturer covers 77.14% of media formats, quality media by 78%, while the overall average aspect is 77.57% and the students response in learning category is 78%, 78.5% of rating, feeling 78%, Recommendation 78.6% while the average overall aspects of 78.26%, which means a strong response. The results of this study indicate that media quiz using Kahoot is visible in learning ESP.

Keywords: *Development, Kahoot, Web-based Quiz, Learning, ESP*

INTRODUCTION

Education is one of the manifestations of dynamic human culture. Education is a conscious effort in shaping the qualified human being. In accordance with Act No. 20 of 2003 article 1, paragraph 1, stated that education is a conscious and deliberate effort to create a learning atmosphere and the learning process so that the learners are developing actively their potency for him to have the power of spiritual religion, self-control, personality, intelligence, character, and skills required, society, nation and state. Changes and developments in education should be in line with changes in human culture. This change concerns the improvement of the educational quality at all levels of education, from elementary school to college.

The rapid of development of information and communications technology (Information and Communication Technology / ICT) has changed the model and learning pattern in educational world of teaching in education, especially the development of technology in the teaching-learning proses by using media. For example, many applications about teaching which is developed teaching refers to the technology-based multimedia, and web-based (internet). According Sudjana and Rival (in Endar 2012) says that the teaching media can facilitate the student learning process and it can enhance the study result which is achieved.

Evaluation is part of learning cycle. After doing the planning and learning implementation, in one cycle, teacher must conduct an evaluation to determine how far the learning success, whether the learning objectives have been achieved or not. One of learning evaluation is quizzes. Harmer (2007) explains that "The purpose of the test is to find out not only what students know, but Also what they do not know. As the result, they can be placed in an Appropriate class ". During this time, the quiz is a matter that is not fun for the students. Students are faced with a stressful situation to be able to answer the questions given by the lecturer. Based on this problem, the researcher used a form of quiz which is fun and engage students by using Kahoot application.

A web-based quiz using Kahoot model has many advantages, its application easily understood by students, the learning outcomes of each students can be immediately known and can determine student achievement in the classroom as learning outcomes can be ranked based the greatest value and can determine the level of questions difficulty. In addition, the Kahoot model is chosen by the researcher because based on random survey conducted by the researcher of IBM students in learning ESP, showed that 100% of students have known Kahoot. From the questionnaire that was given to the students, it produced data that 92% of students are interested

if the implementation of the quiz using Kahoot models. Based on this background, the researchers took the title "Development Kahoot web-based quiz in learning ESP for International Business Management students in IEU Surabaya"

METHOD

The method used in this research is the Research & Development. According Sugiyono (2009: 407) This method is a method of research used to produce a particular product, and test the effectiveness of the product. While the product which is intended in this understanding is not always a real product in the form of program-based quiz game application.

The method used in the study Research & Development, hereinafter referred to as R & D research is descriptive, evaluative and experimentation. The first method is intended to collect data on the early condition, then continued with evaluative method that aims to evaluate the products developed and will finally be refined by the method of experiments conducted to test the potency of the resulting product. In this case, the author uses the model scheme by Borg and Gall (1989).

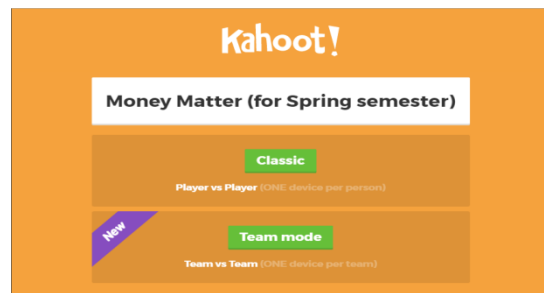
This research method is the research of learning tools development which refers to the model of Borg and Gall (1989) it is modified that includes: 1) the preliminary stage is a preliminary study, library research, analysis of the concept, and the formulation of learning objectives; 2) the design stage; 3) the stage of development namely the study by media experts and IBM lecturer, revision, limited testing, revision, broader testing/extensively testing, revision, validation by ICT experts and IBM lecturer, and supported by student response; 4) reporting.

RESULTS AND DISCUSSION

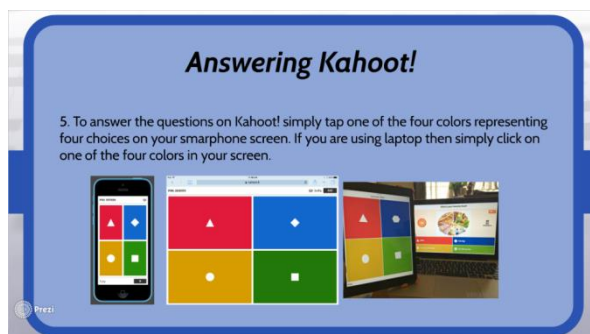
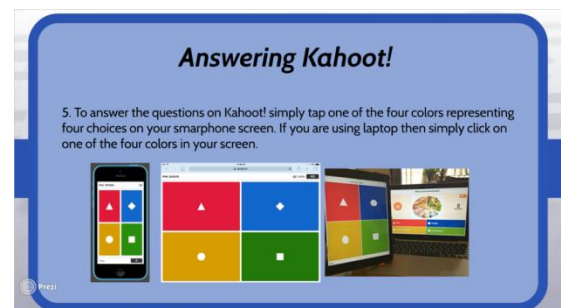
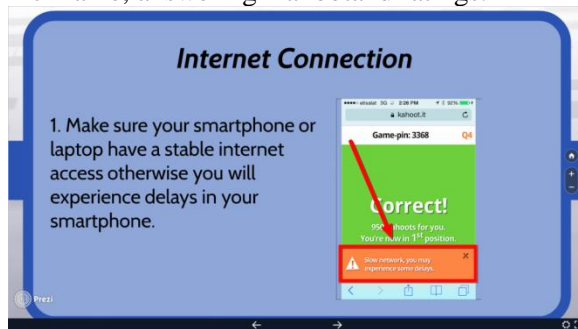
At the preliminary stage, there are four steps: 1) a preliminary study which is conducted before the research namely in the form of the questionnaires distribution to students that produce 100% of the students have known Kahoot and 92% of students are interested if the implementation of the quiz using the model Kahoot; 2) literature, in this step the researcher collect relevant literature, namely in the form of journals, books, and the results of previous research that is in line with this research so that it can be used for the development of the media; 3) analysis of the concept that aims to identify the main concepts that will be taught in ESP material and this research takes the concept of "Money Matters"; 4) formulation of learning objectives, which explains the functions of money, mentions and describes the type and characteristics of money, explained the credit of control.

At the design stage, it is done by making the early design Kahoot adjusted to the objectives to be achieved. The steps which are conducted in designing learning media are: 1) create a media scripts, designing parts that will be displayed in kahoot which includes: selecting materials which will be made as questions in quiz, questions making/design which is in line with the learning objectives; 2) Programming in Kahoot, which insert the title and text questions in form of pictures and video.

At this developing stage, it aims to produce web-based media using Kahoot applications which eligible used as learning media. The first step is a media study conducted by ICT experts named Augustine Bimo Gumelar, S.T., M.T and IBM lecturer is Charvita Gunawan, S.T., M.M., M.BA. The purpose of the study was to obtain advice and input for the perfection of learning media. The second step is the analysis and revisions which is done to the input of the reviewers and the revision of the media in accordance with feedback from the reviewers. The results of analysis and revision of Kahoot is on opener display, was originally the skip design on the opener display, there is no task classification then revised in accordance with the input display as follows:



At the opening, there are no instructions for use, so that the instructions is made for use so that the user are easy to operate Kahoot which include: internet connection, getting started, pin and nickname, answering Kahoot and ratings.



The development stage of the third step is limited trial to students. In this activity, students were briefed in advance about the research that will be conducted as well as explain the instructions on how to operate Kahoot. Then the students were given a quiz using Kahoot

application and asked to answer the quiz questions on Kahoot. After finished answering questions, students were asked to provide a response and an assessment of Kahoot. The fourth stage is the revision of the limited test, but in implementation or practice, there is nothing to be improved because there is no input from the results of limited test. The fifth step is the broader trial/extensively trial, Kahoot tested extensively to students who have obtained the material Money Matters. In this activity students were briefed in advance about the research that will be conducted as well as explained the instructions on how to operate Kahoot. Then the students were given a quiz with Kahoot application and asked to answer the quiz questions on Kahoot. After finished answering questions, students were asked to provide a response and an assessment of Kahoot. Along with broader trial, validation is also conducted by media expert and IBMlecturer.

The development of the sixth stage is validation and student response. Validation by media expert is done by Augustinus Bimo Gumelar, S.T., M.T and the validation of IBM lecturer is done by Charvita Gunawan, S.T., M.M., M.BA. The results of validation data processing by ICT expert presented in Table 1 and the results of the validation result from the IBM lecturer is presented in table 2.

Table 1. Data processing media expert validation

Variable	Aspects Rating	Percentage of each aspects.	Variable Percentage
Media Format	Motivation in early learning	76%	73,75%
	Title and questions suitability	74%	
	The Systematic of questions presentation (from easy to more difficult)	72%	
	Letter Clarity	73%	
	Text Readability	74%	
	Color harmony	74%	
Media Quality	Quality of animated display	74%	74%
	Audio presentation (music) as displaysupport	76%	
	The display quality of images as illustrations	72%	
	Presentation of quiz questions	74%	

Source: processed by researcher

Table 2. Data processing validation lecturer IBM

Variabel	Aspek Penilaian	Persentase tiap aspek	Persentase variabel
Media Format	Motivation in early learning	76%	77,14%
	Title and questions suitability	80%	
	The Systematic of questions presentation (from easy to more difficult)	76%	
	Letter Clarity	78%	
	Readability of text	77%	
	Color harmony	76%	
Media Quality	Quality of animated display	76%	78%
	Audio presentation (music) as display support	78%	
	The display quality of images as illustrations	74%	
	Presentation of quiz questions	80%	

Source : Processed by researcher

The results of the student response about Kahoot in broader trial presented in Table 3 as follows:

Table 3. Data processing student response

Students' responds	Percentage
Learning	78%
Rating	78,5%
Feeling	78%
Recommendation	78,6%

Source : Processed by researcher

Sheets validation (ICT and Lecturer) and student response then analyzed descriptively. 1) Analysis of validation by ICT experts, the media format variable reached a percentage of 73.75%, which means having strong eligibility criteria and the quality variable of the media reaches a percentage of 74%, which means having a strong eligibility criteria (Riduwan, 2005). Based on the variable assessment about media format and media quality, it is found that kahoot media in overall which is developed gets the average of all the variables of 73.86%; Two) Analysis of validation by IBM lecturer on media format variable reaches a percentage of 77.14% which means it has a very strong eligibility criteria and the quality variable of the media reaches a percentage of 78%, which means having a very strong eligibility criteria (Riduwan, 2005). Based on the assessment variable about media formats and media quality it is found that Kahoot media in overall which is developed gets the average of all the variables of 77.57%; 3) Analysis of student responses, data analysis of students responses based on table 3 as follows: students response about learning has a percentage of 78%, the percentage of rating 78,5%, feeling 78% and recommendation amounted as 78.6%. Based on the data, it is obtained an average of 78.26% student response.

CONCLUSIONS

Based on the results of the study, the researcher can draw the conclusion that the development of media quiz using Kahoot application is eligible used as a learning media and can be distributed. By Kahoot application, quiz implementation on ESP learning makes students have fun feeling.

SUGGESTIONS

In today's era of ICT, lecturers are encouraged to be able to follow the development of the era. Technology is getting easier and learning became more and more attractive to use web-based technologies. Time and space will not be an constraint anymore in the learning process. In addition, the college also must continue to facilitate high quality wifi, so the implementation of web-based learning while they are not interrupted on campus.

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**IMPROVING SPEAKING ABILITYZ
(PRONUNCIATION, INTONATION, WORD STRESS)
BY USING VIDEO DUBBING APPLICATION: CREATIVE E-LEARNING**

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ABSTRACT

The mastery of speaking is a priority and seen as one of the most difficult skills for many second language learners. Personality factors including confidence and self-motivation can be considered obstacles for them. This might not be surprising in view of the fact that learners are required to concern with many aspects. For ESL/EFL teachers, recognizing various sorts of speaking constraints encountered by students, it is necessary to create a (an) creative and innovative method in speaking classroom. This article aims at providing a creative learning method in improving their speaking skill by employing movie dubbing applications such as Lipp and Video show, and exemplifying an innovative teaching-learning procedure by dint of maximizing the selected applications. It facilitates the students to speak in good pronunciation, word and sentence stress, an intonation since they use a movie as an authentic material for real practice. By means of this method, students are able to learn how to speak in a good pronunciation, recognize and memorize the correct placement of word stress and intonation within conversation through interesting activity. It is expected that this article could offer an insight of teaching speaking for EFL/ESL teachers and furnish some recommendation for forthcoming research and practices.

Keywords: *Speaking, e-Learning, Media, Video Application*

INTRODUCTION

The characteristic of a success in the mastery of English as a second language can be measured from how well students use the language in communication that covers four skills such as listening, reading, speaking and writing. Therefore, the four macro skills are the main factors needed and taught in the EFL/ESL classroom. Among the four skills mentioned, speaking as the basic means of human communication becomes the most demanding skill to learn (Bailer and Savage, 1994). Speaking is an active process of negotiating meaning and of using social knowledge of the situation, topic, and the other speaker (Burns, et al 1994:14). Moreover, O'Malley, et al (1996:59) asserts that speaking is to negotiate intended meanings and adjusting one's speech to produce the desired effort on the listener.

Although speaking is a prominent skill, Indonesian students still find it difficult to acquire the English accent due to the differences between Bahasa Indonesia and English. Rhythm, stress, intonation, vowel and consonant phonemes are the most assumed obstacles that the students face in the learning speaking. Supra-segmental errors have a greater impact on non native speakers than segmental errors (Anderson-Hsieh, et al 1992). As a result, the students are not really able to pronounce English words using proper accent, instead they tend to use local dialect. Pennington and Richards (1986, in McCarthy 2000) argue that pronunciation is important as an aspect of discourse-oriented language teaching and those three areas, or components, should be addressed: segmental features, voice-setting features, and prosodic (intonational) features.

In the teaching and learning of speaking at PPBI (*Program Pengembangan Bahasa Inggris*) UIN Maulana Malik Ibrahim Malang, the EFL lecturers find some problems faced by

students in improving their speaking skill. They cannot speak English well because of several problems, firstly the confidence problem; students are afraid of speaking in front of the class and expressing their opinion in the discussion, inhibition (worried of making mistakes); the students have long pause habit, lack of vocabulary; the students always ask the English vocabulary, lack of motivation; the students think that English can be learned at course after graduating from university, lack of input; the students only improve the speaking skill in the class which is only twice a week, environmental problem; the students do not have cooperative interlocutors who are willing to speak in English, and lack of practice; they are occupied with other assignments in the class.

This study aims at developing a teaching strategy to solve practical instructional problems in PPBI. The strategy is expected to be able to increase the students' interest and motivation by employing media such as Video show and Lipp. The criterion of an effective as well as attractive media is practicality. In modern era, students like to use technology particularly smart phone which has many applications. Therefore, the researchers use the application installed on smart phones in improving students' speaking skill. The media applied by the researchers are available online in play store so it is easy to be used by the students. Involving learners in authentic and meaningful interactions with learners worldwide via the internet can also promote motivation for learners to keep learning; this motivation of learning can often support learners to become more responsible and willing to engage in their own learning, which is defined as learner autonomy (Blin, 1999; Lightbown&Spada, 1999; Toyoda, 2001).

Research Problems

The research aims at answering the following problem: "How is the effective teaching strategy to improve the students' speaking ability by using video dubbing application?". It is intended to answer the specific problems below:

1. How is the effective teaching strategy by using video dubbing application to improve students' pronunciation ability in speaking?
2. How is the effective teaching strategy by using video dubbing application to improve students' intonation ability in speaking?
3. How is the effective teaching strategy by using video dubbing application to improve students' word stress ability in speaking?

METHOD

The design applied in this research is classroom action research. The classroom action research is one of the efforts made by a teacher or a practitioner in the form of various activities which are carried out in order to improve an unsatisfactory condition or to increase learning quality in class (Suyanto and Sukaryana, 2001:9). AsLatief (2014:143) states that classroom action research for English learning aims at developing a certain instructional strategy to solve practical instructional problems in English classrooms, therefore; this research deals with implementing specific method to improve students' speaking skill in 120-minute PPBI (*PerkuliahanPengembanganBahasaInggris*) Class, UIN Malang. This research is qualitative research since it meets the the criteria as stated by Bogdan and Biklen (1998). First, the study has actual setting as the direct source of the data that the action can be best understood when it is observed in the setting when it occurs. Second, it uses the researcher as the key instruments. Third, it has descriptive data in which the researcher tries to analyze the data by describing them as closely as possible to the form they are recorded or transcribed. Next, it must be the process rather than the outcome or products.

This research was conducted at Islamic State University of Maulana Malik Ibrahim Malang. Participants are students majoring Mathematics in their fourth semester and taking TOELF and Speaking in PPBI class as their compulsory subject. There is one class consisting of thirty (30) students being researched for 5 times meetings. The students are L1 Indonesian speakers and learning English as a foreign language. There was consideration in choosing them to be the participants such as they were not come from English department students which could be assumed that mostly their speaking ability were not be as fluent as English department students, therefore; they needed to get their speaking skill improved more. Besides, voice

applications such as *Lipp* and *Videos how* had never been used in the classroom activities, especially in teaching the speaking skill.

The techniques of data collection in this study included classroom observation, the post-study interview with the lecturer and students, field note, and documentary. Through those steps, the researchers, as the main instrument, were able to describe the data in verbal statements. The researchers worked collaboratively with one of the lecturer of the class at PPBI class in which all the research activity started from developing the plan, acting the plan, observing the plan, as well as reflecting the result of the implementation of the strategies to the students. The instruments used in this research in order to answer the research problem were observation sheet, field notes, documentary study, and interview guide to support the major instruments.

This research was conducted in the middle on the second semester in 2016. A classroom observation was done first, and several times of discussion was held with the lecturer related to the alternative to improve the students' speaking skill in term of pronunciation, intonation, and word stress. The research objective and procedure were then explained to the students. After this, five times of classroom activities and instruction by using the dubbing applications in their speaking activities were held and noted according to the observation. Then, the researchers analyzed the data from the students' performance for each meeting after being scored by using holistic scoring rubric. The post-interview with the lecturer and some students was conducted after all the classroom activities held in order to seek the clarification of the obtained data at the end of the research.

FINDING AND DISCUSSION

This part is devoted to present the findings and discussion concerning the implementation of the classroom action research. It covers the data for the teaching of the TOEFL Course and Speaking in PPBI class by using video dubbing application and the discussion of the important activities in terms of applying the instructional strategy in the classroom. In addition, this part is presented by comparing and synchronizing the criteria of success and the findings obtained. Then, the data are discussed in an integrated way, which means the description of the cycle is explained simultaneously in one part.

Table 1. Criteria of Success, Data Source, and Instrument

The criteria of success	Data source	Instrument
- The targeted students mostly respond positively during the implementation of video dubbing application strategy	- The targeted students' statements about their attitude toward the implementation of the strategy	- Observation Checklist - Field Notes
- The targeted students are much more motivated, confident, and interested during the action	- The targeted students' opinions and involvement in the class activities	- Interview
- The atmosphere of speaking class becomes joyful and interactive	- The real condition of the classroom during the action and the opinion (statement) of the collaborator lecturer	- Field Notes - Documentary (Video Recording)

(Adopted from Megawati and Anugerahwati, 2012)

Teaching and Learning Process: Students' Involvement

In accordance with the data elicited from the observation checklists, it was found out that the students were pro-actively and motivated during the teaching and learning process.

Based on the account of the observer, it was reported that the students mostly were getting much more involved in the instructional activity.

From the field notes, the outcomes were in line with the observation checklist confirming that the enactment of video dubbing application contributed to positive effect to the students' speaking ability in terms of pronunciation, intonation, and words stress during the process of teaching and learning in the classroom.

The students were active during the implementation of video dubbing application strategy in this cycle due to several factors. Firstly, video dubbing application could facilitate and intertwine between the real world conversation and what the students act out as well as learn in the classroom so that the students got deep comprehension on how to produce a wave of language, not in a vacuum or isolation, yet among interlocutors in a natural way regarding the native's like pronunciation, intonation, and words stress. Secondly, the concept of student-centered in teaching learning process was applied fully in this strategy. The researches assigned students to dub some videos cut from some movies in advance. They were asked, in pairs, to record their own voices as the alternation of the original voices of the characters which had been removed before. In the next meeting, the whole students' works were gathered by the researchers. Then they were played in order, one by one, in accordance with the arrangement of the students' pair. While the students' works were being played, other pairs listened thoroughly and watched the video dubbed cautiously so that they were able to catch the plot essence of the video and to focus on the aspect of pronunciation, intonation, and words stress as the researchers elaborated in the previous meeting. They might take notes as the springboard of peer-feedback that would be delivered. In such activity, the collaborative researchers had a share in facilitator and operator role. More to the point, the classroom lecturer and collaborative researchers prompted students to keep revolving around the aspect of pronunciation, intonation, and words stress, either once they worked to dub the videos or the time they focused on listening the videos played in the classroom. Furthermore, the students got a hold of opportunities to work with their peers so that they could disclose and communicate how to dub as well as to produce the native's-voices like applicably. From this strategy, the students became definitely more cooperative in order to improve their speaking ability.

The students' Opinion about Video Dubbing Application

Corresponding to the students' opinion towards the implementation of video dubbing application which was converted from their perspective in interview, most of the students gave positive views in response to the influence of the implementation of video dubbing application during teaching and learning process. One of them averred;

"I feel more confident in speaking because I can imitate how the native speakers talk".

Based on the statement, it could be seen that the level of students' confidence, interest, and motivation increased precipitously when they were able to speak up like the native-speakers' voices. They also stated;

"It can force me to improve my pronunciation, intonation, and stress ability when I speak".

From the affirmation, the students deemed that the implementation of video dubbing application could force (assist) them to improve their speaking ability in terms of pronunciation, intonation and words stress. Another student testified that;

"Funny, it's fun using technological media to record my own voice".

In relation to that statement, the students felt more motivated since the strategy could provide fun activities for improving their ability in speaking.

The Atmosphere of Speaking Class

The data from the field notes showed that quite a lot of problems found in the preliminary study could be overcome in the course of implementing this instructional strategy.

First, the passiveness of students during the process of teaching and learning could be abated, though a few students still got quiet and silent throughout the strategy implementation. Creating delightful classroom learning ought to grow into one of the goals of an effective strategy in learning English (Latief, 2014: 148). By means of this strategy, the students seemed to be outrageously pro-actively as well as enthusiastic when they were given the assignment, for instance, some students who voluntarily showed the result of their works without the lecturers' instruction. Second, the fear and worriedness feeling of practicing English could be reduced from the classroom condition. By the value of this strategy, the atmosphere of the classroom turned into much more joyful and fun since the students could become more cooperative through working together. They found happiness in communicative interaction among them when they got introduced and involved in the activities. As Brown (2007) stated if the students try to produce a language in isolation, meaning without any interlocutors. It would steal the richest components of speaking, namely the creativity of interaction. Also, as the proof, the students eagerly and bravely gave comment and suggestion as the peer-feedback toward other pairs' works.

CONCLUSION AND SUGGESTION

This research aims at understanding the language learning and teaching through classroom observation. The interaction between the lecturer and students or even among the students themselves in the lesson can be studied which leads to the development of the teaching process and the effective solutions to improve the class if there are problems or difficulties faced by the teacher. Therefore, a pre-observation is needed before conducting the research.

With the obstacles faced by the students in their speaking skill as stated previously, the new method is applied in order to improve their skill, those are *Lipp* and *Video show*. The use of the two applications in their speaking activity shows the significant result and improvement to their speaking skill especially pronunciation, intonation, and stress since they are forced to learn the way native speakers speak.

The main problems encountered by the students once they try to speak up, namely the deprivation of confidence and motivation, the passiveness of students during the process of teaching and learning, and the fear and worriedness feeling of practicing English could be eradicated by means of such technological media as the teaching and learning strategy.

Further research about the use of technology in teaching of speaking skill should be conducted and explored more in the future. Further researchers are expected to find other technologies or applications that can be used to improve students' motivation, confidence, and interest in the speaking class. The use of technology has been proved to give many advantages in the teaching and learning process, particularly EFL class such as practicality, attractiveness, and creativity. Students will be more motivated and encouraged to learn English, particularly speaking by using the technology.

ACKNOWLEDGEMENT

For the accomplishment of this research, the researchers express their gratitude to the collaborative lecturer of PPBI class and the cooperative participation of the students at UIN Malang during the process of the research.

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THE IMPACT OF PROFESSIONAL TRAINING ON TEACHER'S ROUTINE TEACHING PRACTICES

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ABSTRACT

This study examines the influence of teacher professional training, known as PLPG, on teachers' routine teaching practices. Three purposefully selected English-language teachers attending the 2013 PLPG at a public university in Palembang, Indonesia, participated in the study. Subsequent to the training, they were observed teaching in their actual classrooms two times and interviewed prior to the first observation and after each of the observations. It was found that most of the teachers transferred a great deal of their learning experience to their daily teaching practices. However, considerable variability existed in effective teaching practices and the quality of teaching and learning across the teachers' classrooms. The findings suggest that PLPG has a positive impact on the quality of everyday teaching practices among the certified teachers. Future research should continue studying the impact of PLPG certification on teachers' daily instructional practices across a span of time.

Keywords: *teacher professional training, teacher quality, teaching practices*

INTRODUCTION

Since a decade ago, the Indonesian government through the Ministry of Education and Culture (MOEC) has issued a package of educational reforms embodied in the teacher and lecturer law no. 14/2005 (hereafter called the teacher law) that includes as a priority improving the quality of teachers in every Indonesian classroom, one of which through in-service teacher certification program. Teachers can earn their certification through one of the certification pathways offered: direct issuance of an educator certificate, portfolio assessment, and PLPG. As of 2012, about one million teachers have earned certification, and most of them earned their certification through PLPG.

PLPG is a 90-hour training course mainly aimed to improve teachers' professional and pedagogical competencies. Book Four of in-service teacher certification (Rustad et al., 2012) provides detailed information about PLPG process and implementation. According to the guideline, PLPG lasts ten days with a total of 90 hours of lessons (46 hours of theory and 44 hours of practicum), where 1 hour of lesson is equal to 50 minutes. The PLPG learning process is in the form of workshop using eclectic teaching methods and multimedia. Learning strategy takes into account the participants' UKA score and, most importantly, motivates the participants to improve their teaching competency. Toward the end of PLPG, teachers take a final competency test comprised of written and performance (practicum) tests.

A few published studies investigating the impact of certification program in improving Indonesian teacher quality (De Ree, Muralidharan, Pradhan & Rodgers, 2012; Fahmi, Maulana, & Yusuf, 2011; Hastuti et al., 2009; TIMSS Video Study reported in Chang et al., 2013) revealed disappointing results. The findings of the studies have raised doubts about the role of teacher certification program in improving teacher quality in Indonesia, driving positive changes in classroom, and increasing student academic outcome. However, this researcher has some reservations with certain aspects of the studies as follows. Fahmi et al. (2011) and De Ree et al. (2012) looked at the impact of certification on teacher quality solely through students' results on the national exam. Such a correlation must be regarded with caution, as there are many factors, including administration of the exams, and leakage of examination questions and answers that can influence student performance (Iskandar, 2014; Wahyudiyanta, 2014). The study by Hastuti et al. (2009) explored the initial implementation of teacher certification programs, while MOEC has revised and improved the format and design of the program. The TIMSS video study focused on math classrooms only. Importantly, none of the studies specifically observes English-language teachers teaching after they completed their PLPG.

This study was conducted to examine daily teaching practices of a small sample of teachers recently graduated from PLPG in a public university in Palembang using classroom observations and interviews. The research question driving the study was: How does PLPG impact English-language teachers' routine teaching practices?

METHODS

This qualitative study aimed to examine the impact of PLPG on teachers' routine teaching practices using classroom observations and interviews. Participants in this study included three junior high school English teachers employed in three schools in the South Sumatra who had attended the 2013 PLPG at a public university in Palembang. The average number of years of teaching experience among the teachers was 13 years. All teachers had bachelor degrees, and all but one teacher was female. The three participating schools ranged in size from 180 to 600 students.

The observations were to capture the instructional practices and classroom management these teachers conducted in their actual classroom. The Assessment Form of Implementation of Learning, the assessment form used by PLPG tutors to gauge the teachers' peer teaching performance, was employed to elicit evidence that these teachers translated their PLPG learning experience in their actual classroom. The assessment form consisted of three main components: the first looked at how teachers motivate and prepare students for learning, the second examined how teachers conduct their teaching and learning activities, and the last observed how teachers end their teaching and learning activities. The researcher observed the teachers teaching twice approximately two months subsequent to their PLPG completion. Each of the observations lasted for up to two hours of lesson or 100 minutes, and all were videotaped.

The interviews were aimed to find out how the teachers have translated their PLPG experience into their classroom, their thought of the classes just observed, and how the classes were like before and after PLPG. The interviews were conducted before and after the first classroom observation, and after the second classroom observation. All of the interviews were audiotaped and transcribed verbatim to ease data analysis. Each interview lasted about 10 minutes.

Video-recorded data together with interview transcripts were analyzed and compared in line with the Assessment Form of Implementation of Learning to examine the impact of PLPG experience on the participants' daily classroom. Hatch's (2002) procedures of inductive and interpreted analysis were applied throughout this comparative analysis. In order to insure honest and forthright performance and discussions, all participants were assured that their names would remain confidential.

FINDINGS

The findings section is organized by individual teacher, data sources (observations and interviews), and the order of teaching effectiveness. Significant patterns and themes are presented in each individual teacher summary. The three observed teachers were compared in terms of professional effectiveness as defined by the Assessment Form of Implementation of Learning form. The following segments illustrate the variations in the quality of teaching and learning practices exercised by the teachers in their actual classrooms.

Teacher 1 Summary

Teacher 1 demonstrated no obvious weaknesses and showed various strengths during the first classroom observations, including effective instructional practices and good mastery of the lesson content as evidenced by rich examples and non-examples used in explanations and discussions with students. After clearly informing his students the lesson content to be learned and its usefulness in their daily life, he directly linked the lesson with students' prior knowledge or experience. Adopting the scientific approach, he asked various higher-level questions (why and how) to every member of the class that stimulated them to try, ask, observe, analyze, and reason. The incorporation of various activities such as individual, peer and group works, and performance tasks supported by appropriate and interesting teaching media such as flash cards and pictures, helped foster students' effective learning behavior and fuel communication among students and communication between students and their teacher. Before ending his class, he

asked some students to perform operational sentences (assessment of product), reviewed the material students had just learned classically, and gave direction regarding future class learning materials, including prescribing homework to students. The classroom observation also exhibited efficient organizational and classroom management problems, i.e., classroom routines and rules facilitated students to learning.

In his second classroom observation, Teacher1 continued to display effective teaching practices. Among his high quality of instructional practices were systematic and coherent presentation of the lesson content, from easy to difficult, and incorporation of various student-centered activities such as performing own instructional sentences and analyzing other students' instructional sentences. To make his teaching and learning process interesting and help students understand teaching material easily, he incorporated such teaching media as pictures of adverbs of place. Effectively established classroom management and rules facilitate students to learning. However, one apparent weakness of his teaching was that he seemed to expect students to learn too much in such a short period of time. Consequently, he ran out of time and had no time for final assessment to check the product of learning.

The effective professional practices of Teacher 1 were validated by interviews. Teacher 1 acknowledged that PLPG encouraged him to make well preparation before teaching and to apply unconventional teaching strategies that stimulate active learning. Such preparation made a huge impact on his class that most of his students were active and interested in learning. However, he also admitted that he misjudged students' understanding of the material – adverbs of place (observation 2). He thought his students already understood the materials (in fact, they did not) as they had learned it before. Thus he had to describe the materials again during the class, which consequently wasted some of the time he planned for other activities.

Teacher 2 Summary

As observed, Teacher 2 displayed some indicators of effective teaching practices. She incorporated scientific approach by providing her students with ample opportunities to observe and analyze the lessons to be learned, and addressing questions that encouraged them to think logically and systematically; as evidence, showing four traffic sign pictures (no smoking, no entry, no cellular phone, and be silent) to students, she asked them to guess the meaning of the signs and in turn think of the purpose of the traffic signs. To link the lesson content to students' real life experience, she asked her students to recall if they have ever met such traffic signs before. Incorporating appropriate and interesting teaching media, i.e., colored pictures of traffic signs, she engaged students in group activities that facilitated communication among them, and fostered their active participation using encouragement. For instance, by saying "those who want to come forward are good, brave and smart students" as well as compliment to students' effort, for instance, through expression of "smart students" or by asking the whole class to give applause to the performing students. However, despite the fact that she was able to pay considerable attention to every member of the class, she appeared to be little bit uncertain about remediating some students' misconceptions regarding the lesson content and redirecting some students' inappropriate behavior resulting some difficulties with practice, learning equity and time management; thus, she was unable to give her students information about the lesson content for the subsequent meeting before ending the class.

In her second classroom observation, Teacher 2 continued displaying effective instructional practices. Stating the lesson content and linking it to previous learning material at the beginning of class, she applied the scientific approach smoothly through which she provided her students opportunities to observe, questions, associate, and experiment the material being learned; she addressed her students various challenging questions and stimulated them to try and think systematically and logically. For example, she allowed students to explore a procedural text first through observation of samples of texts in groups and share their idea based on the observation, listen to her explanation, and create their own procedural text in-group. However, during post-learning activities, she did not give final test to assess the product of learning as well as follow up activities such as information about material they would learn in the following meeting and homework. Also, as shown in the first observation, some students did not fully engage in tasks and displayed infrequent disruptive behaviors such as shouting and chatting.

During an interview before classroom observation 1, Teacher 2 admitted that, despite her eagerness, she did not put into practice what she has learned from PLPG in full because the new curriculum was not yet in force within her district and teaching facilities in her school were not supportive. Still adopting previous curriculum, she however incorporated some practices acquired from the training such as giving challenging questions to boost students' motivation and curiosity. Teacher 2 confessed that she had some problems with time management (spending too much time on whilst-activity), some students' poor understanding of the lesson content, and few students' inattentiveness to the lesson. Therefore, she did not have enough time to inform students about the following meeting materials at the end of her class. Overall, however, she felt satisfied with her teaching practices because it was running pretty effective without significant classroom management problems. According to her, prior to PLPG, the students' motivation to learn in the class was very low and they often behaved inappropriately during learning activities. While her students' disruptive behavior was decreasing, their motivation was increasing after she completed her PLPG because the training taught her how to deal with these issues – ways to make them interested in learning. The interview after observation 2 corroborated the weakness exhibited in Teacher 2's teaching practices – some students' disruptive behaviors. Therefore, to maximize their engagement on tasks and active participation, she assigned them to work in groups. Through this scenario, she hoped that high performing students could help their fellow low performing students. In sum, she argued that the class ran quite effectively as there were no major classroom management problems as there had been before she joined PLPG.

Teacher 3 Summary

Teacher 3 demonstrated both some strengths and weaknesses during the first classroom observation. The strengths included the application of educative teaching strategies and engagement of students in the learning process. For example, after briefly introducing the topic of the lesson (interesting places), he connected the materials with real life: interesting places that students had visited in town they lived in. He fostered students' active participation by assigning them to do and discuss tasks (e.g., naming interesting places in their town and stating whether or not they have visited the places) in pair or group and present their answer on whiteboard, and by being open to students' response and answer as well as communicating with them with a smile and appropriate jokes. His apparent weaknesses included low mastery of content knowledge and tentativeness about remediating students' misconceptions regarding lesson content. As evidence, a couple of time he made same basic mistakes when pronouncing selected words contained in the text (e.g., pronouncing “were” as “where,” and “art” like “earth”). He even made basic mistakes when elaborating on his student's sentences on the whiteboard: “It crowded because the moslem doactivities Tawaf.” Furthermore, he made no attempt to revise or comment on students' mistakes such as “Ka’bah its also crowded” and “Taj Mahal is a famous tomb and interesting places in India.”

Despite some indicators of effective instructional practices as evident in previous classroom observation, Teacher 3's low mastery of content knowledge and misconceptions about remediating students' mistakes were repeated in the second classroom observation. Teaching similar lesson content, he often times incorrectly pronounced words from text such as “river” and “mosque”. He didn't point out and remediate students' mistakes as shown in “Ka’bah is color black and the middle Haram mosque” and “Ka’bah is direction the member Muslim”.

During interview prior to the first observation, Teacher 3 asserted that, from PLPG, he learned student-centered approach, and various activities to facilitate students to learning through peer and group activities. As evident in the observation, he indeed put into practice some of the learning experiences. However, his low mastery of content knowledge and hesitancy remediating his students' errors has diminished the effectiveness of his teaching practices. Not deeply reflecting on practice, he did not recognize his mistakes and even felt happy with the class. Teacher 3 argued that he did not comment on and revise mistakes by his students because he did not want to kill students' creativity, as he learned from PLPG. The interview with Teacher 3 subsequent to the second classroom observation further confirmed his misconceptions about remedying students' errors. Like in previous interview, when students made mistakes, he

argued not to give direct intervention in order not to diminish their creativity and motivation and embarrass them before the class; he claimed to give suggestions eventually (e.g. Correct this! Add this!), but this was not evident in the classroom observation.

DISCUSSION

Findings from a set of 6 videos recording the routine practices of 3 teachers taken approximately two months subsequent to their PLPG revealed that considerable variability existed in effective teaching practices and the quality of teaching and learning across the teachers' classrooms. Contrary to the TIMSS Video Study reported in Chang et al. (2013), many of the practices observed in the videos exhibited effective instructional practices and classroom management judged by the Assessment Form of Implementation of Learning. In particular, two teachers were judged as "above average to effective" in the quality of daily classroom practices as they had translated many of the learning experience they said they learned from PLPG to their actual classroom, meeting the qualifications of competent teachers expected by certification program. Their effective quality of teaching and learning included the incorporation of scientific approach, use of challenging questions to boost students' motivation and arouse their curiosity, good mastery of lesson content, systematic and coherent presentation of lesson content from easy to difficult using various student-centered activities, integration of language skills, amalgamation of teaching media, and efficient organizational and classroom management problems. One teacher was judged as "average to ineffective" by the Assessment Form of Implementation of Learning, characterized by low mastery of content knowledge, and tentativeness in remediating students' misconceptions of lesson content. While this study did not compare the instructional practices of PLPG certified teachers with non-PLPG certified teachers, the findings indeed suggested that PLPG has a positive impact on teacher quality in spite of broad variability in the quality of teaching and learning in the routine practices among the three PLPG certified teachers. These discrepancies in the quality of everyday teaching practices among certified teachers were relatively consistent with the findings of study of the quality of National Board Certified (NBC) teachers' actual teaching practices (Pool, Ellett, Schiavone, & Carey-Lewis, 2001).

By and large, classroom observations of routine teaching practices in the teachers' classrooms substantiated data from pre- and post-classroom observation teacher interviews. In one case, one teacher (Teacher 3) asserted to have learned from PLPG to avoid commenting on and revising students' mistakes regarding the lesson content in order not to kill their creativity. He apparently had misconception about remediating students' mistakes. Teachers should always respond to students' mistakes but in gentle and constructive ways. What he did was not educative because he ignored his students' mistakes and kept them unaware of them. This teacher's apparent misconception about remediating students' mistakes pertinent to the lesson content was confirmed by classroom observations and, although he claimed to give intervention eventually, it was not apparent during the observations.

Of the three teachers whose actual teaching was observed, Teacher 1 and Teacher 2 appeared to fall into a dynamic and/or a combination of dynamic and technical learning (Lustick & Sykes, 2006). They demonstrated full reception of PLPG standards and translated the majority of their learning experience into their actual classroom. The other teacher, Teacher 3, probably came through what Lustick and Sykes (2006) termed as technical learning and/or a combination of technical and deferred learning. That is, they exercised various efforts to align themselves with PLPG standards in order to pass certification but did not necessarily put into practice the learning experience in their classroom teaching practices. Specifically, Teacher 3 might experience deferred learning and need more time to reflect upon his PLPG experience and translate the learning experience into his every day teaching practices (Lustick & Sykes, 2006).

Despite a great deal of learning experiences from PLPG, translating the experiences into their actual classroom is not an easy task for the teachers. They often faced obstacles that obstructed the implementation of the elements of effective teaching, particularly frequent change of curriculum and lack of teaching facilities. They were uncertain about implementing their PLPG learning experience, which had been under the umbrella of new curriculum because their district had not implemented the new curriculum yet. Thus they seemed to pick and choose the learning experience feasible to be practiced in their actual class. As argued previously, no

matter how good the teachers were, they would not be able to fully implement and maintain effective teaching quality if they were not supported with adequate teaching facilities and resources.

Also, 10-day PLPG was far from being sufficient to ultimately improve the teachers' quality because it was not a program aimed to develop teachers' quality from the scratch. PLPG effectiveness was also contingent upon the competence possessed by certification candidates prior to the training. In line with this, Lustick (2002) has suggested four types of certification candidates that describe the quality of their teaching practices before and after certification and their likelihood of earning certification. Taking into account this notion, only two of the teachers participating in this study that appeared to fall into Type A and Type B candidates; these were the teachers who approached their certification in close alignment to PLPG standards, learned a great deal during the process of their certification, became more closely aligned with PLPG standards, and earned certification. Teacher 3 was most likely Type C candidates or somewhere between Type B and C candidates. While demonstrating willingness to learn and try new things from PLPG certification, he was likely not qualified for recognition as accomplished teacher. As evident, Teacher 3 was not successful in his first certification attempt. In short, improving the quality of teaching required well-planned and executed as well as cohesive efforts, including rigorous process of student teacher admission, excellent pre-service teacher education, selective teacher recruitment and continuous teacher professional development (see Abduhzen, 2014).

CONCLUSION

Despite some variability, the study suggested that PLPG had a positive influence on teachers' everyday teaching practices. As captured during classroom observations, accomplished teachers exhibited effective instructional practices featuring the incorporation of scientific approach and student-centered teaching and learning activities, systematic and coherent teaching stages, rich examples and non-examples used in explanations and discussions with students, and smooth routines for monitoring. These teachers appeared to show good mastery of lesson content and structuring knowledge for students, and efficient organizational and classroom management problems. By way of contrast, one teacher judged as rather ineffective exhibited obvious weaknesses of teaching practices including low mastery of content knowledge and tentativeness about remediating students' misconceptions regarding lesson content. However, the study indicated that translating PLPG learning experience into their actual classroom was not a straightforward business for the teachers due to various issues such as frequent change of curriculum and lack of teaching facilities and resources. No matter how good the teachers were, they would not be able to fully implement and maintain effective teaching practices if they did not clearly comprehend the curriculum and were not supported with adequate teaching facilities and resources.

This study indicates that there was considerable variation in the quality of teaching among the teachers observed in this study. In addition to giving sufficient supervision and improving teaching and learning facilities, MOEC should provide teachers with opportunities for meaningful ongoing teacher professional development, one that helps teachers increase their teaching motivation and develop their teaching practices. Research has suggested that extensively well-designed content-related continuing professional learning, approximately 50 hours annually, is effective to improve teachers' teaching practices (SCOPE, 2010). However well-designed and rigorous, teacher certification programs would not be effective to elevate the quality of teachers if the certification candidates do not approach the program with some or close alignment to the standards required by the program. Therefore, it is highly imperative to ensure that only qualified individuals enter the teaching profession, determined by well-planned and designed teacher recruitment. Teacher recruitment deals with three correlated stages: competitive admission of student teachers, universal high-quality teacher education, and rigorous as well as transparent entrance tests. Future research should continue studying the impact of certification on teachers' daily instructional practices across a span of time. Specifically, longitudinal studies could look at the long-term impact of certification experience on the quality of certified teachers' teaching practices and of student learning. The studies should also interview the teachers' school principal to find out their views concerning the teachers' teaching practices before and after their certification. The students of the certified

teachers could also be interviewed to gain insights on how they feel about learning in their class. Such longitudinal studies would help verify whether or not certified teachers continue translating the learning experience in their classroom, and improving the quality of their teaching.

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PRE-SERVICE ENGLISH TEACHERS' SELF-REFLECTION ON THEIR PEER TEACHING PRACTICES: DEVELOPING SELF-AWARENESS ON QUALITY TEACHING

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ABSTRACT

Being teacher candidates, having a good provision and adequate capabilities in implementing teaching-learning activities is a must for pre-service English teachers in Indonesia. In campus-based practicum, i.e. micro teaching class, in which they are prepared as prospective and qualified teachers in the field, pre-service teachers (PSTs) are practicing the teaching-learning processes through peer-teaching. However, the fact found in the school-based practicum showed that many of the PSTs' teaching performances could not meet satisfactory teaching qualifications. Furthermore, the researcher found that the English PSTs did not have enough self-awareness on their own teaching performances since they only received feedback from the supervisor- teachers and supervisor-lecturers in their practicum. Thus, having a good self-awareness should be planted when they take micro teaching class through self-reflection. This paper provides the implementation of self-reflection which was aimed to facilitate and develop English PSTs' self-awareness on their teaching performances. Their teaching performances were videotaped and then distributed to each of them as the source of their self-reflection. The findings showed that after watching their videos, mostly, the statements they made in their self-reflection sheets indicated they realized that their teachings were unsatisfactory and they knew the strengths and the weaknesses of their teaching. From the questionnaires given later, they could name their own weaknesses and they were willing to improve their teaching performances in the future. The teaching practice conducted afterwards showed that they were more aware of their own teaching and managed to improve their teaching performances.

Keywords: *pre-service teachers (PSTs), self-reflection, peer-teaching, self-awareness*

INTRODUCTION

In the growing world of education, particularly in Indonesia, pre-service English teachers are required to continuously prepare themselves to be prospective and qualified teachers in the field since by the time they enrolled in the English Language Education Program they had already decided to become English teachers. The Institution of Education and Teacher Education (*Lembaga Pendidikan Tenaga Keguruan* – henceforth LPTK), the main form of pre-service teacher education for English teachers in Indonesia, consists of both public and private higher education institutions whose main role is providing education and pedagogical training for those who are interested in teaching in junior and senior high schools (Cahyono, 2006). PSTs who graduate from this program are conferred with a Bachelor of Education in English Language (Saukah, 2009). PSTs graduating from the English Language Education Program will have acquired English language proficiency knowledge, and knowledge and skills related to curriculum, syllabus, language testing and assessment, teaching methodologies, teaching skills, and materials development (Zein, 2014).

As the candidates of future teachers, PSTs have to meet the needs and demands of the development in the educational world; they are required to be able to improve and develop their skills and competencies in teaching so that they can demonstrate their ability to teach satisfactorily. However, it is not an easy task to be done. Being able to conduct a satisfactory teaching obviously needs a hard work and continuous effort. In campus-based practicum, PSTs are provided with the chance to demonstrate and develop this aspect. At this stage, while practicing they must also be able to identify the strengths and weaknesses of their own teaching. The identification of their strengths and weaknesses then will further be used as valuable information to develop their teaching skills and competencies. The strengths and weaknesses are

commonly provided through feedbacks given by the lecturers in campus-based practicum and the supervisor-teachers in the school-based practicum.

However, in the University of Kanjuruhan Malang, the teaching practices the pre-service teachers have done in micro teaching class and the feedbacks given are considerably inadequate since the result of their teaching performance in the school-based practicum was not satisfactory. In line with this matter, on the basis of preliminary study done by distributing questionnaire to English PSTs in a Micro Teaching class at English Education Department of University of Kanjuruhan Malang, it was found that they did not have enough self-awareness on their own teaching. Mostly, they could not identify their strengths and weaknesses in the teaching practices they had just done. They could only recall small parts of their teaching and were not able to mention the details of what they could have been done better in their teaching. Thus, the fact that their teaching performances were not satisfactory and their self-awareness on their teaching performances was considerably low indicates the needs of developing the pre-service teachers' self-awareness on quality teaching. Related to this matter, it was considered that the PSTs needed to make self-reflection about their teaching performances. Teacher reflection continuous to be viewed as a necessary component of improved teaching and, ultimately, improved students learning (Blasé, J. & Blasé, J., 2004).

METHOD

The data in this study were collected using a number of methods, namely video recordings, self-reflection sheets, individual interviews, observation sheets, and questionnaires. The PSTs' teaching practices were videotaped to document their teaching performances. The teaching practices were done in three batches so each PST got three chances to demonstrate their teaching performances.

During the teaching practices observation sheets were used to make a written record on the PSTs' teaching performances. Researchers recommend that teachers use multiple data sources to scrutinize their practices (Centra, 1993). Teachers develop a more accurate perception of their pedagogical effectiveness by objectively examine their practice by using varied sources of data (Darling-Hammond, 2001, in Wesner, 2007)

The videos from the first batch were then distributed to them as the source of their initial self-reflections which were required to be written after conducting their first teaching practices and watching the videos as a part of micro teaching class requirements. The self-reflection contained their reflections about their teaching performances including their strengths and weaknesses, their feeling towards their performances, and points to work with for their future teaching.

Next, to have a better understanding and to avoid misinterpretation of the meaning of the PSTs' language and ideas in their self-reflection sheets, individual interviews with each PST were carried out. It is essential to view an interview as a natural conversation rather than an objective, positivistic type of question-and-answer event (Kuswandono, 2014, p.188). With that being said, the interview was done as a dialogue to figure out the PSTs' reflections on their teaching performances particularly their awareness on quality teaching. Following the individual interviews, the PSTs were required to fill in questionnaires that are intended to draw out their perceptions on the use of video recording and self-reflection to develop their awareness on quality teaching. Prior to the second batch of teaching practice, an analysis is conducted on the basis the data generated from the observation sheets, video recordings, PSTs' self-reflections, individual interviews, and questionnaires.

Furthermore, the data from the second and third batches of teaching practice were then generated in the same successive cycles as the data collection and analysis procedures of the first. The procedures are illustrated in figure 1.

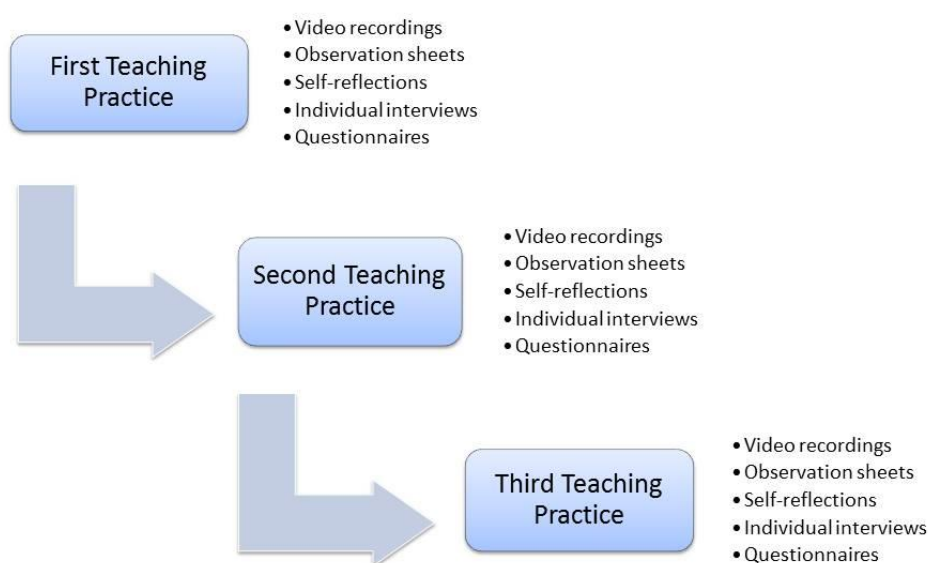


Figure 1 Data Collection Procedures

To analyse the data that had been collected, analytic induction method was used to identify common themes and to extract narratives of experience from the qualitative data.

The targeted population of this study were the students who attended Micro Teaching course at University of Kanjuruhan Malang. There were 23 sixth-semester students enrolled in a Micro Teaching course who agreed to participate in this study. Their ages ranged from 19 to 24 years old with the ratio of 14 females to nine males. All students had passed all prerequisite courses before they took Micro Teaching course.

FINDINGS AND INTERPRETATION

The findings showed that after watching their videos, mostly, the statements the PSTs made on their self-reflection sheets indicated they realized that their teachings were unsatisfactory and they knew the strengths and the weaknesses of their teaching. 21 out of 23 PSTs stated that they were not satisfied with their performances. They mentioned some weaknesses that they could identify from their teaching and they felt that they could have done something better. They realized that they got some problems related to self-confidence, classroom management, questioning strategy, teacher's movement, and teaching scenario. They stated that they would pay more attention on these aspects so that their teaching performances would be much improved. This was also in line with the result of the individual interviews conducted after the PSTs did the teaching practice and wrote the self-reflection sheets. Some PSTs elaborated further about the reflections they had made and stated that it made them realized that they needed to develop their teaching skills and competencies.

From the questionnaires given later, the PSTs showed good perceptions toward the self-reflections they had made and they could identify their own strengths and weaknesses. They stated that the self-reflection helped them a lot as an effective reminder-medium for what they had done and what they needed to do. It made them evaluated how well they had done in their teaching. By writing down the self-reflections they had an effective documentation on their strengths and weaknesses which could be referred to at any time. Through the self-reflections they had made, they realized that they became more aware of their own teaching performances and could name the points they needed to work with in their future teaching. Furthermore, they were willing to improve their teaching performances in the future.

From the observation done during the three teaching practices, the teaching practices conducted afterwards (the second and the third) showed that they were more aware of their own teaching and managed to improve their teaching performances. The points they needed to work with were much improved. The PSTs who used to stand at only one or two positions during their teaching were more aware of it and managed to move into more directions during their teachings. The PSTs who tended to rely too much on the text books they used for their teaching started to collect more sources and examples from various sources.

CONCLUSION AND SUGGESTION

The findings of the present study show that the statements made by the PSTs in their self-reflection sheets indicated they were able to identify their weaknesses and realized that their teachings were unsatisfactory. The individual interviews conducted afterwards generated similar data. From the questionnaires given later, they showed good perceptions toward self-reflection they had made and could identify their own strengths and weaknesses. They were more aware of their own teaching performances and could name the points they needed to work with in their future teaching. Furthermore, they were willing to improve their teaching performances in the future. The positive development of their awareness of quality teaching was shown in the teaching practices conducted afterwards (the second and the third), which showed that they managed to improve their teaching performances by dealing with the weaknesses identified in their previous teaching. By requiring them to reflect on their own teaching performances, the PSTs were challenged to honestly identify and assess themselves. This way, their awareness on quality teaching significantly developed and, moreover, their teaching performances were positively affected.

Study on the use of self-reflection provides a wide possibility for future research to be conducted. Further research on developing PSTs' awareness on quality teaching can also be done by using peer-assessment. By filling a peer-assessment sheet, PSTs are challenged to be more critical and conscientious, which hopefully will also affect their awareness of their own teaching performances.

ACKNOWLEDGEMENT

I thank all the pre-service English teachers who participated in this study. I also express my gratitude to the Head of English Education Department and the Dean of Literature Faculty at University of Kanjuruhan Malang for supporting this study.

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NURTURING LITERACY LEARNING THROUGH THE USE OF THEMATIC CONTENTS IN THE INSTRUCTION

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ABSTRACT

In recent years, there has been considerable interest in identifying effective ways to nurture literacy in educational context. In regard to this notion, this paper will report the findings of a study examining the use of thematic contents in nurturing literacy learning in the EFL instruction. The study was under qualitative research paradigm involving several major of data collections such as observation, collection of documents, and students' portfolios. Seventh grade students of a selected school were involved in this study. They experienced literacy learning from variety of themes and contents in the instructions. From a series of theme-based instructions, it was found that the use of thematic contents could nurture literacy learning in terms of the development of students' literacy skills seen from the word, sentence, and text levels. Moreover, the themes in this context could function as connecting strands that link two basic literacy skills which are reading and writing in more integrated ways.

Keywords: *Literacy, thematic contents, theme-based instruction*

INTRODUCTION

Nowadays, as communication and technology have brought rapid changes in our life, individuals are attempted to become more literate towards any kind of information found in everyday life. To overcome these changes, as a consequence, individuals are required to actively attain literacy, as socially, literacy provides opportunities for individuals to share meanings across space and time, and cognitively literacy may encourage individuals to use specific skills of how written or spoken language works in everyday life (Cameron, 2001). Although literacy has been part of our life, unfortunately, the development of literacy especially in Indonesian context is still lower compared to what have been achieved by Thailand, Malaysia, Philippine, and Vietnam (Alwasilah, 2014; Jalal & Sardjunani, 2006). One of identified reasons found by Iftanti (2012) is that most Indonesian students might have poor reading or writing habits. Whereas, reading and writing are assumed to be indicators of being literate, as students are required to understand and interpret a written discourse (Cameron, 2001). Realizing that literacy plays an essential role in human's life, in these recent years, some experts put considerable interest in developing literacy in educational context (Noorman, et.al., 2014; Musthafa, 2014; Dewayani, 2011; Jalal & Sardjunani, 2006; Jalal & Musthafa, 2001). Accordingly, numerous methods and strategies are applied in developing literacy, and among strategies that can be applied to nurture literacy is theme-based instruction. Through this method, substantial aspects of literacy which particularly include the ability to read and write can be integrated in the instruction (Sundayana, 2014; Brown, 2001; Richards & Rodgers, 2001; Cameron, 2001).

The theme-based instruction is apparently constructed from a content-based approach that centres in the relationship among learning, language, and content (Richards & Rodgers, 2001; Coyle, 2007a; Coyle, 2007b; Coyle, Hood & Marsh, 2010). By this approach, language and content are acted as mediating tools co-constructed in a learning environment and as a vehicle used to transfer a variety of different meanings in a foreign language teaching and learning (Richards & Rodgers, 2001; Cameron, 2001; Moate, 2010). As a variant of content-based instruction, theme-based instruction centres in meaning-focused communication activities in which students may be typically involved in real or realistic communication. Furthermore, in order to be truly communicative, the language learning is contextualized by its contents and purposes (Harmer, 2001). Theme-based instruction then occurs when the context is given by specific content areas and the focus of assessment is on language skills and functions (Lorenzo,

Casal, & Moore, 2010, p. 421; Navés, 2009; Yassin, Tek, Alimon, Baharom, & Ying, 2010, pp. 47-48). As a model that provides contextual learning, theme-based instruction is structured around related topics which support the context for language instruction (Butler, 2005; Chapple & Curtis, 2000). This model also supports cross-curricular projects and links across the curriculum (Harris, 2008; Savage, 2011, pp. 404-442), so that language teachers may work together with the content on a particular topic.

As the essential notion of theme-based instruction is structured around themes or topics (Brown, 2001), this instruction serves students to get various chances to deal with topics of relevance and interest. In its application, some considerable studies have proven that theme-based instruction provides the development of literacy skills relying on the improvement of early writing activities (Cole, 2013; Osman, et.al, 2009; Yang, 2009). Cole (2013) observed that the incorporation of a theme into a classroom teaching and learning provides a number of literacy activities where students begin to use a new language in increasingly complex ways. By this context, the theme may act as umbrella topic used as a context that can make connection to different areas in language learning. Moreover, learners will become more familiar with the theme and it encourages them to write something related to the topic they have read or heard in class (Osman, et al., 2009).

In addition, there are several reasons to organize literacy teaching and learning around themes. First, students may capture the large picture of certain theme until the specific one, so they can make sense of English language instruction. Second, the theme may cover specific content areas such as math, science, social studies, or literature, so the instructions are interrelated. Third, vocabulary can be repeated naturally as it may appear in different content area of studies. Fourth, through themes, teachers can connect literacy teaching to students' lives. Thus, this makes English language learners are more fully engaged in the teaching and learning process, since it touches students' daily lives. Fifth, since themes deal with universal human issues, all students can be involved, and lessons and activities can be adjusted to different levels of English language proficiency (Cameroon, 2001; Brown, 2001, Richards & Rodgers, 2001).

Research on the implementation of theme-based instruction has been conducted in EFL language teaching and learning. However, in Indonesian context, there is only a small amount of research about theme-based instruction applied for developing students' literacy, in particular, integrating reading and writing skills in the instruction. So far, research in this field is only concerned with improving one aspect of language skill such as reading, writing, speaking, or vocabulary (Rahmawati, 2014; Fatimah; 203; Pusparini, 2013; Lathufirdaush, 2013; Freeman & Freeman, 2006). Having considered that theme-based instruction can be used as a method to teach literacy (Brown, 2001; Cameron, 2001; Richard & Rodgers, 2001), furthermore, this study is primarily intended to explore the application of theme-based instruction in nurturing literacy. As literacy may cover broader scope of language skills, to specify the term literacy in the context of this study, literacy includes the ability to read and to write in English as a foreign language seen from the word, the sentence, and the text levels (Bailey & Heritage, 2008). Furthermore, some aspects such as the age of learners, the learners' first language literacy experiences, the learners' ability to read and write in their first language, and the level of exposure to English as a foreign language become considerable factors in conducting this study (Cameroon, 2001; Pinter, 2006).

METHODOLOGY

The present study is under qualitative research paradigm (Alwasilah, 2012; Silverman, 2005). In more particular, this study was aimed at exploring certain phenomenon in pedagogy setting where the teacher acted as a researcher who applied theme-based instruction used to develop students' literacy skills. The participants in this study were seventh grade students in a private junior high school placed in Bandung, West Java. The selection of the participants was primarily based on several factors suggested by Cameron (2001) and Pinter (2006) such as the age of the learners, the learners' first language literacy experiences, their ability to read and write in their first language, and the level of exposure to English as a foreign language. The seventh graders were chosen as participants in this study, because the age of the students in this level is considered proper for their maturity in the first language, their ability in literacy of their first language, and the level of exposure to English as foreign language given in the previous

grades. In addition, in this study, I also involved Mrs. Lina as an observer who reviewed the instructions by completing the observer's checklist.

ANALYSIS AND DISCUSSION

In this study, the contents for theme-based instruction were mainly derived from the textbook and they were elaborated by the use of authentic materials. The thematic contents were designed to stimulate the students' understanding about the topic of interests which were then related to their experience and their prior knowledge. In the context of this study, the contents were also developed by considering both intradisciplinary and interdisciplinary models. The contents were then interconnected to cross-curricular subjects where other areas in the curriculum could be reviewed in the instruction. This notion is supposedly in line with the principles of theme-based instruction that mainly cover automaticity, meaningful learning, intrinsic motivation, communicative competence, and interdisciplinary and intradisciplinary models in the instruction (Brown, 2001; Sundayana, 2014). In addition, to provide generating literacy experiences, the contents in this instruction were also developed to nurture reading and writing skills in integrated ways, moreover, skills integration became one of the attentions in the instruction (Brown, 2001).

In this study, there were four main instructions that might portray the application of theme-based instruction in nurturing literacy learning. To begin with the analysis, I will review the first instruction and relate to other interconnected instructions in order to capture the essential findings in more comprehensive ways. In the first instruction, the theme was introduced by the teacher in the initiating activities. Initiating activities were aimed to provide pre-activities to students, so that the theme of the instruction could be addressed simultaneously by associating students' interest towards the theme and elaborating other related topics in the lesson (Sundayana, 2014). In this instruction, questions and drilling were used to introduce the major theme. It was started by reviewing the students' understanding about the theme. From this stage, essentially, the students could have opportunities to learn basic literacy in terms of the word and sentence levels by connecting information from what they learned in the class to what they had learned or known in or outside the class. Otherwise, the students were able to link the main theme of the instruction to their personal knowledge, understanding, and their experience (Cooper, 2011). Two of the students' portfolios about this particular theme are reviewed as follows:

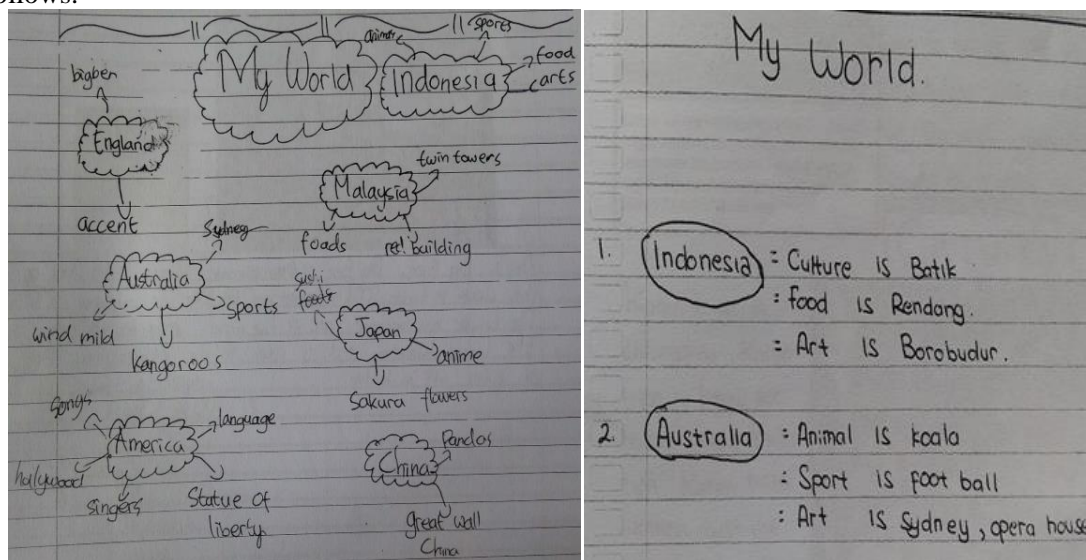


Figure 1 Student 1 and Student 2 Literacy Progression

In accordance with these findings, it could be noted that the students started developing their literacy skill in terms of the word and sentence level. Word is a key unit or a 'basic level' in reading and writing development (Cameroon, 2001). Piaget had suggested that words help students represent and think about external objects and events; when students acquire new information, the students will gradually interpret meanings and construct ideas (Ormrod, 2000).

From student 1 and student 2 literacy progression above, it could be noted that the students started to link several ideas related to certain theme. For instance, students 1 and 2 linked each country with its characteristics and features. When student 2 mentioned Indonesia, the student associated it with several features e.g. Batik, Rendang, or Borobudur, and when student 1 mentioned America, the student associated it with Hollywood, Statue of Liberty, singers, etc. This finding is in line with some considerable studies that have proven the theme-based instruction might nurture the development of literacy skills relying on the improvement of early writing activities (Cole, 2013; Osman, et.al, 2009; Yang, 2009). In similar vein, Cole (2013) found that the incorporation of a theme into a classroom teaching and learning provides a number of literacy activities where students begin to use a new language in more increasingly complex ways.

In the second meeting, the main theme was specified into subtheme. From this meeting, the students started developing their literacy skill in terms of sentence level. From this level, the students' grammatical knowledge of how words are connected was developed well. In this case, the students were able to understand the subject-verb agreement in her sentence. For instance, the student 1 used "there are" to mention several plural objects e.g. There are many famous brands, and she used "there is" to mention singular object e.g. There is Statue of Liberty. To enrich the findings of students' literacy development in the sentence level, the student 2 portfolio is presented as follows:

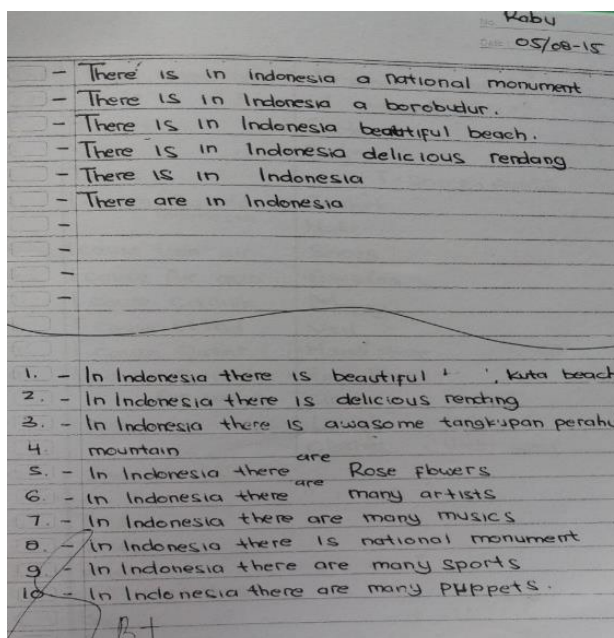
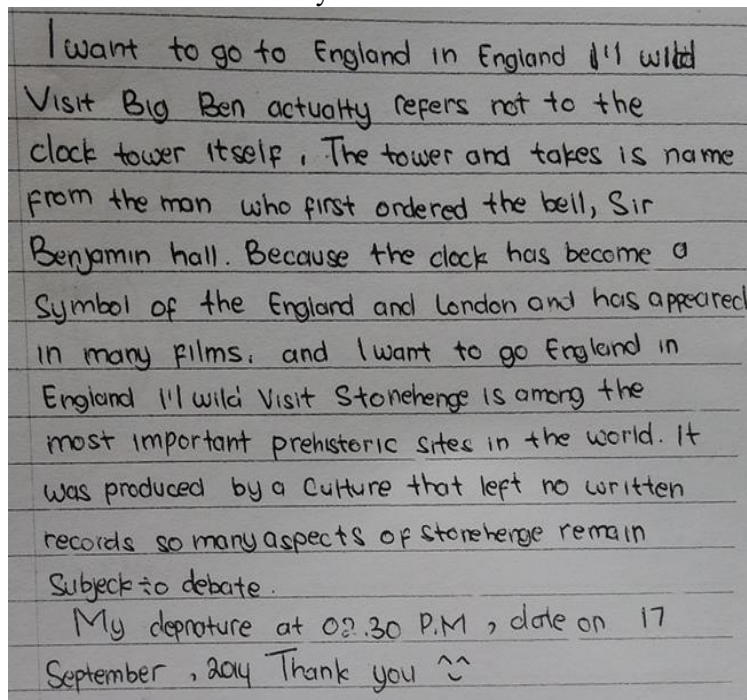


Figure 2 Students' Writing Progression in the Sentence Level

From student's writing above, it could be seen that at first, the student was confused using word order in her sentence. As firstly seen, she wrote "There is in Indonesia a national monument." Subsequently, after the teacher checked her works and gave several guidance, the student could understand the word order as seen in the revised sentence e.g. In Indonesia there is beautiful Kuta beach. In regard to this finding, it could be noted that this instruction could represent the principle of meaningful learning in its practices. The principle of meaningful learning covers how students associate links between new knowledge and their prior knowledge. It focuses on how knowledge is developed; how new knowledge is integrated into existing cognitive system; and how knowledge develops in automatic processing (Brown, 2001). This notion is also in line with what Vygotsky proposed in his theory; students can perform more challenging tasks, when they are assisted by advanced and competent individuals (Ormrod, 2000). By this notion, scaffolding is often used to describe the guidance or structured assistance that is provided by the teacher to help students perform tasks in their zone of

proximal development (Ormrod, 2000). As consequence, the students might perform greater with the help and guidance of others. In regard to these notions, in this particular instruction, I consistently used the pattern of repetition where students could associate sounds, words, structures, and discourse elements in more contextual forms (Brown, 2001). One of pedagogical implications that I apparently applied in this instruction was - when a new topic or theme was introduced, the students were stimulated to precise their existing knowledge and background, then they associated it with something they had already known. Accordingly, from this activity, the students learn to activate their prior knowledge, when they produced a longer text. In more advance level, as the students experienced literacy learning through the use of thematic contents in the instructions, the students started to build schematic understanding of three main linguistics features which are the word, the sentence, and the text levels. These schematic understanding might become a basis to construct ideas in the text level. Accordingly, the texts written by students were built constructively as seen from one of students' writing below:



I want to go to England in England I'll wild
 Visit Big Ben actually refers not to the
 clock tower itself, The tower and takes its name
 from the man who first ordered the bell, Sir
 Benjamin hall. Because the clock has become a
 symbol of the England and London and has appeared
 in many films, and I want to go England in
 England I'll wild Visit Stonehenge is among the
 most important prehistoric sites in the world. It
 was produced by a culture that left no written
 records so many aspects of Stonehenge remain
 subject to debate.
 My departure at 02.30 P.M, date on 17
 September, 2014 Thank you ^^

Figure 3 Student's Writing Progression in the Text Level

In a case of her writing, the student tried to activate their prior knowledge and combine it with information in the text to make sense of the text, make inferences from information that is closely related to the text, and make inferences from information that is not directly stated (Bailey & Heritage, 2008). In addition, in the sentence level, the students started to learn grammatical awareness by understanding that a sentence is a group of words that makes sense and conveys meaning, knowing that statements provide information and questions, asking about something or requesting information, understanding and using simple sentence structure. In terms of grammatical awareness, the students tried to implement the subject-verb agreements, plurals, and word order; understand and use simple and compound sentences; understand verb tense signals when an action takes place, etc. In regard to this finding, Bailey and Heritage (2008) describe that the students can learn about grammar and the awareness of punctuation at the sentence level. At this level, the teacher can draw an understanding about grammatical knowledge of how words are connected to produce meaning (Cameroon, 2001). Besides, from groups of words, the students can learn that a sentence can belong together as units. In more advance stage, as with paragraphing, the students find a range of grammatical pattern within a broader text.

In regard to the findings, the use of theme will play significant role, because the students will make connections from what they see through printed text and what they produce in written forms. As theme-based instruction serves substantial opportunities for students to deal

with the topic of relevance and interest, it therefore provides a rich literacy environment by focusing on many aspects of language use experienced from a particular topic, offering opportunities for students to make connections between what they know and what they are learning, and presenting a variety of content related activities from which language learning can be accomplished (Enright, D et.al. 1988).

CONCLUSION

After conducting the study, it can be concluded that the use of thematic contents could stimulate the students to deal with literacy learning on the basis of reading and writing activities. In general, the use of themes in the instruction could activate students' prior knowledge, create a motivating context, and encourage students' participation (Fredericks, 1993; Manning, et.al, 1994; and Cameron, 2001). Besides, the themes and the contents provided in each instruction could build students' schematic understanding of the three main linguistics features which are the word, the sentence, and the text levels. By experiencing variety of themes and contents, the students' understanding of the word and sentence levels might become a basis to construct ideas in the text level, so that the results of their writing might represent their ability to use literacy skills in more contextual forms.

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A NEED ANALYSIS OF MIDWIFERY STUDENTS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

The Asean Economic Community (AEC) which is initiated by Ten ASEAN countries allows people to do free trading, working, studying and moving across the region. This condition requires people to use English more in every aspect of life. This paper attempts to analyze the needs of second year midwifery students in learning English. The data were gathered from questionnaire and sample of students' work. The results were used to find out the students' necessities, lacks and wants. The result of questionnaires and sample of students' works discovered that the students want to learn English which is associated with daily life. However they still have a lack of using proper grammar and word selection. Thus, the midwifery students need to acquire four skills altogether to improve their ability in using the language. The language skills cover oral communication, giving response to the conversation, understanding English literature and preparing written text. It is suggested for lecturers to provide authentic materials as teaching resources which correlate to the compulsory subjects that they take in Midwifery Department.

Keywords: *Need Analysis, English, Midwifery Students, AEC*

INTRODUCTION

Asean Economic Community (AEC) which is initiated by ten countries in South East Asia strengthens the role of English as the language of communication in all aspects of life. The activities done by people in Asean enhance the frequency of English usage. English is no longer becoming a school subject. However it should be acquired for a successful communication. Considering to the necessity of English acquisition, we should set up how English should be taught. The teaching of English for specific purposes is the exact path to improve the acquisition of English language that is appropriate to the specific fields. Richards and Smith (2010) in Saragih, E (2014:60) defines ESP is instruction in a language course which meet the specific needs of an exact group of learners. There are some practical concerns that initiate language course becomes more relevant for language learners. Richard J.C (2001:28) elaborates the concerns are as follows: First, the need to prepare growing numbers of non-English background students to study at American and British universities from the 1950s. Second, the need to prepare materials to teach students who had already mastered general English, but now needed English for use in employment such as non-English background doctors, nurses, engineers, and scientists. Third, the need of materials for people who need English for business purposes. Fourth, the need to teach immigrants the language needed to deal with job situations. In obtaining the exact needs of language learners, need analysis is conducted.

Need analysis was conducted along with the movement of English for Specific Purposes. Robinson (1991) in Miyake and Tremarco (2005) explains that need analysis aims to specify in detail what students have to do in English learning. Graves, K (2005) in Chen et al (2016:1) elaborate that the need analysis is able to help learners determine "what they know, what they can do and what they need to learn. He adds that need analysis is important for designing ESP courses. According to the previous elaboration, it is necessary for ESP teachers to conduct need analysis for determining the needs and designing the course. The result of need analysis can be varied along with the result of demands and purposes in English learning.

This article attempts to find out the needs of midwifery students in learning English. The study is conducted to second year students of midwifery department, Muhammadiyah University of Surabaya in academic year 2015-2016.

LITERATURE REVIEW

Need Analysis

Need analysis examines what the learners are already known and what they need to know. Hutchinson and Waters (1987) in Nation and Macalister (2010:24) divides needs into target and learning needs. Target needs are defined as the learners need to do in the target situation. Nation and Macalister (2010:24) state that the target needs are divided into necessities, lacks and wants. Necessities elaborate what is necessary in the learners' use of language. Lacks explain about the learners' lack. Want describes the learners wish to learn. Meanwhile the learning needs explain about what the learner needs to do in order to learn.

Figure 1 Target Needs



Need analysis in language teaching has several purposes. Richards, J.C (2001:52) elaborates the purposes as follows; first, find out what language skills a learner needs in order to perform a particular role. Second, determine if an existing course adequately addresses the needs of potential students. Third, identify a gap between what students are able to do and what they need to be able to do. Fourth, collect information about a particular problem learners are experiencing.

English for Specific Purpose

The need of English for Specific Purpose (ESP) is increased along with the rapid progress in business, trading and education. Bloor and Bloor (1986) in Basturkmen (2006:17) explain that the teaching of specific various English can begin from any level comprising beginner up to advance. The learning of specific various English is exceedingly effective for the learners in acquiring the structure, terms and meaning in the area of their professional environment.

Hutchinson and Waters (1987) in Imtiaz and Sarwar (2014:291) define ESP as an approach in language learning which the content and methods are adjusted based on the particular needs of the language learners. Imtiaz and Sarwar (2014:292) assert that ESP is an important branch of English as a Foreign/Second Language (EFL/ESL) and it has various branches such as English for academic Purposes and so on. In designing an ESP course, Hutchinson and Waters (1987) in Imtiaz and Sarwar (2014:292) state that need analysis is required to conduct for setting up the specific reasons in the language learning.

Based on the theory above, the teaching of English for Specific Purposes need to be provided by adjusted materials and teaching methods in order to meet the necessity of language learning in the particular fields.

RESEARCH QUESTION

What are the needs of second year midwifery students of Muhammadiyah University of Surabaya in the academic year 2015-2016 in learning English?

RESEARCH METHOD

The research design used descriptive qualitative method to explore and find out the needs of midwifery students of Muhammadiyah University of Surabaya in learning English.

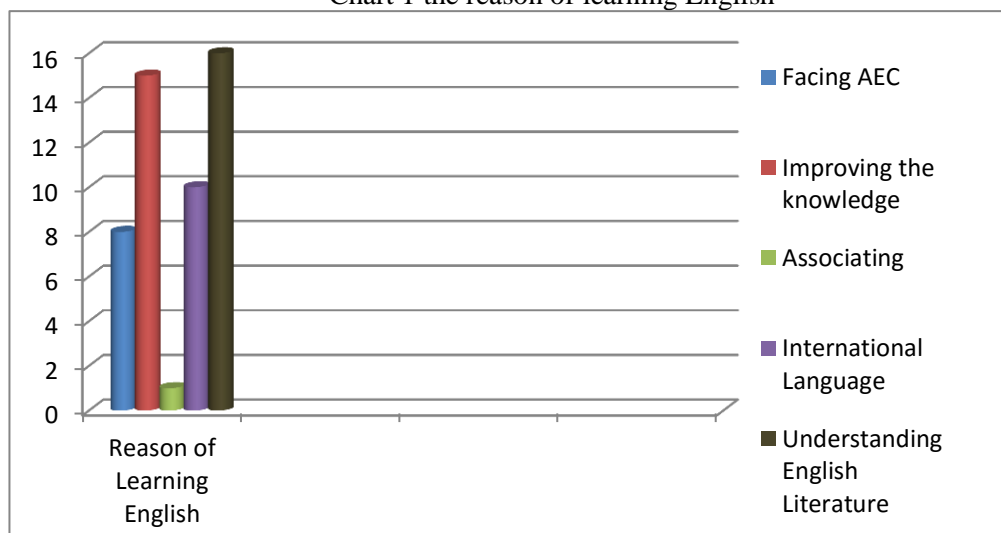
50second year students of Midwifery Department in academic year 2015/2016 became the participants in this study. The instruments used to collect the data were questionnaire and sample of students' work. The questionnaire consisted of seven questions. The aim was finding out the information from the students related to the needs of English learning. Meanwhile, the samples of students' works were the conversation script and role play activity. The purpose was identifying the lacks of students' ability in using English and the necessities to improve English language learning.

FINDING AND DISCUSSION

Result of Questionnaire

1. Why are you learning English?

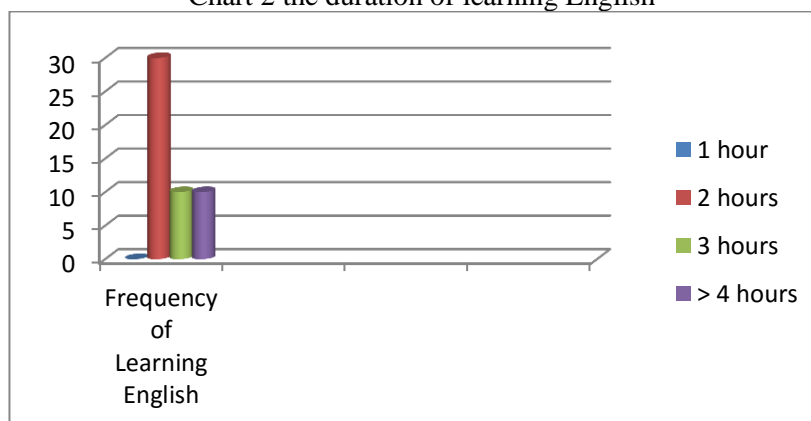
Chart 1 the reason of learning English



According to the result, nearly 32% students said that they learn English in order to understand English literatures since they need to read handbooks are written in English. 30% students learn English to improve the knowledge. Meanwhile 20% students need to learn English because it is an international language that should be mastered. Next, 16% students convey their reason of learning English because of facing Asean Economic Community. Lastly, 2% students express their reason is for associating.

2. How many hours in a week do you study English?

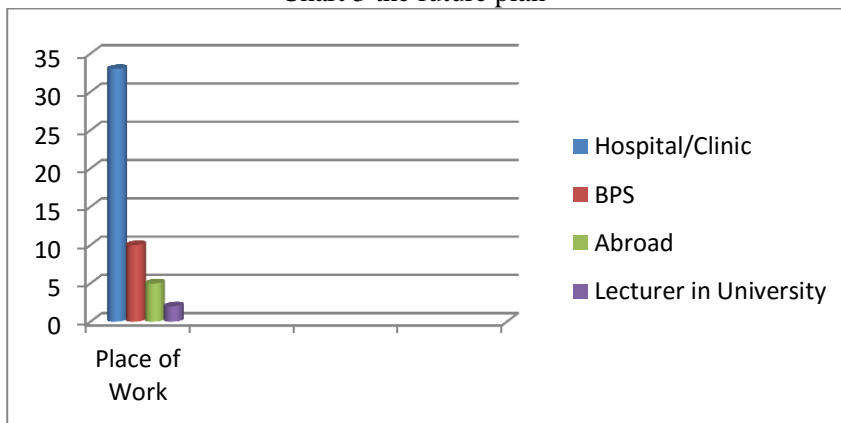
Chart 2 the duration of learning English



60% students study English 2 hours in a week on the schedule of English lesson. Meanwhile, 20% students study English 3 hours in a week. They add one more hour to practice English at home. Lastly, 20% students maintain their study more than 4 hours a week. Beside practice English at home, they also join English course.

3. After your study is completed, where do you think you will work?

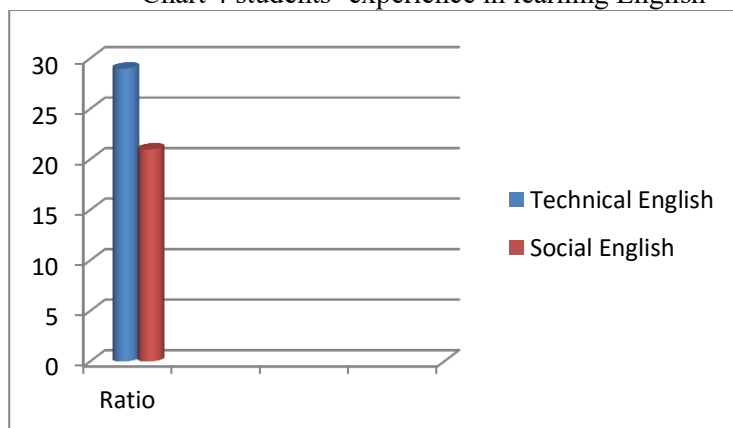
Chart 3 the future plan



The result shows that most 66% students plan to work in hospitals and Clinics. In the meantime, the other 20% students choose to have private childbirth clinics. Next, 10% students want to work abroad. Asean Economic Community inspires them to work in other countries. Last but not least, 4% students want to be lecturers in University.

4. Based on your experience in learning English in university, what was the ratio between Technical English and Social English? Technical English (relates to grammar, vocabulary and content) or Social English (relates to language in use to daily communication)

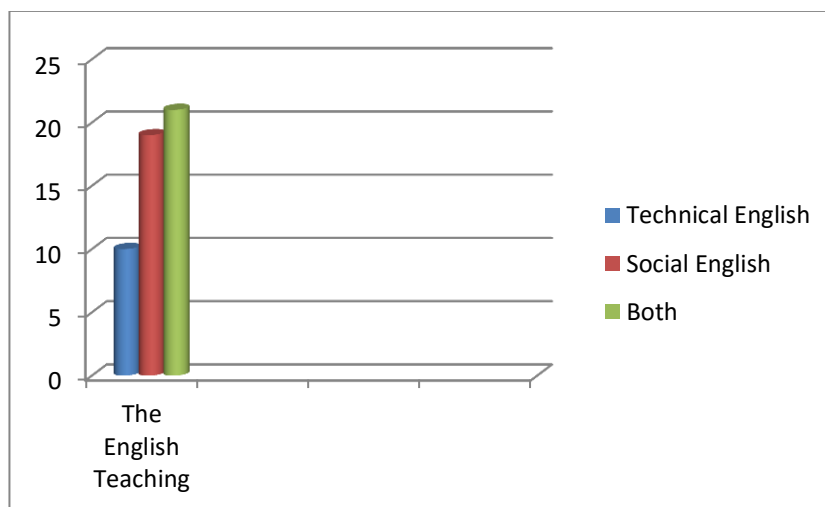
Chart 4 students' experience in learning English



Based on their experiences in studying English, 58% students claimed that they studied much about Technical English. Technical English relates to components of language such as grammar, vocabulary and pronunciation. Meanwhile, 42% students experienced studying social English. It relates to the use of language in communication and understanding meaning in context.

5. According to your opinion which one is the most important to learn, Technical English and Social English?

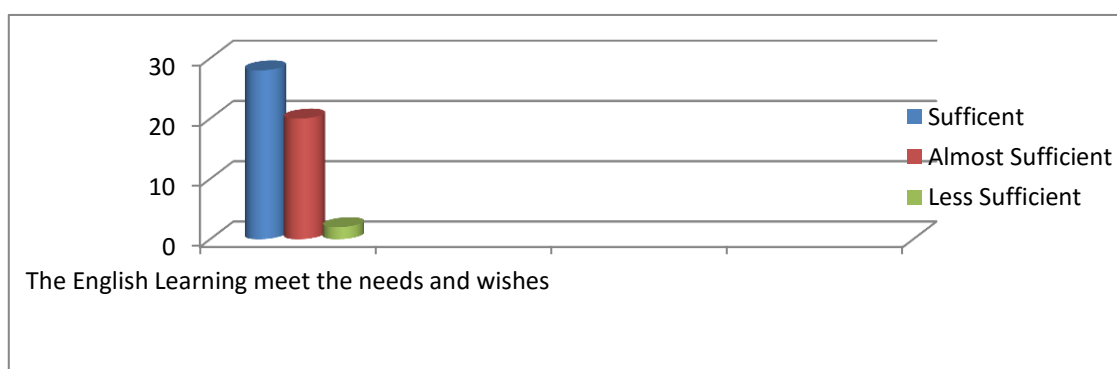
Chart 5 students' opinion about the importance of technical and social English



42% students stated that comprehending both technical and social English are important. They agree that Technical and Social English are required to learn. The comprehension of grammar, vocabulary and pronunciation and the understanding of language in use are vital components for better communication using English. Whereas, 38% students claimed that social English is important to learn and the other 2% students present the opposite.

6. During study English, how does the English learning meet the needs and wishes?

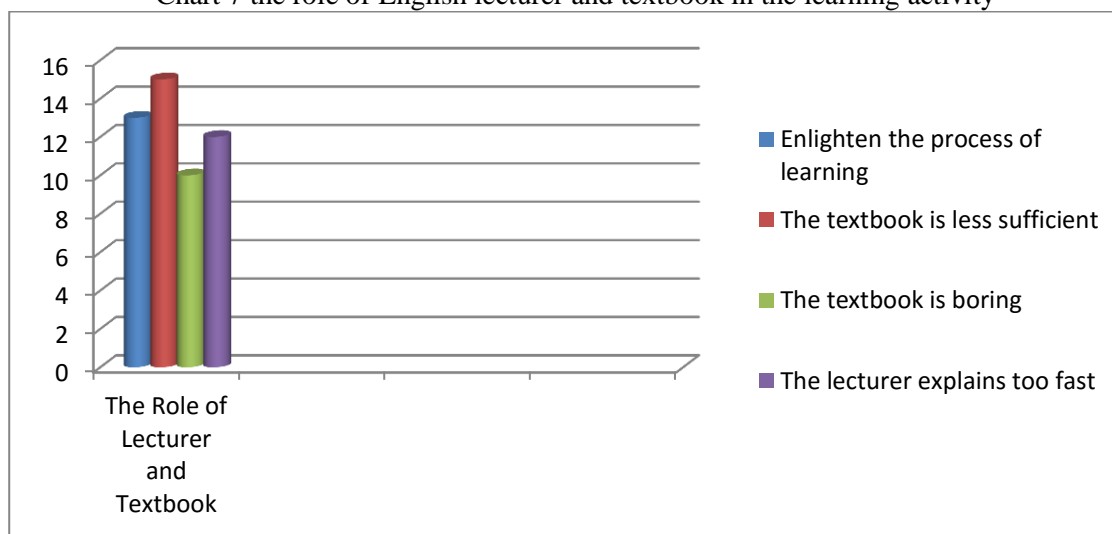
Chart 6 the adequacy of English learning



56% students said that their English lesson was sufficient. They experienced on how the role of English lecturer, textbook and objectives of the lesson complete each other. As non-English learners, they were helped by the presence of those three. On one hand, 40% students felt that the English learning was almost sufficient. Some of them said that the lecturers mostly talked in English. It makes them as non-English learners difficult to catch the material. They need lecturer to switch the language into English - Indonesia. Lastly, 4% students felt that English was less sufficient because they felt English is so difficult.

7. Give your opinion about the role of English lecturer and textbook in the learning activity!

Chart 7 the role of English lecturer and textbook in the learning activity



Result of Students' Work

The following were the samples of students work.

In group, students were assigned to make role play about asking for help.

Role play introduces “real-world” situation. It encourages students to the familiar experiences in the daily communication. Through this task, students were assigned to demonstrate their communication skill through role play activity. The considered aspects were presentation on character, achievement of purpose, use of verbal cues (i.e. vocabulary and Grammar), use of non-verbal cues (i.e. voice and gesture), lastly is imagination and creativity. The result showed that most students were able to present the idea and concept well and creatively. They were also able to achieve the purpose of the conversation. However, the common errors were still found such as the use of grammar and word selection. It was influenced by the script they prepared in advance. Some of their performances were also less natural. They performed while recalling the text that would be spoken. That result asserts that the ability of using oral communication is reinforced by the capability of using verbal and non-verbal in the use of language.

Students were assigned to write a conversation script about asking for help.

In this assignment, the focus was finding out how students were able to construct sentences in conversation. The considered aspects in the assessment were organization, content, grammar, punctuation, spelling and mechanics also style and quality of expression. Based on the result of the assessment, students were able to organize conversation well. However, mistakes were commonly found in grammar, punctuation, spelling and mechanics such as the use of auxiliary; distinguish singular and plural to be, words selection and structure of sentences. Those errors indicate that the teaching of technical English is necessary to prepare students in constructing sentences by using correct grammar and proper vocabulary.

CONCLUSION AND SUGGESTION

According to the result of discussion, students have various reasons on learning English. Mostly they want to improve the knowledge and understand the literature written in English. They experienced on studying the technical English (relates to grammar, vocabulary and content rather than Social English (relates to language in use for daily communication)). Meanwhile, they agreed that both are important. Therefore, the teaching of technical and social English should be proportional. The result of students' works showed that student's lacks were on using proper grammar and vocabulary. They also used less natural language because they rarely used them in daily communication

Considering the result of discussion, it is suggested for lecturers to provide authentic materials as teaching resources which correlate to the compulsory subjects that they take in midwifery department. The authentic materials will help them a lot in understanding English written text and responding to the oral language by studying and observing the structure of the language and vocabulary. Conducting group project and small group discussion are the best way to expose them in understanding the grammar and vocabulary not only the concept but also how to use it properly in everyday communication both oral and written.

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**IMPROVING STUDENTS VOCABULARY MASTERY BY USING SAVI MODEL
(A CLASSROOM ACTION RESEARCH AT THE 1ST SEMESTER STUDENTS OF
ENGLISH DEPARTMENT OF VETERAN BANGUN NUSANTARA UNIVERSITY OF
SUKOHARJO)**

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ABSTRACT

English plays an important role in technological and scientific advance. English is also used as a means of communication within international trade and business. Vocabulary plays an important role as one of the important aspects to improve four skills in teaching learning English. Reading, Writing, listening, also speaking, needs vocabulary as the important skill, without vocabulary, nobody can improve their studying English. Because of that, each skill is interconnected with each other and closely related by adding some new vocabularies in it. And in this case the first semester student of English Department of Veteran Bangun Nusantara University is far from the expectation. This purpose of the research is to describe the improvement of students' vocabulary mastery by using SAVI Model. The research belongs to Classroom Action Research, it is conducted in two cycles. Every cycle was conducted in four meetings and consists of identifying problem, planning, the action, observing the action, and reflecting the result of the research. The qualitative data were derived from observation, questionnaire, interviews, document, and recording. The quantitative data were derived from pre test, regular assessment and post test. In analyzing quantitative data, the researcher used a descriptive statistics describing the highest, the lowest and the mean scores. The result of the research indicates that : SAVI Model can improve the students' vocabulary mastery in all aspects: meaning, pronunciation, spelling, and using the words.

Key words: *SAVI Model, classroom action research, vocabulary mastery.*

INTRODUCTION

English has been taught since primary school, in Indonesia. It is a very good condition for the development of English in Indonesia because students will get better mastery in English if they learn it earlier. In this case, teachers play an important role in fastening the intellectual and social development of children. The teachers' task is to help the students to achieve the communicative competence; teachers are required to have professional competence in order to be able to teach English well.

Vocabulary plays an important role as one of the important aspects to improve four skills in teaching learning English. Reading, writing, listening, also speaking, needs vocabulary as the important skill; without vocabulary, nobody can improve their studying English. Because of that, each skill is interconnected each other and closely related by adding some new vocabularies in it. In fact, the first semester students of English Department of Veteran Bangun Nusantara University is far from the expectation.

Such condition constitutes in the lecturers' homework, how to make the students understand the meaning of the new vocabularies. Almost all of the students cannot understand the meaning of the new words that they get by studying the four skills. They say that they do not know the meaning, although they have to face their thesis examination. Their writing skill is very tragic. Knowing that studying vocabulary means recognizing the names of things, it involves more than simply knowing words. In order to truly master a word, a student must have multiple exposures to the word. The students also have to master the meaning, spelling, pronunciation, and the use of the word in communication. In addition for the adults' one, they are studying vocabulary by talking about the objects.

In studying foreign language, the teacher should not forget the importance of vocabulary mastery. It involves more than simply knowing a word. It also involves the way we pronounce and spell those words, and how we use those words into sentences. Without mastering adequate vocabulary, a student cannot fully understand the message of the text. In order to truly master vocabulary, a lecturer should be aware of the role of some aspects of vocabulary such as meaning, pronunciation, spelling, and the usage of the words. In recognizing the meaning of sentences, a learner should memorize adequate vocabulary.

Learning vocabulary is not as simple as the researcher thought. There are many difficulties to learn vocabulary. Besides that, the way to teach vocabulary also influences the teaching learning process, the teaching model also influences the way to master vocabulary. In addition, the teacher must be sure not only those students recognize the words, but they can attach the right meaning to the word as well. The lecturer must feel sure that the words are well explained before the students begin reading them. The last, teacher should emphasize relationship and be sure that the students become familiar with the words both orally and visually (Brown, 1994: 23).

Based on the observation at Veteran Bangun Nusantara University of Sukoharjo, especially for the first semester students of English Department, the researcher saw some problems occurring in a teaching learning situation: that the students got difficulty to do exercises because of their limited vocabulary. They did not understand the meaning of some words. They usually found difficulties to memorize the words. They also got difficulties in pronouncing some words. Some students still pronounce the words according to their basic reading ability which was influenced by their natural habit using their mother language's dialect. They also faced difficulty to write the correct spelling of the words, and to use those words into correct sentences, the class condition was also far from the expectation. The class seemed uninterested and the students felt bored to follow the vocabulary instruction. From the problems above the researcher are interested to carry out a research dealing with the model of teaching vocabulary. To make the research run well, the researcher bring forwards the way of teaching vocabulary to enrich the models of vocabulary teaching learning process and to rise the students' interested in studying and learning vocabulary. On the other hand, the researcher used SAVI to know the teaching learning process, especially teaching vocabulary for the first semester students in English department, by using this model, it is hoped that the students' vocabulary mastery can increase, knowing that In a traditional class, only teachers provide encouragement to students. As a matter of fact, students often wish for others' failure because it increases their own chance of success (Kagan, 1994). This may lead to a hostile learning atmosphere in which students learn to recognize their negatively linked fate (in order for one to gain, the others must lose). In cooperative learning groups, students can encourage and help one another. The cooperative atmosphere of working in a small group may help develop "effective bonds" among students and greatly motivate them to work together (Lie, 1992). SAVI is one of the intellectual methodology based on problem learning approach, by using this approach, the teaching learning process is hoped to be better and interest for the students. It also encourages students to solve the problem that they have to face in learning vocabulary. Dave Meier (2000)

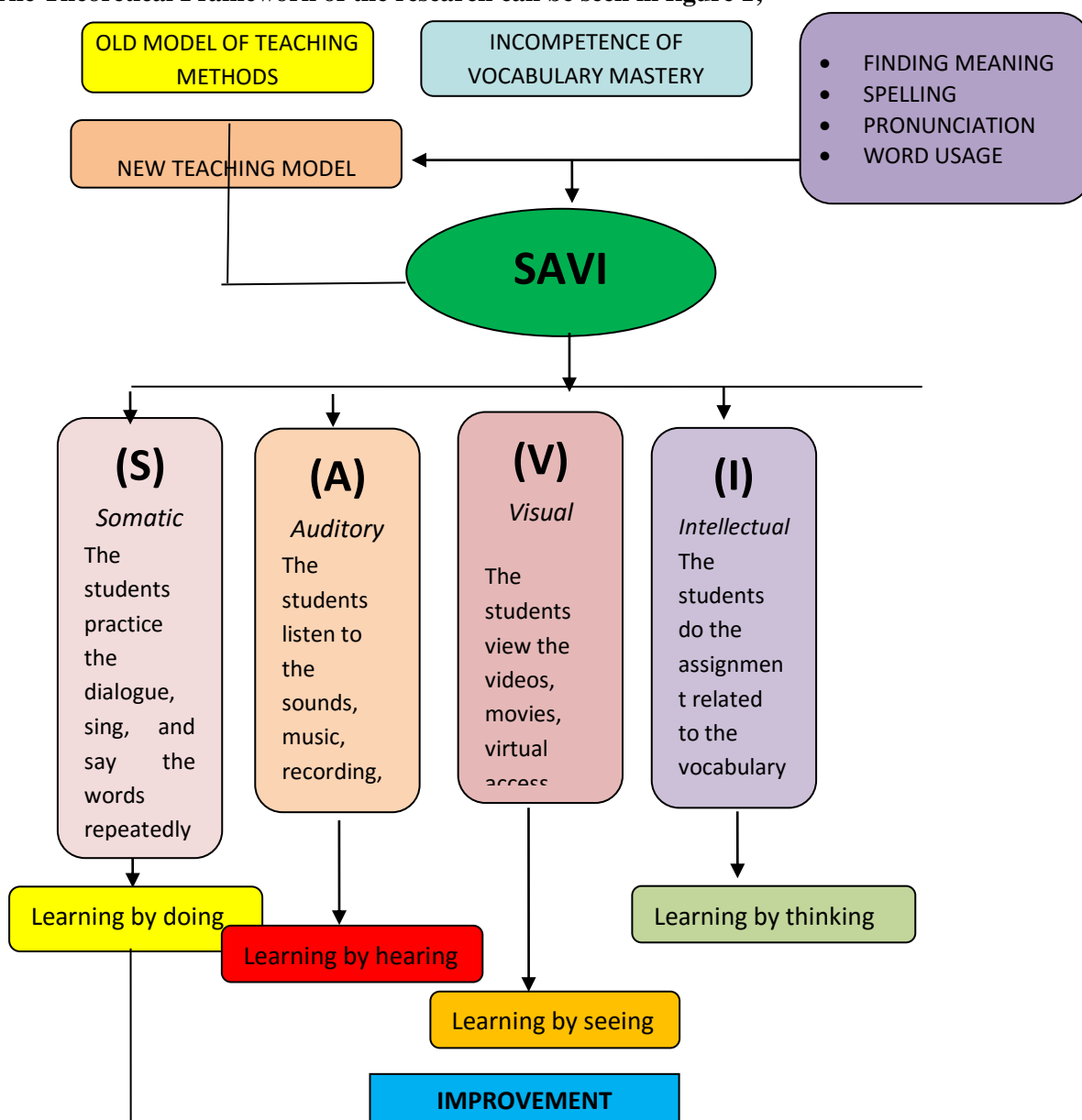
is a teacher, trainer, and also created accelerated learning. One of his strategies in teaching learning process is known as SAVI that is Somatic-Auditory-Visualization-Intellectually.

These are the meaning of SAVI itself:

- a. S → Somatic - Learning by doing
- b. A → Auditory - Learning by Hearing
- c. V → Visual - Learning by Seeing
- d. I → Intellectual - Learning by Thinking

In line with the above explanation, it is essential to conduct a study focus on improving the vocabulary mastery by using SAVI model. The study focused on how the lecturer transforms the vocabulary subject in four indicators: to get a new meaning, to spell, to pronounce, and use the word in sentences. Therefore, the researcher conducted a research on "Improving Students' Vocabulary Mastery by Using SAVI Model" **An Action Research at 1st Semester Students of English Department of Veteran Bangun Nusantara University of Sukoharjo**. That stated in the problem statement; Can SAVI Model Improve the students' vocabulary mastery? And the objective of the study is to describe the improvement of students' vocabulary mastery.

The Theoretical Framework of the research can be seen in figure 1;



METHOD

This research was classified into Classroom action research. Action research was the study of social situation with a view to improve the quality of action within it.. It aimed to feed practical situations and the validity of the theories or hypothesis. It generated depending not so much on scientific test of truth, as on their usefulness in helping people to act more intelligently and skillfully. In action research, theories were not validated through practice.

According to Kemmis and McTaggart in Nunan (1998:6) action research was a group of activity. It was not considered to be an action research if a piece of descriptive research was carried out by a teacher in his or her own classroom, without the involvement of others, which was aimed at increasing our understanding rather than changing the phenomenon under investigation. For Kemmis and Taggart, the essential impetus for carrying out action research was to change the system.

By using the new models, the students' comprehension about vocabulary increase. A classroom action research can overcome the education problems or to change things related to educational problems for better done by teachers or practitioners, or in collaboration of teacher and researcher by means of their own practical action and by means of their own reflection toward the effect of those actions.

This research was conducted at Veteran Bangun Nusantara University of Sukoharjo, Central Java, which was located in the middle of the town of Sukoharjo. The researcher selected this University because she taught there, and she knew the situation well and it was carried out in the first semester of English department program at the academic year 2015/2016. Research involved the students as participants and the researcher as the lecturer herself. The model of action research was formulated by Kemmis and McTaggart. They stated that action research was a series of reflective spirals consisting of general plan, action, observation on action, and reflection on action (Kemmis and McTaggart in McKernan, 2003:25). The description of each stage in one and two cycles as follows: Planning the action, implementing the action, observing and monitoring the action, and also reflecting the action of the research. The technique of data collection, using qualitative and quantitative data. In qualitative included observation, questionnaire, interview, document, and recording. But in quantitative, the researcher used validity and reliability as a criteria of a good test. The researcher also used the technique of analyzing the data by using qualitative and quantitative data. This research applied two cycles, each cycle consisted of four treatment. Pretest and posttest were outside the treatment.

RESEARCH FINDING AND DISCUSSION

This chapter analyzes the description of the stages of activities developed as part of using SAVIR Model in improving vocabulary mastery to the first semester Students of English Department of Veteran Bangun Nusantara University of Sukoharjo. This chapter contains the points of the research objectives; to describe the improvement of students' vocabulary mastery by using SAVI Model prior to the result description of the two cycles, the research finding, and the discussion in relation to answer the problem statements.

After implementing the action of cycle 1, the researcher conducted a posttest on October 7th, 2014. The mean of the posttest is 84% or 84.00%. The researcher also gave analysis to the students' vocabulary mastery in each aspect. The number of item of meaning aspect was 5 items; the students' average in answering the questions was 4.70 or 4.70%. the number of item of pronunciation aspect was 10 items; the students' average in answering the question was 9.47 or 9.47%. the number of item of spelling aspect was 5; the students' average in answering the question was 3.23 or 3.23%. the number of items of usage aspect was 5 items; the students' average in answering the questions was 3.50 or 3.50%. Having finished conducting the post cycle 1, the researcher planned the second cycle because there were some remaining problems that occurred after conducting the cycle 1. The problems that the researcher found in the first cycle are as follows: spelling aspect, and learning activity,

After implementing cycle 2, the posttest was conducted on November 4th, 2015. The mean posttest 2 was 90% or 90.00%. The researcher also gave analysis to the students' vocabulary mastery in each aspect. The number of item of meaning aspect was 5 items; the students' average in answering the questions was 4.83 or 4.83 %. the number of item of pronunciation aspect was 10 items; the students' average in answering the question was 8.63 or

8.63 %. The number of item of spelling aspect was 5; the students' average in answering the question was 4.70 or 4.70 %. The number of items of usage aspect was 5 items; the students' average in answering the questions was 4.13 or 4.13 %. Their spelling increased better than in cycle 1. The main topic that used in cycle I were family, parts of the body, characteristics of the people, and people profession.

Before carrying out the research in cycle II, the researcher made a plan by constructing a lesson plan. A lesson plan mentions the topic of the material to teach. The material was Things, it was a main topic that is divided into some parts, they are Things At Home; Things in the Classroom, Food and Beverage, that chose to be applied in cycle II. The media used to teach vocabulary was still the same, they were some pictures of the topic mentioned that they have to pronounce, to spell, to give the meaning, and to make a sentence. Those media are mixed with traditional method that the students still kept record in every meeting. All indicators of vocabulary were increasing in this second cycle. The students understanding and memorizing new words were increasing. Their attention in teaching learning activities improved. The students got accustomed with the new models of teaching and enjoyed the teaching learning process.

This action research has been implemented in two cycles. Based on the reflection of each cycle, an element of implied values can be concluded as follows: Commonly, the improvement of students' vocabulary mastery can be seen in each aspect of vocabulary instruction. The explanations are as follows:

a. Meaning

In cycle one, the students' ability in deciding meaning improved. Students got more vocabulary words from learning words they got from the media instruction. Students' ability in deciding meaning increased, students got more vocabulary words from learning words based on the media which the lecturer given.

SAVI Model, gave the students the clear instructions in each element of its model, and the students could do it well; step by step their vocabulary mastery in meaning became improved. Since these models was applicable and succeed to improve the meaning aspect, the treatment was repeated in cycle 2. In finding the meaning or definition of words, the researcher still used various media to draw attention to the students. Interesting media made the students enthusiastic to join teaching learning activities.

b. Pronunciation

In the first cycle, the students spelt the words better, students could increase their pronunciation by drilling. There were found improvement in spelling letters such as a, i, e, and r. The researcher helped them to pronounce it by displaying the dictionary in virtual access online. The students listened it then repeated it. After all activities, the students pronounced the words individually. This treatment was repeated in cycle two. Using different topic but the same media, still drilling, and the students pronounced the words. The lecturer also used songs to make the students more interesting to learn pronunciation. The improvement of pronunciation aspect was also gained by the combining the assignment with songs. Song was effective to motivate the students to learn the words' pronunciation in a familiar and natural way. Every lyric of the song supported the students to memorize the pronunciation of the words when they were sung repeatedly. Song worked effectively through the students' sense of hearing.

In second cycle, the researcher still applied songs to help the students memorize the new vocabulary pronunciation easily. The researcher used song in third and fourth treatment in this cycle. Besides using a song, the researcher also used drilling activities to ensure the students got better pronunciation. The result was the students' pronunciation increased significantly after implementing SAVI Model.

c. Spelling

In the first and second cycle, the researcher used the jumbled letters and jumbled words to arrange into a word or sentence. And the researcher was directed the students to spell the new words from the word which given by the lecturer. In this session both for the first and second cycle, the students were asked not only writing but also spelt orally. This media was very effective to teach vocabulary in spelling aspect. The students' mind were easily absorbing the letter, memorize the letters sign and identified the sounds, and then arrange each letter to a word or even a sentence. The result was the students' spelling increased by using this SAVI Model.

d. Making sentence using a new word

In the first and second cycle, the researcher managed the students to improve their ability to use the words in the simple sentences to complex sentences. The researcher also used mind mapping to help the students to improve their knowledge on vocabulary mastery, it started from one words, the students divided into some new words, so they could develop one word into many words. This last stage showed that the students passed through the time from the only made a simple sentence to complex sentence. The students learned naturally to be more familiar with the usage of words.

CONCLUSIONS AND SUGGESTIONS

After implementing the research in two cycles and getting the result of the research, the conclusions are as follows:

SAVI Model can improve the students' vocabulary mastery in all aspects: meaning, pronunciation, spelling, and using the words and the researcher also found the strengths and weaknesses of teaching using SAVI Model for the first semester students of English Department Bangun Nusantara University of Sukoharjo. The researcher also found the strengths and the weaknesses of this model are as follows:

There are some advantages which the researcher gets by using this model, these are :

a. Strengths

The strength of this research are concentration, motivation, and interest, mental discipline, self-confidence, students' participation. And the other strength can be concluded, such as: SAVI Model was a new strategy that helped students to improve the students' vocabulary mastery for the first semester students of Veteran Bangun Nusantara University of Sukoharjo. The researcher found something new in learning English that made the students understood in meaning the words and they got new vocabularies, so it could improve the students' ability in vocabulary. By using of SAVI Model, the students' vocabulary mastery becomes improve, it can be seen in the score and in the treatment of the research in cycle one, there is a significant improvement in the students' score in each indicator. Various kinds of media helped the students to master vocabulary in natural and easy way. The students were automatically concerned to the material introducing new vocabularies. So the SAVI Model has a positive influence in the students' vocabulary mastery. And also SAVI Model introduced students a new technique of teaching learning activities by using media. The students learned naturally to be more familiar with various kinds of media and traditional one. The new technique using media and also using songs helped the students to mnemonic new words' pronunciation.

b. Weaknesses

Some of the students did not pay attention to the teacher's explanations or instructions, even some of them made a chat with their friends. For the passive' students, they have problems in adaptation in teaching learning process. This New Model still talked about the problem remained in Cycle two, there were found that one or two students did not make a correct sentence by using a new word, they still needed to guide. The lecturer also had a responsibility to make a new progress in teaching learning activities so the students will be more enjoyable in joining the lesson.

Based on the conclusion above, some suggestions will be addressed to the students, the lecturer, and other researchers.

It is important for the students to prepare themselves as well as possible to face this SAVIR Model. This model helps them to develop their vocabulary mastery. The students need to increase their motivation in learning vocabulary so that they can do get many new word. It is also important for the lecturer especially for the lecturer who teaches vocabulary to improve the quality in teaching language, not only the teaching learning strategy but also the various media to make the students interest in joining the teaching learning activities, for the other researcher to conduct other researchers using SAVI Model to improve the students' reading and writing skills. In order to maintain beneficial research to education development, the researchers have to provide themselves with enough knowledge related to their research study, particularly in SAVI Model.

ACKNOWLEDGEMENT

We want to say thank you for the ones who participate in doing this research, and also for our students in Veteran Bangun Nusantara University.

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UTILIZING MEMES AS A TEACHING STRATEGY IN WRITING CLASS

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ABSTRACT

The emerging existence of technology usage in teaching and learning process is inevitable. Nowadays, teachers' jobs are extended by not only delivering teaching materials in the classroom but also updating themselves with the current issues. As it is widely accepted, X and Y generations tend to be visual and addicted to the rapid information changes. Apparently, technology has wrapped up these generations needs into user's friendly smartphone applications and gadgets. To be taken into account, teaching strategies as well as teachers are urgently required to fix themselves and provide an answer. This paper will discuss the utilization of memes as a teaching strategy for second semester student of tertiary level in writing class. The use of memes may promote an attractive learning activity and memes variation may draw students' enthusiasm in the classroom. Those particular environments are needed to improve students' motivation which will affect their success in learning. During the process of teaching and learning activity, students are encouraged to produce written form of memes based on their preferences. It may be accomplished through the selection of images and words. By looking at the memes' characteristics which are viral, easy to be generated, and duplicated, researchers are looking forward to utilize memes in writing class. Thus, this paper defines the descriptions, the benefits, and the implementation of memes in writing class.

Keywords: *utilization, memes, teaching strategy, writing*

INTRODUCTION

Young generation who are accustomed with the use of technology tend to be adaptable with its rapid development. The ease of technology usage by providing friendly user's interface does not necessarily take long period to gain their interest. It has become an epidemic among youths. As if born with it, today's learner characteristics are heavily influenced by technology, "Our students today are all "native speakers" of the digital language of computers, video games and the Internet. (Prensky, 2001)"

Concerning to the real life situation where our learners tend to be visual and fast grabber information, as language teachers, we should be able to take this opportunity and grasp the benefits of it. There is a need to develop teaching strategy which is a part of the involvement of technology to promote a better learning activity.

One problem that may arise inside language classroom is related to students' lack of motivation engagement. The cause may vary from one student to another. Students's inability to adjust with teaching material in writing classroom can be taken as an example. When students have writing task, they commonly find difficulties in constructing idea and choosing an appropriate language usage. Thus, the improvement of teaching strategy is required. Technology may apt to facilitate learners' writing ability as well as a result of creation of meaningful learning process. Utilizing memes as a writing prompt for students may help them to overcome their problems as well as performing a new kind of literacy. It is a degree when technology,

knowledge and skills are encapsulated into a single form. In addition, it helps to leverage students' perception over language classroom activity.

MEMES: THE NEW LITERACY ENGAGEMENT

Today's teaching cannot be separated from the engagement of learning process and technology. It has been widely accepted that technology has gradually shaped our student's way of learning, for example they prefer to consult to the internet rather than to dictionary for unknown words meaning. Hence, the authors refer to "new literacy" term in ontological perspective by Lankshear and Knobel (2001: 27-28). First, literacy is seen as the emergence of digital electronic technology embodies in text production contradict to the traditional (printed) text. Second, it is seen from 'new ethos stuff', furthermore, Lankshear and Knobel 2001: 68) take Gee's (2004: 9, 73) affinity spaces definition:

specially designed spaces (physical and virtual) constructed to resource people [who are] tied together ... by a shared interest or endeavor ... [For example, the] many websites and publications devoted to [the video game 'Rise of Nations'] create a social space in which people can, to any degree they wish, small or large, affiliate with others to share knowledge and gain knowledge that is distributed and dispersed across many different people, places, Internet sites and modalities (magazines, chat rooms, guides, recordings).

To explore more about literacy term as it is previously mentioned, the authors go further to Scribner and Cole's (1981) opinions. According to them literacy is a practice which is described as follows:

[A] recurrent, goal-directed sequence of activities using a particular technology and a particular system of knowledge ...

[It] always refers to socially developed and patterned ways of using technology and knowledge to accomplish tasks ...

[T]asks that humans engage in constitute a social practice when they are directed to socially recognized goals and make use of a shared technology and knowledge system.

(in Lankshear and Knobel, 2011: 35)

Scribner and Cole (1981) emphasize on the formulation of technology, knowledge and skills into an integrated practice. In addition, Lankshear and Knobel (2011: 36) state that "A concept and theory of practice see all of these – technologies, knowledges, and skills – as inter-related, dynamically connected to one another, and mutually evolving in conjunction with people's changing ideas about purposes and tasks."

Here lies the most discussed issue in relation to teachers' and students' classroom participation; who are Digital Natives and who are Digital Immigrants. As Prensky (2001a) has already mentioned,

"Digital Natives are used to receiving information really fast. They like to parallel process and multi-task. They prefer their graphics before their text rather than the opposite. They prefer random access (like hypertext). They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to "serious" work."

On the other hand, Digital Immigrants are among those who gain an interest and try to take into practice over new technology. Concerning teaching strategy and technology usage, the authors agree with Lessig:

When you say the word writing, for those of us over the age of 15, our conception of writing is writing with text ... But if you think about the ways kids under 15 using digital technology think about writing – you know, writing with text is just one way to write, and not even the most interesting way to write. The more interesting ways are increasingly to use images and sound and video to express ideas (in Koman 2005: n.p.)

Based on the new literacy concept and the students' characteristics who are "Digital Natives", the authors propose the use of new teaching strategy by utilizing memes. "Users seem to have sensed that the meme concept encapsulates some of the most fundamental aspects of contemporary digital culture. Like many Web 2.0 applications, memes diffuse from person to person, but shape and reflect general social mindsets" (Shifman, 2014). In addition, the authors

find an in line opinion with Lessig (2005) considering meme as a new platform of digital remix practices.

. These include remixing clips from movies to create ‘faux’ trailers for hypothetical movies; setting remixed movie trailers to remixed music of choice that is synchronized with the visual action; recording a series of anime cartoons and then video editing them in synchrony with a popular music track; mixing ‘found’ images with original images in order to express a theme or idea (with or without text added); and mixing images, animations, and texts to create cartoons (including political cartoons and animations), to name just a few types.

METHOD

1. Participants

The participant of this research consists of 50 EFL students, divided into several groups. Each group involves 2 or 3 students and they are asked to create 2 memes. All of them are tertiary students. During the data collection their English teacher is one of the authors of the present paper. Other authors of this paper engage in participant observation during the teaching and learning process.

2. The writing task

a. Pre-writing

In this stage, it covers the process of introducing the framework, providing the example such as pictures that related to the topic (Birnie, 2015). The teacher who is also the author teaches the students past tense. Furthermore, after the students have a competence in writing the tenses form, the author starts to introduce what memes are and how to create them.

b. Planning

As stated in Birnie (2015), this stage includes the process of providing guidance for the writing task. The teacher provides several examples of memes which are written by using past tense. Then, the teacher presents several instructions regarding to the writing task. The memes’ contents should not include racism, bullying issue and bad words (cursing or swearing words). They should use students’ own pictures. Later on, each group should create two memes.

c. Writing

The students start creating memes in various topics. The authors do not delimit the topic as long as the memes in line with the instruction. Then, the final products of memes are sent to the author’s email as the data collection.

d. Sharing

In this stage, the final task of writing is presented to others (Birnie, 2015). The teacher shows the students’ works in front of the class. The teacher invites each group to explain their works, discusses about their correctness of the tenses which are written in memes and provides feedback if it is necessarily.

In the end of the lesson, the students are required to write their impressions about the use memes in writing task. The authors are eager to figure out the students’ perception regarding to the implementation of the teaching strategy.

3. Codification

There are 47 memes collected by the authors. All of the written text on memes is coded. These include the *perfect*, *almost*, and *unsuitable* use of past tense on memes. In the next session, explanation of the codified elements is briefly explained.

FINDINGS AND INTERPRETATION

The implementation of utilizing meme in writing class resulted 47 creations of memes from the students. Those memes were in the form of picture (.jpg) with some captions as the passage intended to be delivered through. The authors then assessed the memes by involving several instructions that have been informed to the students in advance. The memes were supposed to be written as the proof that they have understood the presented materials, which was past tense.

The authors have informed to the students that they should make memes by using the appropriate pictures and stating captions in the form of past tense. As most of the students have already been familiar with memes – we have asked them in the beginning of our project introduction – they did not seem to have any difficulty in choosing the appropriate pictures to support their memes. Some of them involved one single picture, while the others use the combination of pictures/picture-collage.

To prevent the bullying issue popping up while implementing the task, the students were only allowed to use their own pictures, celebrity, and cartoons. They were not allowed to use the others friends' picture except their own group members. It was intended to prevent them from making joke of the other friends.

Figure 1. Student's meme using single picture

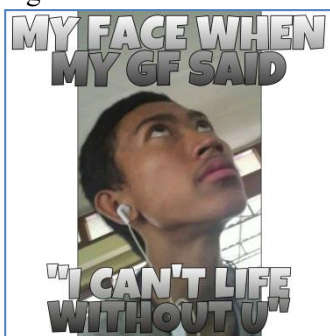


Figure 2. Student's meme using picture collage



Figure 1 is the example of meme using one single picture, while Figure 2 is the example of meme which is generated from picture collage. Each meme has presented the appropriate picture that went in line with the captions. The captions were aimed to successfully embellish the passage intended by the memes.

As they have no difficulty in designing the memes, the next concern of the task implementation is the language use. In order to simplify the findings' presentation and analysis, the memes were categorized into three sections. The first one was addressed to accommodate the "perfect" memes, which means that the memes have already presented in past tense. The second one was addressed to accommodate the "almost" memes, which means that the students have shown some indicators of past tense, however they failed to write in the correct form. The third one belongs to the "unsuitable" memes, which means that the students were failed to meet the expectation to write the memes using past tense.

In the first section, there were 23 students (49%) that already "perfect"-ly met the expectation as they have made the memes using the right form of past tense. It covered the use of past tense verbs, and correct grammar of the whole sentence. It was almost half of the class that has already used the past form in their memes correctly. The examples were as follows:

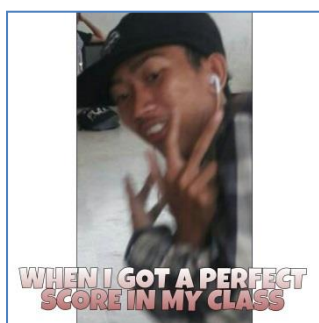


Figure 3. Student's meme using past tense



Figure 4. Student's meme using past tense

In the second section, there were 13 students (28%) have “almost” made the meme as they shown that they understood the concepts of past tense, however, they failed in delivering them correctly. They might have used the past form of verb (V2), yet could not match it correctly with the rest of the sentence. The examples were as follows:



Figure 5. Student's meme misusing past tense



Figure 6. Student's meme misusing past form

In the third section, there were 11 students' memes (23%) who were considered as “unsuitable” or unable to present the use of past tense on their memes. There were some students using present tense instead of past tense. This might happened because the students merely did not understand the concept of past tense or they had difficulty to listen carefully to the instruction since it was a quite big class, that there were 50 students in the class. The examples of this section were as follows:

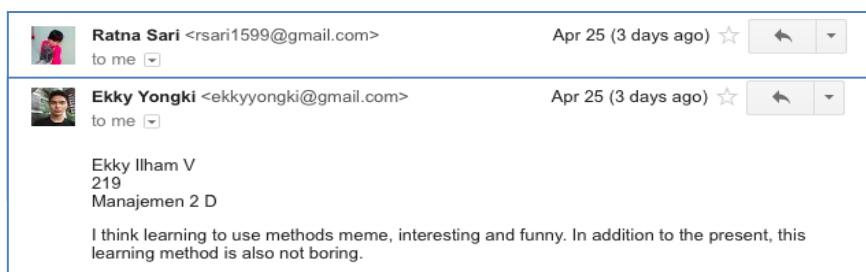


Figure 7. Student's meme using wrong tenses



Figure 8. Student's meme using wrong tenses

After finishing the task, the students were asked to give their comments regarding to the use of meme. They were allowed to write their comment in English or Bahasa Indonesia. It was intended to gain the more honest comments from the students. Most of them were stated that they like this strategy. Constructing memes make them feel more motivated to write in English. The activities are considered fun and able to minimize boredom in the class. The examples of their comments were as follows:



CONCLUSION AND SUGGESTION

This study has explored the implementation of existing technology towards learning activity, specialized in utilizing memes, which is widely known among youth generation. By performing such activity, students are expected to have improvement in their writing skill and classroom motivation. Thus, the findings of this study indicate that memes utilization is applicable in writing class. Since, it helps the students to build their ideas in writing. Moreover, memes offer an attractive learning activity; hence, the authors welcome the memes as the new literacy engagement in English Language Teaching.

The responses from the students resulted supportive findings as well. Most of them delivered their positive impression towards the activity. They stated that writing memes makes them become motivated and found the learning activity more enthusiastic.

Future research related to the use of memes in English language classroom is necessary required. The use of memes is also applicable to be implemented in teaching another language skill. The future researchers can focus more on the advantage offered while implementation of memes may lead to students' high order thinking. Moreover, they will also be able to learn in an attractive classroom environment.

ACKNOWLEDGEMENT

The authors really appreciate students' participation in this research and friends that have been supporting during the implementation and paper writing process, best of gratitude are upon them.

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USING INQUIRY-BASED LEARNING TO TEACH PARAGRAPH WRITING

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ABSTRACT

In most schools, students learn not to ask too many questions, instead to listen and repeat the expected answers. They are less involved in the process of learning. This article proposes a conceptual idea of applying students' involvement to lead better understanding. It is called as inquiry-based learning. It will be focused on writing skill particularly the subject of Paragraph Writing. Inquiry is defined as a looking for truth, information, or knowledge—seeking information by questioning. Hence, Inquiry-based learning (IBL) is a project-oriented pedagogic strategy based on constructivist and socio-constructivist theories of learning (Eick& Reed, 2002). Inquiry-based learning is often described as a cycle or a spiral with the formulation of a question, investigation, creation of a solution or an appropriate response, discussion, and reflection of the results (Bishop et al., 2004). In the implementation, investigation can be done through asking questions to the peers while searching the sources (websites, books), then drawing them into mind map or flowchart which finally will help them to develop a paragraph. Some studies show that teaching by using inquiry learning is successful. This can be seen from a research conducted by Akkus, Gunel, and Hand (2007) results that the quality of the implementation of Inquiry-based Approach known as the Science Writing Heuristic has an impact on student performance on post-test scores and that high-quality implementation of the Science Writing Heuristic approach has significant advantages in closing the achievement gap within science classrooms. The other research by Witt and Ulmer (2010) shows that this constructivism, as compared with traditionalism, seems to be more effective in increasing student academic achievement within a unit of instruction.

Keywords: *writing, inquiry-based learning, questioning*

INTRODUCTION

When we think about English skills, the 'four skills' of listening, speaking, reading, and writing directly come to mind. When we learn a language, we usually learn to listen first, then to speak, then to read, and finally to write. Among these skills, writing is commonly considered as the most challenging one.

Why is it said that learning to write is somewhat challenging? Writing requires the mastery and synchronized use of a complex array of language skills. It ranges from vocabulary, grammar, and spelling to the ability to organize and convey ideas (Brown, 2004: 244-245). Definitely, the details of writing make it one of the highest forms of human expression.

Writing is an essential and necessary skill in learning a second language since communication is not only done orally. Writing is necessary if a person is looking to study or work in a particular country, for instance. Writing also results in increased practice of using the language.

To make a concise writing, students need to use some strategies to accomplish it. They need to be triggered to be more active in learning process. This is based on the consideration that frequently, students are less involved in the process of learning. This article proposes a conceptual idea of applying students' involvement to lead better understanding. In other words, students' curiosity needs to be raised.

It is no secret that curiosity makes learning more effective and enjoyable. Curious students not only ask questions, but also actively seek out the answers. Without curiosity, Sir Isaac Newton would have never formulated the laws of physics, Alexander Fleming probably would not have discovered penicillin, and Marie Curie's inventive research on radioactivity may not exist.

Questions are the key of learning by inquiry. Persons carry on the process of inquiry from the time they are born until they die. Infants begin to make sense of the world by inquiring. From birth, babies observe faces that come near, they grasp objects, they put things in their mouths, and they turn toward voices. The process of inquiring begins with gathering information and data through applying the human senses.

Unfortunately, our traditional educational system has worked in a way that discourages the natural process of inquiry. Students become less motivated to ask questions as they move through the grade levels. They learn not to ask too many questions, instead to listen and repeat the expected answers.

In general, the traditional approach to learning is emphasized on mastery of content, with less importance on the development of skills and the nurturing of inquiring attitudes. The current system of education is teacher centered, with the teacher focused on giving out information about "what is known." Students are the receivers of information, and the teacher is the dispenser or distributor. Much of the assessment of the learner tries to find "one right answer." Traditional education is more concerned on preparing the next grade level and in-school success than on helping a student learn throughout life.

The inquiry approach is more focused on using and learning content as a means to develop information-processing and problem-solving skills. The system is more student centered, with the teacher as a facilitator of learning. There is more emphasis on "how we come to know" and less on "what we know." Students are more involved in the construction of knowledge through active involvement. The more interested and engaged students are by a subject or project, the easier it will be for them to construct in-depth knowledge of it. Learning process will become easy and natural when something attracts students and reflects their interests and goals.

WRITING

Writing is a means of communicating ideas and information that makes it an essential part in a foreign language learning. Daniels (in Daniels and Bright, ____: 3 in <http://en.wikipedia.org/wiki/Writing>) states that writing is the representation of language in a textual medium through the use of a set of signs or symbols. Meanwhile, Byrne (1997: 1) proposes that writing is a sequence of sentences arranged in a particular order and linked together in certain ways. Richards and Renandya (2002: 303) add that writing can be the most difficult skill for L2 learners to master for it involves highly complex skills. Learners have to conquer the higher-level skills of planning and organizing as well as the lower ones: spelling, punctuation, word choice, etc. From the explanations above, it can be concluded that writing is a means of communicating and reflecting ideas in the form of written language using a set of signs or symbols as medium, which applies the importance of the organization, content, grammar, punctuation, spelling, and mechanics, and vocabulary.

Writing requires other abilities to accomplish a good result. According to Brown (2004: 244-245), there are five components frequently scored in writing namely: (1) Organization; (2) Content; (3) Grammar; (4) Punctuation, spelling, and mechanics; (5) Vocabulary. It can be said that writing is a complex skill.

INQUIRY-BASED LEARNING

As it has been stated previously, question is the key in inquiry process. Inquiry-based learning is often described as a cycle or a spiral with the formulation of a question, investigation, creation of a solution or an appropriate response, discussion, and reflection of the results (Bishop et al., 2004). Inquiry-based learning (IBL) is a project-oriented pedagogic strategy based on constructivist and socio-constructivist theories of learning (Eick& Reed, 2002). Inquiry-based learning (IBL) is also defined as a method of instruction that places the student, the subject, and their interaction at the center of the learning experience. At the same time, it transforms the role of the teacher from that of dispensing knowledge to one of facilitating learning (May in http://www.inquirybasedlearning.org/?page=What_is_IBL).

From the explanations above, it can be inferred that inquiry is frequently defined as a looking for truth, information, or knowledge—seeking information by questioning. IBL is a student-centered and student-lead process. Learning activities are organized in a cyclic way,

independently of the subject. Each question leads to the creation of new ideas and other questions. The purpose is to engage the students in active learning, ideally based on their own questions.

The process of inquiry learning itself is often assisted by a facilitator. Specific learning processes that students engage in during inquiry-learning include (Bell et al, 2010):

1. Creating questions of their own
2. Obtaining supporting evidence to answer the question(s)
3. Explaining the evidence collected
4. Connecting the explanation to the knowledge obtained from the investigative process
5. Creating an argument and justification for the explanation.

The Models of Inquiry-Based Learning

There are some models of inquiry learning described in the literature. The mostly used models may come in the form of Cyclic Inquiry Model and Practical Inquiry Model. Here is the brief explanation for each.

1. Cyclic Inquiry model

The Inquiry cycle is a process which engages students to ask and answer questions based on collected information and which should lead to the creation of new ideas and concepts. The activity often finishes by the creation of a document, which tries to answer the early questions. The cycle of inquiry has five global steps namely: Ask, Investigate, Create, Discuss and Reflect.

During the preparation of the activity, teachers have to think about how many cycles to do, how to end the activity (at the Ask step): when/how to rephrase questions or answer them and express follow up questions (Bruce, 2003). This is the most used version of inquiry learning. This is the illustration for how people engage in inquiry:

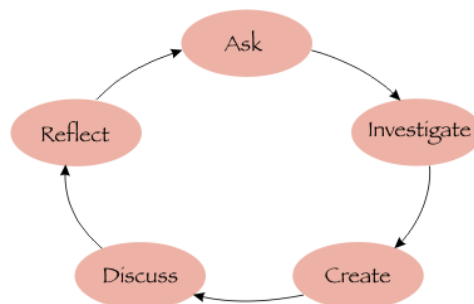


Figure 1

Cyclic Inquiry Model

(from http://oer.educ.cam.ac.uk/wiki/Teaching_Approaches/Inquiry)

2. Practical Inquiry Model

The next model of inquiry learning is called as practical inquiry model. Garrison, Anderson & Archer (1999) presented a model that is based on Dewey's concept of practical inquiry. The reflective phases of practical inquiry or critical thinking presented here are based on the pre- and post-reflective phases of the world of practice. The two axes that construct the model are action–deliberation and perception–conception. The first axis is reflection on practice. The second axis is the assimilation of information and the construction of meaning. Together, they create the shared and personal worlds. The quadrants reflect the logical or idealized sequence of practical inquiry (i.e., critical thinking) and relate to the planned categories of cognitive presence indicators.

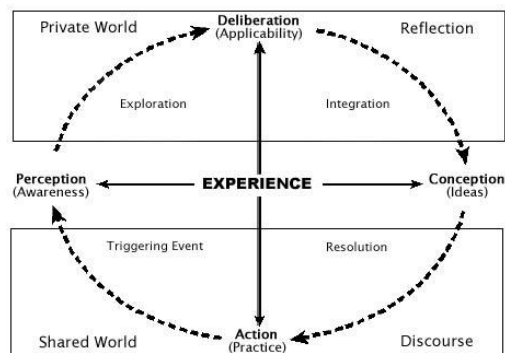


Figure 2
The Practical Inquiry Model
(from http://edutechwiki.unige.ch/en/Inquiry-based_learning)

The Levels of Inquiry-Based Learning

There are many different explanations for inquiry teaching and learning. The same thing happens to the explanation of the various levels of inquiry that exist. Banchi and Bell (2008) clearly outlines four levels of inquiry as follows:

Level 1: Confirmation Inquiry

The teacher has taught a specific science theme or topic. The teacher then develops questions and a procedure that guides students through an activity where the results are already known. This method is great to strengthen concepts taught and to introduce students into learning to follow procedures, collect and record data correctly, and to confirm and deepen understandings.

Level 2: Structured Inquiry

The teacher delivers the opening question and an outline of the procedure. Students are to formulate explanations of their findings through evaluating and analyzing the data that they collect.

Level 3: Guided Inquiry

The teacher gives only the research question for the students. The students are responsible for designing and following their own procedures to test that question and then communicate their results and findings.

Level 4: Open/True Inquiry

Students formulate their own research question(s), design and follow through a developed procedure, and communicate their findings and results. This type of inquiry is often seen in science contexts where students raise their investigative questions.

The Implementation of Inquiry-Based Learning in Paragraph Writing

The subject of Paragraph Writing is aimed at strengthening the students' ability in developing a paragraph. The type of paragraph itself can be in the form of descriptive, recount, report, and argumentative. Therefore, the students should be able to develop one paragraph based on the text type.

From those models, cyclic inquiry is chosen to teach this subject. This is because this model looks simple and easy to apply. This is suitable for the beginning learners, the second semester of college students.

Meanwhile, among those levels, structured inquiry is considered as the appropriate one for the lecture of Paragraph Writing. Banchi and Bell (2008) explain that teachers should begin their inquiry instruction at the lower levels and work their way to open inquiry in order to develop students' inquiry skills. Open inquiry activities are only successful if students are motivated by personal interests and if they are prepared with the skills to conduct their own research study. This explanation match to the consideration since this is for the second semester of university students.

In the implementation, the lecturer as the facilitator should follow the procedure of cyclic model. The innovation can be done in the investigation stage where students may be formed into

technologies must also be used to enhance and manage learning and parents must be informed to understand and support inquiry learning. All of these important elements must support the learning outcomes.

CONCLUSION AND SUGGESTION

Inquiry classroom is an opened system where students are encouraged to search and use the resources from their surroundings. Teachers can also use technology to connect students appropriately with the surroundings, as the rich learning sources and materials. Teacher is not the center of learning anymore but the facilitator. Meanwhile students are more involved by raising their curiosity in the forms of questions instead of listening and repeating expected answers.

The innovation in the implementation can be done in the investigation stage where students may ask their questions to the peers. After that, they draw the questions into mind map or flowchart. They should also search the sources of answer through the websites or books. Then, they should connect the explanation both from the peer and those from other sources. In the end, the explanation will help them to develop the paragraph.

There are some benefits and challenges for this learning approach. The benefits are seen in the higher students' achievement, better understanding and problem-solving skill, and improved critical thinking. The educators will also experience improvement of work quality and feel more satisfaction and confidence. Meanwhile, the challenge mostly comes from the learning system itself. The learning resources, the technology, and the teacher's preparation are sometimes not sufficient to meet this innovation.

To meet these challenges and to use inquiry-based learning, teachers are firstly suggested to educate themselves about the process and then help to convince others of its value. The educational system is also expected to support the implementation. This is since the society becomes more complex, thus, the need for lifetime learning becomes more crucial.

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THE LEARNERS' ATTITUDE TOWARD VIDEO ON STUDENTS OF NON-NATIVE ENGLISH SPEAKERS AT STIE PERBANAS SURABAYA

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ABSTRACT

Low competence in speaking for the students of Non English native speakers have been crucial so far for the teachers in language teaching in Indonesia. This study attempts to investigate the students' attitudes toward the video using in teaching speaking on Students of Non-native English Speakers at STIE Perbanas Surabaya. This is a qualitative research based on the questionnaire given to the students about the use of video. There are two classes observed, the first class consists of 28 students and the second class consists of 25 students. The instrument to get the data is a questionnaire. The data of this study is students' response from the questionnaire. In conclusion, the learners' attitude toward video tends to positive. This finding is to support English teachers to have an option on their material development and their teaching methodology.

Keywords: *Video, Learners', Attitude*

INTRODUCTION

English is very important nowadays. Especially for Indonesian, English become more important for a tool in facing Asean Economic Community that has already started in 2015. English material in the classroom has to be more interesting to the learners to attract their attention. Teaching English to the students need more innovation concerning to the importance of English itself. Language learning is a complex process, from the material source searching up to the delivery to the students. In this process, language teachers can't be far away from the technology, which is the application of scientific knowledge to practical tasks by organizations that involve people and machines. (Cakir, 2006)

Learning a second language usually happens in a situation in which direct instruction of the rules of language happens but it is obvious that formal L2 instruction is not enough because learners receive insufficient input in the target language. So as learning input is very important and numerous EFL learners do not have the opportunity to go abroad and experience exposing to real language, technology is a good tool to be used to introduce language learners' real language. Video can be considered a useful challenging educational tool among technologies. (Shahanani, Tahriri & Divsar, 2014).

Recently videos or films are widely used as a learning resource and many researchers have paid attention to the use of this pedagogical tool (Yang, Huang, Tsai, Chung, & Wu, 2009). Numerous scholars have studies the use of video and they concluded that using video in teaching language in comparison with text-based learning, is more motivating, challenging and useful (Yang, Huang, Tsai, Chung & Wu, 2009; Berk, 2009; Flynn, 1998; Gruba, 1997). The present study is an attempt to find out students' attitude towards the use of video in English language learning. Attitude is a variable thing and it can be changed governing to many external as well internal personality factors of a person. (Rukh, 2014)

REVIEW OF LITERATURE

Attitude

There are different opinions concerning attitude according to some scholars. Gardner proposed that attitude is the overall feelings of a person towards any particular thing (Gardner, 1980). Ajzan claimed that attitude of a person is positive or of negative attributes to anything (Ajzan, 1988). Baker defined attitudes as a person persistent way of behaving in particular way (Baker, 1992). Gardner proposed that attitude is an important element in language learning (Gardner, 1985). Wenden gives a new dimension to attitude concept by dividing into three

elements, namely: cognitive, evaluative and behavioral which all works together (Wenden, 1991). Bernat and Gvozdenko while discussing social factors upon language learning, place attitude with them for having its effect on language learning (Bernat, E. and Gvozdenko, I, 2005). Csizer and Donyei draw same conclusion in their research and place attitude at an important position for language learning (Csizer, K and Dornyei, Z, 2005).

Cognitive Aspect of Attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations. (Gajalaksmi : 2013)

Emotional Aspect of Attitude

Feng .R and Chen .H (2009) stated that, "Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield." Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of learners influence their perspectives and their attitudes towards the target language (Choy S.C & Troudi .S, 2006).

The Use of Video

Video can be very advantageous tool for language material. Several scholars have different opinions about the use of video. Mirvan (2013) asserted that employing video materials in a classroom can enhance students` motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real life.

According to (Keller & Suzuki:2004) in (William & Peter : 2007) video materials have an advantage because of the innovative features that can be used to make instruction more appealing to learners. However, there is a danger of overuse in that many of these features are interesting only because they are new and fresh and may lose their appeal as learners become more accustomed to them.

In Lee`s (2007) study about fostering second language oral communication through constructivist interaction in desktop videoconferencing, she states that videoconferencing is a meaningful learning tool, since it allows second language learners to become critical thinkers. In addition, (Choi & Johnson, 2005; Choi & Johnson, 2007; Mackey & Ho, 2008) in (Yang,Huang, Tsai & Wu : 2009) state that video learning is an effective way of providing motivation, keeping attention, and giving satisfaction to the learner.

Harmer (2001) points out that one major advantage of videos is that learners not only can listen the language but also they can see it , in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen , and also to interpret the video in a deeper way.

Video materials are an excellent method of exposing language learners to language used in a wide variety of contexts because of the variety of selections available. They offer a chance for language learners to test their comprehension in situations that they might encounter that cannot be otherwise realistically recreated in the classroom. Furthermore, video materials can be used to give learners a chance to demonstrate their comprehension. Video materials in the ESL classroom have the potential to maximize students` natural abilities to acquire, process, and otherwise utilize their knowledge. Moreover, they can be used to actively engage students in the learning process. Students can be encouraged to take on the role of the educator through active learning techniques utilizing video materials. (William & Peter : 2007)

METHOD

This study is a case study that explores the students` attitude toward a video in a classroom. Yin in Nunan (1992) said that a case study is an empirical enquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between

phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

In addition, Merriam in Nunan (1992) mentioned that the qualitative case can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive and heuristic and rely heavily on inductive reasoning in handling multiple data resources.

This study analyzed learners' attitude toward the use of video in the classroom. The case study involved a group of students that join the Business English subject. In the laboratory class, one of the materials is about business meeting. The students are asked to understand how to conduct a meeting in English.

The method used in this study is descriptive qualitative method. This method is chosen to describe the qualitative data that taken. There are numbers of percentage concerning students' response to describe the qualitative data analysis.

The research instrument used in this study is the questionnaire. The students are given a video of Business English as their listening material. After the students watch and learn from the video that the topic is about a meeting, they were asked to fill in a questionnaire. The questionnaire is asking about their response after watch the video as the material in the class.

FINDING AND DISCUSSION

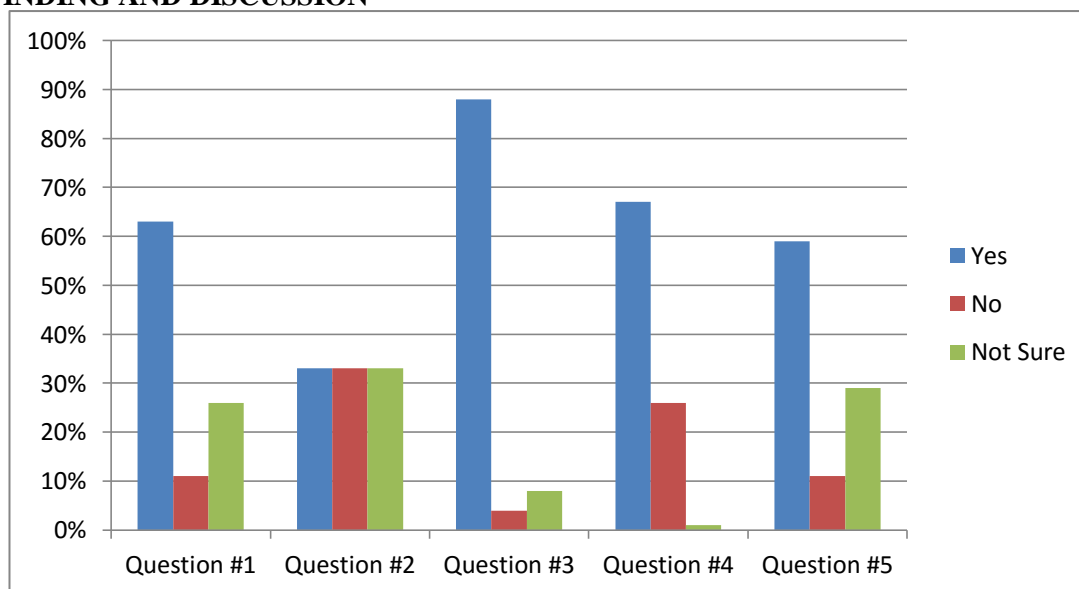


Figure 1

Questionnaires that have been filled by the students are collected and analyzed. The answer of each question is collected and classified. The chart below is the students' response of the first question: Do you like watching video. There is 63% percent of the students do like watching video about meeting. The rest is 11% students answer no and 26% students are not sure whether they like or not watching video about meeting.

On the second question "Do you understand the video?" there is 33% students answer Yes, another 33% students answer No, and another 33% is not sure whether they understand the video or not.

The topic in the video is about business meeting, the third question is about their recognizing after they watch the video: "Do you know the steps in the meeting?" from their answer, there is 88% students answer Yes. Only 7.4% answer not sure and 3.4% students answer no. It can be seen from the graph of question number 3 that most of the students know the steps in a meeting after watch the video.

To make sure that the students not only know but also understand the content of the video, they are asked whether they can mention the steps in a meeting or not. There is 70% of students answer yes, means they can mention the steps in a meeting. While 26% of students answer No, they cannot mention the steps in a meeting. Only less than 1% of students are not sure to mention the steps in a meeting.

The last question is “Do you like watch video about the material in the class ?” get a good response. Almost 60% of the students answer Yes , while 11% of the students answer No and 29% of the students Not sure.

It can be said that students` attitude toward the video used is positive. It can be seen from the 1st until 5th question which are dominantly answered yes by the students. There is 66% of the students like to watch a video which shows a positive response. This is in line with , (Choi & Johnson, 2005; Choi & Johnson, 2007; Mackey & Ho, 2008) in (Yang,Huang, Tsai & Wu : 2009) who state that video learning is an effective way of providing motivation, keeping attention, and giving satisfaction to the learner.

In addition, after they watch the video about meeting, 88% of the students know what the steps are in the meeting. It means that the students can understand deeper the material in the video. To check their understanding, whether they can mention the steps or not, 70 % of the students answer yes. This is supported by (William & Peter: 2007) who state that video materials are an excellent method of exposing language learners to language used in a wide variety of contexts because of the variety of selections available. They offer a chance for language learners to test their comprehension in situations that they might encounter that cannot be otherwise realistically recreated in the classroom. Furthermore, video materials can be used to give learners a chance to demonstrate their comprehension.

Moreover almost 60% of the students like video about the material in the class that can be seen from their answer on the last question. This result shows a positive response that is supported by (Choy S.C & Troudi .S: 2006) who state that attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of learners influence their perspectives and their attitudes towards the target language.

CONCLUSION

It can be concluded that students` attitude toward the video used is positive. In addition, after they watch the video about meeting, 88% of the students know what the steps are in the meeting. It means that the students can understand deeper the material in the video. Almost 60% of the students like video about the material in the class that can be seen from their answer on the last question.

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USING TRIPTICO FOR DRILLING AND CLASSROOM ACTIVITIES

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ABSTRACT

Triptico is a collection of interactive resources which enable imaginative educators to create engaging learning for their classroom or workplace. This applicable technology includes teachers and students' participation to be more active with lots of resources provided. Viewed from the characteristics of ILP Panglima Polim which has native teachers and challenging students, it becomes a new challenge for Indonesian teachers to maximize their teaching methods to achieve the target language and have interesting class since the students might compare one with another. In line with those problems, this research was conducted to create variety of lessons and to make the class more interesting. To meet the objectives, the research was conducted from May to June 2015 in Step Up 4 level (young learners) through observation, questionnaire, and interview. The result showed that 5 students from that class liked Triptico because it was fun, helpful, and interesting. These findings will be interesting for teachers who have concerns about their variety of lessons as well as class activities.

INTRODUCTION

Within education, the term of children is generally used for learners between the ages of about 2 to about 14. They usually respond well to activities that focus on their lives and experiences. But a child's attention span – their willingness to stay rooted in one activity – is often fairly short (Harmer, 2011). From this statement, it can be assumed that the best teachers are those who are concerned about this issue and try to vary their lessons to create an interesting class for their students. Children are children, teachers cannot alter their characters as they want, but teachers are the ones who should learn to teach them. It is like what Alberto Machado said, "the most important educational goal is learning to learn."

Basically, this paper discusses about how an applicable technology (Triptico) can help teachers to teach in class. This research was carried out because ILP Panglima Polim is different from other schools. Students' backgrounds are mostly from high class families and they are well-educated. Furthermore, ILP Panglima Polim applies mixed class programmes which means that both Indonesian and native teachers share classes and teach alternately. This phenomenon becomes a new challenge for Indonesian teachers since some students and students' parents prefer native teachers more than Indonesian teachers. Therefore, Indonesian teachers have to offer something more and interesting in their classes

Triptico is a collection of interactive resources which enable imaginative educators to create engaging learning for their classroom or workplace. There are some resources that teachers can use as activities and drilling too, such as word magnets, student group, slow writing, order sorter, task generator, text spinner, image spinner, task spinner, etc. These resources are applicable, easy to use, and interesting for students. The teachers can modify their own resources for their classes. The author has used some resources like text spinner, ask the questions, students group, and word mix.

OBJECTIVE

The objective of the research is to prove whether Triptico is an effective technology tool which can be used by teachers in class. Hopefully, this technology can add variety to lessons and make the class more interesting. The research question used for this research is as follow:

Is Triptico an effective technology tool which can be used for drilling and activities

PARTICIPANTS

The participants involved in this research were 5 students from Step Up 4 level.

Students' Number	Name	Age	Background	Intention of Study
0402150009	Nurhaliza Istiqomah	13	She is a student of SMPN 13 Jakarta. She has been studying at ILP for 3 months.	She wants to speak English that is grammatically correct
0201130019	Monica Caroline	12	She is a student of Regina Pacis. She has been studying at ILP for a year.	She wants to learn grammar and speak English fluently
0403130031	Sutan Raikhan Hanifputra	11	He is a student of Al-Azhar school. He forgets how long he has been studying at ILP.	He wants to speak English fluently like native speakers
0201130020	Laurensius Andrew	10	He is a student of Regina Pacis. He has been studying at ILP for a year.	She wants to learn grammar, expressions, and speaking.
0401120049	Pradinda Athirra Kirana	10	She is a student of Al-Azhar school. She has been studying at ILP for four years.	She wants to speak English fluently and study grammar more.

METHODOLOGY

Using Triptico is not difficult because teachers do not need to install the application. What teachers should do first is just log in to www.tripticoplus.com as a member. It is free for a trial (30 days) but, if they want to extend the application, they have to pay for it. After logging and filling in the profile completely, they can start using Triptico. Basically Triptico is a collection of interactive resources which means teachers can explore and choose which resource is compatible to their materials. Those resources are word magnets, students group, slow writing, order sorter, task generator, flip timer, circle timer, our glass, task timer, task spinner, image spinner, flip selector, find ten, bingo, image bingo, sliding scores, score tapper, word mix, and what's the question?. Besides that, there are also many resources which are in the process of being updated that teachers can use. The next thing to do is teachers choose the resources and modify them. Teachers can use "students group" to group students in class for example. They have to type the name of students on the application, then save it. Afterwards, they can show it to their students in class. This applicable technology is a good idea to engage students in class.

This research was conducted by observing the teacher and giving questionnaire to the students containing the following questions:

1. Do you like learning English with Triptico?
2. Are you interested in learning English with Triptico?
3. Does Triptico motivate you to learn English more?
4. Can you understand the lesson very well with Triptico?
5. Does the teacher using Triptico provide a variety of lesson?
6. Are you more confident in the class with Triptico?
7. Is the class more fun with Triptico?
8. Is Triptico very helpful for you?
9. Do you want to study English with Triptico again?

Apart from distributing the questionnaires, the teacher also interviewed students and the principal of ILP Panglima Polim to get more data. These are the questions asked by the teacher to the students:

1. What is your name?
2. How long have you been studying at ILP Panglima Polim?
3. What do you think about your teacher who used Triptico in your class? Is Triptico interesting for you? Why?

And this is a question for the principal.

1. What do you think about Triptico? Is it a good a topic? Why?

FINDINGS

1. Observation

The researcher used Triptico as activities and drilling for teaching from 21 May–23 June 2015 and one of the activities was recorded on Thursday, 4 June 2015.

This is the table showing the observation's schedule.

No	Dates	Materials	Triptico Resources Used	Notes
1	21May 2015	Talk about birthday, how to say and write the date in English, ask and answer about the past.	Slow writing	Teacher used “Slow Writing” to show some English dates as an activity to check their understanding about the material. Then in group, they said the dates correctly.
2	26 May 2015	Talk about Nicole Kidman, regular and irregular verbs	Word Magnets and Order sorter	Teacher had students order the sentences about Nicole Kidman using “Order Sorter” as an activity after warming up. He also asked students to categorize which verbs belonged to regular and irregular by using “Word Magnet”
3	28 May 2015	Talk about our partner's life, make a question in past simple	Students Group and Slow Writing	Teacher used “Students Group” to group students into 2 groups. With their group, they had to ask and answer with the questions prepared by the teacher and he used “Slow Writing” to show the questions.
4	4 June 2015	Talk about Papillon, make an affirmative sentence using past simple	Students Group and What's the Question?	Teacher used “Students Group” to group students before they played a quiz. Teacher used the Triptico resource “What's the Question” as a drilling about past simple through

				quiz. They sat in group. Then, the teacher started showing the resource and playing with students to answer some questions.
5	9 June 2015	Talk about English story book entitled "The Giant Postman."	Text Spinner	After reading and discussing the book, the teacher gave a quiz and used "Text Spinner" as a resource to show the questions.
6	11 June 2015	Talk about a time line of our life.	Slow Writing and task generator	Teacher used "Slow Writing" to show them some statements and to ask them to choose some important moments in their lives by giving reasons. Then, he used "Task Generator" to show the task that they had to do in class about making a timeline.
7	16 June 2015	Talk about families, photos, and describing it.	Order Sorter	Teacher used the resource to show disordered dialogues and had them order it into a correct form before practicing the dialogues with their friends.
8	18 June 2015	Talk about life in 50s and household utensils	Word Magnet and Task Spinner	Teacher used an interesting resource "Word Magnet" to categorize things which belonged to household utensils and did not belong to it. For task spinner, teacher used it to explore students' comprehension about the reading text "Life in 50s" by showing them the questions.
9	23 June 2015	Talk about interview and British/American English	Word Mix and Slow Writing	By using "Word Mix", students played how to arrange letters into a correct form. Teacher used words in British and American so they could discuss how they were different. Besides that, teacher gave an interview session with students in which they had to interview their friends by the questions provided. He

				used slow writing to show them the questions.
10	25 June 2015	Final Test	Flip Timer	During the final test, teacher used “Flip Timer” to time students.

Based on the table above, the teacher used some Triptico resources during teaching. They are slow writing, word magnets, order sorter, students group, what’s the questions, text spinner, task generator, word mix, and flip timer. In fact, there are still many resources that teachers can use for their teaching.

2. Questionnaire

There are nine questions provided by the teacher for 5 students to answer. This table shows the results of the questionnaire.

No	Questions	Yes	No	I don’t know
1	Do you like learning English with Triptico?	100%	0%	0%
2	Are you interested in learning English with Triptico?	100%	0%	0%
3	Does Triptico motivate you to learn English more?	100%	0%	0%
4	Can you understand the lesson very well with Triptico?	100%	0%	0%
5	Does the teacher using Triptico provide a variety of lessons?	100%	0%	0%
6	Are you more confident in the class with Triptico?	100%	0%	0%
7	Is the class more fun with Triptico?	100%	0%	0%
8	Is Triptico very helpful for you?	100%	0%	0%
9	Do you want to study English with Triptico again?	100%	0%	0%

The table shows that all students agree that they like learning English using Triptico. They are so interested in it and it motivates them to learn English more. In understanding the lesson, Triptico also helps them since the teacher has given variety to the lessons which is interesting and fun for them. As a result, they can be more confident and active. They also hope that they can study English with Triptico again next time.

3. Interview

Interview was used by the teacher to gain more information about students’ perspective towards Triptico. The teacher interviewed 5 students and the principal of ILP Panglima Polim. These are the extracts of their answers:

1. Laurensius Andrew

S : My name is Laurensius Andrew.

T : OK, so Andrew, How long have you been studying at ILP Panglima Polim?

S : One year.

T : One year. Ok, so, what do you think about your teacher who used Triptico in your class? Is Triptico interesting for you?

S : Yes.
T : Why?
S : It's really helpful. Helping us study. Very good.
T : Okay, that's all?
S : Yes.
T : Ok, thank you very much.

2. Sutan Raikhan Hanifputra

T : What's your name?
S : My name is Hanif.
T : How long have you been studying at Panglima Polim?
S : I forget.
T : You forget about it? That's ok. What do you think about your teacher who used Triptico in your class? Is Triptico interesting for you?
S : Yes.
T : Why?
S : Because, It's.. It's fun and very help me to learn English at ILP.
T : Okay, thank you very much.

3. Monica Caroline

T : What's your name?
S : Monica Caroline.
T : Okay, Monica, so how long have you been studying at Panglima Polim?
S : Umm.. one year.
T : That's ok. What do you think about your teacher who used Triptico in your class? Is Triptico interesting for you?
S : Yes.
T : Why?
S : Because very great and fun and so help me to learn English
T : Okay, thank you

4. Nurhaliza Istiqomah

T : What's your name?
S : My name is Nurhalia Istiqomah
T : Ok, Nurhalizah, how long have you been studying at Panglima Polim?
S : 3 months
T : Ok, so what do you think about your teacher who used Triptico in your class? Is Triptico interesting for you?
S : Yes, very interesting.
T : Why?
S : Because it's very helpful to me to study with Triptico than with the book.
T : Okay, thank you.

5. Pradinda Athirra Kirana

T : Hello, what's your name?
S : My name is Athirra.
T : OK, Athirra. How long have you been studying at Panglima Polim?
S : I've been studying in ILP for four years.
T : Ok, so what do you think about your teacher who used Triptico in your class? Is Triptico interesting for you?
S : Triptico is so fun and interesting. I think I really enjoy the class with Triptico.

T : Okay, thank you.

And this is the extract of interview between the teacher and the principal of ILP Panglima Polim.

T : Good evening, Mr. Ricy?

P : Good evening.

T : Ok, so, I'd like to ask your opinion about my research. It's about how to use Triptico in class. So, what do you think about it? Is it a good topic or not?

P : Yes, I think so. Umm.. using triptico in the class is a good topic because we can use Triptico for drilling. Besides drilling, we can also use Triptico for some activities too yeah. Umm.. why is it a good topic for us especially ILP Pangpol? Because you know that ILP Pangpol has different characteristics from the other schools. We have native speakers it means that we have mixed classes. So, when the teacher especially for Indonesian teachers come to the class. So the students will a bit something like.. you know that actually they expect native speakers come to the classroom. But what happens when Indonesian teachers come to the class? If, I mean Indonesian teacher.. so.. if Indonesian teachers are not ready to prepare with the materials with the activities so probably the class will be boring. That's why the second thing which is good for Triptico.. using Triptico is actually.. what? The class will be more interesting because the teacher will provide the students with some activities and the other thing.. umm what? Yeah at least the teacher will have more variety of...

T : Lessons?

P : Right. I think so. Why because as I told you that we can use Triptico for drilling and also you can use Triptico for the other activiteies yeah.. for filler.. for practice also. Alright.

T : Alright. Okay thank you very much Mr. Ricy for your opinion.

P : You're welcome.

RESULTS AND DISCUSSION

In conclusion, students expect teachers to have interesting classes and to create them; teachers must be creative Creativity is something that teachers should have, but it might be a problem, especially when the teachers get stuck. In that situation, teachers need a tool which can trigger their creativity. The existence of Triptico as one of the technological tools which have a lot of resources (word magnets, slow writing, task spinner, what's the question, flip timer, etc) is really helpful. Teachers can use them for drilling and other activities. The data obtained from this research proves that the students agree that learning English with Triptico is fun, interesting, and quite helpful

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**PROMOTING AUTONOMOUS LEARNERS AS STRATEGY
FOR SOLVING SPEAKING PROBLEMS
AT SHARIA FACULTY OF UIN MALIKI MALANG**

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ABSTRACT

Learners will be passive if they learn English as English as Foreign Language (EFL) such as the learners in Indonesia, Thailand, Philippines and other countries. Though, in order to become master in spoken English, they need to learn English as autonomous learners inside and outside their class for improving their ability to speak in English. This research tries to investigate the strategies to promote autonomous learners in improving English speaking at Sharia Faculty Maulana Malik Ibrahim The State Islamic University of Malang (Sharia Faculty of UIN Maliki Malang). This research is a combination between qualitative and quantitative. Qualitatively, this research uses observation, interview and documentation. Quantitatively, the population was 70 learners and as many as 32 learners have been selected as the sample is determined by random sampling technique. Autonomous learners' data and the level of speaking difficulty use a questionnaire. Data were analyzed by Linkert scale and tested using ANOVA (Analysis of variants) with SPSS version 20.0. The results showed that qualitatively, the teacher can promote learner autonomy at Sharia Faculty of UIN Maliki Malang through nine strategies and the learners can maintain their learning autonomy through Self-Access Material. Quantitatively, there is a significant relationship between autonomous learners' strategies with the ability to solve speaking problems with the category of medium correlation.

Keywords: *Autonomous Learners, Speaking Difficulties, Self-Access Material, Nine Strategies*

INTRODUCTION

Learners as subjects in the learning process requires at least four foundations such as knowledge, skills, independence and the ability to adapt and work together. Four pillars are in line with UNESCO's annual conference in Melbourne (Diptoadi, 1999: 165), which emphasizes the need for a learning society based on the four domains capabilities, namely: (1) learning to know, (2) learn to be able to do, (3) study to be independent, and (4) learning to work cooperatively. The ability of the four domains, is the foundation of learning that will be a reference for schools in learning activities that lead to the actual learning outcomes required in human life. The results of actual learning are the accumulation of concrete and abstract ability to solve the problem of life. Therefore, the four pillars of learning cannot be separated from each other. On one side, is a continuum line in the process of achieving this, but on the other hand can take the form of hierarchy, because the ability of the underlying is a prerequisite for higher capabilities. The highest ability and the last is an accumulation of capabilities underneath.

Learn to know the basis for the study to be able to do; learn to be able to form the basis for the learners to be independent; learn to be independent is the basis for learners to work together. Know, can, independently, and the ability to cooperate is a unity and a prerequisite for individuals to improve their quality of life. Relations between the pillars can be explained. Not all learners who know can do in terms of skills; but that can certainly have knowledge as a theoretical basis. Not all can do, can have the independence, due to become independent require other conditions; but who have the independence certainly has special skills as a foundation.

Teachers play an important role in fostering learners to become learner autonomy. Coaching is done by teachers as the effort to make learners become independent by allowing

learners to interact with other learners inside the class, creating groups discussion within each task and exercise, as well as providing independence for learners to access information through the Internet in analyzing and doing the tasks in the classroom. Another role that teachers are facilitators of the learning in the classroom to enhance learners' skills in accordance with the principles of UNESCO. "Fostering autonomy in language learners has now become an accepted part of language education as learner autonomy plays such a central role in the language learning process" (Benson, 2009). One way institutions might enhance opportunities for students to develop autonomy is through self access material in doing the task outside the class. Self Access Material can also be accessed in Self Access Center which is provided by the institution.

"Ideally self-access materials should be training learners to become less and less dependent on self-access materials and more capable of gaining from any exposure to the language in use that they experience. One way of doing this is to add a final activity to self-access materials which encourages the learners to seek extra authentic texts and to try to make discoveries from them" (Tomlinson, 2010b). "Another way is to actually advise the learners how to become more independent" (Cooker & Torpey, 2004). Through Self Access Material, the learners will learn independently while having a lot of tasks given by teacher. In this case, the learners will be the learner autonomy. The concept of learner autonomy has been central to the Council of Europe's thinking about language teaching and learning since 1979, when Henri Holec wrote *Autonomy and foreign language learning* (cited here as Holec 1981). Holec began by defining learner autonomy as the "ability to take charge of one's own learning", noting that this ability "is not inborn but must be acquired either by natural means or (as most often happens) by formal learning, i.e. in a systematic, deliberate way", and pointing out that "To take charge of one's learning is to have [...] the responsibility for all the decisions concerning all aspects of this learning [...]" (Holec 1981, p.3).

Learner autonomy, in other words, belongs together with the idea that one of the functions of (adult) education is to equip learners to play an active role in participatory democracy. That is why it remains central to the Council of Europe's educational concerns. According to a large body of empirical research in social psychology, autonomy - "feeling free and volitional in one's actions" (Deci 1995, p.2) - is a basic human need. It is nourished by, and in turn nourishes, our intrinsic motivation, our proactive interest in the world around us. This explains how learner autonomy solves the problem of learner motivation: autonomous learners draw on their intrinsic motivation when they accept responsibility for their own learning and commit themselves to develop the skills of reflective self-management in learning; and success in learning strengthens their intrinsic motivation. Precisely because autonomous learners are motivated and reflective learners, their learning is efficient and effective (conversely, all learning is likely to succeed to the extent that the learner is autonomous). And the efficiency and effectiveness of the autonomous learner means that the knowledge and skills acquired in the classroom can be applied to situations that arise outside the classroom.

Sharia Faculty Maulana Malik Ibrahim the State Islamic University of Malang (Sharia Faculty of UIN Maliki Malang) always strive continuously to create graduates who can compete in the era of Asean Free Trade Area (AFTA) through student center as the role and autonomous learners as the model of teaching and learning process. One effort that is always carried out by the sharia faculty is organizing classes on subjects of speaking in English I and II by promoting autonomous learners as the model for increasing the learners' knowledge and skill. The goal in speaking class is that the learners are able to communicate verbally when graduating and working in accordance with their competences. The problems of this research is how to promote autonomous learners as strategy for solving speaking problems ; What is a significant relationship between autonomous learners strategies with speaking problems at sharia faculty of UIN Maliki Malang. The aim of this research is to know how the teacher promote autonomous learners as strategy for solving speaking problems ; to know significant relationship between autonomous learners strategies with speaking problems at sharia faculty of UIN Maliki Malang.

METHOD

This research is a combination between qualitative and quantitative, with observation, interviews and documentation. Some of these methods are combined to describe all the facts associated with difficulties in learning speaking at Sharia Faculty Maulana Malik Ibrahim the State Islamic University of Malang, and the appropriate strategies for teachers to promote learner autonomy facing classroom speaking problems. In addition, this research also was designed to determine whether there is a significant relationship between autonomous learner's strategies to increase the ability of speaking.

The location of this research is in Jalan Gajayana 50 Malang, precisely at Soekarno Putri building of the Sharia Faculty Maulana Malik Ibrahim the State Islamic University of Malang, telephone and fax 0341-559399, <http://syariah.uin-malang.ac.id> website. By nature, the data used in this study can be divided into two, namely: Qualitative and Quantitative Data. Qualitative data is an idea or expression and the views of teachers and learners towards the subjects of English at the Sharia Faculty Maulana Malik Ibrahim the State Islamic University of Malang. Other qualitative data in the form of documentation that is obtained when the process of teaching and learning takes place. Quantitative data is the number of learners, the number of classes and the number of teachers who teach the speaking class.

The data sources of this study consisted of primary and secondary data. Primary data is the data obtained directly at the time of the study through observation, interviews with learners, teachers, The head of department, and a questionnaire to learners. Secondary data is the data obtained not from the first, but this data is acquired through books or literature that are relevant and have a relationship with this research, the results are tangible reports and official data in the process of teaching and learning in the classroom. The instrument used in this study is the use of questionnaires. This questionnaire provides an opportunity for learners to answer according to their knowledge and reality, thus obtained the answers varied. This questionnaire is used to answer about the factors that cause speaking difficulties for learners at class. And what strategies are used to overcome the problems of speaking class.

The Data collection techniques in this research consisted of observation, interviews, questionnaires and documentation. Observation is a data collection was done by direct observation to the study site to be shared with the object that surrounds to get an overview and a clear observation of speaking class at the Sharia Faculty Maulana Malik Ibrahim the State Islamic University of Malang. In this case the use of recording techniques and learning process in the classroom as well as documentation. The data collection is done by using the interview guidelines which had been prepared before questioning takes place with the informant. In-depth interviews carried out on a number of key informants were supposed to know about how the teacher's role in fostering autonomous learners to overcome the speaking problems in the Sharia Faculty Maulana Malik Ibrahim the State Islamic University of Malang. The collection of data by distributing questionnaires to learners, which is about the role of teachers to improve and foster autonomous learners to cope with speaking classes at the Sharia Faculty of Syariah UIN Maliki Malang.

DISCUSSION

1. AUTONOMOUS LEARNERS STRATEGIES TO IMPROVE THE ABILITY OF SPEAKING CLASS

Based on observation, interview and documentation obtained from the teachers and the learners in teaching and learning process in speaking class, the strategy that can be used to enhance the speaking ability are for teacher and for learners. For teacher, he or she can promote autonomous learners to solve speaking problems through nine strategies, namely setting objectives, selection of materials, methods, teacher's role, teacher-learner relationship, learning environment, homework, presentation and talks, and evaluation.

(1). Setting Objectives

Autonomous learning is a self-directed learning, self-evaluation and self-management to set the objectives in learning speaking English. The learners as the subject in learning speaking English

which will elaborate all the informations and competences inside and outside class. The learners will define their own self when learning speaking English. The learner defines his objectives and other essential consequence of this will be the introduction of the learner's specific personal dimension (Holec, 1979:10). Definition of the objectives here will be based on an analysis made by the learner of the final behavior in accordance with his subjective criteria. The objective here applied for learners when learning speaking English.

How about the teachers position in setting objective for promoting autonomous learners in teaching speaking English? Here the step for teacher that must be implemented in teaching speaking English. Before entering the class, teacher should design the objective of teaching Speaking English through the syllabus. By using the syllabus, teacher will know in depth for the process in teaching speaking English covers basic competence, core competence material, evaluation, time allotment, and references (Permendikbud, 2013:93). Core competence is related to the goal of material in learning speaking English. Core competence is applied by basic competence or basic competence as the elaboration of core competence. Evaluation is the assessment for learners in form of test, quiz and assignment. Time allotment refers to the time for teaching and learning speaking English. And references as the source in learning speaking English. Designing the objectives of teaching speaking English through syllabus will enhance learner's competence in teaching speaking English.

(2). Selection of Materials

Choosing material is closely related to setting objectives. Because when teacher design the syllabus, directly the teacher selects the available material for teaching speaking English. Materials for teaching speaking English are designed for teachers to achieve the goal in teaching speaking English. The thematic contents are of course determined on the basis of personal choices and not on the basis of the choices of the majority of the class-group or the subjective choices of the teacher' (Holec, 1979:13). In this regard, learners even can change and modify their materials frequently. So, in this process, a fixed material for all is definitely not in use rather an autonomous classroom has variations of material from a wide range of collection.

When selecting the material especially for teaching speaking English, teacher must consider some aspects to make autonomous learners, namely tape recorder. By using tape recorder, teacher will facilitate the students to learn speaking English through technology, help students in knowing the weaknesses when speaking English, and also give the feedback for students about the pronunciation, rhythm and intonation when speaking English. Materials for learning speaking English should depend on teacher and learners expectation. The teacher position here only selecting the available material for learners based on government policy (Curriculum 2013 for students in school and KKNI for students in university).

(3). Methods

Methods as a strategy in teaching speaking English. Methods used to achieve the goal of teaching and learning process in speaking English. The goal of learning to be selected and determined in advance prior to the teaching and learning activities. Defined goal should be supported by the appropriate teaching methods. One of the appropriate teaching methods here, teachers can specify more than one purpose of learning and use several methods of teaching. Practically, teacher often make a combination of several methods of teaching in order to facilitate the goal of teaching and learning process in teaching speaking English.

Selection and determination of this method is based on the existence of a particular method and cannot be used to achieve certain goals (Syaiful Bahri Djamarah, 1997:23) as an example of objectives that have been formulated are preparing financial statements, to achieve that goal, the discussion of such methods are less suitable used. Demonstration and training method is appropriately used to achieve these goals. Teaching methods should be consistent with the objectives to be achieved, in other words, teaching methods must be subject to the destination.

(4). Teacher's Role

All activities inside the class need teacher participation to promote autonomous learning. Teacher position when teaching speaking English uses *learner-centered lesson* to promote learning autonomy. Learner-centered lesson gives wider opportunities for students to express their

understanding and activity when learning speaking English. The process of self-learning gives students the opportunity to understand the material with a little help from the teacher. They participated in the study with the material based on the syllabus that has been designed by teachers. Any problems or learning difficulties have been anticipated earlier by the syllabus made. Model of self-learning is very useful, because it is flexible, non-binding and train students' independence.

The available teacher's role when teaching speaking English are teacher as prompter, resource and tutor (Jeremy Harmer, 2003:72). These teacher's roles will be explained as follows: Teacher as Prompter, sometimes when students are involved in a role-play activity, for example, they lose the thread of what is going on, or they are lost for words' (Jeremy Harmer, 2003:60). The students may still have the thread but be unable to proceed productively for lack of vocabulary when practicing speaking English. They may not be quite sure how to proceed, caused students are anxious and not willingness to practice speaking English. Teacher position related to this problem, just let the students work things out for themselves or instead "nudge" them forward in supportive way. In this case, teacher's role as prompter available to solve this case. One of the solutions used when students have lack competence and less creativity when practicing speaking English at class, teacher position as *prompter* available by asking questions related to the problems and giving suggestion for students to do for further activity.

Teacher as resource, when teaching speaking English in front of the students, teacher as resource available for this situation. In this situation, teacher take part, or try to control the students, or even up to prompt them might be entirely unwelcome (Jeremy Harmer, 2003:61). However when teacher explaining alot about teaching speaking English material, and make the students bored and tired, in this case, the students may still need of their teacher as a resource.

Teacher as Tutor, when teacher devides the students into small groups and gives instruction to the students to do the debate (one of speaking English materials), the teacher can act as a tutor working with individuals or small groups, pointing them in directions they have not yet thought of taking. In such situations, teacher is combining the roles of prompter and resource, acting as a tutor. It is difficult to be a tutor in a very large group since the term implies a more intimate relationship than that of a controller or organizer (Jeremy Harmer, 2003:62). However, when students are working in small groups or in pairs, we can go round the class and staying briefly with a particular group or individual, offer the sort of general guidance. Care needs to be taken, however, to ensure that as many individuals or groups as possible are seen, otherwise the students who have not had access to the tutor may begin to feel aggrieved.

(5). Teacher-Learner Relationship

In promoting autonomous learners through teaching speaking English, teacher becomes facilitator to create relationship among teacher and students. In this sort of relation, teachers always give the learners enough paces to think, to ask questions, to motivate themselves to the next attempt to their own learning and all these steps promote the learning process. In learner autonomy, teachers are the facilitators of their learners' inner motivation as well as their potentials. Though there is no best way to teach, some ways in which teachers relate to learners are more likely to promote engagement, learning, achievement, and well being than are other ways (De Wolff & Van Lizendoom, 1997; Kochanska, 2002; Main, Kaplan, & Cassidy, 1985). In teaching speaking English, when teacher gives the task for students in form of groups to promote autonomous learning, direct and indirectly, students have participated in teaching and learning process. The effect, teacher and students having relationship through teaching and learning process.

(6). Learning Environment

Teacher position when teaching speaking English acquaints students to learn from the Environment. The environment gives a wider lessons for students in terms of how to be a member in society and how to interact with others. When students learn from the environment, directly and indirectly, students recognize how to express emotions appropriately in accordance with the demands of their social environment. Self-awareness which is defined as the ability to feel the feelings that arise and this feeling is the ability of every human being. This capability makes self-control and emotion regulation becomes possible. These skills will be honed when students learn

and interact in a group.

learning environment from the environment plays a vital role for an autonomous learning environment is a must in learning English speaking as it was mentioned before, " In a foreign language, a speaker has to look for suitable lexis, has to construct an appropriate syntactic structure and needs to use a comprehensible accent, plus the demanding tasks of thinking and organizing ideas and expressing them at the same time (Daly, 1991:1). So, multiple activities are involved in speaking and for this reason, high comfort in classroom is mandatory to produce all these simultaneously without hesitation.

(7). Homework

After explaining speaking English material, homework is available to promote autonomous learning. Learner autonomy gets a powerful boost the first time that homework is set for students to do out of class. They will now have to study without the help of a teacher (Scott Thornbury, 2005:338). Homework is not easy for teacher or students to get right. Teacher must make decision that how much homework to set for students when doing speaking English material outside the class. Because when students are adults working in full-time jobs, the demands of self study may have to fight it out with work, family responsibilities, and other pursuits and hobbies.

In order to be maximum for giving students homework, teacher need to discuss with students how much homework they can cope with, given the other commitments they have. If there is class agreement between students and teacher about what is reasonable, there is a much greater chance of compliance for speaking English material.

Homework is one of teacher instructions to promote autonomous learners in teaching speaking English. Homework encourages greater student autonomy in learning speaking English without the help of a teacher. The obstacle in doing homework for students is when the students have full-time job outside the class. The students are demanded to finish the homework ontime supported by students responsibility, this homework will be interesting and useful for students.

(8). Presentation and Talks

After finishing student's homework of speaking English material, the students are offered to give presentation and talks in front of other students. When student presenting the result of homework in front of other students, they have an experience in terms of how to pronounce the speaking English material correctly and accurately. The presentation and talks as the solution for teacher in promoting autonomous learners in teaching speaking English.

Mostly, presentation and talks of speaking English material are in terms of academic presentation. Academic presentations refers to the students who are studying English for academic purposes are likely to need preparation in giving academic presentations or conference papers (Scott Thornbury, 2005:94). In advance of practising these skills in class, it may help to discuss the formal features of speaking English material such as discussing academic atmosphere and sounds and pronunciation in practicing speaking English material.

(9). Evaluation

Evaluation in teaching speaking English can be regarded as a process to determine the success or failure of its intended purpose. Evaluation is very useful for teachers for promoting autonomous learners. Teacher or educator serves as a benchmark for evaluating whether or not the teacher was successful in providing teaching speaking English. Teaching can be said to be successful if visible changes or changes in students' behavior toward better. As for student evaluation serves as a benchmark themselves in learning, whether or not the student is able to receive an evaluation that has been determined by the teacher, not the student's maximum or follow learning. In promoting autonomous learners, evaluation is needed for teacher in terms of giving feedback for students' mistake when learning speaking English. Evaluation of the system has a wide coverage. Including the assessment, measurement, and testing. Between evaluation and assessment have similarities and differences. The similarity is to determine the assessment on an object. While the difference is the assessment has a narrow scope and assesses one aspect only.

For increasing speaking ability especially for learners in learning speaking English, they need to utilize self-access material such as Self-Access Learning Center (SALC), In-House materials

Development, Making authentic podcasts accessible, Promoting CALL, Photography Wall, and Promoting SALC Materials and Services.

2. THE SIGNIFICANT RELATIONSHIPS BETWEEN AUTONOMOUS LEARNERS STRATEGY AND THE ABILITY OF SPEAKING

Based on the results of questionnaires will be obtained from the data of respondents' opinions regarding the independent learning strategies, and increase the ability of speaking, which will be described below:

The Results of Descriptive Analysis

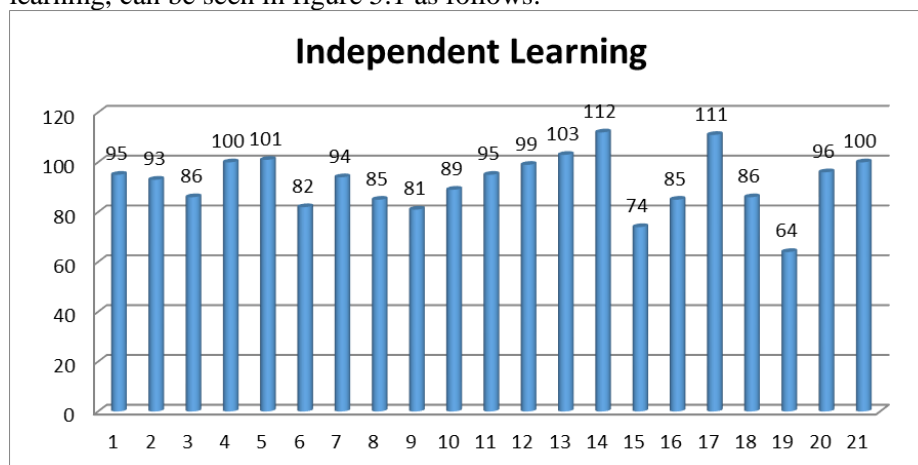
The Results of Descriptive Analysis of Independent Learning Strategy

Descriptive analysis for each parameter in independent learning strategy can be seen in the table below:

Table 1. Descriptive Analysis of Each Parameter on Independent Learning Strategy

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PM	21	64	112	91.95	11.591
Valid N (listwise)	21				

The results of data analysis overview of the assessment criteria for each parameter in independent learning, can be seen in figure 5.1 as follows:



According to the table above, it is known that there are nine parameters that have value under the mean/average (91.95), the parameter numbers 3,6,8,9,10,15,16,18, and 19, while twelve other parameters were above the mean/median, namely parameter numbers 1,2,4,5,7,11,12,13,14,18,20 and 21. for the highest parameter is number 14, and parameter number 19 which has the lowest value.

The results of the data analysis of independent learning of respondents who are researched as a whole can be described in the following table:

Table 2. Frequency Distribution of Independent Learning

Independent learning	Frequency (Respondents)	Percentage (%)
High	4	12.5%
Medium	23	71.9%
Low	5	16.6%
	32	100%

Based on the research results in the table 2, it is known that the majority of respondents have an independent learning in the category were as many as 23 respondents or with 71,9 % and the percentage of respondents with a category higher by 4 respondents or 12.5% and the level of independent learning by low category that as many as 5 people or with a percentage of 16.6%.

An overview of Increasing Speaking Ability

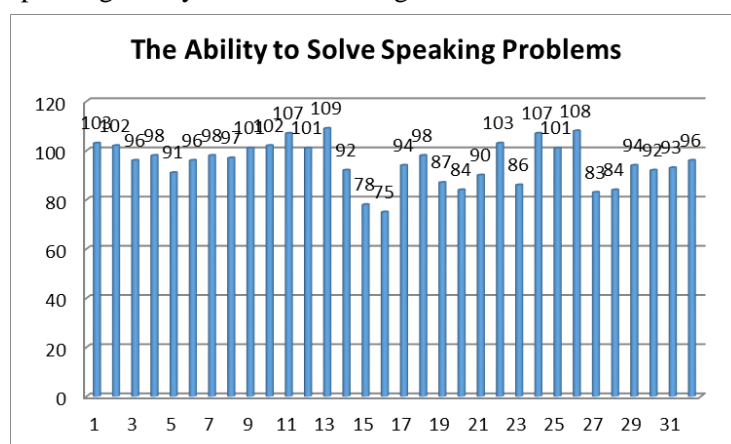
The result of descriptive analysis for each parameter to increase the speaking ability can be seen in the table below:

Table 5.3 The result of descriptive Analysis of Each Parameter for increasing speaking ability

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
KS	32	75	109	95.19	8.623
Valid N (listwise)	32				

The results of data analysis overview of the assessment criteria for each parameter to increase the speaking ability can be seen in figure 5.1 as follows:



Based the table above, it can be seen that there are fourteen parameters that have a value under the average value (95.19) which is parameter numbers 5,14,15,16,17,19,20,21, 23,27,28,29, 30, and 31, while the other eighteen parameters are above the average value which is parameter numbers 1,2,3,4,6,7,8,9,10,11,12,13,18,22,24, 25,26, and 32. In addition, the parameter number 13 which is has the highest value (109) and parameter number 16 which is has the lowest value (75).

The results of data analysis to increase the speaking ability of respondents who are researched as a whole can be described in the following table

Table: Frequency Distribution for increasing Speaking ability

Increasing the Speaking Ability	Frequency (Respondents)	Percentage (%)
High	7	21,9%
Medium	17	53,1%
Low	8	25,0%
	32	100%

Based on the research results in the above table, it is known that the majority of respondents have speaking ability in the medium category as many as 17 respondents or with a percentage of 53.1%. Respondents with high category by 7 respondents, or 21.9%, while the low category as many as 8 people or roughly 25%.

Relationship (correlation) between Variables

To know relation between independent learning strategies with the ability to solve speaking problems is by using Pearson correlation product (Product Moment). To determine whether the relationship is significant or not, it is used as a benchmark is the value of p . The relationship was significant, if the value of $p < 0,05$. On the other hand, the hypothesis of this study revealed no significant, if the value of $p > 0,05$. The results of testing the correlation between the two variables can be seen in the following table:

Table 4.10 Correlation Test Results of *Product Moment-Pearson*

Variable	Correlation	Significant Value (p)	Information
Independent learning strategies * The ability to solve speaking problems	0,504	0,003	Medium correlation

Information: (*) = with

In accordance with the Arikunto guidelines (2006) concerning to the interpretation of the strength or weakness of the relationship between the variables of the study, stated that if the coefficient correlation between variables worth 0,504, then the relationship between the study variables included in the category of medium correlation. Based on the results obtained by analysis of correlation value of 0,504 with 0,003 significances. It shows that there is a significant relationship between the variables of independent learning strategy with the ability to solve speaking problems with the relationship between the two variables in the study was medium. So it can be concluded that there is a significant relationship between independent learning strategies with the ability to solve problems with the category of medium correlation.

CONCLUSION AND SUGGESTION

Teacher has high contribution for promoting autonomous learners in teaching speaking English. Learning autonomy *not only* can be implemented outside the class and the learners have control of oneself involving self-direction, self management and self evaluation *but also* learning autonomy can be implemented inside the class and teacher as a facilitator to support it. To maximize the implementation of learning autonomy inside the class, teacher must arrange and design all materials and techniques to promote autonomous learners in teaching speaking English.

In promoting autonomous learners in speaking English, the teacher implements speaking English material and techniques by using nine strategies which have been written by Jeremy Harmer (2003:335), Scott Thornbury (2005:89) and Holec (1979:10). The nine strategies are (1) setting objectives, (2) selection of materials, (3) methods, (4) teacher's role, (5) teacher-learner relationship, (6) learning environment, (7) homework, (8) presentation and talks, and (9) evaluation. Learners have an important role in improving learning outcomes. To improve and increase English language skills especially for speaking skill, and to develop independent learning, the learners must self-access material such as (1) Self-Access Learning Center (SALC), (2) In-House materials Development, (3) Making authentic podcasts accessible, (4). Promoting CALL, (5). Photography Wall, and (6) Promoting SALC Materials and Services.

The significant relationships between autonomous learners strategy and the ability of speaking is a significant relationship between the variables of independent learning strategy with the ability to solve speaking problems with the relationship between the two variables in the study was medium. there is a significant relationship between independent learning strategies with the ability to solve problems with the category of medium correlation

This research is recommended for teachers and learners. For teachers who are teaching speaking English to promote autonomous learners inside and outside the class through nine strategies above, and for learners is to maintain their learners autonomy through self access material.

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BINGO GAME: AN EFFECTIVE WAY TO ENRICH VOCABULARY MASTERY

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ABSTRACT

This study aimed at finding out the effectiveness of BINGO game at the seventh grade of SMP Negeri 1 Ambon as a tool to enrich students' vocabulary. Quasi Experimental Research with Pre-Post test non equivalent control group design was used to test Bingo Game. This research involved two groups of samples named experimental group (VII.7) and control group (VII.9). This research was conducted in five meetings. The first meeting was the day where pre-test was conducted. The second to forth meetings were the process of Bingo Game application. At the fifth meeting post-test was conducted. The result of this study shows that there is a significance improvement of students' vocabulary after the implementation of Bingo game. Bingo game as an effective technique in catching students' attention and interest into the English teaching and learning process, especially for vocabulary.

Key Words: *English Vocabulary, English Adjective, Game in Language Teaching, Bingo Game in Language Teaching*

INTRODUCTION

The issue of vocabulary teaching is still debated in teaching-learning of a target language among language teachers, particularly in English as Foreign Language (EFL) teaching. Several teachers pay less attention to emphasize vocabulary knowledge. They believe that when teaching English skills: listening, speaking, reading, and writing, students will implicitly acquire vocabulary. Thus, teachers pay less attention in teaching vocabulary. J. Decarrico argues that "The low status of vocabulary study and vocabulary teaching was in large part due to language teaching approaches based on American linguistic theories that had been dominant throughout the 1940s, 1950s, and 1960s" (2001, p.285). However, Dewey (1910, in Efendi, 2013) stated that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses. Pan and Xu also agree that people cannot use the language if they do not know vocabulary of that language (2011).

Acquiring vocabulary knowledge is not an easy task for English learners, since English has vast vocabulary. For instance, in the recently high technology and sophisticated world, there is various vocabulary as new entry in English dictionary, such as the word *Selfie*/'selfe/, *noun, informal. Sharing your life with family and friends*. People did not recognize this sample word in 20 decades while long before. It appears as it exists. This is one of proof that number of English vocabulary increased rapidly following the development of the world day by day.

Vocabulary learning is one of the major problem challenges for language learners, during the process of language learning and acquisition. This means that teaching vocabulary is inevitably facing challenges for the EFL teachers and students. That is why teacher as facilitator should create and modify interesting teaching methods to help students in developing their vocabulary knowledge. Teacher can use media in teaching vocabulary, such as demonstrating the picture: using an object, using a cut-out picture, using gesture, performance action drawing on the board and picture from books; and through verbal explanation analytical definition, putting in a context and translating (Azar, 2012). Teaching vocabulary does not only consist of teaching specific words, but also aims at equipping learners with appropriate methods to expand their vocabulary knowledge. Moreover teaching English for Junior High School especially for seventh grade, is different from teaching English to adults, because they both have different characteristic. Young learners prefer

learning by doing, playing game, role play, etc. Therefore, teacher might use effective ways in teaching vocabulary to assist the students enjoying learning vocabulary (Efendi, 2013).

The researcher conducted a preliminary study at grade VII of SMP Negeri 1 Ambon where she discovered that the students were completely had difficulties to know the meaning of unfamiliar words independently. Such problem happens to many students. Most students were bored since they had to memorize unfamiliar words and spelling. Then, teacher less provided attractive way to solve students' problem. So, students did not revisit and hardly ever been facilitated to use the learned words in communication practices. Consequently, students could not enrich their vocabulary knowledge independently. Eventually, in the long run, they will lack of vocabulary.

The researcher believes that in order to help the students to memorize and use the unfamiliar words, teacher should use selected methods to re-motivate students in learning vocabulary. Then game is used to rise up students' enthusiasm in teaching-learning activity. Game can be used as teaching vocabulary because it is an interesting method for whilst activity or ending up teaching-learning activity in which leads students to understand unfamiliar words and to memorize them. BINGO GAME is the proposed game which is offered because it can motivate students to feel fun and enjoy vocabulary learning in order to acquire new words with definitions. Weisskirch (2009) stated that Bingo game successfully increases students' self-reported understanding of the fundamental theoretical concepts. Using Bingo for vocabulary in his class was very attractive, highly affordable and effective. This is a powerful method to draw students' attention. Attractive that Weisskirch means is that this game provides different atmosphere in classroom. It motivates students since the students felt that they were in a tournament; yes they are. This activates their motivation to memorize the words and they have passion to be the winner. Very affordable here means that this game is a promising way to enrich students' vocabulary.

The participants of the study were difficult to memorize unfamiliar vocabulary without an attractive way to stimulate their curiosity, thus they could not enrich their vocabulary independently. So the research question is: *Do the students who are provided with Bingo Game have better achievement in enriching vocabulary than those who are not?* Students as the participants are hoped not only have fun in English teaching-learning in the classroom, but also they are able to understand the meaning of every single word that is taught and memorize in their brain to facilitate them in English learning, including the development of language since vocabulary is one element that links the four language skills. The classroom teacher is hoped to consider the result of this study as benefits to be more concern on vocabulary teaching in order to make the students interested in learning English. English teachers can apply this Game not only to teach vocabulary, but also in other language skills and linguistic knowledge. It is highly expected also that this study can be continual researches for future researcher and the result of this study will give a valuable input to the exertion of the development of teaching English in Maluku specifically, and in Indonesia, in general.

The vocabulary of a language is the total number of words in it. Someone's vocabulary knowledge is the total number of words in a language that he or she knows. Hawthorne stated that "Words so innocent and powerless as they are, standing in a dictionary; how potent for good and evil they become in the hands of one who knows how to choose and combine them" (cited in Pikulski & Templeton, 2004, p.1).

In learning a vocabulary; a learner should pay attention to understand the true meaning of that word in a context before she/he uses the word to communicate. EFL learners are potentially to choose the appropriate word to avoid the fault meaning of using the word to communicate. The impact of that is misunderstanding among the communicators. After the learner knows cogently what the meaning of a vocabulary is, there is a task again to the learner that is to memorize the vocabulary. O'Dell as cited in Tuan, argued that memory plays a key role in vocabulary learning. His argument is a notification to the learner that it is a must to every EFL learner to memorize English vocabulary. According to Carter (cited in Tuan), unfamiliar words are forgotten if they are not recycled in some ways and makes it into long-term memory. In studying unfamiliar words,

vocabulary should be repeated to be able to understand the meaning in a context, and then memorize it in the long term memory.

A language teacher needs to master the general principle in teaching students' vocabulary in order to understand and memorize the vocabulary which is taught. Following is the summary of best principle that can be applied in the classroom namely: Teaching Vocabulary in Context, Teaching Vocabulary with Building Words Networks, Teaching Vocabulary with Semantic networks, Expanding Vocabulary by Word Formation, Teaching Cultural Connotations and Cultural Differences.

The rationale of using game in teaching vocabulary is multifunctional. It includes the theory and practice of vocabulary acquisition by experiencing language. To experiencing the language, the learner should take a part in that learning and teachers need to give time to re-think the learning (active review). This sub-topic is also talk about the grouping of games based on their family.

Wright (2006) stated that learners will take part directly or involve through game. Games facilitate the learners to experience language rather than merely study it. Basically, competition in game is very challenging among the players. In this way, students learn the vocabulary happily and anxiously, and then they make it be an experience. Richard and Platt defined (1992) a game as a chronological activity that usually has the following properties. The properties such as a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language (as cited in Tuan, 2012). Furthermore Harmer (2001) stated that games provide a feeling of competition to learners in participating in the process of learning vocabulary and motivate them to repeat participate with enthusiasm. Well, in reality, teacher's explanation for meaning or definition, pronunciation, spelling, and grammatical functions is somehow can be boring. This case looks from researcher's observation in the classroom that language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Hence, most students encounter a boring vocabulary learning and less to participate the process of learning.

Nunan (2003) mentioned that teachers need to provide an encouragement and chance to students to re-think on their learning. Teacher can apply his idea by implementing games in vocabulary learning. Game is very good idea as a tool to set learner to freely understand and memorize the word by using the word in playing a game. In this case game can be implemented in the end of the learning as a review. This is also to provide an experience of the students and will leave deep impression.

Wright (2006) mentioned some types of game based on family type. One of them is *Words Find* Game that is included in Identify family game. The learner must search some determined words among many of letters of words placed in a grid which usually has a rectangular shape. The objective of this puzzle is to find and mark all the words hidden inside the square. The words can be placed horizontally and vertically. Denise (2011) stated that this game is not only good to improve students' vocabulary, but also good to improve their spelling. Therefore *Words Find* Game is chosen for control class. While *Bingo* Game is words game where the students listening to chosen words or phrases within a given topic and reacting (mark the words in their card) as they heard. Bingo is a game for the whole class that encourages students to study and review their vocabulary. It derives from a gambling game. Bingo was played for the first time in Italy in 1530. At the time, it is called "*La Giuoco del lottod d'italia*". In the nineteenth century, it was widely used in Germany for educational purposes (Snowden, 1986).

Underlay the idea to support vocabulary learning through Bingo game is based on many advanced researchers who conducted *Bingo* Game in their research study. Basically, learning vocabulary is commonly about remembering, the students generally need to see, say, and write new words or unfamiliar words (McCarten, 2007, p.21). The wider opportunity students work with the vocabulary, they will gain more understanding and remembering the meaning of the words. Weisskirch (2009, p.2) who implemented Bingo game agreed with Nunan's idea (2003). Weisskirch says that bingo is an active method of reviewing fundamental concepts. It can help students in review activity, to re-educate their mind in an interesting way to understand the vocabulary that

they have learned without feeling bored. By reviewing, students consider the information and find ways to store their brains. Weisskirch added that Bingo successfully increases students' self-reported understanding of the fundamental theoretical concepts. The exercise builds students' confidence in knowledge and resulting in higher performance. Vancouver (1998) also commented that using bingo for vocabulary review is great; the students have fun and almost seem surprised when the result is an increased vocabulary. So, this reveals that Bingo Game can be applied in language teaching as a method that can make students feel comfortable in class when teachers teach them and students will become effective in class. Research findings towards the effectiveness of implementing Bingo game as a kind of tool in ending up teaching learning process has already been proved in different countries. Vancouver's experiment (1998) showed that using Bingo for vocabulary review is great. The students have fun and the result is an increased vocabulary. He conducts the research for the students in University of Canada with 160 participants. While Weisskirch (2009) found that Bingo successfully increases students' self-reported understanding of the fundamental theoretical concepts. The exercise builds students confidence in knowledge and resulting in higher performance. He conducted the research for the students in university of Georgia Southern with the total number of students are 91. Following are the steps to apply Bingo Game in language classroom (Weisskirch, 2009).

1. Teacher gives a Bingo card on a piece of paper. It is 5 squares by 5 squares grids with the center square filled with the word "free". Teacher asks the students to fill the empty grid with the words that they understood the meaning is.
2. Next, teacher will call the word out one by one in Bahasa and tell the number in order. The students listen to the word and look at the bingo card. If there is a word called out by teacher, students circle the word and write small number at the left top of the square.
3. The winner is student who has words in a line vertically, horizontally, or diagonally. That student should yell 'BINGO!' The game will continue until every students achieve BINGO.

METHOD

Quasi-Experimental design which involved two groups; experimental group and control group was then applied. The experimental class, as manipulated variable, was treated with Bingo Game in the post activity, while in the control class, as no manipulated variable, was treated with the Words Find game. The subject in this study was the students of SMPN 1 Ambon at first grade. Specifically in class VII.7 with 23 students and class VII.9 with 26 students.

Pre-test and post-test are the instrument used in this study. They were multiple choices, labeling the picture with the word, and arranging the jumbled words into a good sentence. The test is given individually after finished all group task. According to Nikijuluw (1989, as cited in Waas, 2012) "A test is generally refers to a unit or set of items that can be scored or marked objectively..". For teacher, testing is an important diagnostic instrument. It does not only allow them to keep track on the process of their students but also helps them to measure their own strategy successes and failures in the classroom.

FINDINGS

The result of the hypothesis test showed that in this research *Bingo* Game has been success in enriching students' vocabulary of Adjective, in learning Descriptive text. During the observation interval, the researcher had encountered the condition that the students found it was hard to memorize unfamiliar vocabulary. They need another attractive way which can make them experience the learning, understand, and memorize new learned words. Deciding to use *Bingo* Game as a learning activity, the researcher has proven to be able to be a good way to improve student's vocabulary and to drive out students' boredom in learning activity.

Words Find Game is challenged game to search words among many letters in the grid. This game is good to make students concentrate about the words which they search. This game is also able to increase students' vocabulary because it stimulates students' brain in learning the new words. Denise (2011) had a notion that solving the puzzle helps to fix the new words in students'

brain. *Words find* game is also can improve students' spelling, because looking for words in a word search forces the students to look at the letter sequence first in detail, and it really can help the students in learning new spelling. Through this *Words Find* Game many benefits that students achieved. However, in this game, students did not pronounce the word or listen to the words' pronunciation. They purely searched in silent time and play fully with words. In addition, they had same worksheet in playing that game, so the students got easy to finish this game because they have same chance to ask the words to their friends. Overall, this game still has any little deficiency. Different with *Words Find* Game, *Bingo* Game presents any different benefit which can be acquired directly by the students.

Bingo Game is also words game where the students challenged to fill the blank grid with their each word. Here, looking at *Bingo* Game is a very compete game because it has different worksheet for a student. In playing *Bingo* game, the teacher does not do all the preparation alone. The teacher only serves the empty *Bingo* cards, and let the students, as the players make *Bingo* card by themselves. Each player is free to decide, free to write twenty four particular words in *Bingo* column that are going to be played (Kavaliauskiene, 2000). It's very good to make a focus on learner centered approach. In the other way, teacher is also helped again, because she does not need to worry about cheating between the players, because the player has different *Bingo* card.

There is a conductor (teacher) who conducts the running game, so that the atmosphere in the classroom was very silent, because they paid attention fully to the conductor who called out the words. Into the bargain, the words that the conductor said were in Bahasa. Here, the students got more challenge since this game was played in bilingual system. The students had to listen carefully then think what the word in English is. It seems like this game provides different benefits than *Words Find* Game. Even though they both are similar kind, the words game, but the playing rule is different. Therefore, the benefit that the students acquired is also different.

Kavaliauskiene (2000) stated that "in practice, the activity is lively, competitive, and enjoyable". Lively is because every player does individually, even the class was quiet during the playing time, but it looks vivid because they concentrate to listen to the teacher as the caller, while keep paying attention to their *Bingo* cards. Their concentration showed that they were serious to play. There was something in their brain to think, so it made them vivid. Supporting the statement above, there is a number of studies which have found that playing *Bingo* improves the concentration (Kausler, cited in Wainwright, 2015). The atmosphere between the players is also very competitive, because *Bingo* game is pure of luck, even though each player still needs to listen carefully to the caller in order to not missing the words that are called out. However, it gives strong competitive playing between the players in becoming a good listener and looking for the words quickly. The students were also able to enjoy more while playing *Bingo* which did not essentially aware that they are learning task but it is fun instead. They felt relax but still focus. Even, the teacher could assess the students' vocabulary progress informally, without stress and anxiety among the students (Kavaliauskiene, 2000). By this basic explanation of the effectiveness of *Bingo* Game, the researcher believes that students' English vocabulary has been enriched.

Words game provides one way of helping the learners to memorize the vocabulary (Wright, 2006). In fact, from these two types of games, it is considered that *Bingo* game is more effective to enrich vocabulary. It is clear that in playing *Bingo* Game the students acquired the words in Bahasa and English words. Therefore, they got more advantages directly in applying this game. They have some words in their storage that they know the meaning, then through this game they got more exercise to make strengthen their memorizing. It also practices the students in pronouncing the words in English.

The result of this research showed that, in fact, the students were better to enrich the vocabulary through *Bingo* game than *Words Find* game. This indicates that it really helps students to memorize the word so that their vocabulary is enriched.

CONCLUSION AND SUGGESTION

Bingo is an effective game that can be used to enrich students' vocabulary in the review material session (post activity). The first strong reason of that is the game automatically guides students to be autonomous in determining the vocabulary in their *Bingo* cards. Thus, students should adequately know what the meaning of vocabulary that they should write. Second, *Bingo* is successful to create a competitive atmosphere between the players. Students will not take an advantage from the chance to cheat one another because they must concentrate to what the caller pronounced and paid attention fully into their *Bingo* cards. The atmosphere of the class is very quiet, but vivid. The best impact that researcher achieved in applying *Bingo* game for three times in every meeting regularly is that the students are able to enrich their vocabulary. This can be proved by their achievement on the post-test. Their score on the post-test are significantly increased in comparison to the pre-test score. Therefore, this game helps them to enjoying memorizing the vocabulary.

The researcher first suggests the English teacher to apply this game regularly in each meeting as the review material, so that the powerful of *Bingo* game can be beneficial. *Bingo* game is not only believed to enrich students' vocabulary, but it is good to review the topic of the material that learnt every meeting. The students would get deep impression in each topic of the day. This game is very simple to be conducted, so that teacher does not need to feel hard to conduct this game. The most important is teacher must prepare blank *Bingo* card to give to the players. Furthermore, the teacher could modify the type of playing *Bingo* game with the *Bingo* card. For example, removing the words in *Bingo* card with the pictures, or the teacher can change the words call out by showing up the pictures and the players circle the words in the *Bingo* card. Even, the teacher can also call the synonym of the words or antonym. It will be a variation on how the teacher wants to play

ACKNOWLEDGEMENT

I thank all the students of both classes who participated in this study. I also express my deep gratitude to the Headmistress of SMPN 1 Ambon for allowing me to conduct this research in the school.

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ONLINE AUTHENTIC ASSESSMENT AS A TOOL FOR PRE SERVICE TEACHERS' PERFORMANCE EVALUATION: ADDRESSING THE DISTANCE PROBLEM

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ABSTRACT

In today's online environment, the role of technology happens to be the most significant for language teaching. This notion suggests that university teachers should equip themselves with the knowledge of technology and generate with the teaching learning principles such as students' evaluation. Different with assessing on-campus students, assessing off-campus students or those who are experiencing instructional or teaching practices is challenging to do. Thus, this paper attempts to discuss one of the institutional challenges faced by Department of English, Tidar University on assessing pre service teachers' performance. Has been implemented for about one year, the new concept of apprenticeship has been changed from three-month to six-month teaching practice. Even though this tenet makes the pre-service teachers accessible to experience and study more, it causes big problem for the university teachers. Some are on how teachers conduct weekly assessment since all of them are guiding in more than one school, how teachers observe the students and give direct feedback right after the students perform the teaching practice, and how teachers cut commuting hours from one school to another school without leaving the main duty i.e. teaching on campus. This paper tries to offer a solution on how to address distance problem by designing an online platform. This online platform lets the students to demonstrate their ability without being tense because their university teachers do not visit them directly and let the university teachers to give direct feedback. This online platform uses video conferencing technique to strive the authenticity problem of the pre service students' performance. In another word, it uses online authentic assessment in delivering lesson plan such as the mastery of learning materials and techniques as well as to have extensive communication.

Keywords: *online authentic assessment, pre service teachers' performance, distance problem*

INTRODUCTION

In today's world, teaching job is no longer perceived as the second-class profession. In Indonesia, particularly, more and more people are interested in teaching job for some reasons such as good teaching salary. To be well paid, people need degree in education preferably those with teaching experience. This is seen as a good opportunity for some universities to offer a degree program under school of education or faculty of education and teacher training. The department of education functions to prepare teacher candidates or in this case called as pre-service teachers to have all the qualities needed as teachers. Furthermore, Barber & Mourshed (2009), Bransford et al. (2005) and Hattie(2004) argue that developing quality teachers has gathered attention in 1990s. Darling-Hammond (2006) defines that being qualified teachers means having the extraordinary ability in helping students to acquire the increasingly challenging and developed knowledge and skills. To answer these challenges, some departments of education equip with pedagogical practices (Bransford, Darling-Hammond, & LePage, 2005).

Even though, it can be said that the implementation of pedagogical practices is varied, it has the same principles in which the program will make sure that someone teaches a particular subject matter well. In order to do so, these varied programs focus on giving teaching knowledge such as "content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of education contexts, knowledge of educational purposes, as well as the basic skills and general pedagogical

skills”(Shulman, 1987, p.8) and giving classroom experience to apply what they have been learning (Darling-Hammond, 2006). Pre-service teachers may work together in teams in designing lesson, for example and individually in teaching.

This notion may lead into a big question in terms of assessing students’ performance. As Shulman (1987) suggests, assessment covers the “basic skills tests, examination of competence in subject matter, and prominently observation” to ensure the existence of general teaching behaviour. Since both basic skills tests and examination of subject matter can be done once, they can be given before pre-service teachers have their teaching practice experience. Thus, they do not lead further problems. However, the last tenet may become a fierce debate since it is one of the crucial parts to improve the quality of teacher candidates. In doing so, Darling-Hammond and Snyder (2000) suggest four assessment features to be considered. Firstly, it deals with a focus on performance. This type of assessment is not only limited to the classroom observation but also it refers to other assessment tools such as interviews, teacher reflection and analysis, and sample of feedback (Darling-Hammond, 2006). Secondly, it deals with the integration of knowledge and skills in practice. Teacher candidates are assessed in terms of their abilities to integrate multiple kinds of knowledge and skills. Thirdly, it deals with multiple measures from different contexts such as written analyses, observation data (from a supervisor’s cooperating teacher’s or principal’s observation). The last one is opportunities for practice, in which this feature of assessment lets learners to learn from the feedback in order to support the concept of effective teacher.

In principles, these assessment features are in line with the concept of authentic learning environment. Herrington & Oliver (2000) describe that the authentic learning environment should provide:

“(1) authentic contexts that reflect the way knowledge will be used in real life; (2) Provide authentic activities; (3) access to expert performances and the modeling of processes; (4)multiple roles and perspectives; (5) support collaborative construction of knowledge; (6)reflection to enable abstraction to be formed; (7)articulation to enable tacit knowledge to be made explicit; (8)coaching and scaffolding by the teacher at critical times; and, (9) authentic assessment of learning within the tasks.”

Although these assessment features are interrelated with the concept of authentic learning environment, it faces a problem in terms of the implementation. It requires regular activities, on which supervisors can assess it. A problem has been seen since many students have practices in some different schools and they are relatively distant from the university location. Responding to this issue, this paper plays a critical role aiming to give solution on the problem. This paper will discuss the alternative assessment by utilizing technology.

DISCUSSION

This part discusses about some online platforms can be used to assess pre-service teachers performance during the teaching practice. It depicts how to execute the rollout plan for each online platform mentioned. Also, it explains their roles as the authentic assessment for improving students’ teaching performance quality.

Some Online Platforms for Performance Assessment

As a part of e-learning categories, assessment is also developed and integrated with educational technologies. The use of technologies for assessment is because technology itself offers flexibility, interaction, and collaboration (Gedera, Williams & Wright, 2013).The use of e-assessment is drawn from the concept of Vygotsky’s socio-cultural and/or socio-historical theory (1978) in the forms of a triangular model, which covers tool, subject and object, and the relation between the three components. From this theoretical framework, Engeström (1987) develops activity theory in which the function of tool is represented by computer, which mediates between the teacher candidates doing teaching practice as the subject and the teaching performance as the

object. Engeström (1987) also develops the triangular model by adding rules, community and division of labour, as follows:

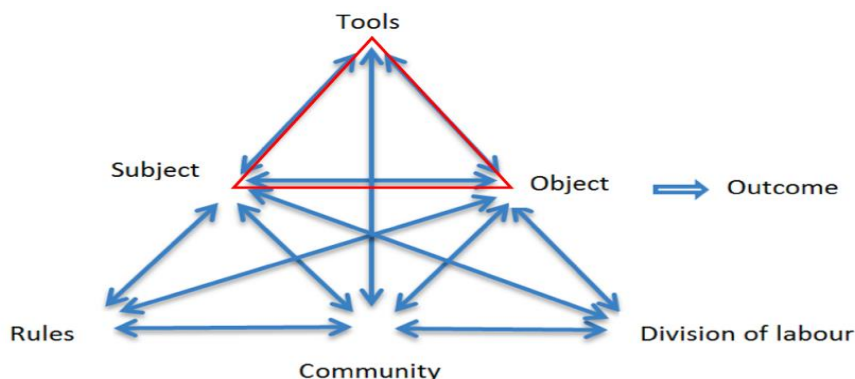


Figure 1: Engeström's (1987) Basic structure of Activity theory (Gedera, 2014)

From the triangular model, it is important to note some possible tools, in this case some online platforms, which can be used for online assessment tools. The following table depicts some online platforms as well as their strengths and their weaknesses.

No	Online Platforms	Website	Strengths	Weaknesses
1	Adobe Connect	http://www.adobe.com/products/adobeconnect.html	<ul style="list-style-type: none"> • It offers some larger scales of meeting experience, virtual classroom, a webinar • It is developed professionally for educational setting • It is equipped with some standardized application devices • It has free trial version 	<ul style="list-style-type: none"> • It is relatively expensive starting from \$1250 / year.
2	Moodle	https://moodle.org or https://moodlecloud.com	<ul style="list-style-type: none"> • It is an open learning source • It is completed with educational features such as grading system 	<ul style="list-style-type: none"> • It requires students to post the teaching practice videos to be assessed
3	Skype	https://www.skype.com/en/	<ul style="list-style-type: none"> • It has call and face-to-face video talk facilities • It is relatively easy to be used • It is open source and it is free downloaded 	<ul style="list-style-type: none"> • It is developed for facilitating daily communication between friends or family

Table 1: the comparison of some online platforms

Tailored from Gedera's adaptation (2014) model of activity theory, these three online platforms will be the tools for pre-service teachers as the subject, while the object is the teaching performance, the outcome is the reflection, for the rules considered here is the time allotment for teaching and teaching phases, the community involved is peers, lecturers as the supervisors, and division of labour is the pre-service teacher responsibilities to facilitate a discussion after the practice/performance. These details are represented as follows:

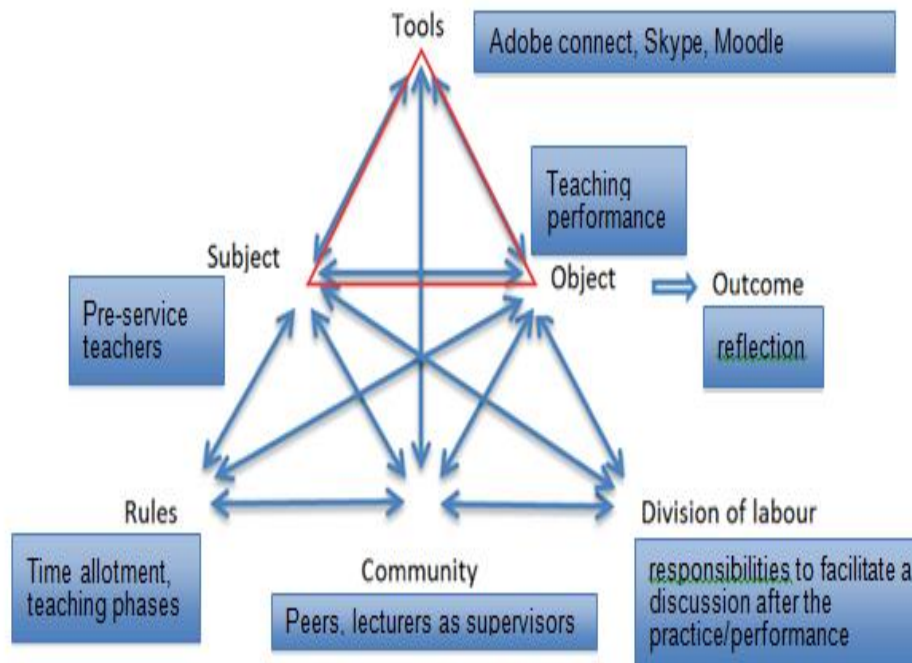


Figure 2: Adapted from Gedera's (2014) adaptation of Engeström's (1987) Basic structure of Activity theory

A Rollout Plan for Online Assessment

As a solution for distance problem, the aforementioned online platforms can be implemented directly to assess the teaching performance. The following descriptions deal with the rollout plan for each online platform.

The first one is Adobe Connect. On the basis, adobe connect has three main features namely Adobe Connect Meetings, Adobe Connect Webinars, Adobe Connect Learning, which have different functions. Since Adobe Connect is flash-based web conferencing tool, which supports video and two voice calls, it can be used for assessing pre-service teacher performance. With this kind of feature, pre-service teacher asks help from peers to set a computer to Adobe Connect tools.

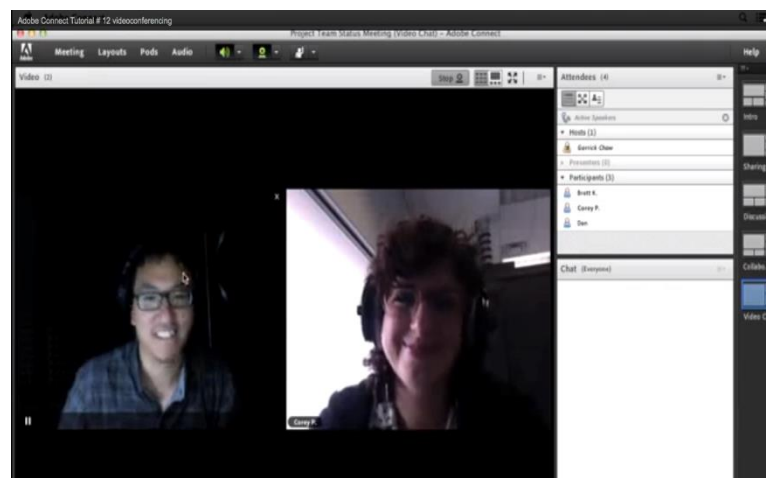


Figure 3: Adobe Connect
source: <https://www.youtube.com/>

One of good things about using Adobe Connect is that, you may interact directly and observe the class condition during the teaching performance as well as give direct feedback to your students after the teaching performance finished. Also, it can be used for larger classes involving more than 100 participants. Since this platform is developed professionally, this platform is expensive to be used.

The second one is Moodle. This platform is open source learning platform. Different from Adobe Connect, this online platform works differently in which students should record their teaching practice performance first by using video format. Students should upload the minimum size of the video, which has been set by the supervisors. One good thing about this platform is that teacher/supervisor can assess and grade student's teaching performance offline instead of demand immediate feedbacks. On one hand, it is good so teacher will use their spare time to assess accurately. On the other hand, it has negative side in which the university lecturer will not give direct feedback to the students which is needed by the students.

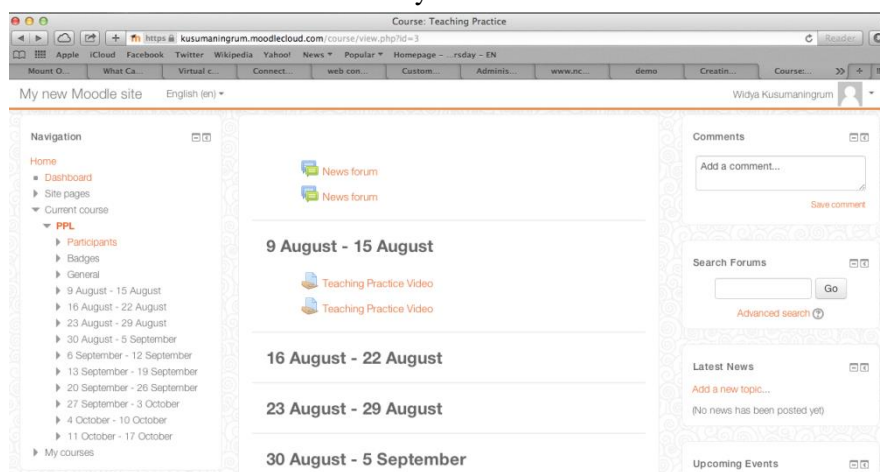


Figure 4: Moodle
source: <https://moodle.org> or <https://moodlecloud.com>

The last online platforms can be used is Skype. In principles, Skype is an online platform, which is supported with video call services. Since it is created for supporting daily communication and not for educational purposes, it has simpler features than the aforesaid platforms and relatively easier to be used particularly for beginners. Pre-service teachers, who are going to conduct the study, need to make sure set the platform online first. Since it is required online connection, supervisor needs to watch the teaching performance online and give an immediate feedback after the teaching performance ends.

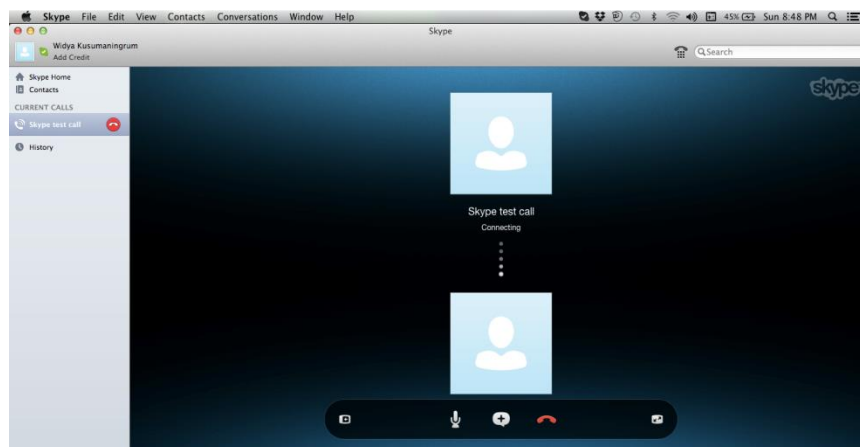


Figure 5: Skype
source: <https://www.skype.com/en/>

The Roles of Online Authentic Assessment

From the aforementioned platforms, it can be concluded that these online platforms have the same characteristics that emphasize on the utilization of video. The use of video, in these platforms, permits supervisor to critically notice and observe the all difficulties faced and interaction during the teaching performance (Sherin & van Es, 2005). In this case, video helps both pre-service teachers and university lecturer as the supervisor to investigate the actual performance in detail and document their own teaching progress since it is done regularly. Supervisor will share their evaluation and observation toward the teaching performance. Consequently, it can be said that giving careful feedback using these platforms is based on the authentic assessment principles. Additionally, the conventional tradition by coming to school cannot be effective since supervisor cannot visit regularly to do conventional observation and note taking assessment, which may not cover all performance, and may not reflect genuine performance from the pre-service teachers (Walsh, Glaser and Wilcox, 2006).

CONCLUSION

Improving the quality of pre-service teachers can be done if the university lecturers on duty as the supervisors can have regular visit to observe and evaluate the teaching performance. However, university lecturers have other responsibilities to do on campus. The utilization of some online platforms such as Adobe Connect, Moodle and Skype is seen as a solution for assessing pre-service teachers' performance. These online platforms may help the supervisors to do their duty to improve the students' teaching performance regularly as well as help pre-service teachers to have extensive communication with the supervisors.

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AUTHENTIC MATERIAL IN TEACHING AND ASSESSING INTERPRETATION

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ABSTRACT

Interpretation is part of translation subject which is learnt by students only if they have learnt and practice about translation. The mode of translation which is in oral translation is considered as interesting but yet difficult for both teacher and students. Since the interpretation requires students to translate the spoken text in source language into spoken text in target language, providing the material becomes the crucial things for teacher. The authenticity of material is a key for the students to learn interpretation. Authentic material along with the assessment method might help the students cope the information in more real situation and deliver the information closest enough with the source text to the listener. The assessment then will help both teacher and students to measure and identify the weaknesses and the achievement as well.

Key Words: *Authentic Material, Assessment, and Interpretation*

INTRODUCTION

When listen to the word ‘interpretation’, some people will probably think that it is dealing with the literary works where the reader might have different interpretation with others. It is not wrong since the word ‘interpretation’ is usually used in the context of literary works. However, there is another meaning of interpretation that has the similar meaning with translation. In this case, interpretation is a kind of translation that usually offered to the students of English Department after they have taken Translation subject. It is higher level of translation since the text that will be translated is in spoken form and the product as well. In other words, interpretation is transferring the oral text from one language into the oral text in other language.

The word ‘oral’ has a great power and impact to both students and teacher. For the students having translation subject is a hard subject for them when all the knowledge in reading, grammar, vocabulary and other related subject is going to be tested in translating the text. The greatest challenge is to produce an acceptable and appropriate text in target language that the message is remain the same. The written text is not easy to understand and to translate thus, when interpretation means the students will translate the spoken text in source language into spoken text in target language, the challenge seems much greater than ever. However if the material given to them is well prepared and delivered properly then the problem will be solved.

For the teacher, it indicates that s/he should provide the material in oral or spoken discourse; of course, it is not an easy task for her/him. S/he should select the materials that merit the criteria for interpretation that it is in a form of speech or lecture and dialogue. The challenge is greater that the material should be authentic which means it consists of the real-life language use. Since the main concern of the material is to be spoken, the main problem of the teacher is to provide such kind of material for students. The teacher should carefully search and selected the speech and dialogue in orally. Then, use the material properly to students. Thus, teacher should search and select the material from any sources that s/he has an access. The material might be recorded in tape/CD and VCD and use in proper manner that the students can follow and do it. If the authentic material with the authentic language is already provided (in tape/CD and VCD) then the question is how to conduct such material in the classroom. This paper is written based on the writer experience in teaching interpretation by carefully selecting the authentic material and assessment method in teaching it.

INTERPRETATION

Before discussing about interpretation, first we should know the translation theory as the starting point. Munday and Hatim (2004) define translation as 'the process of transferring a written text from SL into TL in a specific socio cultural context.' The culture is well describe in the language, written or spoken, that can not be ignore in the process of transferring the text of source language in to target language otherwise, it will sound awkward. The very dangerous one, it may lead to misunderstanding and what would be communicated by the author will not successfully achieved.

The translation is also viewed as product, Nida (1984 as cited in Aiwei 2009) states 'Translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style'. Even though the equivalence should be considered much in the process of translation but it does not mean the whole words need to be transferred because in attempting to have equivalence of the source text into target text, the translator should also consider the content, context and style of the original. Transferring the message is concerned to be accurate to the target language and should be written properly so the reader can understand it. Therefore, translation is transferring the meaning from source language which carried out the message that has equivalent in target language and written down in appropriate form as well.

Basically, as translation, interpretation is transferring the message from the source language (SL) to the receptor language (TL). What makes it different with translation, interpretation is transferring the message orally from the source language. It is the oral transposition of an orally delivered message, from source language into the target language, performed in the presence of the participants (Weber, 1984). The term 'orally' is strengthening to differentiate interpretation with translation. According to Ginori and Scimone (2001), the word interpretation in the profession's jargon means, to transfer orally a text from a language into another. They also stated that when the product of translation appears in written form, the product of interpretation appears in spoken form. It is also emphasized by Karnakov (2002) that the important distinction is that the product of translator is meant to be read, whereas that of the interpreter is meant to be listened to. Since the interpreter's product is to be listened, the listener is an audience of a conference or meeting.

The work of interpretation is actually found in certain conference or meeting where the audience come from different country with different languages. The main job of interpreter is to help the 'audience or listener follow the topic that is being discussed. Therefore, the main objective of the interpreter is delivering the message accurately in short time and length. As stated by Ginori and Scimone (2001) that the result of interpretation normally shorten than the original of oral text) and should be delivered in short time with accurate message. Most people only know that interpretation can only be found in those two areas of use; however, other areas of use are dialogue or talk show, interview and in court room (Weber, 1984). The need of interpreter in courtroom first exists at the end of World War II where lots of the NAZI General had been judged in international court in Vienna - Austria. The interpreter in that situation should be careful enough in translating what have been said by the speaker because one mistake can cause a big problem which is dealing with someone's life. Therefore, the interpreter should have certain skills and ability in which is needed in interpreting the speakers' words. Weber (1984: 5-9) argued that good interpreter must possess an extraordinary array of qualification. He proposes some qualifications for interpreter:

- 1) The interpreter should have a complete mastery of their working language. When the target language is English, for example, then s/he should master this language including the structure of the language, the grammar, pronunciation, etc.
- 2) The interpreter should have complete mastery of their native language; structure, grammar, pronunciation, vocabulary, etc.
- 3) Ability to abstract and paraphrase, the interpreter should be able to select the important information and deliver in proper manner which is not wordy but does not contain important and clear ideas.

- 4) Mastering the speaking and listening skill, since the interpreter listen to the 'text' and 'speak' the text in target language.
- 5) Memory, the interpreter should be able to use her/his long-term memory and short-term memory that can help them to store the information for interpreting.
- 6) Voice, the message should be deliver in clear voice with appropriate intonation, pause and tone.

These qualifications are important to produce a good quality of interpretation but of course it cannot be achieved without proper effort through exercises and practices. Another thing that should be concerned is the material for interpretation. Ginori and Scimone (2001) state the material for interpretation is an oral text which is in form of speech, lecture, dialogue and interview. They emphasized that the language of the material should be authentic. It is also stressed by Weber (1984) that the material for interpretation should consist of speeches in authentic language. It means the instructor should provide authentic material to the students.

The work of interpreter seems difficult that they should really careful in transferring the message from the speaker to the listener for those who have seen the interpreter in a conference on television. However, the interpretation itself can be divided into certain modes from the very common which seems challenging to the uncommon one- slightly easy to conduct. The modes of interpreting was listed below as proposed by Weber (1984), Ginori and Scimone (2001) and Phelan (2001)

1) Consecutive interpreting

It consists of listening to a speech or lecture in one language and translating or summarizing it orally into another, the time lapse between the speech and its interpretation varies. There are two type of consecutive interpretation a) Sentence-by-sentence interpretation. It is also known as dialogue interpreting; b) Summarizing the whole speech.

2) Sight Translation

This is reading aloud in one language of a text presented to the interpreter in another language.

3) Simultaneous Interpreting

It is used in large meeting and consists of interpreting the speech while listening to it. It requires special equipment such as sound-proof booth, headphone, microphone and amplifier.

4) Out-of-booth Interpreting

The interpreter has no booth. S/he sits at a distance from the speaker, whispered in microphone, and interprets the speech, or the interpreter may interpret aloud.

5) Whispered Interpretation

When there are one or two persons who speak a given language, the interpreter sits next to them, or between them, and renders the interpretation "sotto voce", for them only.

The teaching of interpretation then can be started from sight translation to simultaneous interpretation. The practice of it can be designed based on students' need and capability.

AUTHENTIC MATERIAL

The terms authentic materials becomes famous in language teaching in order to provide students with the 'real' use of language. 'The authentic materials means the material which is provided to the learner consist of the naturalness of the language use, how the language is used in real-life and the rhythm of natural everyday English' (Field in Zainil, 2006). The term 'authentic' gives a sign to the teacher or trainer a required language in the material being taught. Nunan (1988) articulates the authentic materials as follows:

'Authentic' materials are usually defined as those which have been produced for purposes other than to teach the language. They can be called from many different sources: video clips, recordings of authentic interactions, extracts from television, radio and newspapers, signs, maps and charts, photographs and pictures, timetables and schedules. These are just a few of sources which have been tapped.

The naturalness of language and real-life English is necessary to be given to students so, they know how the language is used properly in real-life situation and prepares them to have real

communication in real-life experience in the future. To provide authentic material for students, teacher can use many sources whether in written or spoken material.

For written material, the source might be probably taken from the newspaper, magazine, short story and conversational text where the language that is being used is much closer to the real-life one. By providing such materials or texts the teacher prepares the students to be able to communicate in real situation and use the familiar words that makes them feel secure and comfortable while having the conversation. In providing the spoken material in a manner of authenticity, we can use audio and audio visual aids such as tape recorder, CD, and VCD which capture the real-life situation and real use of language. The use of tape recorder, CD and VCD of the native speaker helps students have a better knowledge not about how the language is used in certain occasion and purpose but also know about the dialect and accent of the speaker. This is what Bachman (1990) means by authentic language that it is the language that perform in normal communication situation. The material might be in the form of conversation, discussion, speech, lecture, talk show, interview, etc. Those can be taken from any website in the internet (YouTube), television or film.

The tape recorder is widely used in language teaching for years but recently other authentic material, which becomes famous is the use of CD and VCD. The Compact Disc (CD) is assumed more effective since the teacher or instructor can select the track easily in short time and the quality of the sound is better than the tape recorder. Beside CD, VCD or Video Compact Disc is also used nowadays as one of the teaching aid in the effort to provide the authentic material for students; however, not many teachers use it in their teaching due to the lack of information of how it is used. Once they know how to use it properly, the teaching learning process will be more interesting and can give a better result to students' achievement.

AUTHENTIC MATERIAL IN TEACHING INTERPRETATION

As mention previously, interpretation is the transfer of the message orally from Source language into the target language. The term 'orally' makes the teaching material needs to be selected carefully. In teaching interpretation, no articles should be used, as they are meant to be read and not listened to. According to Weber (1984), the information contained therein is often too dense to be interpreted, even by the most experienced professionals, and would only discourage students. He stated that the most appropriate material for teaching interpretation is the speeches in the meeting, conference or other occasion and the dialogue in courtroom, talk show and interview. It is also stated by Ginori and Scimone (2001), Karnakov (2002) and Morin (2007) that the material or text for teaching interpretation can be in the form of repartee discourse (speech) or lecture; and dialogue discourse.

The interpretation subject can only be taken if the students has studied about translation however, it is not guarantee that the students can follow this subject by practicing what they have got in translation subject easily. Since in interpretation the students should translate the oral text, then they should have enough skill in listening the oral text and know which information that should be delivered to the audience. Their speaking skill is also the main concern in interpretation because they have to deliver their translation in correct language. It means they should pay attention to the pronunciation, grammar and diction as well. Therefore, students will face many difficulties during the lesson. Based on my experiences in teaching this subject, the difficulties that often faced by students are first, listening to the native speaker is not an easy task. They often blame it to the dialect of the speaker and the vocabulary that is so strange to them. This is including the listening to their friends' speech. Second, they often think that all the information is important and they tend to translate the complete text. Third, their knowledge about the native language, Indonesian, is poor that they do not know the appropriate choice of word, sentence structure, etc. that make their interpretation unclear, sounds wording and ineffective, and the word choice is sound weir. Another problem is the students are in trouble when they have to interpret oral text from Indonesian into English and feel comfortable in interpreting from English into Indonesian. But, through my analysis

their problem in interpreting the text in those two modes are the same that it concerns the grammar and sentence structure of both languages.

Even the students think they are not familiar with the texts that have been given to them, they do not think that it is a problem and take it as a difficulty. They feel that the text improve their knowledge and provide them with an information that is new for them. Since the texts are taken from different field of studies, economy, medical, law, geography, etc, it brings a benefit to them that they are willing to read more about it outside the class. Beside, since the material is in authentic one, they know how the language is used in the real life situation in various fields of study. Thus, the authentic material in authentic language should be selected properly for them.

Providing the suitable material for students is the main concern for the teacher in teaching interpretation. First, the material should be in a form of speech and dialogue. Second, the material should authentic with the authentic language use. Third, the material should be used properly to have a better result. Teaching interpretation by using tape, CD and VCD as to provide authentic material to students can help both teacher and students, however, teacher should know how to use them appropriately. The Speech or lecture and dialogue can be taken from any website provided in the internet i.e. YouTube (the speech of JFK, Ronald Reagan, Barack Obama, Susilo B. Yodhoyono, Joko Widodo; the dialogue in courtroom such as Gettysburg; or a lecture). It might be also the tape/CD and VCD that stored in the library or by recording from the television for example the talk show (Oprah, Kick Andy, etc) and the interview (might be from the films as well). The complete procedure can be seen below:

1) Using Tape and CD

Teacher's preparation:

- a. Teacher selects particular short talks (English and Indonesian) from various recordings. All are in speech or lecture and dialogue. Teacher should also consider the difficult word, length and topic.
- b. Teacher plays the tapes/CD to ensure that the talks are clear for students.
- c. If it is necessary, teacher can copies or records the selected topics to the new tape or CD.
- d. Teacher check the tape/CD before presentation

Preparation in the classroom before presentation

- a. Students sit in form of circle or line. Language Laboratory might be used better if it is available.
- b. The tape/CD player is placed on the table and it is the teacher who operates it.
- c. The teacher explain to the students about the procedure
- d. The students are told to take notes whenever it is necessary.

Interpreting Practice

- a. The teacher plays the tape/CD of an English/ Indonesian. The teacher may pause several times to give students a chance to interpret.
- b. Students interpret the spoken discourse into Indonesian/English.
- c. The rest of the students listen and give comments or fill the assessment.
- d. Teacher and students give comments on student's performance.
- e. Teacher plays the tape/CD to check the language for discussion and correction purpose.

2) Using VCD

Teacher's preparation:

- a. Teacher selects particular speech, lecture and dialogue in English and Indonesian. The VCD might be stored in the library or it can be taken from any website or from television.
- b. Teacher checks the VCD whether it is in condition or not.
- c. Teacher can use the TV monitor or the projector (LCD). It is really helpful if the practice is done in the language laboratory.

Preparation in the classroom before presentation:

- a. Prepare the chair that the students can have a clear view.
- b. A VCD player and a TV monitor or projector are reachable for the teacher to operate.

- c. The students are told to give comments to their friend who acts as interpreter.
- d. Teacher distributes the assessment sheet.

Interpreting Practice :

- a. Teacher Plays the VCD. For the first three meetings the subtitle might be provided to the students and the teacher might pause the VCD several times to give them chance to practice. Nevertheless, as the meeting flows, the subtitle might not be given and the pause should be reduced until it only plays once for them.
- b. The students interpret the spoken text into Indonesian/English
- c. The rest of the students listen and give comments or fill the assessment.
- d. Teacher and students give comments on students' performance.
- e. Teacher plays the VCD to check the language for discussion and correction purpose.

ASSESSMENT ON STUDENTS' INTERPRETATION

Assessing interpretation is not different much with speaking and writing or it can be said it is a combination of assessing speaking and writing. Just as speaking, the teacher or lecturer will assess students by the time they perform their interpretation toward the text. The teacher should carefully listen to the message that being delivered by the students along with the choice of words, the understanding toward the matters, and the knowledge of grammar, tone, pitch, and pronunciation. The error analysis is used as well to examine the error in accuracy as in marking translation test that makes this process the same with assessing writing. The teachers have to prepare the rubric and its indicators for their objective way in marking the students' interpretation. The holistic assessment is mostly used to evaluate students' performance while interpreting the text as well as count the error which involve in accuracy.

Teachers may decide the element or indicator for assessing students' interpreting performance such as the fluency, accuracy, pronunciation, grammar etc. Turner (2008) states that a 'holistic' impression of a student's performance was most suited to evaluating 'performance' aspects, such as fluency and naturalness of delivery and appropriate choice of register, and also to 'quality of language' aspects, such as grammar, pronunciation, idiom, etc. The assessment on students' performance can be from the teacher and students as well. The teacher can examine students' performance on the basis of clarity, completeness and accuracy, and grammatical correctness. The clarity is dealing with the loud and clear of the voice, convey the meaning in natural way and improvise a message correctly. The completeness is measured by examining whether the interpreter covers the whole message or not and whether the message is transferred accurately or not. Then, the grammatical correctness will be seen whether the interpreter use appropriate tenses and correct sentence structure or not.

The second assessment is peer assessment where the students give comments or fill the assessment form when their friend interpreting the spoken discourse. It is based on Morin (2007) that the format for peer assessment are: Clarity, Accuracy, Fluency, and self-confidence. The score has a range from 0 to 4 that the students can choose the level of their friends' performance. Each student has a responsibility to examine other student's performance that require them to listen to the message carefully and think whether the interpretation toward the speaker's message has been delivered closely enough or really gives different impression with the original.

The rubrics-teacher and students' assessment rubric- which is used in assessing interpretation should be introduced to students along with its descriptors or indicators so they can also examine their own performance and level of difficulty as self report and evaluation. Assessing students' achievement is not a secret that the students are blind over the judgment. By knowing the method and rubric, they can cooperate with teacher to achieve the 'standard' of success and push themselves to the limit to achieve it. After each session of performance practice, the teacher should discuss the students' performance and the error that caused inaccuracy in delivering the message, the clarity which is interrupted by the voice and pronunciation so the students can prepare themselves for the next practice and minimize the weaknesses that they have made previously.

CONCLUSION

Teaching interpretation is a great challenge for the teacher in providing the material to be given to the students. The term interpretation itself need to be considered even though it is a little bit similar to translation but the main concern is that the translation is transferring the message from written text in source language to the written form in target language, whereas interpretation is transferring the message orally from source language into target language. The product of the interpretation is to be listened that the listener (audience) should understand it. The oral text need to be selected carefully that it should be in the form of speech or lecture and dialogue. Another thing that should be considered is providing the authentic material to students.

Authentic material is needed to be given to the students since the interpreter is mostly deals with the speech, lecture and dialogue. He/she needs to know the language, in this case is English that is used in real-life situation and to be able to use language in real life situation. The authenticity of the material is emphasized because the interpreter deals with the language that is used in a real conversation or speaking. Thus, it will be awkward and useless if the material that they get cannot help them in interpreting the message in the future.

In the effort to provide the authentic material for students, teacher can take it from the tape/CD and VCD that provide in the library or record the material from the website provided in the internet or even record it from television. Besides, film can also be use by selecting the scene that provides the topic suitable for the students. Teachers' creativity, of course, is needed in providing authentic material for students. Thus, it is hoped that by using the tape/CD and VCD with authentic material can give a benefit to students and help them in learning interpretation subject.

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Appendix 1 : Peer Assessment sheet

Assessment Sheet					
Date: _____					
Name of students Assesses: _____					
Topic/Title: _____					
No	ITEMS	SCORES			
1	Clarity	0	1	2	3 4
2	Accuracy	0	1	2	3 4
3	Fluency	0	1	2	3 4
4	Self-Confidence	0	1	2	3 4
Total					
Grading System:					
	Excellent	= 4	: 80-100		
	Good	= 3	: 70-79		
	Fair	= 2	: 60-69		
	Poor	= 1	: 50-59		
	Fail	= 0	: E<50		

Appendix 2 : Teacher's Assessment sheet

Assessment Sheet					
Date : _____					
Name of students: _____					
Topic/Title : _____					
No	ITEMS	SCORES			
1	Accuracy	0	1	2	3 4
2	Vocabulary	0	1	2	3 4
3	Pronunciation	0	1	2	3 4
4	Grammar	0	1	2	3 4
Total					
Grading System:					
	Excellent	= 4	: 80-100		
	Good	= 3	: 70-79		
	Fair	= 2	: 60-69		
	Poor	= 1	: 50-59		
	Fail	= 0	: E<50		

**TEACHING CRITICAL THINKING IN SPEAKING CLASS THROUGH SOCRATIC
QUESTIONING METHOD AT FOURTH SEMESTER STUDENTS OF ENGLISH
DEPARTMENT OF BORNEO UNIVERSITY TARAKAN ACADEMIC YEAR 2014/2015**

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ABSTRACT

Socratic questioning is a method of learning with the conversation or debate carried out by two or more people are discussed and confronted with a series of questions. The purpose of the research is to describe the implementation of Socratic questioning method in speaking class at fourth semester students of Borneo University Tarakan Academic Year 2014/2015. This research used descriptive qualitative design which collected documents, observation, and interview as the data. This research was done in speaking class at fourth semester students of Borneo University Tarakan. The data was analysed by using qualitative data analysis with Miles and Huberman data analysis which cover data collection, data reduction, data display, and conclusion drawing/verification. The result shows that the appearance of Socratic questions varied from the easiest to the most difficult. Percentage of the result shows that 18% belongs to clarification, 13% belongs to assumption, 22% belongs to reason and evidence, 26% belongs to viewpoints, 17% belongs to implications and consequences, and 4% belongs to questions for questions. Interview result shows that the lecturer said that Socratic questioning method could improve not only student's skill in speaking but also their critical thinking although some obstacles faced such as; self-confidence problem, grammar problem, lack of vocabularies, limited background knowledge of the material given, not enough data and fact about the topic, no experience about the topic, uninteresting topic, and difficult questions to be answered.

Keywords: *Critical Thinking, Socratic Questioning, Speaking.*

INTRODUCTION

Critical thinking is an important skill. We use this skill in every aspect of our lives. It is an important part of academic and non-academic. (Paul, 1993) says that critical thinking is valuable not only in school but in the world beyond school as well. Our ever-changing economy demands abilities and traits characteristic of comprehensive critical thinking. They enable us not only to survive but to thrive. In education field critical thinking is very important to be taught and implemented. Critical thinking skills give students the ability to not only understand what they have read or been shown but also to build upon that knowledge without incremental guidance. Critical thinking teaches students that knowledge is fluid and builds upon itself. It is not simply rote memorization or the ability to absorb lessons unquestioningly. Critical thinking products and courses encourage students to think for themselves, to question hypotheses, to develop alternative hypotheses, and to test those hypotheses against known facts.

Next, Speaking has important role and places in the teaching and learning English. (Luoma, 2004) explains that the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Personality, self-image, knowledge of the world and ability to reason and express thoughts are all reflected in spoken performance in a foreign language. Speaking in foreign language is very difficult and competence in speaking takes a long time to develop. To speak in a foreign language learners must master the sound system of the language, have most instant access to appropriate vocabulary and be able to put words together intelligibly with minimal

hesitation. Furthermore, (Thornbury, 2005) adds speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. In this circumstances, spoken fluency requires the capacity to marshal a store of memorized lexical chunks. No wonder speaking represents a real challenge to most language learners. Speaking is much more complex and it involves both a command of certain skills and several different types of knowledge.

One teaching method which can be used in teaching speaking which reflects critical thinking is Socratic questioning method. Socratic questioning first proposed by Socrates a Greek philosopher who, is considered one of the greatest. Socrates engaged in questioning of his students in an unending search for truth. He sought to get to the foundations of his students' and colleagues' views by asking continual questions until a contradiction was exposed, thus proving the fallacy of the initial assumption. In this strategy, the concept of learning is helping lecturer in relating material with real condition of students and supporting the students to make relation between their owned knowledge with the implementation in daily activities. With this strategy, the students are expected to understand what the important of the study, the advantage and how they reach it.

Socratic questioning is a questioning method which focuses on giving students questions, not answer. It leads students to self-understanding of content and encourages higher level thinking skills to achieve a deeper understanding about the ideas and value in a text. By following all answers with further questions, and by selecting questions which advance the discussion, the Socratic questioner forces the student to think in a disciplined, intellectually responsible manner. In learning process, questioning is considered as teachers' activity to support, guide, and evaluate students to dig information, analysing and explore ideas. (Paul, 2006)

METHOD

Design of this research is descriptive qualitative. This research is designed to describe the implementation and problem faced of Socratic questioning method by the students and the lecturer in speaking lecture. This research was conducted at English Department of Borneo University Tarakan, in academic year 2014/2015. Subject of the research was Fourth Semester Students of class A.

The researcher used Close-observation. In the observation activities, the researcher acted as non-participant observer. It means, the researcher did not participate and interfere in teaching learning process. The aspects observed were the implementation of Socratic questioning method in speaking lecture. In this case, the researcher gave a checklist in every frequency of types of Socratic questions asked by the lecturer and the students. In recording activities, the researcher recorded every activity among the lecturer and the students in the classroom. The researcher recorded the real condition the implementation of Socratic Questioning method in speaking lecture. The researcher will use two kinds of recording, they are video recording and audio recording. There are two recorders which the researcher will use in this research, they are video camera and tape recorder. In interview session, the researcher asked four questions. The questions are correlated with the implementation of Socratic Questioning method in speaking. The questions asked were about lecturer's problems in teaching speaking, the strengths and weaknesses in implementing Socratic Questioning method and opinion about student's speaking.

The data of this research analysed by using qualitative data analysis, code data and look for themes related to the research focus. In analyzing the data, the researcher concerned with the components of data analysis in interactive model proposed by Miles and Huberman (1994).

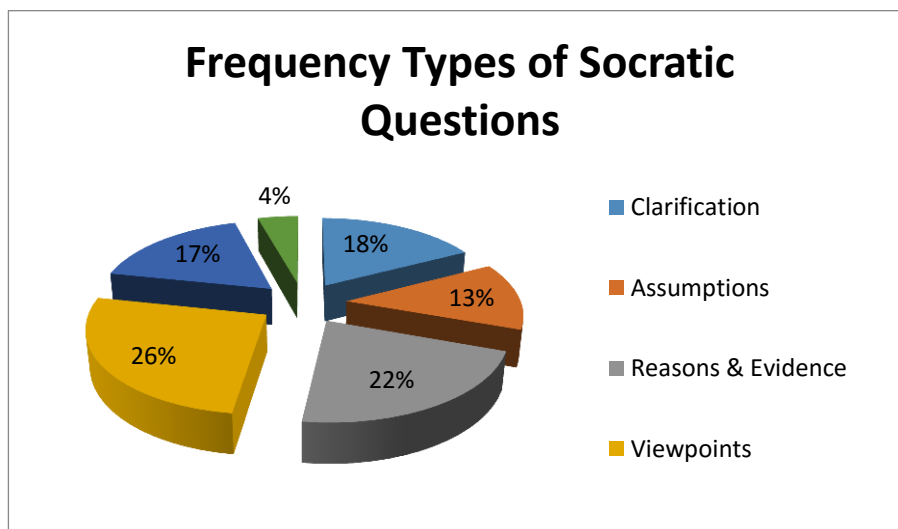
FINDINGS AND INTREPRETATION

The result shows that the appearance of Socratic questions varied from the easiest to the most difficult. Percentage of the result shows that 18% belongs to clarification, 13% belongs to assumption, 22% belongs to reason and evidence, 26% belongs to viewpoints, 17% belongs to implications and consequences, and 4% belongs to questions for questions.

Table 1. The appearance of Socratic question types

No	Types of Socratic Questions	Examples Questions	Total
1	Questions for clarification	1. What is the nature of Javanile delinquency? 2. Could you give an example of Javanile delinquency? 3. Why do you say that? 4. Could you give us an example?	4
2	Questions that probe assumptions	1. What can assume about the gender difference in doing Javanile delinquency? 2. What can you assume related to confidence and unconfidence to javanile delinquency? 3. Please explain how school prevent the Javanile delinquency?	3
3	Questions that probe reasons and evidence	1. Why doesnt has confidence can do javanile delinquency? 2. What about social media or social group, do you think social influence javanile delinquency? 3. Can you show me bullying include in crime? 4. How do you know proverty also influence students in doing Javanile delinquency? 5. Can you mention causes?	5
4	Questions about viewpoints and perspectives	1. Is there any differences between male and female in doing javanile delinquency based on your experinces? 2. Is there any example not just bullying for Javanile delinquency made by students based on your experince? 3. Can you give me effect of bullying? 4.what stangeness family in affecting Javanile delinquency 5. What are the weakness this situation? 6. What is the difference between your mentoring and self mentoring?	6
5.	Questions that probe implications and consequences	1. So what will happen if image broken home carry family? 2. What will happen if most students lebel someone? 3. What will happen if the students feel unconfidence with him self bullying? 4. What about influence if someone who lebel you bu the effect defame you, what	4
6	Questions about the question	1. Why I give the Juvenile Delinquency as the material?	1

Chart 1. Frequency of Socratic question types



Interview result shows that the lecturer said that Socratic questioning method could improve not only student's skill in speaking but also their critical thinking although some obstacles faced such as; self-confidence problem, grammar problem, lack of vocabularies, limited background knowledge of the material given, not enough data and fact about the topic, no experience about the topic, uninteresting topic, and difficult questions to be answered.

(Paul, 2006) explains that Socratic questioning is at the heart of critical thinking. There is a special relationship between critical thinking and Socratic Questioning because both share a common end. Critical thinking gives one a comprehensive view of how the mind functions (in its pursuit of meaning and truth), and Socratic Questioning takes advantage of that overview to frame questions essential to the quality of that pursuit. Socratic questioning is a systematic process for examining the ideas, questions, and answers that form the basis of human belief. It involves recognizing that all new understanding is linked to prior understanding, that thought itself is a continuous thread woven throughout lives rather than isolated sets of questions and answers. Questioning is an important activity for students to dig information, analysing and explore idea (Nurhadi, 2002). Furthermore, (Cooper, 1990) explains that to questioning well is to teach well. In the skill use of the question more than anything else lies the find art of teaching. For in it we have the guide to clear and vivid ideas, and the quick spire to imagination, the stimulus to thought, the incentive to action, what's in questioning, you ask? Everything. It is the way to evoking stimulating response or stultifying inquiry. It is, in essence, the very care of teaching. The art of guiding learning.

Deep questions drive thought underneath the surface of things, force to deal with complexity (Paul, 2006). Questions of purpose force to define task. Questions of information force to look at sources of information as well as at the quality of information. Questions of interpretation force to examine how to organizing or giving meaning to information and to consider alternative ways of giving meaning. Questions of assumption force to examine what taking for granted. Questions of implication force to follow out where thinking is going. Questions of point of view force to examine point of view and to consider other relevant points of view. Questions of relevance force to discriminate what does and what does not bear on a question. Questions of accuracy force to evaluate and test for truth and correctness. Questions of precision force to give details and be specific. Questions of consistency force to examine thinking for contradictions. Questions of logic force to consider how putting the whole of thought together, to make sure that it all adds up and makes sense within a reasonable system of some kind.

Each type of Socratic question which appears in research finding gives understanding related to critical thinking. First, conceptual clarification questions get the students to think more

about what exactly they are asking or thinking about. Prove the concepts behind their argument. Use basic 'tell me more' questions that get them to go deeper. Second, probing assumption questions make the students think about the presuppositions and unquestioned beliefs on which they are founding their argument. This is shaking the bedrock and should get them really going. Third, probing rationale, reason and evidence questions let the students dig into that reasoning rather than assuming it is a given. People often use un-thought-through or weakly understood supports for their arguments. Fourth, viewpoint and perspective questions mean that most arguments are given from a particular position. So attack the position. Show that there are other, equally valid, viewpoints. Fifth, implication and consequence questions focus on the argument that they give may have logical implications that can be forecast. Do these make sense? Are they desirable? The last, question about question can also get reflexive about the whole thing, turning the question in on itself. Use their attack against themselves. Bounce the ball back into their court. The research findings on the six types of Socratic questions mostly on viewpoint, reason, and evidence while question about question was less used. It means that both the lecturer and the students need to explore more on the six types of Socratic questions and can use it equally to dig much information that lead to the lecturer and student's critical thinking.

(Newton, Einstein & Darwin, 2013) explain that in the Socratic questioning method, lecturer engages the students by asking questions that require generative answers. Ideally, the answers to questions are not a stopping point for thought but are instead a beginning to further analysis and research. The lecturer can use the Socratic Method in a variety of subject areas and across grade levels in order to challenge students to examine issues. In modelling the practice of Socrates, the lecturer questions students in a manner that requires them to consider how they rationalize and respond about topics. (Paul, 2006) adds that lecturer who engages in a Socratic dialogue should respond to all answers with a further question (that calls upon the respondent to develop his/her thinking in a fuller and deeper way), seek to understand where possible the ultimate foundations for what is said or believed and follow the implications of those foundations through further questions, treat all assertions as a connecting point to further thoughts, treat all thoughts as in need of development, recognize that any thought can only exist fully in a network of connected thoughts, stimulate students through the questions to pursue those connections, recognize that all questions presuppose prior questions and all thinking presupposes prior thinking. When raising questions, be open to the questions they presuppose. Moreover, (Copeland, 2005) explains that it is important for lecturer to clarify that these questions are not intended to create an environment of judgment, but rather to help students examine their attitudes, beliefs, knowledge and logic. The goal of the Socratic Method is to help the student's process information and engage in deeper understanding of topics. Most importantly, Socratic teaching engages students in dialogue and discussion that is collaborative and open-minded. Ideally, the lecturer develops open-ended questions about texts and encourages students to use textual evidence to support their opinions and answers. In the Socratic seminar, the lecturer uses questions to guide discussion around specific learning goals. It is imperative for lecturer to establish guidelines to help students understand their roles and responsibilities. Appropriate questioning in an interactive classroom can fulfil a number of different functions (Kinsella, 1991).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Furthermore, (Nunan, 2006) reminds that teaching speaking is to teach the students to be able to produce the English speech sound and pattern, use word and sentence stress, intonation patterns and the rhythm of the language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, and use the language quickly and confidently with few unnatural pauses which are called as fluency. From the research findings, it can be seen that Socratic questioning method influenced student's speaking. Student's ability to reason and express

thoughts were reflected in spoken performance. The students explored the information as much as possible about the issues, collected facts and evidences, constructed arguments, and shared experiences.

The findings of this research confirm results from similar researches by Ross (2003), Gunawan (2012), and Hadi (2012). Socratic Method is a dynamic format for helping the students to take genuine intellectual risks in the classroom and to learn about critical thinking. It encourages students to optimize their thinking through questioning productive, systematic, purposeful, and depth that is believed to be able to steer the task, and is able to decipher the root of the problem clearly. Socratic questioning method can improve student's speaking and also student's critical thinking.

CONCLUSION AND SUGGESTION

Teaching Critical Thinking in speaking class through Socratic questioning at fourth semester students of English department of Borneo university Tarakan academic year 2014/2015 not only improve student's speaking but also student's critical thinking. The appearance of Socratic questions varied from the easiest to the most difficult. Some obstacles faced such as; self-confidence problem, grammar problem, lack of vocabularies, limited background knowledge of the material given, not enough data and fact about the topic, no experience about the topic, uninteresting topic, and difficult questions to be answered.

The lecturer should be well prepared with the material and types of Socratic questions. The lecturer should be more creative in order to make the teaching learning activity in the class more active and fun. Limited student's background knowledge in understanding the material in the class must be considered, the lecturer should prepare multimedia to make the material more easily accepted by the students. The lecturer also can apply Socratic Questioning method in teaching different material and modifying in appropriate context.

ACKNOWLEDGEMENT

We thank all the students who participated in this study. We also express our gratitude to the Dean of Teacher Training Faculty and English Department of Borneo University Tarakan for supporting this research.

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PRE-SERVICE TEACHERS' THEORETICAL ORIENTATIONS TOWARDS SPEAKING SKILL INSTRUCTIONS FOR JUNIOR SCHOOL STUDENTS: IS THERE ANY UNDERLYING BELIEF?

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ABSTRACT

This study discusses on pre-service teachers' belief underlying their teaching practices of speaking skill instructions of English for Junior School Students in Kota Kupang, East Nusa Tenggara. While schoolteachers and academic supervisors concern most about pre-service teachers' teaching practices in the classroom, what is more alarming is the growing theoretical orientations towards pre-service teachers' ELT instructions. The data is gained through classroom observation to videotape speaking skill instructions and structured interview. Subjects of this study are three 3 pre-service teachers who were taking Teaching Practicum Program at three junior schools. The results show that their beliefs and their practices of speaking skill instruction at schools do not make a theoretical and pedagogical continuum. At one hand, their beliefs seemed to reflect the practices; on the other and, their practices does not guarantee their beliefs. This raises several issues to take into account of planning and developing factual acts that significantly project their teaching practicum application work for realizing the purpose of ELT and learning in this L2 context.

Keywords: *Speaking instructions, Pre-service teachers, beliefs, practices*

INTRODUCTION

Over the past decades, teacher training in the mainstream of education program has become a popular major in Indonesia. The number of people pursuing to major this program is getting increased annually. One essential program it offers was Teaching Practicum Program, which is central to experience real educational practices.

In so doing, there are two key subjects who jointly stand for this program, namely schoolteacher and pre-service teacher education. What pre-service teacher tends to do was submitting and practicing all the input the schoolteacher would say during teaching practicum program at school. Once teaching practicum pass by, as it is implied by Lavender (2001: 147), pre-service beliefs and their previous learning arise by the ability to form theories and gain more useful practices.

One of the most significant current discussions in teaching practicum program falls on how pre teachers' teaching practices merit to their theoretical beliefs. In particular look at pedagogical orientations to teaching speaking, constructivists have put forward SLA on basis of skill processing approaches (Johnson, 2004), and focuses on speech processing and production, skills-based approaches and the study of oral task-based performance (Nunan 1989; Bygate 1996; Skehan and Foster 1997). There are several orientations such as sociolinguistics, discourse and conversational analysis, functional linguistics (Goodwin, 1981; Brown and Yule, 1983); and, most recently corpus linguistics (Burns, 2006) which have heightened a wide range of views upon teaching speaking practices.

Several studies have revealed that there has been agreement on the relationship between teachers' beliefs and practices, researchers have reported significant results (Xu, 2012, Kuzborska, 2011). On the functional level, Xu (2012) asserts that "*beliefs help teachers to make sense of what they experience in the classroom.*" On the other hand, Pajares (1992) cited in Xu (2012: 1397) notes that teachers' belief brings a greater influence on the planning of lesson, decision makings, and classroom practices. More, Kuzborska (: 103) argues that having experience from these pedagogical activities results assimilation processes. These processes start from the belief, then, end with the promotion of new invention.

Now, as far as pre-service teachers' belief and practices in teaching practicum program are concerned, having done instructions in ELT for L2 learners has become their prior project.

According to Kumaravadivelu (2001: 38), instructional is *defined as instructional directions given by the teacher and/or indicated by the textbook writer to help learners achieve their goal (s)*. Prior to make an instruction, there are underlying factors hindering teacher's decision making. In 2011, Richard Kindsvatter and colleagues cited in Cooper (2011: 17) reported that teacher's personal practical knowledge traces one factor. It is the leading cause of influence in instructional decisions making. More, they argued that having a well – informed belief system places the basis of teachers' rational decisions. In addition, they demonstrated that having competence in theoretical knowledge about learning and attitudes highlights teachers with ways to initiate and bring into practice the professional judgments and decisions.

McGrath (2001: 91) argues that *“teachers who value theory appear to do so because it helps them organize their thinking about practice.”* The pre-service teachers are English students who have been shaped theoretical concepts during which they took the prerequisite courses prior to Teaching Practicum Program at schools. And, to do so, they were trained on pedagogical matters in order to run their teaching practices program. After training, the pre-service teachers were told that their theoretical background knowledge and practical skills stood for internalization process and that their task was to negotiate with their mentor teachers at schools for real English language teaching and learning practices. Having all these, however, this present study come up with a rationale that is to prove McGrath's (2001: 91) argument that *“there are differences in the way theory is perceived by the teacher education on the one hand and (some) teachers on the other.”* It is, now, significant on the purpose of this study that is to identify any theoretical beliefs hindering pre-service teachers' speaking skill instructions in the ELT classroom teaching and learning practices of Teaching Practicum Program. This purpose is aimed to answer three research questions (RQ), namely: a) what are speaking skill instructions applied on pre-service-teachers' ELT application? b) what are pre-service teachers' theoretical beliefs underlying their speaking skill instructions? c) do pre-service teachers' theoretical beliefs fit to their classroom practices on speaking skill instruction?

METHOD

This study applied qualitative approach in the light of answering the three RQs. In order to answer RQ1, there were classroom observations due to the visiting schedule to schools, through which video tape was taken into account of videotaping pre-service teachers' speaking instructions. Next, on RQ2, there were three sections of interviewing pre-service teachers to record on their theoretical beliefs underlying their speaking skill instructions. Focusing on this case, Wilson and Peterson (2006: 10) assert that the application of an interview would gain teachers' behavior on *“why they taught as they did, answering questions about their reasons, rationales, and reflections.”* Having done the interview, the three pre-service teachers spontaneously spoke about the rationales. The third RQ was answered by conducting a qualitative analysis to mismatch between pre-service theoretical beliefs and their speaking instructions. Several concepts and ideas have mirrored both areas ahead of drawing conclusions. Subjects of this study were three pre-service teachers of English Study Program of Artha Wacana Christian University-Kupang who taking Teaching Practicum Program at three different junior schools in Kota Kupang, East Nusa Tenggara, Indonesia. Purposive sampling was the technique to recruit them.

FINDINGS AND DISCUSSION

This section presents the findings on pre-service teachers' theoretical orientation to teach speaking skill instruction and the underlying beliefs hindering the three teachers' classroom teaching practices.

Table 1 breaks down the analysis result on the data gained from the videotape and the interview.

Table 1. Teachers' practice and beliefs

Pre-service Teachers' initials	FB		AF		NA	
	O	S	O	S	O	S

Speaking instructions	Making dialogue	X	-	X		R	
	Scaffolding help when making dialogue	X	-	X	X	X	-
	Practice in front of the class	X	-	X	-	R	
	Pronunciation Error Correction	X	0	X	X	X	0
	Role play	R		R		X	-
	Guessing	R		R		X	-

Legend:

O: observed practice;

S: stated beliefs

X: observed practices

X: Stated beliefs

-: Stated beliefs which are opposed to practice

0: Stated beliefs and practices are not theoretical-based.

Empty cells occur when teachers did not talk about their beliefs about the practice.

The following sections explain about information given on Table 1 on pre-service teachers' beliefs and practices of each of the identified speaking instructions.

Making Dialogue

What is the purpose of this activity?

T1: *"To make the students understand about the material about a asking for help and giving for help to someone or other and if they.. If they.. If they native it deny to .. To.. To try to speak English base on the interpersonal and instructional and interpersonal in asking and giving for help."*

T1's belief simply focuses on how the doing of this activity works for students' understanding on material. Here, practicing dialogue is not a matter of skill-based, but knowledge-based. Theoretically speaking, dialogue is, of course, a traditional technique in language learning. Yet, it should promote learners to practice using the target language on various contexts, through which they can experience the using of word combinations and/or formulaic expression (Ur, 2009: 131-132).

Scaffolding help in students' making dialogue

What is the purpose of giving help?

T1: *"To bring the students understand (about) make a dialog base on their need to practice in front of the class. For example: If they want to help for other people I want to.. I want to they make a somedialog to practice in front of the class."*

During which the learners were writing dialogue, T1 was everywhere helping them to write prior to practice in front of the classroom. However, his belief of this teaching practice does not sound like a means of helping the students to make the dialogues make communicative meanings.

T2: *"Because, when they pronounce about the sentence is incorrect, I give the correct pronunciation to them and they will also know how to pronounce the word."*

T2, in scaffolding the students making dialogue, she focuses most on modeling good pronunciation.

Now, these two teachers proposed different focuses of giving help when students were making dialogue. While T1 concerns on helping SS to understand the material, T2 is pronunciation practice. Otherwise, both ones put forward the front of the class as their students target stage to demonstrate best performance to the class.

Practice in front of the class

Why should SS practice in front of the class?

Stemmed from the previous instruction, practicing dialogue in front of the class has, now, become target of speaking skill activity. These are pre-service teachers' reasons on practicing dialogue in front of the class.

T1:

"Untuk mereka membelajarkan pronunciation nya supaya pada saat mereka mau menggunakan. Contohnya untuk asking for some help mereka bisa membicarakannya dengan baik dan benar apabila didengarkan oleh orang yang akan mereka minta tolong." (to train the SS to produce good pronunciation in practice. For example, SS would produce good pronunciation to the one they are asking for some help).

T1 commented that this instruction would promote to SS pronunciation practice, in that, the material they learn - so called asking for and refusing for help would sound communicative for the hearer (communicant) in real social practice.

T2: *"In the front of the class the other students will look at them, and how know to expression when they are conversation in front the class. They will express about what is the conversation talk about, and the other student will understand about the condition of the topic."*

T2's belief of this practice seems to rest heavily on her trust that the front of the class is the right place to modeling conversation and its coverage.

Due to these beliefs, however, their practices of speaking skill instruction shown in the video do not reflect what is supposed to be.

Error correction

Why do you correct SS' pronunciation error? Do you usually try to correct mispronounced words or phrases?

T1: *"I want to correct their mistakes about pronunciation I think a biar sebuah jadi dari sebuah kesalahan bisa mereka bisa mempelajari bahwa ada kesalahan dan dari dialog mereka pak."* (.....I think that from an error correction, they can learn that there is something error in their dialogue).

T1's belief on his every frequent doing of error correction aims that students would aware off making pronunciation errors. It is therefore, he always corrects student's pronunciation errors using verbal comments once he catches up.

T2: *"I correct their pronunciation because their pronunciation is not good so I try to give something that I have in college to them like give good pronunciation. Sometimes when they meet someone and produce about the word they pronounce as well."*

T2 committed to modeling good pronunciation to her SS on such an ongoing priority. She maintained that activating her prior knowledge and experience at college to result good pronunciation is the alternative solution. More, she believes that her students would demonstrate successful communication when meeting with someone in the real context.

Viewed through the underlying responses upon this speaking skill instruction, it seems clear that T2 and T1 share the same belief. Deeply to commenting this practice, one may agree with what Johnson (1992: 108) has outlined on his beliefs inventory entry to what these teachers have done as skilled-based practice of teaching; however, the way they treat must contrast to Lazaraton's (2011: 130) argument that using gestures or pronunciation correction signs is more recommended.

Role play

What is the purpose of this activity?

T3: "*Untuk melatih pronunciation peserta didik dan caraberbicaramereka.*" (To train the students' pronunciation as well as their speaking performance)

Similar to the other two pre-service teachers, T3 proposed that this instruction is attempted to focus on students' pronunciation.

Guessing

Why do you ask for SS to do guessing?

T3: "*Untuk mengingat kembali materi yang sudah diberikan dan melatih vocabularinya.*" (To remember the material they have learnt and to exercise the vocabulary)

Mastering teaching and learning material is seemed to be the basis of this teacher's teaching instruction.

GENERAL FINDINGS

There are several general findings in further due to each of the research questions.

Answer to RQ1

T1 and T2 applied the same instructions in their speaking skill teaching and learning practices, namely:

- a. SS Practicing the dialogue.
- b. SS Complete the dialogue:
- c. T Help the SS writing dialogue
- d. SS Practicing dialogue in front of the class
- e. Error correction

Answer to RQ2

Pre-service teachers' theoretical beliefs in reflection to their speaking skill instructions are complex to define. The following answers to RQ3 must contribute to the inconsistency between their beliefs and practices. Even if these pre-service teachers applied the same instructions listed above; yet, to some extents, both ones have different beliefs. This case has also been summarized by Yoshihara (2002: 8) that teacher's classroom practices as well as teaching beliefs are complex to notice.

Answer to RQ3

By and large, pre-service teachers' teaching practices do not represent their theoretical beliefs, and vice versa. Mainly on pronunciation error correction, as there is no means for students to self-regulate their errors, then, these teachers' intensive intervention might not necessary to repair at once. It can be predicted that this way of correction would simply beat the students' worry of making mistake. Besides, the pre-service teachers dominate speaking instructions. In other words, students were only receptive. In addition, it has been found that dialogue among the other speaking instructions ranked the most frequent teaching practice, in that, the pre-service had more chance to notice major speaking skills, such as pronunciation. However, this practice does not sound like what Thornbury (2005: 72) has expected that it is teacher-led classroom interaction that can increase any grammatical rules and/or lexical aspects.

OTHER RELATED FINDINGS

Writing activities hinder speaking skill instruction on ELT practice of this L2 context. This might be due to the fact that writing is the only language skill assessed in the Indonesian education context, which consequently causes this language skill's instructions get off the issues of its theoretical bases. As a result, students spend much teaching time only to succeed writing chunks. This teaching practice is, of course, in contrast to Wallace, Stariba, and Walberg's (2004: 10) suggestion that teacher should promote to students much opportunity for practicing specific speaking skills.

CONCLUSION

This study has shown that Pre-service teachers' beliefs and practices fall into complex issues to notice from. This causes inconsistency of the continuum of pre-service teachers' theoretical beliefs and practices of speaking skill instructions. The second major finding was that most pre-service teachers' beliefs are not reflected by their teaching practices, where they dominate all the speaking instructions. They are intervened a wide range of ELT and learning instructions which they believed benefited to bring about significant consequence of communicative competence on this L2 context. Taken together, the results suggest that there are several critical issues that needs concrete and developing program in the mainstream of Teaching Practicum Program.

FURTHER STUDIES

Further study can be conducted to find out factors hindering pre-service teachers' choices to directly correcting learners' pronunciation errors, and to seek for any change and/or development of the target language acquisition as there were pre-service teachers' intensive corrections to L2 learners' pronunciation errors.

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LANGUAGE LEARNING AFFORDANCES IN COLLABORATIVE WRITING: A QUALITATIVE CASE STUDY OF INDONESIAN EFL UNDERGRADUATE STUDENTS

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ABSTRACT

Despite the popular implementation of collaborative writing instruction in the English as a first language (L1) and second language (ESL) contexts, its adoption into an English as a foreign language (EFL) setting is rarely explored. This study was part of a larger project, which explored Indonesian EFL learners' face-to-face collaborative writing experiences and what these experiences meant to them. Employing a qualitative case study design, the study was conducted in an essay writing class at an English education program of a state university in West Kalimantan, Indonesia. The findings were drawn from two-rounds, in-depth interview results, one semester participant observations, and the collection of related documents. The study revealed that collaborative writing afforded learners English language learning opportunities through "languaging" (Swain, 2006), optimization of the learners' Zone of Proximal Development (ZPD) (Vygotsky, 1978), and the use of LIs. The participants' recounts and their engagement in collaborative writing activities were presented to illustrate these findings. The study confirmed the previous research of the potential benefits of collaborative writing and therefore recommended its careful implementation in EFL writing class.

Keywords: Collaborative writing, languaging, the ZPD

INTRODUCTION

Following the world trend in English language teaching (henceforth ELT), Communicative Language Teaching (CLT) method has been dominating the current ELT in Indonesia. Used as an approach, students are provided with large opportunities to use English in various communicative contexts and events. The purpose of asking students to practise using the language is to develop their communicative competence, which includes grammatical competence, discourse competence, sociocultural competence, and strategic competence (Savignon, 2005). In CLT, students are able to learn English by, among other things, interacting with the teacher as well as their peers. CLT has therefore underpinned the largely implemented language learning instruction, especially through pair/group work in tertiary EFL classrooms. This includes the implementation of collaborative writing, which is defined as activities in which two or more students work collaboratively to produce a written text (Howard, 2001; Storch, 2005, 2013). Unlike cooperative learning in which students usually divide the jobs to complete their group or pair work, students who write collaboratively have to work together along the whole stages of writing in the group. Collaborative writing includes "shared goals, symmetry of structure, and a high degree of negotiation, interactivity, and interdependence" (Lai, 2011, p. 2).

Previous research and literature on collaborative writing had identified the potential benefits of this teaching and learning instruction. In L1 context (i.e., a context in which English is the mainstream language), the goal of collaborative writing instruction is to develop learners' writing and workplace skills (Bremner, 2010; Bruffee, 1999; Shields, 2010; Vass, Littleton, Miell, & Jones, 2008). In L2 (ESL/EFL) contexts however, collaborative writing extends these benefits to providing learners with opportunities for language learning (Manchon, 2009; Mutwarasibo, 2013; Storch, 2013). One of the theoretical supports for collaborative writing is sociocultural theory (SCT) that emphasizes the social nature of human learning and development (Vygotsky, 1978). From this perspective, learning takes place on two planes. First, interpsychological, that is, learners learn through their relationship with each other. Next, intrapsychological, which means that learning and cognitive development occur within individuals. This way of understanding learning further generates an important concept in SCT,

that is the Zone of Proximal Development (ZPD) promoted by Vygotsky. The ZPD is defined as the area between learners' capacity to develop by themselves and the extent to which they can learn and develop with the help of more capable others. To put this concept into collaborative writing, students are expected to learn about writing and how to write together with their peers in the groups. While collaborating in group, they share ideas, exchange expertise, and negotiate with each other to solve problems related to their group's tasks. In the EFL context, students benefit from this peer interaction as they use the target language to perform those activities. Such opportunities are especially crucial to EFL learners whose access to resources and chances to use English are limited to their EFL classes or courses (Ortega, 2009a, 2009b; Storch, 2013). To relate this benefit of peer interaction to second language learning and development, researchers had identified input hypothesis (Krashen, 2003), interaction hypothesis (Long, 1983), and output hypothesis or later modified to languaging (Swain, 1993, 2000) as important underlying concepts to incorporate group work or pair work, including collaborative writing. With regard to input hypothesis, Krashen argues that adequate input, defined as "the linguistic environment of the learner, that is, to that which is available to be taken in, or rather, to everything in the TL (target language) that the learner is exposed to and has the opportunity to either hear or read" (Kast, 2008, p. 4) is a crucial part in acquiring a language. Expanding the input hypothesis, Long (1983) contended that input needs to be constantly modified to be able to be comprehensible, for example by asking questions or confirmation. In response to these early hypotheses, Swain (1993) further claims that learners could best acquire language by producing it. In this sense, language acquisition is possible when learners use the target language frequently in order to develop automaticity, to increase their attention on the language forms, to practice expressing ideas properly, and to provide as well as to receive feedback for better language output. In addition to the theoretical support, assigning students to write collaboratively in pair or in group is also promising from the pedagogical perspective. According to McDonough (2004), group work or pair work could promote learner's autonomy and self-direction, improve interaction and learning facilitation of the teacher to individual learners, minimize learner's anxiety, and raise their confidence.

Due to the potential benefits of collaborative writing, a number of research on this topic has been done and the findings mostly indicated positive results. For example, some researchers focused their investigation on the effectiveness of collaborative writing toward students' vocabulary and their phrasal verb mastery (e.g., Kim, 2008; Nassaji & Tian, 2010). Another body of research looked into the quality of writing produced collaboratively (e.g., Mutwarasibo, 2013; Shehadeh, 2011; Storch, 2005; Wigglesworth & Storch, 2012; Youhanaee, Tehrani, & Piri, 2012). Nevertheless, while writing collaboratively has been increasingly implemented in L2 setting, little has been done to see the ways in which it has been experienced by L2 learners, especially in EFL contexts, including Indonesia. The current study aimed at filling in this gap by specifically investigating the ways in which collaborative writing afforded language learning opportunities to Indonesian EFL undergraduate learners. Specifically, it sought answers to this research question: How does collaborative writing afford students' English language learning? An understanding of the roles of collaborative writing on the students' English language learning and what took place during the collaborative writing activities provided significant contribution to researchers, teachers, students, and decision makers. In particular, the findings presented areas for further research, the ways in which collaborative writing could be better implemented, and how learners could find collaborative writing activities meaningful for their English language learning.

METHODS

As this study aimed at understanding the Indonesian EFL undergraduate students' collaborative writing experiences by paying attention to their interaction and opinion, qualitative case study was considered the best approach to serve this purpose. A qualitative case study design "facilitates exploration of a phenomenon within its context using a variety of data sources" (Baxter & Jack, 2008). It enabled the researcher to focus on a "case" and obtain a "holistic and real-world perspective" (Yin, 2014, p. 4) of the students' collaborative writing experiences in an EFL class. Yin argues that a case study is best employed under four conditions: the goal of the study is to answer the "how" and "why" questions; it is not possible

for the researcher to manipulate the participants' behaviour; the researcher is concerned with the context situating the phenomenon under investigation; and no clear boundaries exist between context and phenomenon. Briefly stated, a qualitative case study provided the best way to explore the ways in which participants experienced collaborative writing and to elicit their perception of how these experiences were meaningful for their learning. Furthermore, because a case is considered as a bounded system (Stake, 1995), it is important to determine what bounded the case being studied. Researchers suggest that a case could be bounded by time and place (Creswell, 2013), time and activity (Stake, 1995), and by definition and context (Miles & Huberman, 1994). Applying all these ways of binding a case, the boundaries of my case included the fourth semester students of the English education program at Nirwana University, Indonesia who enrolled in the Essay Writing class taught by Mr. Irvan (pseudonym) in the academic year 2015/2016.

The study took place in an EFL class belonging to the Teacher Training and Educational Faculty of Nirwana University (pseudonym), a state university in the western part of Indonesia. It involved 21 fourth-semester students enrolled in the four-credit Essay Writing course. Among these 21 students, four of them were male and the rest were female. Based on the researcher's observation and information from the instructor, the average English proficiency level of the students in this class fell under the low to intermediate category. In order to provide an in-depth and detailed description of the case under study, a purposive sampling technique was employed to have four students as the core participants whose perceptions and collaborative writing experiences served as the primary data for the study. Moreover, as the purpose of the study was to capture the participants' collaborative writing experiences in their natural context, the course instructor was also included as a research participant, whose role and perspectives were deemed important in shaping the students' experiences. To comply with the ethical considerations, one of which was the need to maintain the confidentiality of the participants' identity, participants were presented using pseudonyms. The four student participants were Raisya, Sandi, Vera, and Beni whereas the teacher participant was named Mr. Irvan.

Data for the study were collected in three ways: two in-depth, individual interviews for each participant, twenty classroom participant observations including the students' collaborative writing sessions, and the collection and analysis of related artifact and documents. These data collection techniques generated various data sources for the study including interview transcripts, field notes, transcripts of collaborative writing activities, and variety of artifact and documents such as pictures, students' sample writing, and teacher's hand-outs. SCT was used as a theoretical lens while grounded theory methods served as the analytic framework for the study.

FINDINGS AND DISCUSSION

In general, the findings of this study confirmed the previous study results on the participants' positive perceptions and experiences of collaborative writing activities. Specifically, the participants indicated that collaborative writing afforded extended opportunities to learn as well as to use English through languaging (ie., deliberating about language), changing participation roles that maximized the ZPD, and the use of L1s.

Opportunities to Use English

When asked how they understood their collaborative writing experiences, all participants agreed that collaborative writing helped them improve their English speaking skills because of the wide opportunities available for them to use the language to interact with their peers in the group. This finding seemed to relate to the little occasions students could speak English outside the class, which is a common case in EFL context (Ortega, 2009a). They were aware that writing collaboratively with their peers allowed them to practice their English speaking skills as much as possible. For example, Raisya stated that she always wanted to be able to speak English with her friends since she first joined the English education program. However, she could not do so because not all of her friends wanted to speak English, especially outside the class. Therefore, having chances to speak English in the collaborative writing group, she used the opportunity to her utmost. She said, "Because the class already gives the

opportunity to develop our English, so why not using it?" (Raisya, Interview 1). Vera agreed with Raisya's opinion about the use of English emphasizing that they must use it a lot since EFL is their major (Vera, Interview 1).

Similarly, Sandi and Beni were also in agreement with their friends' point of view to use English while writing collaboratively. Sandi stated that he used English most of the time during the collaborative writing activities. However, he would speak English outside the class only with those who were good at English (Interview 1). Beni echoed similar opinion, confirming his preference to speak English frequently especially in class, including during the collaborative writing activities:

Actually, in campus I prefer to use English to speak with my friends when they speak in English too with me. If they speak Indonesian, I will speak Indonesian too. In the group, I tried to speak English all the time except when I forget certain words. My friends also tried to speak English and like me, when they forgot certain words, they will ask the meaning of the words they forget. (Beni, Interview 1)

The experiences that all these participants shared in relation to the use of English on campus indicated that they could not always practice speaking English due to lack of opportunities and willingness of other students. Whilst the goal of the English education program is to produce "graduates with a complete mastery of English language which includes writing, reading, speaking, and listening and also other language components such as pronunciation, vocabulary, and grammar" (Djiwandono, Rambadeta, & Rahayu, 2001, p. 5), not all students seemed to take the same effort to achieve these goals. Therefore, it is understandable that students with high motivation in this study viewed collaborative writing activities as important opportunities to practice their English. In addition to their own description, the classroom observations during the semester also showed that most students used English consistently in their collaborative writing activities. Participants further explained that they could expand their vocabulary and improve their pronunciation by interacting orally with their peers. For instance, Vera stated, "We can get new vocabularies from our friends. When we actually don't know, but when they say it, we can ask them. Having more opinion and help pronunciation too" (Vera, Interview 1). Vera's statement demonstrated the ways in which learning possibly takes place by the "here-and-now" (Kucer, 2009, p. 49) nature of oral interaction that necessitates "immediate linguistic interchange" (Kucer, p. 49) among learners. As Vera described it, the immediate opportunities she had to ask questions to one another and the fact that she could listen to others' utterances during the collaborative writing activities assisted her to develop her knowledge of vocabularies, ideas, and pronunciation. When her peers mentioned certain unknown or unfamiliar English terms, she could directly ask their explanation. These immediate responses would likely be rare in the conventional class instruction because the teacher mostly controls the structures of the class interaction (Kumpulainen & Wray, 2002). Although there may be opportunities to ask the teacher, students are usually hesitant to do so because they must pay attention to the manner in conversing with the teacher who possesses higher hierarchical status in class (Bruffee, 1999).

To be able to see in details how collaborative writing presented affordances of language learning, the following analysis of participants' oral interaction during their collaborative writing activities provided evidence of languaging, various participation roles, and the ways learners' ZPD was maximized. To illustrate, the excerpt below was part of Sandi's second collaborative writing activities, in which he worked with two female peers, Eri and Fina (pseudonyms). The task was to write three body paragraphs for their group's argumentative essay on the topic they had selected. The group started their work by discussing the topic selection. They did brainstorming activities to generate ideas and made outline prior to writing their paragraphs. After that, they started discussing their topic development into a thesis statement and supporting ideas.

Excerpt 1

- 1 Sandi: Okay, online education is better than traditional-face to face education because it's easy and instant to access, and then research without distance...just make the topic sentence... no, thesis statement. You! I'll try to make the body paragraph. Oh no no no...just make it together (*laughing*). Online education is better than traditional education... write it.

- 2 Eri: Yeah, I already write it down.
 3 Sandi: Because it's instant and easy to access.
 4 Eri: Instant without C-E, right?
 5 Sandi: Instant... T.. and easy to access... comma
 6 Fina: Wait! Are you sure to use all of them?
 7 Sandi: What?
 8 Fina: I mean, are you sure to use this, and this, and this?
 9 Eri: Yeah. Why not instant and easy to...I want to put the topic and then ... makes
 online education is better than the traditional. And then... No no no...I mean,
 example here, instant and easy to access make online education is better than
 traditional...I want to put this first and then why
 10 Sandi: I know, I know what you mean. Something that...what is it? Online education
 is easy to access and instant, and then makes students independent. But it's
 gonna be a hard sentence. Why don't we just change this sentence into the
 advantages of online education?
 11 Fina: Yeah
 12 Sandi: Online education is better than traditional-face to face education because it
 has many advantages.
 13 Fina: So we just talk about the advantages
 14 Sandi: Yeah... and the advantages itself are... these body paragraphs.

(Collaborative

Writing, 03/09/15)

The above excerpt could be analyzed in terms of the ways in which the learners' ZPD was maximized for language learning through, among others, languaging (through private speech or collaborative dialogue), noticing, feedback, and scaffolding. As seen, Sandi started the talk by restating the group's thesis statement: "online education is better than traditional face-to-face education" (turn 1). He repeated the thesis statement when he dictated the sentence to Eri, the group scribe (turns 3 and 10). Playing a leader role, Sandi initially asked his peers to work on the topic sentence while he would write the body paragraphs. However, realizing that they should do the task together instead of dividing the job, he repeated the thesis statement aloud as a sign for the group to move on. This way, Sandi deployed the languaging strategy through private speech (Swain, 2000), which was helpful for the group work and afforded subsequent language learning in a few ways. First, his repetitive private speech became a reminder to himself and his peers in planning their writing. It ensured that they were on track. Second, Sandi's private speech could remind himself and other members to be analytical, for example in choosing appropriate words and use correct verb form. This function seemed to work successfully as seen from the next turns made by his peers, Eri and Fina. Responding to Sandi's repeated statements, Eri, the group scribe asked about the spelling of the word "instant" (turn 4). She might be familiar with the spelling; however, she might also want to avoid making mistakes in the group writing. Therefore, she asked her peers to confirm about the word spelling. Sandi's immediate response (turn 5) solved the problems of spelling and word choice.

Furthermore, looking at Eri's writing, Fina asked critical question to Sandi as an indication that she had a different opinion and demanded clarification. Her question was important to improve the quality of their writing. In her statement, "Wait! Are you sure to use all of them?" (turn 6), Fina implied that it might not be necessary to include all ideas that Sandi stated into their thesis statement and thus, she wanted others to reevaluate the thesis statement. Eri expressed her agreement with Fina about making some changes (turn 9). Sandi responded his peers' questions and suggestions by proposing another way of improving their thesis statement (turn 12). This time, all his peers agreed which also meant that they had come to a shared understanding. This was evidence of how languaging through private speech that developed into collaborative dialogue strategically stimulated critical thinking and resulted in a collaboratively produced revision. In his effort to get his peers' response, Sandi's vocalized thesis statement directed his own cognition to focus more on the ideas and generate further thoughts. This showed that private speech could encourage self-regulation (Swain, 2000), which is important in the process of knowledge co-construction.

The above excerpt also reveals that peers participated or contributed to the co-construction of knowledge during the collaborative writing activities through various and often multiple roles. For example, in addition to a leadership role in which Sandi mostly initiated and led the discussions, he also played a tutor role in that he provided feedback and explanation for the feedback (Storch, 2013; Weissberg, 2006). In another occasion, Eri who was in charge of writing the results of the group discussion played a scribe role as well as a critical peer in that she asked an important question related to language aspect and suggested ideas to revise the group's work. Finally, Fina who was mostly quiet during the talk demonstrated her role as a critical peer by asking questions and comments to scaffold others and to come up with collaboratively produced revisions. The excerpt showed that these roles were fluid and dynamic in that they shifted over time and across participants. Generated by the written task that the group had to complete collaboratively, the analyses of the excerpt showed the ways in which knowledge was co-constructed through these different roles, languaging, scaffolding, and giving and responding to feedback. In other words, collaborative writing expanded the learners' ZPD by learning with and from each other in the group.

Use of L1s

The use of L1s has been one of the main concerns regarding group work in L2 or EFL classes (Riley, 2009; Storch, 2013). Its excessive use could cause detrimental effects on students' language learning (Guk & Kellog, 2007; McDonough, 2004). Although the findings of this study indicated that some students used L1s for off-topic discussions, for example when they had finished their collaborative writing tasks earlier than the other groups (Field notes 03/11/2015, 05/27/15), in general, the use of L1s was not abundant, and it mostly enhanced the group discussions. All participants explained that they mostly used English to talk to their peers in the group. They mentioned that they spoke Indonesian or Malay only in a few circumstances. For instance, Vera emphasized that she attempted to use English consistently during the collaborative writing activities considering that she was studying in the English major. She stated, "[I prefer to use] English because we should speak in English, right?" She further said, "Sometimes we used Indonesian when we can't find the words in English" (Vera, Interview 1). In another case, Raisya described her use of Indonesian or Malay as often spontaneous, stating, "It's not like I'm using Indonesian but it's like Malay English, like it's okay lah. It just came out unconsciously" (Raisya, Interview 1). Ortega (2009a) explains this phenomena by arguing that the use of a mother tongue or L1 is one of the universal influences that "mutually interact and exert an impact on the internal processor system and the *learner language* it generates whenever learners speak or sign, interact, write, negotiate and express themselves in the L2" (p. 9, emphasis in the original). Hence, Raisya and other participants' experiences in using L1s is generally called "**transfer or crosslinguistic influence**" (Ortega, 2009a, p. 9, emphasis in the original), which is not an uncommon case in L2 or EFL learning. Raisya's use of particle "lah" is commonly used in Indonesian or Malay oral discourses to emphasize the subsequent word. Sandi and Beni also confirmed Raisya and Vera's descriptions of their experiences.

The analysis of the excerpt below illustrates participants' use of L1s including code-switching during their collaborative writing activities:

Excerpt 2

- 15 Sandi: So, we have to... we have to have a an outline. So it's impossible for us to have the whole outline so just focus to the plot outline, OK?
- 16 Ayu: Hmm..yeah
- 17 Sandi: Plot... (*writing*). Wait, it's not a good sentence
- 18 Lisa: Why?
- 19 Sandi: Just a complete sentence. The plot, the plot of the *Frozen* movie
- 20 Lisa: This story? This movie?
- 21 Ayu: *Frozen* movie
- 22 Sandi: *Frozen* movie is what?
- 23 Ayu: How to say it, *mengalir* (**flow**)? (*laughing*)
- 24 Lisa: Scene

- 25 Sandi: What if we want to say about something, yeah, *mengalir* (**flow**)... it's too specific I think. We can talk about the story. What if the plot of the Frozen movie is easy to be understood? We can talk about the
- 26 Ayu: *Ha'a* (**yes**)...ya ya
- 27 Sandi: We can talk about the *alur* (**story line**), we can talk about the story
- 28 Ayu: OK, right
- 29 Lisa: Uh hmm
- 30 Sandi: ...in the body, right?¹

(Collaborative Writing, 05/27/15)

The above excerpt shows part of Sandi, Ayu, and Lisa's discussion of the outline of their evaluation essay on the movie *Frozen*. They were required to evaluate the movie based on the plot, characters, and moral values. In the excerpt, they specifically discussed the plot aspect of *Frozen*. It was observable from the talk that Sandi and his peers mostly used English during the discussion. However, one of the students, Ayu, asked her peers the English term for *mengalir* (the verb flow) (turn 37) in her attempt to suggest an idea. This use of Indonesian term indicated that Ayu either forgot or did not know the English term to express the word. Sandi who probably had the same problem code-switched, that is by using the same term, *mengalir* to continue the talk (turn 39). Then, he also did code switching using the word *alur* (turn 41) due to his unfamiliarity with its English term. Sandi also attempted to ask the instructor the English term for *alur* and how to develop this idea into their essay. He further sought for confirmation of the term given by the instructor on his laptop (Field note 05/27/15). This finding showed the ways in which L1s were used as a learning resource or strategy due to the learners' insufficient knowledge of the words in the target language (Carles, 2008; Ellis, 1985; Krashen, 1981). Finally, the influence of L1s indicated in the above excerpt was also visible in Ayu's spontaneous use of a colloquial Malay term *ha'a* (turn 40) which referred to "yes" in English. Overall, these findings affirmed that L1s in collaborative writing activities mediated L2 learning in that they helped learners to keep the flow of the conversation and the process of meaning making.

The students' use of English more than L1s during the collaborative writing activities seemed to align with the instructor's emphasis on using English in class. The researcher's observation showed that the instructor sometimes used Indonesian language to ensure that the students understand his explanation. He also used L1s when incorporating humor in class to make the class atmosphere more conducive to learning. He emphasized the importance of using English in class because "It is very important to create the model. It is a time to bring model to the real setting of learning. If we speak English, the students will be motivated to speak English." (Mr. Irvan, Interview 1). In short, the instructor seriously considered the maximum use of English as a model and motivation for the students. It could be concluded that the participants understood the importance of using English more than the L1s and were aware that collaborative writing activities afforded them such opportunities.

CONCLUSION AND SUGGESTION

This study presented findings regarding the English language learning affordances of collaborative writing. Specifically, it showed that collaborative writing activities provided learners with wide opportunities to use English more frequently and accurately. Drawing from the participants' description of their experiences as well as analyses of their talk, the findings led to evidence of participants' consistent use of English while writing collaboratively with their peers. Moreover, taking into account the perspectives of SCT in L2 learning and development (Lantolf, 1996), the study demonstrated the ways in which the participants expanded their ZPD through the use of English (and sometimes L1s) in the negotiation of meaning and problem solving. The dynamic and fluid roles, languaging, giving and receiving feedback, scaffolding, and engaging in collaborative dialogue within a ZPD were indications of ways learning was accommodated through peer interactions in collaborative writing activities. By understanding the ways in which collaborative writing may afford English language learning as suggested in

¹Words in italics are either in Indonesian or Malay. The English translations are in bold types in parentheses.

this study, researchers could further explore this topic by involving more participants and wider L2 contexts, conducting longitudinal study to see how learners' language learning evolves after prolonged collaborative writing experiences, and employing more varieties of methods to better capture learners' language and writing skills development through collaborative writing. Teachers may become better informed of the ways they can implement collaborative writing effectively, supported by the decision makers in higher educational institutions. Finally, by understanding the ways in which collaborative writing experiences may assist their language learning and development, students will be more motivated to participate actively when writing collaboratively with their peers.

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THE PROPOSED SYLLABUS OF CCU SUBJECT FOR THE FIFTH SEMESTER STUDENTS OF DIPLOMA THREE ENGLISH PROGRAM OF UNIVERSITY OF MERDEKA MALANG

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ABSTRACT

This research is intended to develop the existed syllabus or RPS-CL (Rencana Perkuliahan Student-Centered Learning) of Cross Cultural Understanding or CCU subject; which is based on the Kerangka Kualifikasi Nasional Indonesia or KKNI curriculum applied at D3 English Program of University of Merdeka Malang. The CCU subject is 2 credits subject, which is taught once a week for one semester that equals to 16 meetings, including the mid-term and final tests. The objective of this research is to propose culturally rich syllabus for teaching CCU subject to the fifth semester students of D3 English Program. This objective, first, is made due to the needs of giving the fifth semester students sufficient provision of cultural understanding, before they conduct their apprenticeship for 3 months in the sixth semester. Second, as students of vocational program, they are hoped to be able to apply the cultural knowledge they have learned. The last, it is also hoped to develop teaching materials as the long term plan. As for this study, the appropriate design is Research and Development. The procedures of development are adapted from Borg (1981) development model with some eliminated steps. The adaptation of the steps is based on considerations of the objective of the study and the problems found in the field. The adapted model includes research and information collecting, develop primarily from product, preliminary field testing, expert validation, product revision, try out, and final product. The research instruments used include questionnaires, observation, and interview. There are three different kinds of collected data, first is the data which is related to the preliminary study; the second is from expert validation; and the last is the data that will be taken from the result of the try out. The information collected during the research is in the form of comments, explanation, and suggestion.

Keywords: *Syllabus or RPS-CL, CCU subject, R & D*

INTRODUCTION

Understanding its culture, while learning a foreign language, is a must to do. Apart from learning the skills (listening, speaking, reading & writing), components (vocabulary & grammar) and other linguistics aspects, understanding the culture of the target language is compulsory for the main problem that often arises in daily encounters is misunderstanding. This misunderstanding is usually concerning with wrong diction, pronunciation, language structure and habits. Therefore, cross cultural understanding or CCU subject is essential to be given. The following is the position of CCU subject in the curriculum grouping with its subject code (Kode MK), number of credits (SKS), and the semester when it is taught or given at D3 English Program University of Merdeka Malang.

Table1. Curriculum Grouping

MBB (MATAKULIAH BERKEHIDUPAN BERMASYARAKAT)					
NO.	KODE MK	MATAKULIAH	SKS	SEMESTER	PRASYARAT
48.	630322	Cross Cultural Understanding	2	Ganjil / V	Grammar 3, Reading 3, and Writing 2
DESKRIPSI MATA KULIAH: <i>Cross Culture Understanding is intended to help the students understand the different culture of English Speaking people so that there will be no misunderstanding during their interaction with multicultural people in their work place or their environment in this globalized era.</i>					

The Program had reformed its curriculum a few times since it was established in 2000. The last time was in 2014 when it still applied KBK, the *Kurikulum Berbasis Kompetensi* or Competence Based Curriculum. The last changes mostly were regarding with the numbers of the credits of some subjects and the semesters when they were taught. In the following year, in 2015, the Program started to apply the new one that is *Kerangka Kualifikasi Nasional Indonesia* or KKKNI Curriculum which is focused mainly on the *Capaian Pembelajaran* or Learning Outcomes of the students. This was done based on the *Kebijakan Ditjen Pendidikan Tinggi tentang Kerangka Kualifikasi Nasional* (Indonesian Qualification Framework) dan *Arah Kurikulum LPTK 2011*.

The Learning Outcomes itself is divided into four aspects as follows: 1) *Sikap* or Attitude, 2) *Keterampilan Umum* or General Skills, 3) *Keterampilan Khusus* or Specific Skills, and 4) *Pengetahuan* or Knowledge. As for the CCU subject it is included in the fourth aspects, that is Knowledge with other six subjects, such as Introduction of Literature; Entrepreneurship; and Public Relations. The Knowledge aspect is intended to require students to master the basic concepts of English language knowledge. Besides that, students are expected to be able to apply them in the working world (as it is shown in Table 2).

Table 2. Learning Outcomes: Knowledge Aspect

Pengetahuan	Menguasai konsep-konsep dasar pengetahuan Bahasa Inggris secara umum, antara lain di bidang <i>Linguistics</i> , <i>Literature</i> dan <i>Cross Cultural Understanding</i> dan mampu menerapkannya di dunia kerja; serta mengetahui konsep-konsep dasar <i>Entrepreneurship</i> , <i>Applied Management</i> , <i>Public Relations</i> dan <i>Tourism</i> secara umum.
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The fifth semester is the right time to give subjects that will be useful for students whom are prepared to conduct their On the Job Training in various companies or institutions in the next semester. The following Table 3 shows five subjects (highlighted), including CCU subject that are hoped they will sufficiently provide the last semester students to do their field work.

Table 3. List of Subjects in the 5th Semester

NO.	KODE MK	MATAKULIAH	SKS	PRASYARAT
1.	630314	Speaking IV	2	SPK III
2.	630321	Writing III	2	WRT II
3.	630324	Translation II	2	TRANS I
4.	630325	Business Correspondence	2	-
5.	630406	Computer Applications	2	-
6.	630404	Tourism	2	-
7.	630408	Office Administration	2	-
8.	630337	Listening Comprehension IV	2	LC III
9.	630309	Reading Comprehension IV	2	RC III
10.	630331	English for Specific Purposes II (ESP II)	2	-
11.	630322	Cross Cultural Understanding (CCU)	2	Grammar 3, Reading 3, and Writing 2
		Total SKS	22	

METHOD

The design of the study was Research and Development (R&D). Educational research and development is a research design aimed at developing educational products, like curriculum, syllabus, text books, instructional media, modules, assessments, etc (Latief, 2011: 171). While according to Borg (1981: 221) the objective of educational R&D is a finished product that can be used effectively in educational programs.

The stages adapted from Borg (1981) development model with some steps eliminated. The adaptation of the steps was made based on the problems that found in the field and the objective of the study. Another reason was time limited so that the researcher only adapted some steps. The adapted model includes research and information collecting, develop primarily from product, preliminary field testing, expert validation, product revision, try out, and final product.

In the research and information collecting steps, the data were collected through field observation by personal interview with the lecture and direct observation in the teaching learning process to find out method and teaching technique used by the lecture. The developing primarily from product step was developing the product through information collecting in the research and information collecting step. And the researcher designed a mapping to match the syllabus that provides general ideas about the proposed material development.

The purpose of the expert validation step was in order to validate the language, proficiency level, content, the assessment, etc. After revised the product based on the inputs, comments, and suggestions that given from the validation, the researcher conducted try out of the final product.

FINDINGS AND INTREPRETATION

Through the field observation analysis, there have obtained a competency that divided into fourteen basic competences. Table 1 shows the basic competence of CCU syllabus.

No	Basic competence item
1	Understanding American Informality concepts
2	Having the knowledge of Formal Introduction And Making eye contact
3	Understanding the concept of Polite Custom of 3 Magic words: please, thank you & sorry
4	Understanding the concept of yes or no
5	Having the knowledge of how to giving criticism
6	Having the knowledge of non-verbal communication
7	Understanding the concept of Relationship
8	Understanding the concept of time
9	Understanding the space difference
10	Having the knowledge of the differences of eating and drinking manner
11	Understanding educational system
12	Understanding American family life
13	Having the knowledge of the differences of wedding ceremonies
14	Having the knowledge of American holiday tradition

Based on the observation analysis result above those competences are very important and valuable for the university students regarding cross culture understanding.

As it is previously explained, this CCU subject is taught once a week for one semester (16 meetings, including the mid-term and final tests) so there are 14 proposed topics for each meeting. Fourteen meetings with 100 minutes for each meeting are actually a short time for teaching and equipping the students with cross cultural understanding materials before they conduct their OJT Program and graduate. That is why, the choice of topics should be wisely considered and here are some of them: 1) Names & Naming Customs; 2) American Informality,

Formal Introduction&Making eye contact; 3) Polite Custom, Three Magic Words: please, thank you and sorry&Saying Yes/No; and 4) Understanding the Concept of Time.

The RPSCL model used was suggested by BP2M or *Badan Penjaminan dan Pengendalian Mutu* at University of Merdeka Malang. The following is the example of RPSCLformat applied at D3 English Program and as well as the proposed syllabus:

RPSCL FORMAT

Subject :
Code :
Credit :
Semester :
Pre-requisite Subjects :
Course Description :

Min ngu	Pokok Bahasan	Sub Kompe tensi	Indikat or Penilai an	Mode l Scl	Meto de Scl	Aktivitas Pembelajaran		Estim asi Waktu	Soft Skills	Assesment	
						DOS EN	MAHA- SISWA			BEN TUK	BOB OT

EXAMPLE: THE PROPOSED SYLLABUS

Subject : Cross Cultural Understanding
Code : 630322
Credit : 2 SKS
Semester : V (Five)
Pre-requisite Subjects : Grammar 3, Reading 3, and Writing 2

Course Description : *Cross Culture Understanding is intended to help the students understand the different culture of English Speaking people so that there will be no misunderstanding during their interaction with multicultural people in their work place or their environment in this globalized era.*

MI N G G U	POKO K BAHA SAN	SUB KOMPET ENSI	INDIK ATOR PENIL AIAN	MOD EL SCL	METO DE SCL	AKTIVITAS PEMBELAJAR AN		ESTIM ASI WAKT U	SOFT SKILL S	ASSESMENT	
						DOSE N	MAH A- SISW A			BENT UK	BOB OT
1	Introd uction to thecou rse Names & Namin g Custo ms	Memaha mikonsep Namadari berbagaiB angsa di Dunia	TugasT ertulis TugasIn teraktif	SGD	Kuliah , Diskus i	Sebag ai resour ce	Mende ngarka. Memb anding kan, Menya mpaika npenda pat	100 menit			

THE EFFECTIVENESS OF USING POINT COUNTER POINT AS A DISCUSSION METHOD TO IMPROVE THE STUDENTS' SPEAKING ACHIEVEMENT AT UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA , MEDAN

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ABSTRACT

This research was about the use of point counter point as a discussion method to improve the students' speaking achievement at University of Muhammadiyah Sumatera Utara, Medan. The objective of the study was to find out the students' achievement in speaking improved by using point counter point. The subject of the study was the first year students of University of Muhammadiyah Sumatera Utara, Medan in the first academic year of 2013/2014. There were 40 students. The researcher took one class as the subject of the study by using cluster random sampling. This research was classroom action research. In collecting the data, the researcher used speaking test. The result of the study was that the students' progress during the teaching and learning activity by using point counter point was effective or significant. The students' achievement in English speaking was increasing, it was shown by the mean of the pre-test was still low 58.20 for pre-test, but after doing the action by using point counter point as discussion method in cycle I the result had increased to 70.91. Then, after giving action in cycle II, the result of the students showed that score had been improved from cycle I to cycle II 85.60. It proved that point counterpoint as discussion method was effective in increasing students' speaking skill. The qualitative data which were taken from questionnaire sheet also showed that the students' interest and motivation in speaking was improving and increasing as they could be actively share or speak about their thoughts, opinions, agreement and disagreements.

Keywords: *point counterpoint, discussion method, speaking*

INTRODUCTION

One way to improve students speaking skills is the students have to be more active than the teacher and the students also have to be more exposed to use a language. According to Harmer that students who are exposed repeatedly to language in outside the context of any classroom, will in normal circumstances learn it. They do this unconsciously – rather than as a form of study Harmer (1998: 24). Point counterpoint is included to active teaching strategy. Point counterpoint is a strategy or technique used to stimulate discussion and get deeper understanding about some varied complex issues Silberman (2009: 137). This strategy was at first used in teaching reading as what Roger (1987: 110) states that Point Counter Strategy allows students to build interpretive strategies as they focus on integrating prior knowledge, teacher interpretations, information from other reading (inter-textual), and knowledge of text structure.

By using this point counterpoint as a part of discussion method, hopefully, the students will be able to work with others in the team, develop their interpersonal skills and independence. Besides, they are also going to be encouraged, innovated, have creativity through deep learning, and require. Students think about their learning, the issues and the problems. It also can make them to develop their tolerance, understanding and respect of other's opinions, responsibility for one own learning, actions, and responsibility to the group. In line with it, that students' responsibility and independence help them to develop their characteristics of lifelong learners—motivation, self-evaluation, time management and the skills to access information.

The researcher assumes that students can improve their speaking skills through socio point counterpoint as a discussion method. Therefore, the researcher is interested in conducting the research entitled “The Effectiveness of Using Point Counterpoint as Discussion Method on the Students’ Achievement in Speaking at University Muhammadiyah Sumatera Utara, Medan.

METHOD

This qualitative study sought to find out the improvement of students’ speaking ability by using point counterpoint as discussion method and to find out the students’ difficulties in it. The subject of the study was the first year students of University of Muhammadiyah Sumatera Utara, Medan in the first academic year of 2013/2014. There were 40 students. The researcher took one class as the subject of the study by using cluster random sampling. This research was classroom action research. In collecting the data, the researcher used speaking test.

FINDINGS AND INTREPRETATION

The result indicated that there was improvement on the students’ speaking skill by using point counter point. In other word, it was effectively used to teaching speaking. After collecting the data, the mean of the pre-test was still low 58.20 and then was conducted cycle I. But then after doing the action by using point counter point as discussion method in cycle I, the result had increased from the pre-test score 70.91. Then, after giving action in cycle II, the result of the students showed that score had improved from cycle I to cycle II 85.60. It proved that point counterpoint as discussion method was effective in increasing students’ speaking skill., The improvement of students’ speaking skill by using point counter point as discussion method can be seen from the mean of the students from the pre-test in cycle I and cycle II as follows:

Table .1 The Score Result of the First Meeting until the Seventh Meeting

No	Students' initial	Pre-Test	Cycle I			Mean	Cycle II			Mean
			1	2	3		1	2	3	
1	AL	72.00	80.00	82.00	86.00	82.67	90.00	92.00	98.00	93.33
2	AS	46.00	50.00	60.00	64.00	58.00	74.00	80.00	90.00	81.33
3	AF	50.00	60.00	66.00	70.00	65.33	78.00	80.00	98.00	85.33
4	CR	60.00	62.00	66.00	70.00	66.00	80.00	90.00	90.00	86.67
5	DAK	64.00	68.00	70.00	72.00	70.00	80.00	84.00	90.00	84.67
6	FKS	70.00	76.00	80.00	82.00	79.33	90.00	94.00	96.00	93.33
7	IMP	50.00	60.00	68.00	74.00	67.33	78.00	80.00	84.00	80.67
8	LM	68.00	70.00	72.00	76.00	72.67	80.00	82.00	88.00	83.33
9	LCH	60.00	64.00	70.00	80.00	71.33	88.00	90.00	96.00	91.33
10	MAA	60.00	70.00	74.00	78.00	74.00	80.00	82.00	90.00	84.00
11	MIS	60.00	64.00	70.00	78.00	70.67	80.00	86.00	90.00	85.33
12	MM	68.00	70.00	72.00	80.00	74.00	88.00	90.00	94.00	90.67
13	MOS	50.00	60.00	76.00	80.00	72.00	84.00	84.00	88.00	85.33
14	NSH	60.00	64.00	68.00	70.00	67.33	74.00	78.00	80.00	77.33
15	RW	50.00	60.00	70.00	72.00	67.33	78.00	80.00	90.00	82.67
16	RIP	72.00	76.00	78.00	80.00	78.00	84.00	88.00	90.00	87.33
17	RFH	48.00	60.00	64.00	70.00	64.67	80.00	84.00	94.00	86.00
18	RI	46.00	60.00	64.00	70.00	64.67	76.00	78.00	84.00	79.33
19	RIO	68.00	70.00	74.00	78.00	74.00	80.00	90.00	94.00	88.00
20	RR	50.00	74.00	80.00	84.00	79.33	90.00	96.00	96.00	94.00
21	RP	52.00	60.00	66.00	76.00	67.33	80.00	82.00	84.00	82.00
22	RPA	70.00	78.00	80.00	86.00	81.33	90.00	92.00	98.00	93.33

23	SJS	44.00	70.00	74.00	84.00	76.00	86.00	90.00	92.00	89.33
24	TH	50.00	70.00	74.00	82.00	75.33	84.00	88.00	94.00	88.67
25	WRP	44.00	60.00	66.00	74.00	66.67	76.00	80.00	82.00	79.33
26	WWY	52.00	60.00	66.00	74.00	66.67	80.00	86.00	90.00	85.33
27	WYR	70.00	68.00	70.00	74.00	70.67	80.00	84.00	86.00	83.33
28	WJ	64.00	66.00	68.00	70.00	68.00	78.00	80.00	84.00	80.67
29	DHA	64.00	66.00	68.00	70.00	68.00	80.00	82.00	86.00	82.67
30	IDYS	64.00	64.00	70.00	74.00	69.33	80.00	82.00	88.00	83.33
	Total ΣX	1746.00	1980.00	2126.00	2278.00	2128.00	2446.00	2554.00	2704.00	2568.00
	Mean X	58.20	66.00	70.87	75.93	70.93	81.53	85.13	90.13	85.60

Table 2 The Improvement of Students' Score

NO.	Students' initial	Pre-test	Cycle I (X1)	Cycle II (X2)	The Improvement of Students' Score
1	AL	72.00	82.67	93.33	10.66
2	AS	46.00	58.00	81.33	23.33
3	AF	50.00	65.33	85.33	20.00
4	CR	60.00	66.00	86.67	20.67
5	DAK	64.00	70.00	84.67	14.67
6	FKS	70.00	79.33	93.33	14.00
7	IMP	50.00	67.33	80.67	13.34
8	LM	68.00	72.67	83.33	10.66
9	LCH	60.00	71.33	91.33	20.00
10	MAA	60.00	74.00	84.00	10.00
11	MIS	60.00	70.67	85.33	14.66
12	MM	68.00	74.00	90.67	16.67
13	MOS	50.00	72.00	85.33	13.33
14	NSH	60.00	67.33	77.33	10.00
15	RW	50.00	67.33	82.67	15.34
16	RIP	72.00	78.00	87.33	9.33
17	RFH	48.00	64.67	86.00	21.33
18	RI	46.00	64.67	79.33	14.66
19	RIO	68.00	74.00	88.00	14.00
20	RR	50.00	79.33	94.00	14.67
21	RP	52.00	67.33	82.00	14.67
22	RPA	70.00	81.33	93.33	12.00
23	SJS	44.00	76.00	89.33	13.33
24	TH	50.00	75.33	88.67	13.34
25	WRP	44.00	66.67	79.33	12.66
26	WWY	52.00	66.67	85.33	18.66
27	WYR	70.00	70.67	83.33	12.66
28	WJ	64.00	68.00	80.67	12.67
29	DHA	64.00	68.00	82.67	14.67
30	IDYS	64.00	69.33	83.33	14.00

	Total	1746.00	2128.00	2568.00	
	Mean	58.20	70.93	85.60	

It was found the improvement of students' score in speaking. The result showed the improvement or the effectiveness of the students' score from the pre-test to the second cycle. In the pre-test, there was 16.66% (5 students) who go 70-100 points. For the cycle I, there was 53.33% (16 students) who go 70-100 points that meant it was found improvement about 36.67%.

And for the cycle II, there was 100% (30 students) who go 70-100 points. It really indicated the improvement from the cycle I to cycle II by using point counter point that was 46.67% as it's drawn on the table below:

Table 3 The Students Score for the First to the Last Meeting

No.	Test	Students' Score up to ≥ 70 Points	Percentage
1	Pre-Test	5	16.66%
2	Cycle I	16	53.33%
3	Cycle II	30	100%

For the qualitative data was shown on the table below.

Table 4 The Score of the Questionnaire Sheet

No	Questions	A	B	C	Number	Word
1	Before you know point counter point as discussion method, how do you think about speaking?	0	8	22	30	Difficult
2	Before you know point counter point as discussion method, how do you speak orally?	0	7	23	30	Difficult
3	After you know point counter point as discussion method, how do you think of speaking skill?	25	5	0	30	Very Easy
4	After you know point counter point as discussion method, how do you speak orally?	27	3	0	30	Very Easy
5	What is your opinion on Before you know point counter point as discussion method in teaching speaking skill?	26	4	0	30	Very Easy

(A) Very Easy (B) Easy (C) Difficult

The qualitative data which were taken from questionnaire sheet also showed that the students' interest and motivation in speaking were improved and increased as they could be actively share or speak about their thoughts, opinions, agreement and disagreement by referring to their own prior knowledge. In short, students did not find it difficult to give opinion, agree and disagree by using point counterpoint as discussion method during teaching and learning process.

CONCLUSION AND SUGGESTION

It's concluded that there was improvement of students' speaking skill taught by using point counter point. The use of point counter point makes the speaking and learning activity more enjoyable and interesting. It's because point counter point helps the shy students by providing some points of views, where students with difficulty in conversation are liberated. In addition, it is fun and most students will agree that enjoyment leads to better learning. In point counter point, the world of the classroom is broadened to include the outside world. This offers a much wider range of language opportunities. So, the students can be anyone and in any situation they wish. And students didn't difficult in speaking English by giving opinions, agreement,

disagreement when taught by point counter point. In relation to the conclusions, suggestions are aimed to the lecturers to choose the materials that are appropriate and not too difficult for the students, before assigning the point counter point to the students and make sure that the students have fully understood and had the information they need. At last the lecturers should keep control the students' activities and should present the language in an enjoyable, relaxed and understandable way.

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.

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PERSUADING CHILDREN TO LOVE READING WITH LITERATURE

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ABSTRACT

This paper aims to make children to love reading with literature, as the expression of life , philosophy, and psychology. Children's literature , as fairy tales, fables, stories, comics, and others, is a genre of literary forms with simple plot, narrative, black and white characterizations that gives moral values to its readers. The valuable moral values gained from the literature can teach children how to behave and act in real life. With their own characteristics, children tend to be unique and specific characters. Since they are not adults yet, they are individuals of very early age who are interested in many new things to explore. By reading , the way to step into the world, children can expand their knowledge as well as their sense of literature. In accordance with their age development, children's psychological and intellectual will grow. One should consider these aspects in selecting reading materials for them because inappropriate reading materials will make the children irresponsible and uncommunicative meanwhile the proper ones will make them cheerful and pleased. Later, accuracy in reading material selection will impact positively to children's growth. One of the advantages of reading awareness is to gain worldwide experiences and self contentment for children. In concerned with this awareness, it is supposed to build good and nice characters for the children as they grow adults. As a result, literary reading materials will be remarkable priority to choose for our children both conventionally or digitally.

Keywords : *children, reading, literature*

INTRODUCTION

Most children's books are enjoyable for children and adults alike. Children are never too young to be read to. In fact, some mothers start reading to their children before they are born. What is remarkable is that research indicates unborn babies hear their mothers and react to their voices (DeCasper, Lecanuet, Busnel, & Granier-Deferre, 1994). In addition to building a bond between parent and child, daily reading to preschool children may be the single most important thing parents can do to improve their children's chances for success in school. Children's book editor Janet Schulman (1998) described the educational and emotional benefits of reading to children with her metaphor that "books help give children a leg up on the ladder of life". Of course, nurturing parents should continue to read to their children after they start school and for as long as they will listen—which, if all goes well, will be throughout the elementary school years.

Children are never too old to be read to either. Unfortunately, not all parents read to their children on a regular basis. First, not all parents read. Also, some parents must work more than one job, leaving little time to read to their children. Others have the time and ability to read aloud, yet do not see the advantages—both affective and cognitive—of reading to children. Some parents are eager to read to their children but do not know where to start, so they resort to grocery store books.

For some readers, the word of literature brings to mind dusty, difficult books stacked in a rarely frequented corner of the library. Typically, in an EFL/ESL context, literature is associated with advanced university students or other high level adults. However, children's literature is an important part of English language literature as a body of work, and using it for EFL/ESL teaching has many benefits for students.

Children's literature is a significant truth expressed in appropriate elements and memorable language (Lukens, 2007: 9). Children's literature seems to be defined based on its targeted audience, namely children and young adults. This is different from other types of literature, such as Victorian Literature or women's literature. In these two forms of literature, the defining characteristics are based more on the time when it was produced and the writers who create the literature respectively. As the production of children's literature mostly, if not

fully, involves adults, it cannot be detached from the perceptions of adults on what is meant by children, what issues considered to be important and relevant for children, whether or not the literature should convey moral or didactic messages, and many other relevant issues. As Anderson states children's literature is more than a piece of writing that clarifies or explains. It delights and reveals (Anderson, 2006).

This is complicated by the fact that it is mostly adults who have the bigger role in deciding the books to buy and write. These adults are teachers, parents, educators, publishers, and writers. Thus, children seem to be more like a passive audience of the books created by adults. Concerning the complexity surrounding the production of children's literature, Perry Nodelman (2008: 1-81) attempted to offer some characteristics that can be used to define children's literature. Nodelman's arguments are the results after he read six texts that have been popularly read by children in the world, particularly in the Western world. These texts are Maria Edgeworth's "The Purple Jar", Lewis Carroll's *Alice's Adventures in Wonderland*, Hugh Lofting's *Dr. Dolittle*, the first chapter of Beverly Cleary's *Henry Huggins*, Ezra Jack Keats's *The Snowy Day*, and Virginia Hamilton's *Plain City*. Here are some of the qualities found by Nodelman to be shared by the six texts, and these are what had led him to identify them as children's literature:

1. The texts imply an audience of child readers and address them in ways that make their Being young a matter of significance.
2. Their style is simple, especially in comparison to texts targeted for adults.
3. A focus on actions, namely straightforward reports of what people do and say, not much detailed descriptions of people, places, or emotions.
4. The protagonists of these narratives are either children or childlike animals or adults.
5. The texts are focalized through their child or childlike protagonists and thus offer a childlike view of the events described.
6. While the focalization is childlike, the texts are not first-person narratives. They report the protagonists' perceptions by means of third-person narrators who often report or imply perceptions at odds with those of the protagonist.
7. Since the narrator is presumably an adult (like the adults who write the narratives intended for children), the texts tend to offer two different points of view, one childlike and one adult. In being different and often opposite, the two points of view imply a conflict between childlike and adult perceptions and values.
8. The texts assume that children can and do change and that childhood is by definition a time of change, a time in which young human beings undergo the process of becoming the adults they will eventually be. Because childhood is defined by change, the texts attempt to encourage children to change in the proper way.
9. Since being childlike is identified with lack of knowledge and being adult with the possession of knowledge, the texts represent explorations of the relative merits of knowing and not knowing. While they arrive at differing conclusions – some view innocence as wisdom, some experience –, the texts all present innocence and knowledge in clearly oppositional terms, and most of them end by privileging one over the other.
10. The texts deal centrally with questions of desire, as well as with questions of knowledge: what children or other childlike beings want and whether or not it is wise to want it; also, what adults want children to be (or to seem). As a result, they often depict the good or bad consequences of children's wishes being fulfilled; and they often report "happy endings" that represent adults' wishes for children being fulfilled.

DISCUSSION

Some educators teach reading through trade books—children's literature—instead of using the reading textbooks known as basal readers. In such classrooms, all the children may read the same book, or they may select their own literature to read. Some teachers provide a list of books from which children can choose. Children's literature is surely more interesting to read than basal readers, which typically contain only excerpts of books or picture book stories minus most of the pictures, and children's literature is definitely more interesting than the basal reading programs' workbooks, worksheets, and board work (read "bored work"). Children learn to read

by reading, and what better thing is there for children to read than the literature created just for them.

Following are a few of the specific benefits children derive from reading and listening to books:

- Strengthening a bond between the child and adult reader
- Experiencing the pleasure of escaping into a fantasy world or an exciting adventure
- Developing a favorable attitude toward books as an enrichment to their lives
- Stimulating cognitive development
- Gaining new vocabulary and syntax
- Becoming familiar with story and text structures
- Stimulating and expanding their imaginations
- Stretching attention spans
- Empathizing with other people's feelings and problems
- Learning ways to cope with their own feelings and problems
- Widening horizons as they vicariously learn about the world
- Developing an interest in new subjects and hobbies
- Understanding the heritage of their own and other cultures
- Learning new knowledge about nature
- Bringing history to life
- Stimulating aesthetic development through illustrations
- Exploring artistic media used in illustrations

Gambrell's (1996) research with first-, third- and fifth-grade children revealed five essential areas that promote engaged reading.

1. *Engaged readers tend to have classrooms and homes that are rich in a variety of books.* Classroom and home libraries are important, and they should include books from a variety of genres, topics, and reading levels.
2. *Engaged readers like prior experiences with books.* Children love to read and interact with books more than once.
3. *Engaged readers want to choose their own books.* Choice is vital to reading engagement. As children learn to self-select their reading materials, they become discriminating and independent readers.
4. *Engaged readers need opportunities for social interaction.* Have you ever had a friend tell you that you just *had* to read a particular book because it was so fabulous? Children also need opportunities to tell their friends *and* teachers how books made them feel.
5. *Engaged readers view books as the best reward.* If we want children to be motivated readers who read for their own purposes, we need to rethink extrinsic reward programs (see Knell, 1999). There is no research base indicating that any organized reading management or incentive program promotes reading motivation. In fact, such programs can actually *decrease* intrinsic motivation to read, and they take a great deal of your time, money, and energy (see Lamme, Fu, & Allington, 2002). If you desire to use incentives, use free books instead of candy, prizes, or points for rewards.

Following are some guidelines that research reveals do promote reading motivation.

Read aloud to your children. You should read aloud to your children every day, regardless of their age. Reading aloud promotes bonding and instills a greater desire for children to read to themselves. Moreover, it can be the most enjoyable part of the day for you and your children.

Provide many and varied opportunities for children to interact with books. Children need various ways to respond to books, such as writing in journals, dramatizing scenes, creating works of art, and simply talking about books. These interactions promote further appreciation of books.

Use interest surveys with children. Discover their attitudes about reading and where their interests lie, then find books accordingly. (See page 326 for an interest survey.) Reading engagement increases when children find books about their favorite interests.

Give book talks regularly. Advertise newly acquired books by keeping them in a designated basket or decorated box. After giving book talks on each, let children know that they may peruse them during the day. Don't be surprised if, by the end of the day, the basket is empty!

Provide a conducive environment for quiet reading. Designate a special reading center with comfortable spots for curling up with a good book. Author centers, book arrangements, and collections of children's responses to favorite books should look inviting and show visitors that books and reading are valued.

Provide daily time for children's recreational reading. Allow children to read anything of their choosing for a sustained period each day. During this time, you can either read or confer with individuals about their reading selections.

Integrate technology with reading. Share multiple websites on authors, illustrators, book reviews, and best-sellers.

Stock your classroom library with great books. Keep current by visiting bookstores, reading reviews in journals and online, talking to librarians, attending professional conferences, and visiting publisher and author websites.

Share your own love of books. Bring your personal books to the classroom, so your children can see you reading them during independent reading time. Tell children what you are reading now and what you plan to read next. When you finished a book, tell them how it made you feel. Explain to them how reading books taught you about the world, helped you better understand other people, and showed you how to do new things.

Try the psychological phenomenon of "blessing" the book. Gambrell (1997) relates that when you have introduced a book, read portions of it aloud, and "gushed" over it, your children will want to read it themselves. Adults have strong influential power with their children, and they should use this in a positive and motivating way. Because children's books cover nearly every subject, this means no adult ever introduced them to the right book. One of the most important jobs you have is to find just the right book for the right child at the right time. Then all children can be motivated to read.

Proponents of literature-based reading believe that basal readers undermine the quality of written language by attempting to control the difficulty level of the vocabulary. Basal readers not only lack style and interesting stories, they lack the predictability that children experience with natural language. Good readers read in order to get meaning from the words, whereas poor readers often see reading simply as an exercise that converts symbols into sounds. 'Real' books emphasize the functional purpose of written language. Most 'real' books used in literature reading programs are, compared to basal readers, above grade level in vocabulary. In one study of a second grade literature program, 91% of the books were at the third grade level or above. 62% were at the fourth grade level. Despite this fact, children in this study made superior academic progress compared to children in a control group which used basal readers. Instruction using 'real' books varies depending on the age and achievement level of the students. With beginning readers, variations on the neurological impress method are used. Children can (1) listen to tape recordings as they follow along in the book, (2) be read to from large print books, (3) read with a more able partner, or (4) write and read their own stories. Advocates believe that the more words that pass before the child's eyes, the better reader he is likely to become. Children are free to choose any book they find interesting and are allowed to read their favorite books as many times as they wish. It is important that teachers present all books with enthusiasm and read aloud to the class frequently. Skills are taught in context as children ask questions during reading. A few programs have structured decoding lessons taught as a supplement to the reading of 'real' books.

The success of literature based reading instruction is well documented among regular students, 'at-risk' students and academically retarded students. Real books appear to motivate students and enrich their knowledge of language in a way that basal readers do not.

CONCLUSION

Using children's literature can be an effective and enjoyable way to encourage them to read. Children who are enthralled by a story forget their worries and anxieties about the new language. In an interview with Tova Ackerman (1994), storyteller Dvora Shurman says that, "The best way to teach is not to impose teaching, but to allow the listener to become so involved in hearing a story that his 'defenses' are no longer active." It is our sense of enjoyment, excitement, and emotional involvement that is a necessary condition for reading, and using literature in the classroom can provide the content base for the magic.

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INDONESIAN FOLKTALES IN ENGLISH TRANSLATION TEXT AND ITS ILLUSTRATIONS PERCEIVED AS A MEDIUM OF DEVELOPING STUDENTS' ENGLISH VOCABULARY

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ABSTRACT

This article is part of my thesis which was applying case study research method studying the use of Indonesian folktales in English translation (IFET) text and its illustrations in EFL (English as a Foreign Language) classes at primary level. Visual culture theory and approaches to language teaching were two chosen theories to investigate the cases in two different primary schools in Solo, Central Java Indonesia. Interview with primary English teachers became primary data source for this study. The EFL teachers from two different primary schools described their use of IFET and its illustrations – folktales illustrations – as a set of medium instruction to develop their students' English vocabulary. The teacher participants' delineation about designing their teaching materials were then discussed and contrasted to describe similarities and differences interpretively. To strengthen the stance of this study through its research evidence, the researcher interviewed six students of each school using visual elicitation method. One of the findings of this research showed that teachers' effort on providing familiar teaching materials such as IFET was perceived to be succeeded in developing students' English vocabulary.

Key words: EFL, IFET, visual elicitation

INTRODUCTION

Folktales as the subgenre of children's literature that is generated across generations verbally can be potential content-based English language learning medium that bring benefits. Literacy development makes folktales accessible to its readers. Its story that language learners from different of ranges of age can make it not only as a language learning reference but also as a medium of enjoyment (Khatib & Derakshan, 2011). Language learners' whom are familiar with folktales also benefited from reading folktales that they will be acquainted with new English vocabulary through context.

Every region has its local folktales and so does Indonesia that folktales have become interesting area of research particularly in the scope of learning English. However, there are still scant researches focusing on using Indonesian folktales in English translation (IFET) as a medium of learning English. One of the most prolific Indonesian researchers who has been so enthusiastic about the use of Indonesian folktales as a medium of learning English is Evi Clara Citraningtyas (2010; 2013). Her focus though was still on folktales texts rather than on the use of its images of folktales simultaneously. The present research can fill the gap that IFET as a medium of teaching English deserves to be explored further particularly folktales illustrations since folktales texts almost always interest its readers when it is delivered along with its illustrations or images. Besides, local folktales along with illustrations may bring different research outcome provided with the research participants' familiarity with its stories.

Domination of visuals or images or illustrations is no longer negotiable in any aspects of life as visuals become popular culture. Folktales illustrations or images are one of its manifestations of visual culture. As asserted by Bragg (2011) that visual methods are rarely used as a research approach on language learning, the use of visual approach in this present research can fill the gap within the field of EFL. Thus investigating the students' perception upon the use folktales text and its illustration in EFL teaching-learning process through visual approach is considered the most appropriate one.

METHOD

Interviewing two EFL primary teachers from two different institutional backgrounds of primary schools in Solo, Indonesia, became the core method of collecting data for this case

study research. Each interview section consumed about thirty minutes that each of primary teachers followed two different sessions of interview. Due to the importance of providing empirical data, this cases study research also received some of the EFL primary teachers' teaching journals which focused on delivering EFL through folktales and its illustrations. The researcher decided to receive these teaching journals to replace the absence of evidence from direct observation of their EFL teaching learning activities. The researcher then review and analyzed their teaching journals as supporting evidence of this research.

Interview with the twelve primary students from two primary schools through visual elicitation was the other research evidence. Visual elicitation was considered the most appropriate data collection method from children. Visual elicitation which was conducted by providing "pictures that have already taken" (Cohen, 2011, p. 259) or existing images gave possibilities for the students to feel free of expressing their perspectives and interpretations upon the visuals or images (Bragg, 2011) rather than responding to interview questions from strangers such as a research interviewer.

The researcher took some phases to analyze the data. As suggested by Creswell (2009) this analysis began with rereading all the text data. The researcher read the whole document several time to become immersed in the data and to make sense of the documents. Secondly, reading the verbatim data made an easier way to derive codes. Then the researcher highlighted the exact words from the text to capture key thoughts or concepts. Thirdly, the researcher began a process of making notes of impressions, thoughts, and an emerging initial analysis. Fourthly labeling the codes began. These formed the initial coding scheme. Fifth was sorting the codes into categories based on how different codes were related and linked together.

FINDINGS AND INTREPRETATION

Findings as seen from teachers' perspective

Findings of this study shows that the EFL primary teachers, Mr. Joko and Ms. Abia (pseudonym), from two different schools perceived that Indonesian folktales and its illustrations as medium of teaching English are useful for improving their students' language skills, particularly English vocabulary.

From the analyses, the participating teachers decided to draw on the use of folktale texts as a creative pedagogical approach to EFL teaching and learning. Related to the use of folktales, Ms. Abia said:

It's quite easy to give the material, because most of the students have already known the stories. The students can do *guessing*, for example 'this word means...' It made the learning process in my classes more fun because I let the students to be more active to participate in class activities. (Abia. PVT (1) 2)

Ms. Abia reveals her enthusiasm for delivering her EFL teaching materials through folktale texts the students have been familiar with. One particular example that shows the benefits of learning EFL through folktale lies in students' vocabulary development. Students' participation and curiosity seem to increase in cases where the teaching-learning activities succeed in engaging students' interest. It could be that students feel less stressed under these circumstances compared to their experiences of more formal grammar and translation based teaching-learning processes. It could also be the result of the EFL teacher's efforts to create closer connections to the students. With regard to this situation, Meeks (1999) stated that students will more likely enjoy teaching-learning activities in which students experience everyday life situations. Hence, Ms. Abia's efforts to implement less formal teaching-learning processes, is conducive to effective EFL learning and to students' enthusiasm.

His willingness to manage reading sessions to develop several basic language skills, where translating the narrative helps him to generate several other language skills as suggested in the following interview excerpt:

Besides to develop their language ability, another thing was to translate English into Indonesian. The students often made mistakes in writing and pronouncing English words. (Joko. PBT (2) 4)

Mr. Joko uses folktale texts as the basis for teaching four basic language skills: listening; reading; writing paragraph translations; and speaking in the context of asking questions as encouraged by Mr. Joko. As affirmed by Maibodi (2008) in his research reading narrative texts

is effective for enhancing language skills especially for beginner of L2 learners. The grammar-translation teaching methods that Mr. Joko implements through his EFL narrative text lesson plan do not seem to detract from his goal of teaching EFL through narrative folktale texts. Translation exercises specified in his lesson plans are not only encouraging his students to recognize English vocabulary, but also maintain his students' focus on the particular cultural discourse being conveyed through the local folktale texts. Taylor (2000) highlighted the idea that using folktales help primary students as foreign language learners to master the four basic language skills identified above. As the Indonesian folktales are already English translated versions for teaching EFL in the two primary schools, the two teachers were enthusiastic about their students' responses and progress in attaining these four basic English language skills, particularly vocabulary development. As asserted by Taylor (2000) the reading section of narrative folktale texts has a main purpose to explore students' language capacity, particularly their English reading capacity and specifically, their pronunciation, vocabulary development, reading comprehension and intonation skills.

Findings as seen from students' perspective

Research evidence suggests that the students' familiarity with locally contextualized topics may minimize any foreign language learning stressors. In response to the interview question related to folktale narratives as 'preferable teaching materials', as illustrated in the following dialogue with one of the students named Mita:

When you learn English, which one did you like to have in your English class – Indonesian folktales in English translation or western folktales? (R. Mita. PBS. 10)

I prefer Indonesian folktales (Mita. PBS. 10) It was easier to understand the words in folktales, because I could remember the stories. (Mita. PBS. 11)

For Mita, her familiarity with folktales seems to make her EFL learning more enjoyable and more memorable as it is effortless for her to understand words in folktale texts. Bunanta (1998) argued that folktales essentially aid primary school students' literary development as reflected in Mita's account of her ability to memorize folktale stories she had heard in early childhood. Moreover, being able to guess the plot of the stories enhances her ability to predict the meaning of foreign language words when she reads English-translated Indonesian folktales. The more simple linguistic elements, such as the use of concrete vocabulary and simpler grammar, appear to be pivotal in helping students improve their language skills (Taylor, 2000). On learning language skills via folktale texts, the other two students, Fathia and Idam share a common view:

No, I am not saying that learning English through Indonesian folktales in English translation would be easy. We get used to learn grammatical English, so there is small chance to learn English conversation. I can see that there is a lot of common language used by characters in Indonesian folktales in English translation. They speak the language as ordinary people use. So we can learn English better and deeper, that we can use the language for daily conversation. (Fathia. PVS. 3)

Because sometimes we learned through reading it. We read it, tell about the tales in English, we would be able to speak in English; how to say something; how the right way to say something is. If we often read the tales, we would understand, then we will be good in English. (Idam. PBS. 9)

Fathia and Idam affirmed that exploring IFET for learning English language is beneficial because they have already known the stories and the basic English used in the texts. At the same time, Fathia revealed that learning English is more favourable when she reading folktale narrative texts rather than learning through grammar translation method. The students are likely to have benefitted from understanding the narrative texts. Their understanding of the story may have its roots in the belief that folktales as narrative texts are stories for children (Taylor, 2000; Virtue, 2007). Maibodi's (2008) research findings identified that having narrative texts in foreign language learning classes assisted some Islamic Azad University students in Iran: 'narrative text genre and language proficiency level were influencing factors in not only improving the participants reading comprehension but also somehow helped the students to acquire native like skills necessary for communication' (p. 41).

Furthermore, the use of folktale texts in EFL classes facilitates the students' English vocabulary development. A simple guessing game challenges the students to increase their

vocabulary. As represented by one of the students:

I was happy (to do guessing meaning of words from the passages of folktale text) because I already knew the answer, the English word. (Ifa. PVS. 8)

On the subject of basic language skills, illustrations were also successful in developing the students' capacity to comprehend narrative folktales texts. As Idam relates:

It's better if there're illustrations. You know..., children will easily understand stories if there are illustrations in it (folktale texts). (Idam. PBS. 8)

Idam's response points out the visual communication process occurring between the student and the folktale texts' illustrations. Utilizing visual literacy, the process of communication and reading the visual is understood to involve three stages as suggested by Schirato and Webb (2004): initial engagement with the visual; interpretation, or meaning making and putting oneself in a certain context which shapes a way of seeing and interpreting the visual in order to make meaning. From the perspective of these three stages, in the interpretation of the visual, the students in this study were more expressive in communicating their ideas after engaging with the visuals than when relating their understandings of the folktales' written text context. Different communication media such as images, language, and text, construct in some sense a multimodal literacy grounded in more intensive interactions. Meaning arises from these interactions where students (Duncum, 2004) come to their interpretations through their engagement with the illustrations in concert with the written texts. Thus, multimodal literacy is necessarily developing within the teaching-learning process. Multimodal literacy offers the possibility for teachers to deliver more suitable teaching materials, such as illustrations, to their students.

CONCLUSION AND SUGGESTION

The research findings reveal teacher participants' ways of employing and seeing IFET and its illustrations as a medium of teaching English. Also, using visual elicitation and adopting a visual culture approach is able to define the students' positive responses to the use of IFET as a pedagogical strategy for learning EFL, particularly the students' response to the emergence of illustrations in folktale texts. Many students who are interested in illustrations of folktale texts are also led and encouraged to read the text. Accordingly, the students' enthusiasm to read folktale texts seems to enhance their basic language skills particularly vocabulary development.

This small case study involving two EFL primary teachers and twelve students provide empirical evidence of how folktales as the subgenre of children's literature facilitates the students' English vocabulary development. The teachers provide understandings about their teaching practice broadly about such issues as curriculum construction, lesson planning, teaching practices, delivery of language - and culturally-related teaching materials, and innovative teaching materials and methods. However, this study may not provide generalization to its research finding particularly related to research sites. Other researchers who are interested in the EFL teaching may investigate the similar case with a bigger numbers of research participants and or conduct a quantitative research for providing generalization of research findings.

ACKNOWLEDGEMENT

My thankful to all the research participants that their participations in this study has helped the present researcher to complete her doctorate program.

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CHALLENGING STUDENTS' CONFIDENCE LEVEL IN ENGLISH PRESENTATION

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ABSTRACT

Anxiety in English presentation has become a common problem experienced by EFL learners. The feeling creates unfavourable condition like students' low level of confidence. This low level of confidence surely leads to detrimental impacts towards their competence in presentation. In the meantime, higher vocational education (Diploma) has ultimate goals to prepare the graduates to play not only regionally but also internationally in a wide range of business functions and, therefore, strong confidence in presentation is highly required. This kind of essential need ought to be prepared by vocational graduates since the beginning. In addition, they should also be able to overcome their low confidence level in presenting their ideas. This research actually intends to show some strategies which challenge confidence level experienced by Diploma students taking Public Speaking Subject. Participants involved in the research are fourth semester students and strategies applied in the third and four meeting of their learning process. To get responses from participants, a set of questionnaire is distributed. For further investigation, Focus Group Discussion (FGD) is also applied. Both questionnaire and FGD results become source of data to find out to what extent those strategies applied work out.

Keywords: *Challenging, confidence level, presentation, strategies.*

INTRODUCTION

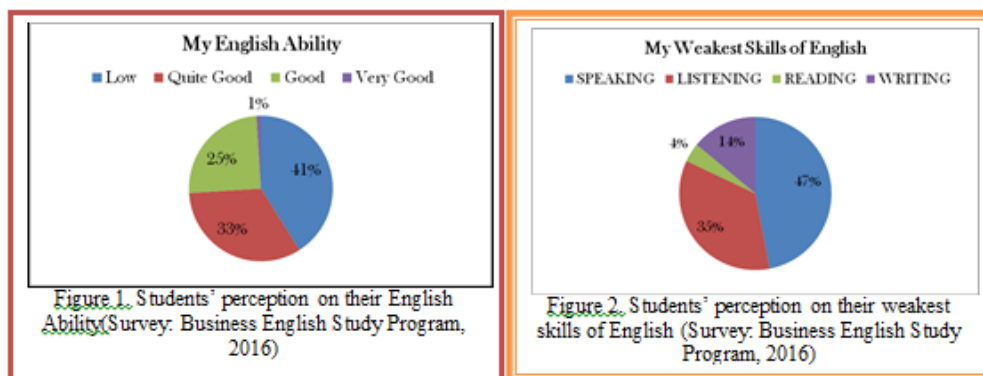
Vocational education has played a very important role in job market nowadays. In the context of ASEAN Economic Community (AEC), graduates of Diploma need to be well-prepared and encouraged to step up in more promising chances in international level. Besides encouraging them to play role in international level, getting the experience to be in managerial positions at prestigious companies is another goal to achieve.

To fit in those objectives, being fluent in English and possessing the ability to present are inevitable. Presentational skills or ability to speak in public has been significantly influential in the job market. In a wider perspective, some profound advantages one can obtain from public speaking skill vary from influencing the world, developing leadership and becoming a thought leader (Wrench, et.all, 2012: 10). In addition, many recruiters from companies in any fields demand such skill from the applicants. The ability becomes vital and can be a weapon for career development (O'Hair, Rubenstein, Stewart, 2010: 2). A survey conducted by Career Assistance Center of UBAYA in 2007 has also revealed that oral communication is a key to success in world of business. Meanwhile, another survey conducted by National Association of Colleges and Employers (2009) similarly found that first rank of skill which employers seek was communication skills both oral and written. The oral skills are essential and needed in order to "win" hearts of potential clients in the business world.

Based on the revealed facts above and constantly emergence of significance in job market, vocational curriculum urgently needs to accommodate subjects which can advance their English presentational skills and give more credits in it. The Study Program of Business English of Politeknik Ubaya particularly gives serious attention towards the skill. To acquire the skills, students have to take a Public Speaking subject in semester 4. There are at least two important factors in which the students are supposed to have for this skill: (1) good English fluency, and (2) strong confidence. Both factors will help students accelerate their public speaking skill during the process in class and help them become public speakers as the output of the subject. Before conducting this study, some preliminary studies to get more detailed profiles of participants had been done. Results on preliminaries studies became part of background of the study and can be seen as follows:

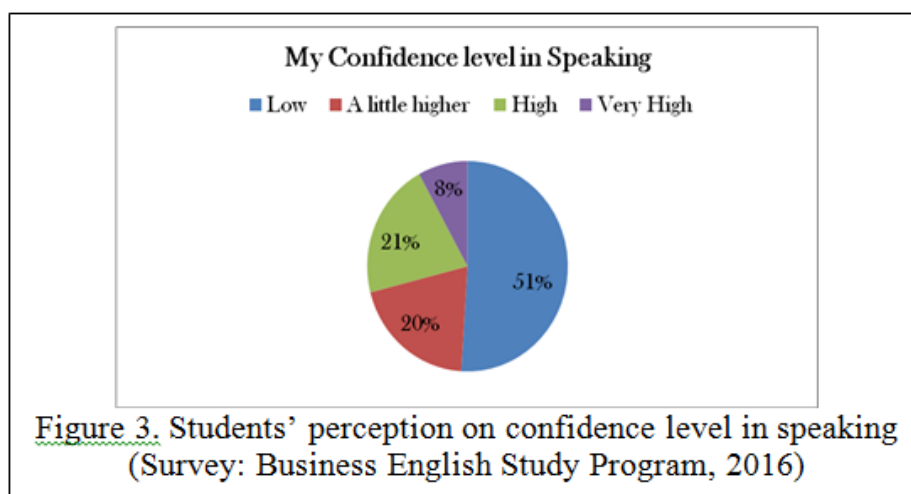
Profile of Students' English Proficiency and Confidence Level

Ideal profile of students owning good English fluency and strong confidence level seems to turn out to be a big challenge for the teacher. Based on the mapping of their English proficiency profile, the 41% of the students apparently presumed that they had low English proficiency. 33% of them considered themselves quite good in English proficiency (seen in Figure 1).



When questioned about their weakest skill in English, speaking was the weakest skill of English according to them (47%) as seen in Figure 2. The last one concerns their confidence level. They were asked to measure their own confidence level in speaking and the result seemed

to be different from expected. 51% of the students taking this Public Speaking Subject admitted they had low level of confidence. One of the causes was the subject was the tough challenge in this subject though they have received subjects which trained their speaking ability in previous semesters prior to the Public Speaking subject. The percentage showing their confidence level can be seen in Figure 3.



In terms of students' speaking proficiency, they were examined to investigate to what extent their speaking ability was using Test of Spoken English (TSE). Of 15 students taking the test, 7% of them were in range of 31-35. There were 47% of the students in scale of 41-45. Only 13% of them were in scale of 46-50. Those who are in the range of 41-45 and 46-50 are considered to be eligible for the class. Results as seen in Table 1 were announced to the class so they could be aware of their own baseline and encouraged them to speak more in class.

Descriptions of scale can be seen in Table 2.

TSE Score	%
20 - 25	0
26 - 30	0
31 - 35	7
36 - 40	33
41 - 45	47
46 - 50	13
51 - 55	0
56 - 60	0
TOTAL	100

SCALE	DESCRIPTION
60	COMMUNICATION ALMOST ALWAYS EFFECTIVE
55	
50	COMMUNICATION GENERALLY EFFECTIVE
45	
40	COMMUNICATION SOMEWHAT EFFECTIVE
35	
30	COMMUNICATION GENERALLY NOT EFFECTIVE
25	
20	NO EFFECTIVE COMMUNICATION

Table 2. Description of Speaking Scale of TSE

Table 1. Students' TSE score
(survey: Business English Study Program, 2015)

From the TSE result above, it temporarily describes students' readiness for the Public Speaking class in speaking aspect since during which they will get a lot of chances to practice their presentational skills. Though they are eligible for the class, their confidence level apparently becomes the issue that the writer would like to discuss further in this paper. Their perception upon their own speaking skills and perceived impression of tough public speaking class seem to influence their confidence level.

Having learned the fact that most students felt they had low confidence level for Public Speaking, the writer attempted to apply some strategies to cope with the confidence issue. Furthermore, the study was conducted on the basis of strong awareness on importance of public speaking skill for students' future career as professionals. Though the study had some limitations, some practical strategies including classroom procedures gave positive impacts towards the students. Therefore, in this paper, the writer would like to share those strategies and show positive impacts experienced by the students.

METHOD

This paper aimed to show some strategies which could give positive impacts on semester 4 Business English students' confidence level in Public Speaking class. The class was a professional class intended for those who worked. They had received subjects which trained their speaking skills; Intensive English Course and English communication skills in previous semesters.

Strategies were applied in the 3rd and 4th meeting after public speaking theories were given in the 1st and 2nd meetings. To get responses from participants, a set of questionnaire was distributed. For further investigation, Focus Group Discussion (FGD) was also applied. Both questionnaire and FGD results became source of data to find out to what extent those strategies applied worked out.

Limitations also occurred during the study conduct. First, number of participants involved in this study was not representative enough to generalize the result of the study. Due to its size, responses were limited to only particular participants with described profile in a small scope. Participants were mostly employees which had limited English exposure outside the classroom. Furthermore, the length of time to implement the strategies was limited to two meetings with 50 minutes duration per meeting.

FINDINGS AND INTERPRETATION

Some strategies applied in public speaking class can be summarized as follows:

Participant Mapping Prior to Public Speaking Class

Having a thorough profile of public speaking participants were done prior to public speaking class in order to be able to give appropriate classroom procedures during the process of learning. Tallon (2011) suggested that one of the causes of anxiety in speaking was the classroom procedure. Once it was not suitable for learners, it could lead to their affective. Three main profiles which were considered to contribute to the progress of public speaking skill enhancement included confidence level, speaking proficiency as well as expectations for the class. A questionnaire was sent to the group email a week before and had their responses elicited. Though participants' speaking proficiency was adequate, their confidence showed the other way around. 51% of the participants presumed to have low confidence level. Anxiety to give public speech was indicated to be the source of problem since the beginning of the class.

Change of Seat Layout

Doing a public speech required face-to-face interaction and that was anxiety-provoking. Therefore, as an initial effort to reduce it, participants were asked to form a circle layout of seats setting which was completely different from traditional class setting where all seats faced to the same direction; to the teacher. The purpose was to allow them for a wider range of look, not only the teacher but also others. This effort, additionally, gave them chances to see others' faces and allow them to get used to being seen each other. Though they had been together in three semesters, the nature of the subject seemed to be anxiety-provoking for them. Ultimately, psychological impact was meant to achieve.

The moments they saw each other were used to elicit their feelings. Whether or not they felt alright, if they felt much better or worse were spontaneous questions uttered to the participants. This step was necessary to do to make them settled in "heart" and "mind" in different position. Drawn from the responses in the questionnaire distributed at the end of the 3rd meeting, this stage gave some positive responses towards the participants. Those positive responses can be seen in the following table:

Responses	Percentage	
	Yes	No
I felt much better when the class setting was changed into a circle lay out.	85	15
Seeing my friends' faces and their expressions made me nervous	55	45
Questions from the teacher addressing my present feelings in regard with the lay out change reduced my nervousness	76	24
I saw my friends laughing when lay out was changed	90	10

Table 4. Participants' Responses on the Changed Classroom Layout

It was simple act, yet it could give positive attitudes and comfortable feelings when done appropriately. At least, there were two main things that gave such impacts. They were:

1. Different lay out which functioned to slide their comfort zone
2. Teacher's attention on their feelings towards the changed lay out.

Self-Presenting

After seats settled and spontaneous feedback on layout change given, a simple task was instructed to participants. They were given 10-15 minutes to prepare and think of some ideas which related to them. The task seemed easy since ideas were derived from them and about them. In this stage, to help them think of ideas, guided topics were given. Some possible topics shared to them were:

- a. My good and bad personalities
- b. My future career
- c. My life and My Adventure
- d. My Study

The above topics were intended to trigger them to vary other interesting topics about them and could be brought up to share. What suitable vocabularies to use and having a glance each other

on what ideas each had prepared were among activities occurred during the process of bottoming up self-related generated ideas.

From this “self-presenting” brainstorm stage in a big circle layout, some responses obtained based on the questionnaire distributed in the end of the activity can be seen in the following table:

Statements	Percentage	
	Yes	No
Sharing about “Myself” was easy	80	20
Ideas to share, which was about “Myself”, were something I was familiar with	90	10
I could talk more when ideas were listed already	90	10
I felt comfortable sharing things I knew the most	90	10
Process of brainstorming “Myself” helped me a lot to discover ideas	90	10
My friends helped me find suitable vocabularies	70	30
Teacher guided me topics that I wished to share	90	10
Teacher’s guidance helped me a lot	90	10
My nervousness was reduced when doing the process of brainstorming	86	14
I gained better confidence after preparation and when sharing	86	14

Table 5. Participants’ Responses on Brainstorming Process of Self-presenting Stage

As seen in the table 2, the choice of simple topic gave positive impacts towards the participants. Most participants (80%) found the activity easy because ideas were easily drawn and things they were really familiar with (90%). The surrounding environment consisting peers and teacher facilitated them to build up confidence and peer-learning. As a result, 86% of the participants felt their nervousness was diminished slowly and the same amount of percentage also appeared on their confidence level.

Additional responses were also made in the Focus Group Discussion (FGD) which aimed at obtaining more detailed responses from the participants. 80% of participants admitted that the word use “sharing” affected them psychologically. They further stated that their anxiety was reduced when sharing was asked to do. Since the anxiety reduced, their confidence level was also slowly elevated. Most participants (80%) expressed that their confidence increased gradually as they found peers and teacher was helpful. They felt positive and supportive atmosphere in the class. In this regard, they reacted to the learning situations in a variety of affective ways (Ellis, 1994).

Finally, after the given times, they were asked to “share” the ideas they managed to list to others. To conduct this activity, one big circle was divided into three smaller groups consisting five participants in each group. Form the three smaller groups was done randomly to give fairness among participants. In this smaller group, each “shared” a topic about “myself” which had been prepared before. Common expressions conveyed when eliciting their opinions in regard with moving from a bigger circle to a smaller group circle can be seen in the following expressions:

- “Luckily, I share it in a smaller group.”
- “Great to have in a smaller group. I feel relieved”
- “Yes, in a small group!”
- “I am happy if I am in a smaller group.”
- “.....couldn’t be any happier, pak.”
- “That’s a nice idea, sir.”

Those expressions above were commonly uttered by most participants. When asked why they had those expressions, all of them felt more secure and more confident due to small size of members. When asked further reasons avoiding a bigger circle, 75% of the participants expressed their worries of being laughed by others when pronouncing words incorrectly. The other 25% of participants admitted that they were not ready yet if sharing in a big circle. Some participants told the teacher that they were already in smaller groups and had shared their “Myself” topic. Some

“Sir, I have tried in this group and I feel ok.”

“What topic will you give us in the next meeting, pak. I want to feel sharing in a bigger group.”

“I found my sharing acceptable in my group, sir.”

“Give us a more difficult topic, pak.”

A better settled feeling seemed to occur after sharing a familiar topic in smaller groups. A need of bigger challenge took place as well. 70% of the participants expressed their readiness to step up in a bigger challenge. Some of the 70% participants even directly asked about a more challenging topic to the teacher. The other 30% of participants seemed doubtful and needed more practice.

A strategy to use the word “sharing” seemed to affect participants. Additionally, the purpose of applying the word “share” intentionally when asking them to speak before others was merely to shift their mental state perceiving doing public speech was difficult and anxiety-provoking task. Making them to speak in smaller groups without using a word “to present” slightly changed their anxiety into better confidence.

To sum up, some stages done in “Self-Presenting” task above actually addressed the idea of creating or modifying classroom procedures. Young (1990, as cited in Tallon, 2011) stated that speaking in front of the class and oral presentations in front of the class categorized as classroom activities could provoke anxiety for learners. The task, furthermore, created an atmosphere where student-student communication took place and was encouraged to be done more frequently. This atmosphere was suggested by Crookall and Oxford (Crookall and Oxford in Horwitz and Young, 1991). Another positive impact was that the classroom focused more on conveying meaning rather than underscoring mistakes.

Topic Challenge

As comfortable process and better confidence gained, in the 4th meeting, the teacher made a brief review of the 3rd meeting. The review included what they had experienced in sharing a topic which was about themselves. In that brief review, some of important values learnt previously in order to have better sharing included:

- a. Influence of familiar topic towards their sharing
- b. Preparing the topic by doing brainstorm need to be done
- c. Revealed facts sharing in a smaller groups as start-up

Though there were still some participants who had confidence issue, majority of the participants was ready to move to a more challenging task. The next task was to propose them topics with criteria as explained in theoretical sessions in the 1st and 2nd meeting. Some topics related to simple business cases were introduced to them. The criteria covered only three components; confidence in delivery, content and fluency. Of the eight criteria, three criteria were proposed to them. The purpose was to give them a sense of challenge and progress.

From three smaller groups, they were asked to return to a bigger circle again. To avoid sudden change in “sharing”, they were still given some options of common business topics. They were allowed to chose the desired topic and discussions with peers were allowed. They could change the topic if they were not sure after considering it. Brainstorms with peers and teachers were done and were given 15 minutes to prepare. Since the teacher gave them opportunity to discuss and ask, result of observation showed that 15 minutes preparation was filled with noises of discussions combined with laughs when some participants made mistakes in pronunciation. Response from the participants about level of challenge of the above activity can be described as follows:

No	Statement	Criteria			
		Very challenging	Challenging	Less challenging	Not challenging
1	Level of challenge in this activity	15%	85%		

Table 3. Participants’ Response toward the level of challenge of the activity conducted

The table showed that 85% of the participants felt better movement of the challenge compared to previous activity. This challenging feeling influenced their excitement to follow the next steps and when asked about sense of progress in doing the activity, 75% of the participants admitted they felt that they learnt a lot from simple activities in the 3rd and 4th meetings. 90% of the participants confirmed that the reduced criteria proposed by the teacher also eased them in controlling their anxiety.

Comparison of confidence level before the class began, in the 3rd meeting and 4th meeting can be summarized in the following table:

No	Meeting	Confidence level in percentage			
		Low	A little higher	High	Very High
1	Prior to Public Speaking Class	51	20	21	8
2	3 rd Meeting	3	10	75	12
3	4 th Meeting	4	8	78	10

Interesting findings seen from the table was percentage of participants who had high confidence level gradually increased. Yet, the “very high” confidence level of participants seemed to be dynamic since the level of confidence before the class began increased compared to the 3rd meeting and slightly decreased in the 4th meeting. Another interesting found was the low confidence level of participants was significantly reduced from 51% prior to the class to 3% and 4 % in the 3rd and 4th meeting. Those big changes in percentage particularly for the low confidence level of participants were caused by change of mindset after experiencing the process which was not difficult to follow.

CONCLUSION AND SUGGESTION

A preliminary study finding that showed Business English students’ low level of confidence in public speaking became a trigger for the writer to try out strategies. The strategies applied in the 3rd and 4th meeting consisted of some stages which involved semester 4 students. To get responses from the participants, questionnaire and focus group discussion were made

Some suggested strategies applied were (1) obtaining students’ profile prior to the public speaking class, (2) changing seat layout, (3) self-presenting and (4) topic challenge. The first strategy was aimed at getting comprehensive picture of the participants. Strengths and weaknesses of the participants were identified as the basis to choose the right strategies. Secondly, changing seat layout in a big circle was done so they got used to face-to-face presentation in the first place. Looking at each other’s facial expressions took place. Some responses elicited during the moments were positive. Then, once the feeling was settled, a “myself” topic was also introduced. The topic aimed at encouraging participants and giving them sense of easiness at the very first place. To ease their mental state, the word “sharing” was used instead of “presenting”. This step became a path to a more challenging task; topic challenge. The task included proposing business topics for them to select as well as criteria for feedback; confidence in delivery, content and fluency. The second, third and fourth strategies kept up and advanced participants’ confidence level which became the focus of the study.

Though positive impacts obtained from the applied strategies, results cannot be generalized for the study had limitations like small number of participants involved, length of period to apply the strategies, as well as participants profile that did not have adequate English exposure outside classroom for their status as employees. Further research involving larger size of participants, longer length of period and more frequency on application will give more solid source of data in order to achieve solid results in boosting students’ confidence level

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THE ENACTMENT OF TRANSLINGUAL NEGOTIATION STRATEGIES DEPLOYED DURING AN INTENSIVE ENGLISH COURSE IN GORONTALO, INDONESIA

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ABSTRACT

Non-native English speakers were regarded as having deficit competence in meeting the ultimate goal of native-like proficiency. Translingual Practice's (Canagarajah, 2013) paradigm challenges this view by arguing that since people in post-colonial countries like Indonesia are multilingual in nature, they have abundance semiotic resources they can use during interaction. This qualitative research aims to enact the deployment of translingual negotiation strategies in an intensive English course taught by a volunteer American teacher. Using multiple data collection methods (observation, simulated recall protocol, questionnaire, and demographic information form), this research depicted the process of those strategies deployed during classroom interaction. Both the native and multilingual speakers utilized their communication strategies in four areas of personal (envoicing strategies), social (interactional strategies), contextual (recontextualization strategies) and textual (entextualization strategies). Some pedagogical implications are discussed to enhance the current practice of English teaching and learning in Indonesia.

Keywords: *Translingual practice, translingual negotiation strategies, enactment*

INTRODUCTION

In challenging what he calls as 'monolingual approach' (Jenkins, 2006) that gives privilege to native speakers and labels non-native speakers as deficient users, Canagarajah (2013) proposes Translingual Practice (TP) that serves as an umbrella term for his theory. Furthermore, Canagarajah (2013) coins the notion of 'performative competence', which he claims to be "similar to strategic competence" (p. 174) as the key of communication success. Studies of communication strategies have strengthen the significant role of communicative strategies for communication success and language learning which mainly focus on the enrichment of Oral Communication Strategy Inventory (Nakatani, 2006). In the context of South East Asian countries, including Indonesia, Kirkpatrick (2007) has identified the product of communication strategies among the speakers in this region in light of English as Lingua Franca (ELF) paradigm. The present study has been constructed: to fill the research gap in communication strategies that lack process-oriented research. This study follows the framework proposed by Canagarajah (2013) in which negotiation strategies occur in four areas (personal, social, textual and contextual). In each area, translinguals deploy different macro strategies: envoicing strategies for the personal domain, interactional strategies for the social domain, recontextualization strategies for the contextual domain and entextualization for the textual domain

METHOD

In order to meet the purposes of the research which focus on translingual negotiation strategies and translingual identities, I employed qualitative methodology with multiple data collection methods to maintain the quality of the result. A qualitative methodology intends to inquire "(1) how people interpret their experiences, (2) how they construct their world and (3) what meaning they attribute to their experiences" (Merriam, 2002, p.38). Qualitative research has an important feature of focusing on meaning in which research subjects try to construct their

world and experiences or in other words, it emphasize the emic perspective of the research subjects, rather than the ethic perspective of the researchers.

The main setting was an intensive English program taught by two American volunteer teachers conducted by a public university in Gorontalo, Indonesia. As a new province, Gorontalo is relatively still under developed compared to major metropolitan areas in Indonesia where English native speakers are much more present in professional as well as educational settings. This study was conducted with multiple data collection method: demographic information form, class observation, stimulated recall sessions, interviewing participants and journal writing.

In the data analysis, we explored from global perspective how the participants and the native speaker trainers deployed their translingual negotiation strategies in order to meet the communication success. Regarding the micro-strategies, we grouped the speech acts that contained the deployment of the each microstrategy under the four categories that Canagarajah (2013) develops. In each speech act, we illustrated the context of the interaction and interpreted the speech act based on the micro-strategies congruent. We included the data from stimulated recall protocol to make sure that our interpretation also sounded the participants perspective on the speech act.

FINDINGS AND INTREPRETATION

Kirkpatrick (2007) argues that there are three aspects of language: communication (language as a means to communicate to one another), identity (language as a means of identification) and culture (language as a means to share cultural values). Employing envoicing strategies is a way of exposing the aspect of identity. The structuralist approach was keen in finding the mistakes that learners make and attempted to show that the mistakes would lead to misunderstanding among the interlocutors. Post struturalist approaches such as Translingual Practice has completely different perspective on the “mistakes”. Moreover, TP sees the ‘mistakes’ as a symptom of development that does not necessarily lead to ‘fossilization’, a mistake that cannot be eradicated as it becomes a systemic pattern. This idea of ‘fossilization’ has been influenced by monolingual paradigm that argues that language norms are fixed so that learners have to accept the norms as they are. Any violations of the norms are regarded as unacceptable.

The research found out that the translingual speakers deployed their envoicing strategies to show their language, social and personal identities. The multilingual speakers did not feel discouraged to use their idiosyncrasies in grammar and diction while still wanting to improve their English through using it. They also used code mixing, code switching and even code messing as a way to express their voice despite their limited access to resources in the target language. In term of social identity, both the native speaker teacher and multilingual learners share their opinions based on their national, ethnic, gender and religious affiliations to voice their interests of the intriguing issues of classroom discussion. In term of personal identity, the participants deploy pragmatic strategies to show their personality traits whether they are more introvert or extrovert during meaning negotiations.

Some micro strategies are very important in this interaction. The first micro strategy that they used was codeswitching. Codeswitching is basically an interlocutor’s effort to use two codes, in this case: two languages, English and Indonesian, in a complete thought to maintain the flow of the communication. A structuralist approach rejects this strategy by applying “English only” approach in classroom interaction. Furthermore, some teachers become very extreme by punishing students who use other code, that is other language, by arguing that the strategy would only make students lax and do not make any progress in using the target language. Besides, learners’ first language was regarded as intrusion to the learners’ thinking. The norms of the first language that is still used would only give negative effect to the learners’ formation of the target language’s grammar. TP, on the other hand, accepts the codeswitching strategy deployed as natural and even positive for learners’ development. By employing codeswitching, learners can express their thought without any hesitation that they have made any mistakes so that it would increase their self-confidence in using both codes. In the context of the classroom interactions in the study, it is true that Mary could not speak Indonesian at all so that a student who expressed his or her ideas in Indonesian would not be understood by the

teacher. However, in that specific context, there were also other students who were engaged in the interaction and some of them had relatively fluent English. Realizing this situation, Fitri had encouraged herself that using Indonesian sentences, even in a complete utterance, was completely OK. She knew that her friends would help him by providing English words or even complete expression in English that he could imitate. By having the models from his friends, she has made abruptly two goals to meet. First, she could involve in the conversation so that she could voice her ideas. Secondly, she could get the English expression that she wanted to say as a model that she could use that in the future. The second microstrategy is codemixing. This strategy is similar to the first strategy of codeswitching unless it does not include the whole utterance, but only a part of it. When a learner wants to express an idea, it happens that he or she is stuck because of not knowing one or more than one word. The situation becomes worse when the word(s) are the main idea of the utterances that he or she wants to say. Again, the structuralist approach who applies 'English only' principle would only discourage the learners from voicing his/her ideas during classroom interaction. TP, on the other hand, encourages this strategy to be deployed. Andy who has better competence than Fitri, often used this micro strategy, in expressing her ideas. While his sentence was not perfect, she dared to express it to the class assuming that her friends would help him by providing the word(s) that she did not know. His strategy turned out to be successful as his friends were willing to provide the words that he could use them also for future interaction. On the hand, by employing the strategy he did not feel neglected in the conversation but engaged fully as a part of the discourse community. The third micro strategy is codemeshing. Different from the first two strategies in which the interlocutors use code from other language, this strategy enables the interlocutors to make an 'experiment' of making expressions in the target language without being discouraged from making mistakes or violating norms. The post-structuralists argue that the deployment of the strategy has increased the confidence of the learners as they are engaged in meaning making by constructing a code despite their awareness that the expression do not always comply with the norms of the standard language. By encouraging the messed code, TP has given the opportunity for any learners that they are not only consumers of the norms but also active participants of the shaping and reshaping of the language. Ali who had relatively better competence and higher confidence than Fitri and Andy was quite often bold in using this strategy to express his ideas. While maintaining his commitment to using English all the time, he was not embarrassed that many of his expressions did not comply with the standards of English grammar.

While supporters of monolingual paradigm is worried that the strategy would also lead to the destruction of the language, TP does not see that it is a destruction but reconstruction. TP shows the fact that what is called as standard do not exist without any reconstruction. When we look at what so called as standard Modern English, for example, it has many substantial differences with Middle English, not to mention Old English, not only in vocabularies but also grammar. While we see that English itself is under reconstruction along its history, there is no point to say that the development has stopped. As the speakers of English from people who are traditionally not native speakers, are tripled than the native speakers, the language itself has adopted millions of new words from her contact with other cultures. Some Indonesian words such as amok or sarong are now parts of the 'standard English'. Those words are not regarded as a means of destructing the language but enriching the language with particular nuances of expression.

In contact zone such as the class of NNES students taught by NES teacher, the opportunities of misunderstanding among them can be greater, not only because of different knowledge background but also the lack of opportunity for meaning negotiation. In order to cope with the later problem, the research participants deployed interactional strategies where they used reciprocal and collaborative strategies to understand each other. Some important strategies that the teacher and students used are clarification /confirmation check, persuasive strategies (rhetorical questions, info seeking questions and recast) and "let-it-pass" principle. Deploying pragmatic strategies such as confirmation check to allow meaning negotiation among them. Mary would quite often say "do you know what I mean?" or "do you get it?" to make sure that her students understand her explanation. Marry also often rhetorically repeats the main word that her students say, to make sure that she got the main point that her students wanted to

say. On the other hand, the students also made pauses in between their statement to make sure that their teacher and friends knew what they said.

In this contact zone where the students become majority, it happened also that students did not realize that their contextualized words would be understood easily by other NNS students but not the teacher who comes from completely different background. Quite often the students use certain acronyms, names of buildings, or names of street in their language that make other students understand easily but not the teacher. However, rather than confronting these detailed information, the teacher used the 'pass-it-on' principle. Only when the information is very important so that she did not get it, she asked for clarification by mentioning the main words of the utterances that the students made.

In this contact zone where the students became the majority, students did not realize that their contextualized words would be understood easily by other NNS students but not the teacher who comes from completely different background. Quite often the students use certain acronyms, names of buildings, or names of street in their language that other students understood easily but not the teacher. In order to cope with this problem, research participants used their recontextualization strategies to understand each other. This macrostrategy used Goffman's (1981) construct "framing" and "footing" in which there are always spaces of meaning negotiation among interlocutors. Rather than a single authoritative voice that tells everything to the audience such as in a political speech, conversation always requires interlocutors to align in a dialogue until the uptake can be received. .

Some important micro strategies of recontextualization that the translinguals deployed during their class interaction are: creating a third space and using "safe talk". The first strategy of creating a third space happened because of the interaction between NNS and NNS. The NNS students were aware that their teacher is not a local person who really knows the common knowledge about their lives. On the other hand, the teacher was also aware that the textbook contains so much information from the US that her students might not know but might really need to know. In order to create conducive atmosphere so that they knew each other very well, both parties made themselves to be in the third space where their space as an American and an Indonesians blend together where they tried to find common values that both cultures share. However, rather than accepting the common values are the same, both parties sometimes come to agree to disagree. The second strategy of safe talk was also very important in building good rapport between the teachers and their students. By using some time to talk out of the main theme of that day, both teachers create solidarity among them. The safe talk made the students have an environment conducive to learning which is the part of preparing footing for the uptake.

During the English program, some Indonesian students were aware that they had less semiotic resources to construct meaningful sentences. In such a situation, they deployed their entextualization strategies to make their utterances meaningful for other interlocutors. Some important strategies that the teacher and students deployed during classroom interaction are segmentation and regularization. The first strategy of segmentation reflects the strategies of multilingual learners to simplify their utterances by shortening their utterances into phrases rather than sentences. When an interlocutors do not have sufficient semiotic resources to express their meaning, they can do it by simplifying their sentences in the form of words and even in real life, interlocutors may only use suprasegmental units such as gestures or mimic. When you are in alien country and do not know any local languages, you can express your message of "being hungry and I want to eat" by simply touching your tummy and move your hand back and forth to your mouth. The more advance one is saying one main word such as "hungry" and "eat". While your utterance is not a complete sentence, other interlocutors can understand you and the uptake is gained. Ahmad, for example, used this strategy when he tried to explain his professional history. He used the word "xerox" which is only a brand of copying machines to represent his whole professional career in the stationary business that he was involved in before starting career in education.

The second strategy can be seen by foregrounding information such as putting the main word into the front of the utterances so that other interlocutors can anticipate the detailed information. By instinct, people perceive that the most important information is placed in the beginning so that they will pay attention more intensely to the first sentence or even to the first word. In written form, this strategy is very simple because good writers usually put the main

idea in the beginning of a paragraph. In spoken form, this strategy is more subtle. However, when an interlocutors have difficulty in expressing the whole idea, he/she would simply use this strategy to give more accent to his/her whole presentation. Ida used this strategy to explain her major in fisheries. Despite her broken English, Mary could get her specially among other participants, who are mostly from the English department, because of Ida's strategy of regularizing her presentation by putting more information at the front.

CONCLUSION AND SUGGESTION

Translingual practice is still a new paradigm so that it still lacks of research under this paradigm. This research is a way of showing these potentials together with other researches (Jain, 2014; Lamsal, 2014). Different from previous research under this paradigm, this research can enrich the literature as it discusses all aspects of translingual negotiation strategies. Both American teachers and Indonesian students who participated in the intensive language program deployed their translingual negotiation strategies to reach the uptake. These strategies are actually innate in learners' repertoire, especially those who are raised in multicultural and multilingual country like Indonesia. This research yielded a more complete taxonomy of translingual negotiation strategies. Combining from the literature of communicative strategies, negotiation of meaning and pragmatics, this research can identify the microstrategies of those macrostrategies. The taxonomy would make researchers and practitioners follow the theory and replicate the research in different contexts (country, level of education, settings e.g. formal and informal). The class interaction also shows that learning a second or foreign language is a not only a matter of learning other culture, in this case the American culture. It can be the other way around, in which local cultures and languages are promoted through English. This principle can have a great implication when teachers and policy makers are aware that they can promote their own tradition, ways of life, values or even trivial things such as food or costumes. By so doing, English learners in the Outer Circle will "fight back" and challenge the domination of Western/American culture. Rather than being the object of dissemination values from outside, they could also offer their own values. This can even be applied to grammatical or rhetorical norms.

ACKNOWLEDGEMENT

We thank the two American volunteer teachers and all the students of the intensive language program who participated in this study.

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A CASE STUDY OF TEACHER'S STRATEGIES TO ENCOURAGE STUDENTS ASKING QUESTIONS

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ABSTRACT

Questioning is one of the stages of scientific approach in the implementation of the 2013 curriculum. Highlighting the important role of questioning, there is a situation in which the implementation of questioning does not meet the curriculum needs. On the other hand, the students have some difficulties in asking question while the teacher cannot lead the learning process through the stages of scientific approach. Therefore this study tried to analyse the teacher's strategies to encourage students to ask questions. This qualitative case study produced descriptive data. Observation, documentation, and interview were conducted to collect the data. To enhance the trustworthiness of the data analysis, the triangulation technique was used. After being checked, the data were analyzed based on interactive model analysis proposed by Miles and Huberman (1994: 10). In conclusion, the result of this study supported the role of the teacher in implementing some strategies to encourage the students to actively ask questions during the learning process.

Keywords: ask, case study, teacher's strategies, question

INTRODUCTION

In relation to teaching English in Indonesia, curriculum is an important aspect to be considered in education. This is because as stated in National System of Education Act Number 20/2003, curriculum is a set of plans and arrangements covering educational goals, contents, learning materials, and learning methods intended as the guidelines in implementing the teaching and learning process to achieve the goals that have been set (Cahyono & Widiati, 2011: 1). Theoretically, a curriculum is designed to improve the quality of education. Thus, there should be a careful preparation so that it will lead to the betterment in terms of the quality of education.

The 2013 curriculum adopts a Genre-Based approach, which aims to develop the ability to communicate in both spoken language and written language. That is the reason why the learning processes are carried out in two cycles: spoken and written cycles. In one cycle, learners go through five scaffolding stages that help them to eventually communicate independently for certain purposes (Agustien, 2014: 42). In addition, K13 design is characterized by science-based and holistic features in primary education. As to the teaching-learning process, in all layer education, process standards which previously were focused on exploration, elaboration, and confirmation are now completed with observing, questioning, associating, experimenting, and networking activities (Hamied, 2014: 18). He adds, another teaching-learning tenet that should be implemented is that learning should take place not only in the classroom, but also in the society, with a view that teachers are not the only learning resources. It can be said that attitudes as expected in the K13 should not be demonstrated in the classroom but it should be practiced in every school activities.

This research is focused on strategies used by the teacher to improve students' ability to ask questions. K13 is student-centered where the teacher roles as a facilitator that helps and assists students to develop their skill and attitude. In relation to asking question, it is not far away of speaking competence. K13, with its scientific approach, triggers the students to be more active to observe the world around them, to find things that intrigue them, and to start exploring

phenomena. By doing those kinds of activities, they are expected to be more critical in finding and delivering questions related to the things or phenomena they found. The teacher scaffold students' language and help them make their ideas and make them into questions. By asking question, students are expected to associate what they should do next.

Learning, in K13, takes place through the steps of observing, questioning, experimenting, associating, and communicating. In the language learning process, another step is added, namely creating. Fauziati (2014: 156) describes every step are as follows: (1) observing: this includes activities such as reading, listening, scrutinizing, and watching (with or without device). These are intended to develop students' attitude such as seriousness, thoroughness, and curiosity in looking for information; (2) questioning: This covers raising questions about the information the students do not understand from what is observed or requests for additional information about what is observed. The purpose is to develop students' creativity, curiosity, and the ability to formulate questions to develop critical thought necessary for intelligent living and lifelong learning; (3) gathering information or experimenting: This includes doing experiments, reading references other than textbooks, observing objects or events, or conducting interviews with resource person; (4) associating or information processes: This covers processing information already gathered from the previous steps or activities such gathering information and observation. These are intended to develop students' attitudes such as honestly, thoroughness, discipline, obedience, hard work, as well as to developing the students' ability to apply procedures, to think inductively and deductively in making conclusions; (5) communicating: This covers some activities such as delivering the observation, presenting the conclusions verbally or in written form, or through other media.

Learning language does not end when the students already learn the features of the targeted text. Their knowledge about the text should be used to comprehend and create texts. Learners must be given a lot of opportunity to communicate thoughts using the newly-learned knowledge. The messages obtain from texts and the texts they create can be further communicated to others orally and/or in writing.

In this case, some of the students were still quite during teaching-learning process even if the teacher tried to encourage them to speak up. Teacher actually has been played her role as facilitator. The problems occurred because of the limited vocabularies, feeling shy, feeling afraid (of fault), and not interested with the materials. In order to manage the unforeseen condition, the teacher applies some ways or strategies to encourage the students to be more active, especially in asking questions. For students, asking questions is something hard to do. There are many things which influence them to be passive in classroom. Teacher should stimulate them to be active in classroom, especially in asking questions. Students who ask questions indicate that they are joining teaching learning activity well, they think critically, and they are motivated to enrich their knowledge. This research is aimed to analyze: strategies which have contribution to improve students' ability to ask questions, the implementation of the strategies, teacher's constraint in implementing the strategies.

METHOD

The study employed qualitative case study methodology in which this methodology produced descriptive data. Qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources (Baxter & Jack, 2008). Since the study was concerned on strategies performed by the teacher, thus, the data of the study were all of the strategies performed along the learning process.

The source of data included two things; documents and informants. The documents used as the sources in this study were the data sheets included any strategies performed in the classroom. In order to complete the source of data, some informants had been involved in this study. The informants were an English teacher and six students. The English teacher was chosen under the consideration that she applied some strategies to encourage students to ask question in teaching process. Meanwhile six students of the seventh grade were also involved to collect some information related to the use teacher's strategies.

The data collection techniques used in this study were observation, documentation, and interview. The data had been collected by observing the English subjects in the classroom to find appropriate information needed for obtaining the objectives of the study. To confirm the

validity of the data, a check was needed to test the data and the data analysis. One of the techniques in checking the validity of the data was triangulation. Triangulation referred to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings (Byrman, 2010).

After the data were collected and selected, the data was analyzed. Data analysis technique was a process of organizing and classifying the data into a pattern category and basic analysis in order to find out a theme and to formulate working hypotheses as the data suggest (Moleong, 2001). Classroom observation as the first instrument was transcribed. Then the results were categorized into the data sheets. The data sheets as the document instrument were described and analyzed descriptively. Finally, the data sheets were compared to the informants to elaborate the use of the strategies in the classroom. Meanwhile the analysis technique to use in interview transcripts was adapted from interactive model analysis proposed by Miles and Huberman (1994: 10). The analysis comprised 'three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification'.

FINDINGS

The data of teacher's strategies performed along the learning process were four data. They were in the form of teaching strategies in the learning activities. The results were presented in the following descriptive data.

Teacher's Strategies to Encourage Students to Ask Questions

According to the construct of teaching strategy theories, it was revealed that only four of the strategies were frequently used by the teacher. However, some strategies performed by the teacher in each meeting did not succeed in initiating the students to ask questions. Table 1 showed the number of strategies performed in the classroom.

Table 1 Teaching Strategies

Meeting	Strategies Used	Stages of Questions Appeared				
		O	Q	A	E	C
1	Using videos		3			
	Group Work			7	1	4
2	Using Sets of Picture					
	Group Work			5		26
3	Brainstorming					
	Group Work		30	2		
4	Using Videos	5				
	Group Work			2		
5	Using Sets of Picture			7		
	Think-Pair-Share					

It can be concluded from the previous table that the students' questions mostly appeared when the teacher used group work strategy. Group work is a method of instruction that gets students to work together in groups (Fink, 2004). Using this strategy, the teacher explored the students' interest towards the topic being discussed that day. Group work could arouse students' learning interests, cultivate their exploring ability and creative thinking and improve their team spirit and social communication skills (Johnson & Johnson, 1994). Therefore being able to gather with their teammate, the students were expected to be braver in sharing their ideas as well as asking questions.

The other strategy that successfully triggered the students to ask questions was the use of teaching aids. The teacher used teaching aids in form of pictures and videos. The variety of teaching aids was used to increase the students' interest and curiosity in participating teaching and learning activities. Meanwhile, the teacher tried to use other strategies such as brainstorming and think-pair-share. Although she had applied these strategies in a proper way, nevertheless, those could not lead the students to ask questions.

The Implementation of the Strategies

The second objective of this study was to identify the implementation of the strategies used by the teacher. After observing the classroom activities, the data of students' questions were collected. There were numbers of students' questions appeared during the implementation of group work and teaching aids strategies. On the other hand, some questions were related to the topic being discussed, while the other questions were spontaneously asked by the students. Table 2 presented the detail of students' questions in each meeting.

Table 2 Table of Students' Questions

No	Aspects		Meetings					Sum
			1	2	3	4	5	
1	Total of the Questions		15	31	32	7	9	94
2	Types of Question	What	1	7	18	4		30
		Why		7	7			14
		Who		4	1			5
		When						0
		Where		2	1			3
		How	7	1	3	1	4	16
		Yes/No	7	10	2	2	5	26
3	Language	English	1	19	25		1	45
		Bahasa Indonesia	13	12	7	7	6	45
		Mix	4					4
4	Distribution	Observing				5		5
		Questioning	3		32			35
		Associating	7	5	2	2	7	23
		Experimenting	1					1
		Communicating	4	26				30
5	Factors Initiating the Questions		12	6	2	7	4	31
6	Teacher's Responses		12	6	31	6	4	59

Table 2 resulted that there were the total of 92 data of students' questions. The most appeared questions were in the third meeting in which the teacher applied the group work strategy. Highlighting the use of group work strategy, there were also 31 questions appeared in the second meeting. The other 15 questions were existed in the first meeting during the use of teaching aids and group work strategies. Moreover, there were seven questions performed by the students in the fourth and seven questions in the fifth meeting related to the activity of working group and the use of teaching aids. Factors initiating question were anything that encourage students to ask questions, such teacher's question, interesting pictures or videos, difficult vocabularies, etc. The teacher didn't respond every student's question. She only answered the questions that related to the topic. She responded the questions by answering them. Furthermore, wh-question and yes-no question were the kinds of the students' question.

The Constraints on Choosing and Implementing the Strategies

In order to encourage the students to ask questions, the teacher used variations of teaching strategies. However, it was not easy to choose and to implement appropriate teaching strategies. In order to clarify whether or not the teacher faced some constraints on choosing and implementing the teaching strategies, an interview to the teacher had been conducted. The interview was a personal interview with the teacher and a focus group discussion to interview some of the students.

According to the personal interview, the teacher agreed that she often had constraints in choosing and implementing the strategies. The constraints related to the students' condition itself and problems that came immediately during teaching and learning activities. She said as been cited, *"As you know that I teach two classes and you already know too that those two*

classes have different condition. The first class is more active than the other one. So, when I apply same strategy for those two classes, the classroom atmosphere will be different.” Moreover, she assumed, “Sometimes, when I enter the class, the students are incomplete, I mean that there are some absent students. It is very simple problem but if that day I want to use and already prepared for grouping strategy, it will trouble the class. The students confuse when they have less member of group.” No matter how the teacher’s condition was, she always tried to be kind, happy, and full of spirit when she entered the class. This aimed for one reason, when she came to the class with happy and full of spirit, she hoped that the students would also feel happy and had spirit to join the classroom activities.

Students’ who were not in good condition also became a constraint for the teacher in implementing strategy. She clarified, “I always want the class is active. So, in the beginning of meeting, I always ask ‘how are you?’ When I ask ‘how are you?’ to them, I want they answer with their real condition, not always fine. Sometimes they answer ‘I am tired, Bunda’ or ‘I am hungry, Bunda’ and many more. So, from it, I can decide which students that I need to stimulate more to make them active in the class.” Highlighting to this, students’ condition played important role in teacher’s strategy of teaching.

Another factor initiating how the teacher chose the strategy of teaching was preparation. Preparation was a very crucial thing that the teacher should do before meeting. Related to this, the teacher clarified, “I always prepare what material and what strategy that I will give to the students, whether it is one day, ten minute, or even a second before meeting.” However, although the teacher prepared the material and the strategy, sometime there was something happen unexpectedly. “Sometime, improvisation is needed I implementing in teaching. As you know yesterday, though I already prepared the materials, there’s something happen. You know, the LCD projector and also my laptop didn’t work well, whereas my all materials were in there.”

According to the teacher, asking questions were very important both for the teacher and for the students. It was very possible when the students were active in the classroom, they would ask continually. However, there were some students were not interested in joining the class and became passive during teaching and learning activity. The teacher needed to stimulate them to be more active. She said, “Actually there are many kinds of stimulus that we can use to make them (passive students) to be active. We can use points, I mean, when they ask or they answer, they will get some points. Other way is giving reward to them, whether it is only snack or candy. But, I don’t want they become active because of the reward given. So I do that occasionally.” She added, “Simple thing, like giving praise, is sometime very useful. We don’t need to give them reward, just praise them with ‘good job’ or ‘well-done’ or ‘give me five’ can motivate them to be active.”

In line with the teacher’s opinion, some of the students said that they often feel shy and afraid when they wanted to speak or ask question to the teacher. They felt afraid to be wrong. When they did something wrong, they would be laughed by the other friends that would make them shy. Njw said, “I rarely ask to the teacher. I am afraid being wrong. I feel shy.” The other reason that made them passive, sometimes they didn’t ready to join the class. They had homework that didn’t finish yet was another reason why the students not interested to join the class actively. There felt a lot of anxiety because of the unfinished homework.

Related to the teacher’s performance, the students were happy to the teacher. She looked happy always. She entered the class with full of spirit. Moreover, the teacher gave them chance to ask when they wanted to know something. The most interesting was the teacher change the way of teaching regularly. It made the classroom situation not monotonous. Ays said, “The teacher is interesting. The class is not monotonous.” Rjs added, “Yes, sometimes she asks us to work in pairs, to make groups, to watch video, she draws some pictures, etc. We don’t feel bored in the class.”

However, the teacher should aware about the students’ condition in the classroom. She should stimulate them to be active in the classroom. Asking question was the activity which indicated that the students were focus and understood the material, whether they asked questions because they didn’t understand the material or they just wanted to check and clarify what they understood. Related to the teaching strategy, the teacher should have varies of teaching strategy because varied strategies would interact the students’ interest in joining the classroom activity.

Sometime, the teacher should prepare a back up strategy to anticipate the previous strategy was not done well.

DISCUSSIONS

This study focuses on the analysis of teacher's strategies along the learning process. After being analyzed and resulted in the previous section, the discussion covers an objective on how these teaching strategies affect the students to ask questions. The following discussion shows the interpretation that can be described from the data of teacher's strategies in the classroom.

Questioning

In a classic classroom setting, the teacher presents information and poses questions to which students answer. Rarely do students ask questions to which the teacher responds. Communication, in this case questioning activity, in classroom situation should not be a one-way traffic. Just as teachers ask questions to stimulate and guide them, students also have the right to ask teachers questions to clarify doubts in their minds or want to know more about the subject matter. It is the responsibility of the teacher therefore, to encourage students to ask questions.

The student asking question indicates that the student thinks critically related to their effort to find further information being taught by the teacher. As Cornbleth (1975) stated that student questioning is also seen as a source of information about students' current knowledge, thought processes, feelings, an indicator of desire for further information or explanation, and a learning technique.

Two-ways communication traffic appeared in this research. The teacher not only delivered information and asked questions to the students, but also the students did their role as active students who think critically proved by the questions asked by them.

In relation with the K13, there are five stages should be done in teaching and learning situation. They are observing, questioning, associating, communicating, and networking. Questioning activity should appear in the second phase. However, in this research, the activity of questioning mostly appears in the associating stage. It can be concluded that the teacher should be aware to this condition and prepares many strategies to make questioning activity appear in questioning stage.

The Implementation of the Strategies

Highlighting the classroom analysis, the strategies used by the teacher to encourage the students to ask questions were brainstorming, group work, teaching aids, and think-pair-share. However, not all of the implemented strategies can encourage them to ask questions.

Brainstorming

Brainstorming is a technique, generally used in a group setting, to quickly generate a large number of ideas about a specific problem or topic (Sayed, 2009). Commonly, the teacher brainstormed the students in the beginning of meeting. The teacher tried to trigger the students to think critically what they would learn that day. So it is possible that questioning activity appears in this phase of strategy.

In the fifth meeting, the teacher ignored the observing and questioning stage. Brainstorming appears in the stage of associating. The teacher refreshed the students' knowledge about the previous meeting by reviewing the material. In this stage too, the teacher told the students about what they were going to learn. During the implementation of brainstorming strategy, there were questions asked by the students.

Tmd : List the information of your partner. Bunda, what information? At list, *minimal yaa seperti on the board, seperti yang di papan*. And the last, the last one, you have to present.

Ss : You... have... to... present. Haaaaahhhh

Tmd : You have to present. And, to make it more...

Ss : Awesome

Tmd : Awesome. To make it more...

Ss : Funny

Tmd : Funny. To make it more...

Ss : Interesting

Tmd : Interesting. To make it more...

Ss : Cool
 Tmd : Cool?
Ays : *Yang bener more cool apa cooler bund?*
 Tmd : *Ada yang tahu?*
 Nvl : More cool
 Nbl : Cooler.
 Tmd : *Yang benar cooler ya. Jadi kalau ada kata yang memiliki satu suku kata, untuk membandingkan di belakangnya dikasih -er. Misalnya, cool jadi cooler, fast jadi faster. Tapi kalau punya 3 suku kata baru ditambah more. Misalnya expensive, jadi more expensive. Interesting jadi more interesting. Paham?*
 Ays : *Jadi kalau funny tadi bukan more funny tapi funnier dong bun?*
 Tmd : *Iya, tadi mestinya funnier, bukan more funny.*

In this case, the students tried to clarify whether thing they knew was correct or not. The teacher responded the students' questions by giving explanation. The questions appeared when the teacher triggered the students to speak by saying incomplete sentences. The students completed the sentences automatically.

Group Work

Group work was the strategy that mostly used by the teacher in teaching and learning activities. The teacher believed that when the students worked together, the feeling of shy, afraid, and nervous will gone. The reason was when the students ordered make group and chose member freely, they tended to choose their close friends, so the communication would done smoothly.

The teacher's belief was in line with Long and Porter (1985). They claimed that students engage in more negotiations for meaning in the small group than in teacher-centered, whole-class settings. This study indicates that group work improves the quality of student talk by increasing language practice opportunities. This research showed that in the students became more active especially in asking questions through group work strategy. It can be seen in the following example.

Tmd : *Now, sekarang bunda akan membagikan kartu kepada setiap kelompok kalian. Ada tulisannya macam-macam. Nantinya kalian akan membuat dialog dengan menggunakan tema yang tertulis pada kertas tersebut. Nantinya, setiap grup akan menerima satu kartu dan membuat satu dialog. Dialognya cuma satu, tapi setiap anggota harus mempunyai salinannya dan harus paham tentang dialog yang dibuat tersebut.*
Ays : *Bunda, jadi setiap kelompok buatnya cuma satu aja?*
 Tmd : *Buatnya satu saja. Dibuat bersama-sama. Is that clear anybody?*
Mrz : *Dialognya terdiri dari berapa orang bunda?*
 Tmd : *Terserah kalian. Dua orang boleh, tiga orang boleh. Lima juga boleh. Yang penting buatnya cuma satu dan setiap anggota harus punya salinannya.*
OK. Are you ready? Sekarang bunda bagikan ya kartunya. (Gave the cards to each group).

From the example it can be seen that group work gave impact to the student's performances. One hand, the students seemed become quiet when the teacher gave chances to ask questions. On the other hand, the students were not afraid to ask when they didn't know what they should do when they were in group. Group work could increase their confident in talking and asking questions. They became more active and confident when they worked in group. They were able to ask many questions when the teacher asked them to collect information from the other friends. It can be concluded that the students became braver and confident, not only in asking question but also in giving response to the questions.

Using Teaching Aids

Implementing another strategy in the classroom, the teacher tried to encourage students to ask question by using teaching aids. Teaching aids used by the teacher were in the form of videos and pictures. The teacher displayed interesting videos and pictures in order to attract them. Wright (1976) states that many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place.

Moreover, Dias (2011) states that to support learning and encourage student participation, visual aids such as graphics, word clouds, and concept maps can be used to improve comprehension levels in certain parts of the course. Classroom discussions based on a visual aid are an effective way to summarize information or explicitly show important connections between concepts. The following was the example which showed the enthusiasm of the students in joining the teaching learning activity through asking questions related to the teaching aid given by the teacher.

Tmd : OK. Move to the third picture. Come on.

Aql : What do they do?

Tmd : What do they do? OK. (Wrote the answer on the whiteboard)

Azr : What did ...

Tmd : What did ...

Azr : What did they cook?

Tmd : Yes. What do they cook? Jacky cooks catfish. Jacky cooks the catfish. (Then wrote the answer on the whiteboard)

The questions appeared after the students observed the picture. There was not any information related to the picture. To know what the picture about, the students were asked to ask anything they wanted to know, and then the teacher would give responses to any questions by writing it on the whiteboard. The students' questions appeared because of the students' critical thinking towards the picture. It means that the pictures could make the students be enthusiastic and encouraged them to ask questions.

The other aid being used by the teacher was videos. The teacher tried to display interesting videos to the students in wish it can encourage them to ask questions. The datum below showed the question asked by the students after they watched the videos.

Tmd : What material that you get? *Kira-kira materi apa yang akan kita dapat dari video tadi?* The second video.

Mrz : Is it introduction?

Tmd : Introduction, very good. What is introduction?

The teacher asked the students to paid attention and noted some information if needed during she played some videos. She then checked the students understanding about the videos by delivering some questions to them. In the example above, the students who was asked by the teacher, answered the teacher's questions by threw a question back in form of yes-no question. It indicated that the student probably knows what the videos about but he didn't confident with his answer. In this meeting, the teacher busied with checking the students understanding instead of giving them chances to ask questions about the videos. So, the students' questions did not significantly appear after the teacher played the videos.

Students' Obstacles in Asking Questions

Traditionally, teaching and learning activities showed the active of teacher transferring knowledge, meanwhile students sat and listen to teacher's explanation. However, students would catch teaching materials well when they learnt actively. Active means students had contribution in teaching and learning activities, whether they asked questions or responded to teacher's questions. Being active indicated that students think critically. They encouraged collecting many information from any sources.

However, this research proved that some students were afraid or even shy to ask questions. They were afraid of making mistakes in using grammar. As consequence, they would be mocked by other friends. Through focus group discussion, some students proved this statement. Aql said, "*No. I rarely ask. I am afraid being wrong. I feel shy.*" The students' problems mentioned were the general problem for students. As Sukajiyah (2011) said students were afraid of being stupid or ridiculed by friends, afraid of being sent forward to solve problems given by the teacher, afraid if asked to re-explain the material presented by the teacher, not get anything or not understand about the material, and have limited vocabularies to express or deliver opinion.

CONCLUSIONS

According to the research finding and discussion of the study, some conclusions are composed. It covers three important points: (1) there are four teaching strategies used by the teacher to encourage students to ask questions. They are brainstorming, think-pair-share, group work, and teaching aids. Group work and teaching aids are the strategies which mostly used and give potential impact to encourage students to ask questions; (2) the implementation of the strategies is appropriate with the theories given by experts. The teacher followed the rule of the strategies properly. She did minor improvisation when the strategy did not meet the classroom condition; and (3) the last, the constraints faced by the teacher in implementing the strategies are the students' conditions which make them be less active and accidental problem. The teacher wants the class active and sometimes she needs to stimulate the students who are not interested and become passive in the classroom. Furthermore, the analysis of the most suitable strategies which can be used to improve the students' activity, especially in asking question, that can implemented and compatible with any condition is needed in the further research.

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UTILIZING 'WHATSAPP' IN LANGUAGE LEARNING: FROM IDEA TO PRACTICE

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ABSTRACT

This research starts at phenomenal booming about the tremendous use of smartphone in real-life among teenagers which might bring negative affects. The research aims at designing learning model for senior high school students in learning English on the bases on mobile learning. By designing this learning model, it is highly hoped that it will offer an appropriate solution due to addicting behavior toward the chatting activity in teenager's gadget. The specific target on the first year of this research is designing a draft learning model for senior high school at integrated skills of English, and then for the second year the goal is implementing the learning model in the class.

This study employs mix methods of Gall and Borg's research and development method. The procedures includes defining, designing, developing, and implementing. Preliminary Draft Model is just designed in this phase which covers four skills namely Listening, Speaking, Reading and Writing Skills. The Learning Model Designed are files, audios, pictures uploaded in 'WhatsApp' group named 'Fun in English'

Keywords: *Interactive Learning, 'WhatsApp', Mobile Learning*

BACKGROUND

The phenomenon of Smartphone and Android addiction in students' daily routines has been the part of their life style. It causes both positive and negative effects. As a sophisticated technology, Smartphone and Android might seize their time to have chat or use other applications the entire day without realizing that they may use the facilities and the applications as learning media.

Due to the phenomenon, English teachers are absolutely possible to utilize the sophistication of Smartphone and Android as a pleasant learning media to their students. Nowadays, many of students can hardly let themselves go from the addiction of Smartphone. It must be changed by leading them to have a positive activity such as English learning activity both inside and outside class by using one of the most popular applications in Smartphone or Android.

Learning English by using social media is more beneficial and profitable compared to traditional Learning English technique. Poore (2013) elaborates that the benefit and profit of the ones who learn English through social media is they will get intellectual benefits.

Why 'WhatsApp'?

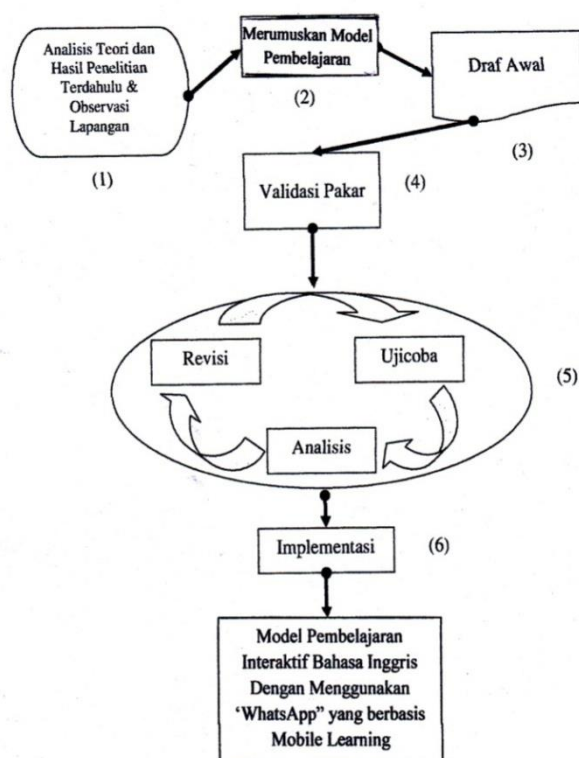
WhatsApp is an application for Smartphone which is basically similar to BlackBerry Messenger (BBM). By using this application, the users are able to have chat with others, send pictures, files, videos, or recording without additional payment because this application uses internet data package. From hundreds messenger applications, WhatsApp reaches the top rank of users in the world. Indonesia is on the top rank. It reaches 250 millions users and globally process 27 billion messages per day. 18% WhatsApp users in Indonesia are teenagers which are still in productive age and at school age (<http://inet.detik.com/read/2014/04/03/131841/2544339/317/2/bbm-line-WhatsApp-berebut->

Mobile Learning

In recent years, it is noted that mobile technology has reached at high rank in the language classroom (Chinnery, 2006). Mobile learning, as the immediate descendant of e-learning, is the ability to provide educational content on personal pocket-sized devices, this statement is supported by Quinn (2000) that mobile learning as learning that takes place with the help of mobile devices, or the intersection of mobile computing, the application of small, portable, and wireless computing and communication devices and e-learning as learning facilitated and supported through the use of information and communications technology. Pinkwart, et al. (2003) defined e-learning as learning supported by electronic tools and media, and mobile learning as e-learning that uses mobile devices and wireless transmission. Moreover, it is added by Turunen, et al. (2003) viewed mobile devices as a pervasive medium that may assist us in combining work, study and leisure time in meaningful ways. Trifanova, et al. (2004) defined mobile devices as “any device that is small, autonomous and unobtrusive enough to accompany us in every moment in our every-day life, and that can be used for some form of learning”. Generally speaking, this definition may mean that mobile learning could include mobile phones, digital cell phones and smart phones. However, in this case by mobile learning, goes to using mobile phones in the process of teaching and learning, specifically using one of the application that is “Whatsapp”

METHOD

Since the purpose of the research is producing a model for learning English by using WhatsApp as the media, this research uses both qualitative and quantitative method. The development of this learning model uses Research & Development. Educational Research and Development are the kinds of research which are used widely to answer practical problem in Education field. As Borg & Gall (1989 : 772) states that research and development of education is one process which is used to develop and validate educational products.



Picture 1: The Procedures in Making Learning Model

CREATING WHATSAPP MESSENGER GROUP “FUN IN ENGLISH”

The feature which can be maximized to learn English through WhatsApp is group messenger. The first step to design learning model through WhatsApp is making group. The group which is used to be the English learning media is named ‘Fun in English’ that is purposed to build an image of pleasant English learning media to the learners. ‘Fun in English’ is WhatsApp group messenger which becomes the prototype of English Learning model and will be disseminated in the second year of the research.



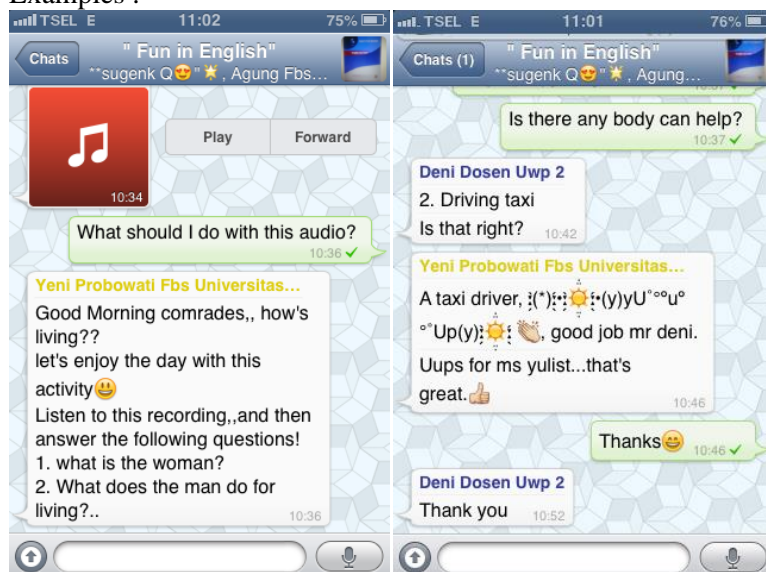
Picture 2: The Profile of ‘Fun in English’ Group

THE DRAFT OF ENGLISH LEARNING MODEL THROUGH WHATSAPP WHICH IS MOBILE LEARNING BASED

LISTENING SKILL

The first step to do to contrive listening practice in English is choosing the audio file. The type of the acceptable file is MP3 file which sized less than 2 MB. The capacity of uploading file in WhatsApp is only 2MB. After choosing the appropriate MP3 file, the second step to do is making listening comprehension exercise such as questions or remarks after listening to the MP3. After all the necessity is fulfilled, the administrator can upload the MP3 file and the exercise related in group ‘Fun in English’.

Examples :



Picture 3: Listening Exercise

Picture 4: Listening Exercise’s Answer

SPEAKING SKILL

There are some ways to do to practice English speaking skill through WhatsApp group messenger, for instance, uploading pictures, voice notes, and other media to the group. This kind of practice must be given with a clear instruction to get a good result. After uploading the picture or voice note, the administrator gives an instruction or question which must be responded by the students (members of the group). The way to respond to the question / instruction is uploading the answer in form of voice note.

Example :



Picture 5: Speaking Exercise

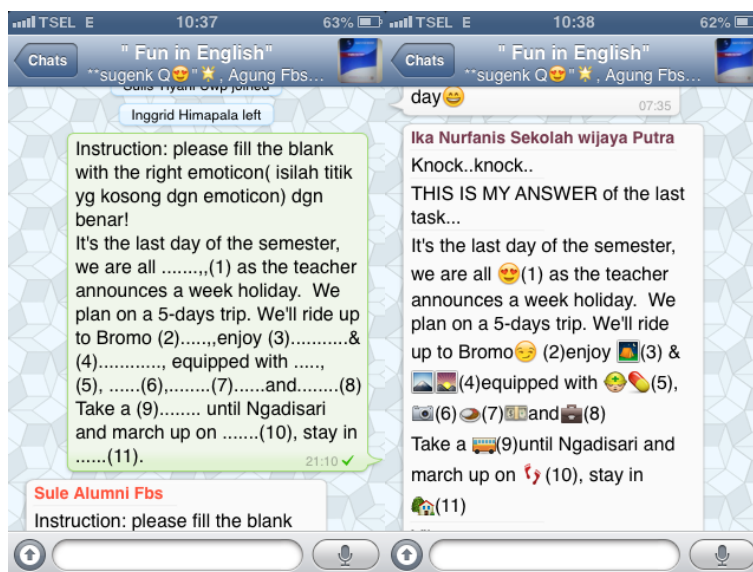


Picture 6: Speaking Exercise's Answer

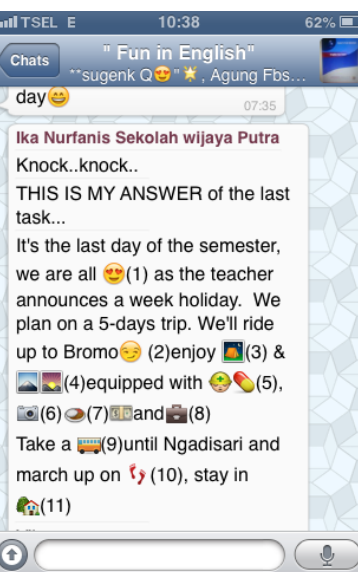
READING SKILL

In addition to listening and speaking skill, reading skill practice can also be contrived through WhatsApp. The way to make reading exercise is similar to listening and speaking skill. That is uploading picture and its exercise.

Example:



Picture 5: Reading Exercise

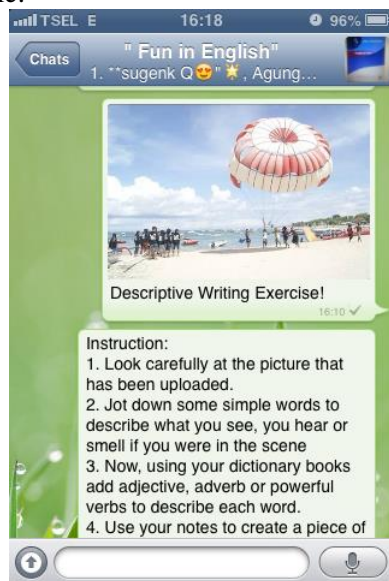


Picture 6: Reading Exercise's Answer

WRITING SKILL

The next learning activity through WhatsApp is writing skill practice. The steps of making exercises are the same as the other skills.

Example:



Picture 9: The Example of Writing Exercis

CONCLUSION

Based on the postings which are released in 'Fun in English' Group, It is proven crystal clear that learning English through social media such as 'WhatsApp' presents more interactive and pleasant impression to the learners. The designed learning activity has particular attraction because it is done using Smartphone. In short, the first draft of interactive English learning model by using Whatsapp which is also mobile learning based is absolutely suitable with the necessity and challenge in the era where internet has influence people's daily routine and become the basic necessity of communication process.

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BASIC-TO-BASIC: ANSWERING THE CHALLENGE TO HELP STUDENTS IMPROVE THEIR SKILLS IN WRITING

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ABSTRACT

In today's modern era, English learning tends to be characterized by the use of communicative approach. The ideal is great: enabling students to engage to one another meaningfully in English. Besides being practical, the meaningfulness aspect of this approach may also result a long lasting retention. Putting this approach together with proper context, this approach would often be regarded as among the best practices in English learning. Despite of the great ideals, building meaningful communication is actually a huge challenge, since it requires participating students to have a certain level of proficiency in English. Without this prerequisite, meaningful communication is unlikely to occur. Given the insufficient English proficiency of the majority of Indonesian students and adding their passive nature into account, meaningful communication in English tends to results more in failure than success. However, given that communicating in English is actually the goal of the learning, students are required to achieve that nonetheless. This paper aims to present basics applied in the writer's writing classes to help students cope with English writing requirements. Practice shows that exercising these basics proves helpful for students to reach the required English proficiency and thus improves their writing skills.

Keywords: *Teaching Writing, Writing Skills*

INTRODUCTION

Currently, English learning tends to be characterized by the use of communicative approach, including in Indonesia. Various textbooks from many different publishers show the urge to have students directly use the language to communicate. The ideal is actually quite good: enabling students to engage with one another meaningfully, directly in English as the target language. Besides being practical, the meaningfulness aspect of this approach would likely to result in a long lasting retention. Assigning into proper themes, the approach would often be regarded as among the best practices in English learning.

Although the ideals would sufficiently suffice for several groups of students, this approach poses a serious problem to the other groups of students: the inability to communicate well in English. Communicating in English requires one to actively exchange ideas and thought with one another. To have such exchanges, the participating interlocutors must have a certain level of proficiency in English. In other words, without having sufficient proficiency in English, meaningful communication in English is unlikely to occur. This insufficient proficiency seems to hinder quite many Indonesian students to actively communicate in English.

Current booms in written-based social media such as Twitter and Facebook, as well as the instant messenger facilities such as WhatsApp, Line, and the previously infamous Blackberry Messenger, have boosted interests towards written communication in particular. However, despite the increasing use of English in written communication, many students were still found to be incapable of writing in English to share or elaborate their ideas. It was quite an opposing fact since these same students were capable to use the so-called default terms such as “rofl – rolling on the floor laughing” or “c u – see you”. In other words, many students still have insufficient skills to write in English

In retrospect, such phenomenon may indicate that something was amiss in the English learning process, especially the learning process of writing in English. Should the phenomenon be properly evaluated and the weaknesses areas are to be uncovered, then it is probable to improve the learning process of writing in English in a whole. Such course of actions may, in turn, yield better learning results, particularly the better proficiency for students to write in order to share or express their ideas in English. Driven by such thoughts, this paper aimed to share the

probed problems occurred to students in the writer's writing class that might need to be addressed intensively in order to help students develop their proficiency in writing in English.

Learning to Write

Experts have highlighted the complexity of writing skill (Chitravelu, Shitamparam and Choon, 2005). Not only need to have enough information regarding the topic, the writer also needs to have proper skills to express the writing, including paragraphing as well as phrase and sentence making. Besides that, writing skill is also interconnected with reading skill. At one side, writing skill may improve reading skill since it helps connecting what students read with what they know and think (Carr, 2002, in Graham and Hebert, 2010). However, writing skill can also help students to improve their reading comprehension (Simon, Sutton, Lopez and Clear, 2009). Furthermore, Murcia and Olshtain (2000, in Tuan, 2012) emphasize the importance of reading texts as the model for students' writing.

In his paper, Kurniawan (2015) offered Short Writing as a simple practice to help students to improve their writing skills. Basically, it consists of four steps: modeling, paraphrasing, summarizing and writing independently. The first three steps aim to provide proper writing models for students to use, including the topic, the vocabulary, the grammar and the writing style. The last step allows students to practice on how to properly write. Kurniawan (2015) showed that following these steps would likely lead to improvements in students' writings. As for this research, Short Writing had been applied in classroom sessions and thus was not being discussed further. However, the focus would be on the exams to see students' achievements and probe any occurring problem. After all, the pressure during exams tends to reveal students' real skills, in this case, in writing.

The Probing Activity

The probing activity for potential problems that needed to be intensively addressed was conducted among students from the English Department from Widya Kartika University Surabaya in the odd semester of the academic year of 2015-2016. Since the probing activity would be about writing skill, the writer would focus more on students who joined the writer's Writing V class. In this class, students would focus more in how to write argumentative academic papers. There were 18 students who took Writing V class at that time.

The aim of this activity was to probe the things that students found most difficult in order to write. Though the focus was on writing skill, problems such as writing topics would also be taken into account since it was closely related to the whole writing process. As such, the whole activity would be rather exploratory, aiming to identify the difficulties experienced by the students in writing. The probing activity would view students' works for Mid-Term Exam (henceforth MTE) and Final Exams (henceforth, FE).

Exam Descriptions

There were two types of exams being conducted for Writing V: MTE and FE. The MTE was conducted in the middle term of the semester while the final exam was conducted at the end of the exam. Both exams were completed in a classroom examination in 100 minutes. The instructions given were more or less the same, while the difference lies in the topic; students were asked to write argumentative paragraphs about a topic selected from several choices. The exams were completed in handwritings and in an individual manner.

For MTE, students were required to write one of the following topics in three paragraphs: (1) the case of Salim Kancil and Tosan indicates that humanity has lost its place in Indonesia; (2) the case of heavy smoke in Sumatra and Kalimantan is actually "*you reap what you sow*"; and (3) the case of Aceh Singkil proves that religious tolerance in Indonesia is just a glory of the past. Those topics were the hot topics by the time the exam conducted. Reading materials related to the topics had been already discussed in the classroom sessions.

As for the FE, students were required to write one of the following topics in three paragraphs: (1) the case of Setya Novanto is the reflection of the Indonesians; (2) Skillful people are not important; people with a lot of money are important; and (3) Indonesia should postpone the coming of ASEAN Economic Community in 2016. These topics were also hot topics at that time and related reading materials had been discussed in classroom sessions.

FINDINGS AND DISCUSSIONS

Basically, there were three major problem categories found: off-topic, lack of elaboration, and grammatical errors. Off-topic refers to the situation where the topics of students' writings were unsuitable with the test requirements. Being lack of elaboration refers to situations where students' writings lack the proper explanations, including the proper reasoning or examples. Grammatical errors refer to the errors in mechanics such as phrasal making, sentence making, and punctuations. The general findings could be viewed at Table 1.

In the MTE, the major problem was off-topic, while some others pointed at the grammatical errors. Only 2 students were having problems with lacks of elaboration. A chunk of example of off-topic writing was as the following:

Some reporters said the forest fires and haze problems should not affect bilateral relations, especially with Singapore and Malaysia, both hit by the heavy smoke from the burning forests in Sumatra and Kalimantan.....

The notion of the original topic of choice "The case of heavy smoke in Sumatra and Kalimantan is actually 'you reap what you sow'" was actually that the fires in the forest were caused by the residents' own mistakes. Meaning, the local residents should also take responsibility of the disaster. The point taken by this student, on the other hand, discussed about the reason why the problems of forest fires should not affect bilateral relations. In the view of the notion of original topic of choice, the bilateral relations were not the main issue; instead, it was the supporting issue, as one of the results of the forest fire disaster. As the result, this piece of work was considered to be off-topic and thus scored very low.

Table 1 Problem List

Sts	MID-TERM EXAM (MTE)		FINAL EXAM (FE)	
	Grade	Problems	Grade	Problems
1	E	Off-topic	D	Poor grammar
2	E	Off-topic	D	Poor grammar
3	E	Off-topic	D	Poor grammar
4	E	Off-topic	BC	Lack of elaboration, poor grammar
5	B	Lack of elaboration	C	Lack of elaboration
6	D	Slightly-off topic, many grammar errors	D	Poor grammar
7	D	Many grammatical error	B	Lack of elaboration
8	D	Poor grammar, poor diction	BC	Lack of elaboration, poor grammar
9	E	Off-topic	D	Poor grammar
10	D	On topic, poor grammar, lack of elaboration	D	Poor grammar
11	C	Barely in topic, poor grammar	BC	Lack of elaboration, poor grammar
12	E	Off topic	C	Lack of elaboration
13	E	Off topic	D	Poor grammar
14	E	Off topic	B	-
15	E	Off topic	B	-
16	C	Slightly in topic, poor grammar	AB	-
17	B	Lack elaboration	A	-
18	D	Slightly off-topic, poor grammar	AB	-

The majority of 9 students produced off-topic works in their MTE works may raise a question as to the difficulty of the test item. However, the sentences used in the test items were actually quite acceptable with acceptable dictions. The only possible problem in this sense may lie in the idiomatic term "you reap what you sow". Nevertheless, the fact that the writer, as the lecturer for this class, proctored the test personally and offered any required explanation regarding the test meant that students could ask questions should they did not understand the test items. Since there was no such question being asked despite of the chance availability, it would be quite safe to assume that students tend to have no problem to comprehend the test items.

A hint however showed after comparing the MTE with the FE. Results showed that producing off-topic works was no longer the problem, despite of the occurrence of other problems. This

meant that students were actually capable of properly understanding the instructions and test items during the Final Exam. This seemingly drastic improvement may indicate a probability that students were being careless in reading the instructions during the MTE. Although it was managed to be solved by the students, the problem of properly understanding the instruction should be one of the important areas to take into account. As a matter of fact, this most likely is one of the prominent weaknesses of Indonesian students.

Another finding was the problem of grammar. Problems persisted in both the MTE and the FE, although there were differences in numbers. In fact, the problems with grammar were practically noticeable as showed by the following chunk:

Skillful is more important for us to earn the money (error in parts of speech).

I am agree with this topic (error in tense).

..... as a Vice of Representative of Public... (error in diction)

Lumajang police in East Java have arrived 36 people (error in word order).

Though the errors were varied based on the types, there was a consistent pattern that the errors were all related to the model of reading materials. Errors in parts of speech, for instance, would likely be avoided should the students read more materials properly written in English, with the proper use of parts of speech. The errors in diction could be probably countered by providing proper reading materials in English, written on various topics in different types of collocations; proper reading materials also would enrich students' vocabulary more. The same goes for the other types of errors. Should the students read more proper reading materials written in English, they were likely to develop a kind of sense that might give them a certain 'warning' when violated. This rather automatic warning would assist students to improve their writing skill in English.

The fact that such errors occurred refers to the fact that students lack reading. Such a lack is actually quite epidemic in current Indonesian students. They would likely to spend hours in playing games but tend to spend only a limited amount of time in reading. Despite of the variety materials of reading, quite many were in the form of games as well, this lack of reading still somehow hindered the students to properly write in English. Thus, strengthening the reading subjects of the students could provide a good solution, along with combining them with writing subjects as well. Combining reading with writing is actually recommended in English learning process (Chitravelu, Shitamparam and Choon, 2005).

Last but not least was the lack of elaboration. This problem seemed to be the experienced especially by those who were used to write just to fill in the gaps of pages. In other words, these students were not used to fill in the gaps by providing more reasoning, giving more examples, or more analogies. The bright side, however, the lack of elaboration seemed to be found in works with higher grades, such as in the following:

Indonesia now is reaping what it sows. For many years, Kalimantan and Sumatra have been exploiting their areas to be controlled by industrial factories. They not only produce palm oil...

The above piece of work was written for the third paragraph of the three paragraphs requirement of the exam. Comparing with the notion of original topic of choice "The case of heavy smoke in Sumatra and Kalimantan is actually 'you reap what you sow'", then the student should elaborate it more since the second paragraph with the core issue of "you reap what you sow". This student may provide more reasoning to show that the disaster of forest fires was actually also the responsibility of the local residents, give more analogies to clarify the ideas, or supply more examples related to the notion of the topic. Given that the topic should be properly elaborated, then it was necessary to start discussing the notion at least on the second paragraph of the three. Thus, students were likely to have more space to express and clarify their ideas.

The latter problem indicated that there was a problem with students writing hours. Students with longer writing hours tended to have more experiences in developing the ideas into a longer piece of writing. Thus, it is necessary to provide more time and opportunity for students to write: either through classroom practices, writing projects, outdoor writing sessions or

writing competitions such as blog competitions. This creative activities may provide students with more interests to write, which in turn would be beneficial for increasing students' writing hours.

CONCLUSION

From the discussion above, there were three major problems students faced in learning to write. First, it was the problem to properly address the required writing topics. This may be solved by paying more attention to understanding the instructions given. Second, it was the problems with grammar and writing style. This may be solved by providing proper reading materials in English. It may also necessary to integrate the reading into the whole process of writing. Third, it was the lack of elaboration. This may be solved by giving students more writing hours through practices or other creative means.

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BREAKING THE CLASSROOM ICEBERG THROUGH ELICITATION TECHNIQUE

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ABSTRACT

This article reports on the result of study aiming to describe the use of elicitation technique to break the classroom iceberg in teaching learning process. The study was conducted to the students sitting in the first semester. The study used a qualitative case study research design with the data collected from classroom observation during the class and questionnaire distributed at the end of the semester. The result showed that by using elicitation technique the passive students were willing to respond teacher's questions and brave to have eye contact with the teacher while giving questions. They acted naturally and normally when there were questions from the teacher. Supporting these findings, the result of questionnaire also showed the positive response on the use of elicitation technique to break the classroom iceberg. There were 86% participants agree that they were brave and willing to respond teacher's question if he used elicitation technique. Based on the result of the study, it is recommended that elicitation technique be implemented to get students actively involved in teaching learning process.

Keywords: *classroom iceberg, elicitation technique, students' involvement*

INTRODUCTION

Students' involvement in teaching learning process takes a great role in determining their achievement in a certain subject being taught. What is meant by involvement here is students' activeness in the class such as asking information to the teacher, answering questions from the teacher and sharing their ideas to the class. Hence, teacher should be able to stimulate his students to be braver and more confident to share their ideas through interactive learning process as it can develop their language proficiency (Khan, 2009:4). All of these activities require students to talk more related to the subject than the teacher do inasmuch as students will learn better if they are involved actively in the process of learning. According to Cieniewich (2002:5) "Students will learn better and retain more when they are active participants because learning is an active process which should involve talking". Therefore, a teacher is supposed to be able to stimulate students' courage to share their ideas even if they just want to ask questions to the teacher while teaching in a class.

In a classroom activity, a teacher sometimes experiences the iceberg in teaching learning process. For instance, when a teacher is asking questions to the students, but no one responds to the question although they know the answer; or from students' expressions, a teacher usually knows that his/her students actually have a question but they are reluctant to raise a question to the teacher. Hence, the teacher fails to create a good interaction between a teacher and students whereas Brown in Khan (2009:7) stated "Teaching, interaction is, in fact, the heart of communication". If it happens quite often in teaching learning process, the students' success will be a problem because according to sociocultural theory, learning happens through interaction. If the interaction is so limited, the acquisition of English is far from being successful (nurokhmah, 2009: 3).

Breaking the classroom iceberg is the teacher's duty. A teacher should be able to find a way out to create a good interaction in the class so that there will be an interactive and interesting learning atmosphere. In addition, the students do not feel anxious and frightened to learn. If all classroom activities were interesting and fun, students will engage in them naturally (Boekaerts, 2010: 91). We teachers do not have to force each student to respond or answer every single question but they will get involved with their own awareness.

To solve this problem, one of suggested teaching techniques is by using elicitation technique. Elicitation technique is a technique used by the teacher to elicit students' response

and stimulate students to talk (Sasmita, 2013: 19). There are several advantages teaching by using this technique.

1) According to Darn (2008) elicitation is a preferable method that helps to promote students' involvement in the lesson and develops learner centered classroom. This is what actually teachers are supposed to do for their students. They are given more chance to speak more through many variative and interactive activities as activities are the key to an effective ESL class (Khan, 2009:4)

2) Elicitation offers learners an environment with opportunities to participate, as a result it increases students talking time and at the same time it decreases teacher talking time (Sasmita, 2013: 19). Teachers should not dominate the class. They should be able to be a good facilitators in class.

3) Doff (in Suherdi) stated that elicitation technique makes the students more active because it increases students talk time, maintain students' attention, draw on what students already know or partly know, provide weaker students with the opportunities to participate in the class and motivate students to learn.

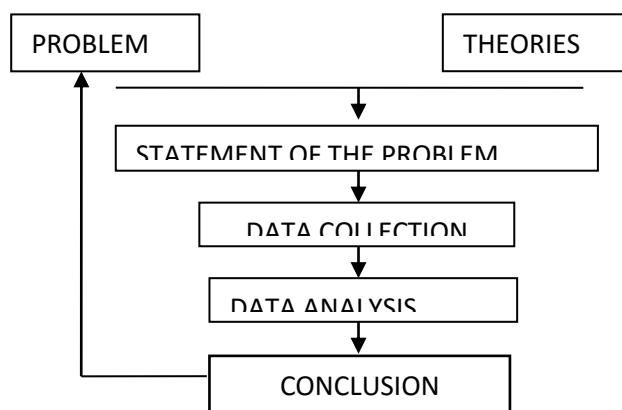
Considering the important roles of students' involvement in learning process which is able to influence their achievement, it is necessary to conduct a research which can help teachers to break the classroom iceberg and students to be much braver to respond teacher's question.

Research Methodology

This research used case study research method. The resarcher chose case study as a research method for the obvious reason that there is particular phenomenon which should be tackled sooner otherwise the students' learning achievements will be the risk. The phenomenon was the students are reluctant to respond teacher's questions although they know the answer and understand the given instruction. They are even shy to ask questions to the teacher. Yin in McMillan (2008:288) descibed that case study research as a flexible form of inquiry best suited for studying a particular phenomenon within its natural context.

In addition, to collect and analyze the data, the researcher followed some procedures as his research design. This research design is suggested by Arikunto (2010:13). The following is the research design.

Figure 1: A suggested Research design by Arikunto



The problem which appears and needs to be solved in this research is the students' activeness in teaching and learning process. Many students are reluctant to respond the teacher's questions and instruction so that the iceberg occurs in the class. If the interaction failure occurs quite often, students' success in learning will be a problem.

From the problem explained above, the researcher formulates the statement of the problems. The formulated statement of the problem is "How are the students' reaction in the classroom asked through elicitation technique?". The assumption owned by the researcher related to this technique is many students are braver and responsive to the teachers' instruction.

The participants of the research were students in the first semester afternoon class under the consideration that students in this semester tends to be shy and reluctant to share what they have in mind in front of the class and based on the lecturer's observation, many students in the afternoon class are passive when the lesson was taking place. The data were collected through two instruments; classroom observation and Questionnaire.

Firstly, the researcher used classroom observation to collect the data. Classroom observation is a 'pivotal activity,' which played crucial role in classroom research (Hopkins 1996). This instrument was used to observe and write the students' reaction while the technique was being implemented. It is used to write whether or not the passive students who seemed to ignore the subject changed to be more active and braver to express their ideas in a discussion.

The other instrument was questionnaire. This instrument consists of several questions in written form (Hamalik, 2007:108) related to the students' preference on teacher's technique in asking question or having students share their ideas to the class. In the questionnaire each participant is asked to choose one answer according to the Tri Regression Measurement, which contains five levels; strongly agree-agree-uncertain or unsure-disagree-strongly disagree (Hago & Khan, 2015: 91). After all, the data were analyzed.

The data analysis was conducted by describing the result of classroom observation. To strengthen classroom observation, the researcher also showed the result of the participants' choice on the questionnaire.

RESULT AND DISCUSSION

There are several characteristics of the students in the class. Some students are very active but the others are reluctant to respond on the teacher's question or explanation. A teacher sometimes faces a problematic phenomenon when she/he finds a classroom iceberg in which the students are silent and do not want to respond teacher's stimulation to talk in a certain question although they know the answer. It reflects Indonesian learner's characteristics in learning English. Exley (2005:1) conducted a research entitled Learners' characteristics of EFL students and reported that in the semi structured interview accounts, it was found out that one group of Asian EFL students, Indonesian students exhibit two opposing sets of learner characteristics. The students are described as 'typically passive, shy and/or quiet' learners'. When it happens, a teacher fails to create a good communication and this is teacher's duty to break the iceberg.

Based on the researcher's observation, many students try to avoid being asked by the teacher if he points out the students to answer the questions. They were silent by having various reactions such as looking down when the teacher gives questions or having them share their ideas to the class. Some other students prefer to avoid having eye contact with the teacher. The others pretend to read the book when the questions are raised by the teacher. This is the proof on the truth of Lewis' statement (1996) that for the most part, Indonesian students are silent, occasionally completing pronunciation drills or answering comprehension questions on the readings or grammar exercises. In any kinds of subjects, these things are not supposed to happen if teachers want to be able to achieve students' success in learning English.

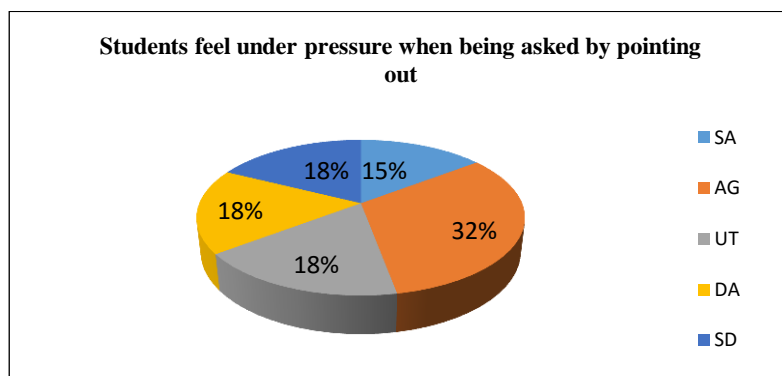
However, when the teacher changed his teaching methods in asking questions, the classroom situation was different. It became more alive than by using the previous methods. The teacher did not point out the students but he just asked questions by moving the eye contact to the whole class. He asked the whole students in a class and tried to avoid an eye contact with a certain student. For instance, a teacher just gave a bait of question by saying "Well, what kinds of stop sounds do you know (the materials have been taught before)?". While asking this question, he observed the whole class. Then, one of the students raised her hand to respond and others tend to answer directly without raising their hands. If there is one student responding to the question, others follow to give comment on their friends answer. They first discussed with their peers by whispering then they are brave to comment on the given answers.

There were some notes on researcher's observation when implementing elicitation technique. First, when the questions were given, the participants acted natural (they did not do such sudden activities such as directly open the book or look down). Second, they behaved normally. They did not seem to avoid having eye contact with the teacher. It is not like the previous meetings in which they pretended to do so many things and made them busy when the

teacher was asking questions. However, through elicitation technique they just seemed to enjoy listening and paying attention on the teacher's explanation. They simply raised their hands if they knew the answer and responded teacher's instruction.

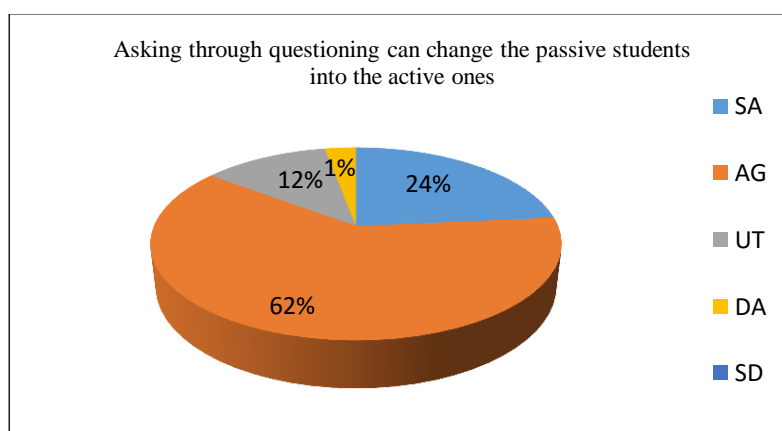
This classroom observation is also supported by the result of questionnaire in which many students confess that giving question by pointing out makes them under pressure as it is proved from the result of questionnaire. 47% students agree that asking by pointing out make them under pressure (15% strongly agree and 32 % agree with the statement. 18% students were uncertain, 18% students were disagree and 18% are strongly disagree.

Figure 2: Students' response on pointing technique



However, when the teacher changes the way of asking through elicitation technique, many students becomes active to respond teacher's instruction. They do not feel under pressure when being asked through this technique in which the teacher has students answer the questions or share the ideas by stimulating them through some questions to the whole class. It is supported by the result of questionnaire which reveals that many students agree if asking through questioning can change them from passive students into the active ones. 86% respondents agree if asking through questioning can change them from passive students into the active ones. In more detail, it can be known that 24% respondents state strongly agree (SA) and 62% respondents agree with the use of elicitation technique. Only 3% respondents choose Disagree (DA) with the use of elicitation. Supporting the result of the finding in this research, Darn (2008) stated that elicitation is a preferable method that helps to promote students' involvement in the lesson and develops learner centred classroom. The following is the result of questionnaire.

Figure 3: Students' response on elicitation



CONCLUSION

Concerning the importance of students' involvement in process of learning, a teacher should find out an effective way to stimulate students to be more active so that the classroom iceberg can be solved. Hence, they can be involved actively in a discussion and brave to share their ideas to the class because students will learn better and retain more when they become active participants.

Based on the result of classroom observation and questionnaire, it is recommended for teachers to use elicitation technique in stimulating students to be more active in responding teacher's questions and sharing their ideas to the class. It is supported by the result of questionnaire. 86% respondents agree that they are brave and willing to respond teacher's question if he uses elicitation technique. In more detail, it can be known that 24% respondents state strongly agree (SA) and 62% respondents agree with the use of elicitation technique. Only 3% respondents chose Disagree (DA) with the use of elicitation.

In the contrast, a teacher is not supposed to use a certain technique of asking which can make students feel under pressure such as asking by pointing out students to answer questions or share the ideas to the class. Based on the result of classroom observation, many students try to avoid questions given by the teacher when he points them out. They try to do some reactions such as looking down when the teacher gives questions or having them share their ideas to the class. Some other students prefer to avoid having eye contact with the teacher. The others pretend to read the book when the questions were raised by the teacher. This observation is also supported by the result of questionnaire. 47% students agree that asking by pointing out make them under pressure (15% strongly agree and 32 % agree with the statement. 18% students were uncertain, 18% students were disagree and 18% are strongly disagree.

Acknowledgement

This research will not be able to be well accomplished without any supports from many sides. Therefore, the researcher would like to express his deepest gratitude to the chairman of STKIP PGRI Sidoarjo who has given a great chance to the researcher to conduct his research in the institution he leads. All of colleagues who have helped the researcher in conducting his research.

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GUIDED DISCOVERY LEARNING TO GENERATE STUDENTS' COHESIVE DEVICES MASTERY IN WRITING RECOUNT TEXT FROM THE PERSPECTIVE OF LOCUS OF CONTROL

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Abstract

This research is aimed at investigating the influence of Guided Discovery Learning and locus of control on students' cohesive devices mastery in writing recount text: (1) whether or not Guided Discovery Learning is more influential than Dyadic Essay; (2) whether the students having high locus of control have better cohesive devices mastery in writing recount text than those having low locus of control; and (3) whether there is an interaction between teaching methods and students' locus of control. This experimental research was carried out at MA Assalam Bangilan Tuban in the academic year of 2015/2016. The number of population was four classes that consisted of the tenth grade A, B, C and D. The samples were the tenth grade B as the experimental group and A as the control group. Each group consisted of 38 students. The experimental group was treated by using Guided Discovery Learning, while the control group was treated by using Dyadic Essay. The data analysis shows the following findings: (1) Guided Discovery Learning is more influential than Dyadic Essay on the students' cohesive devices mastery in writing recount text; (2) The students having high locus of control have better cohesive devices mastery in writing recount text than those having low locus of control; and (3) there is an interaction between teaching methods and students' locus of control in mastering cohesive devices through writing recount text.

Keywords: *guided discovery learning, influence, recount, locus of control, writing*

INTRODUCTION

It is urgent to conduct an experimental research on the Senior High School students' cohesive devices mastery in writing. Besides being learnt at school, writing is important as well in the daily life because communication should be spoken and written. Students need to know how to speak and write well. It will be more satisfying for them if they know not only how to speak, but also how to write what they spoke. Therefore, the mastery of writing skill especially the mastery of cohesive devices becomes important for students to be able to write recount text cohesively and coherently.

Writing becomes important because of some reasons. Raimes (1983: 3) states that writing helps the students to learn since it reinforces the grammatical structures, idioms, and vocabulary that the teachers have been teaching the students. Besides, when the students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. The next is that when they write, they necessarily become very involved with the new language, the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning.

To avoid misunderstanding among writer and reader, the writer should also be capable to deliver ideas through coherent and cohesive text. This capability can be mastered by recognizing the coherent and cohesive devices of the text. As stated by Castro (2004: 215), coherence on the whole, is regarded as the link in a text that connects ideas and makes the flow of thoughts meaningful and clear for readers. In other words, coherence refers to the linking of ideas through logical sequencing (Shaw and Falvey, 2008: 42).

As stated by Halliday and Hasan's cohesion theory (1976), cohesion, as the major characteristic of coherence covering linguistic properties of the language, gives the sequence of sentences a coherent texture. Cohesion shows how semantic relationships are set up by lexical and syntactic features. Due to the importance of students' capabilities in understanding the coherent and cohesive text, in order to find the clear meaning and ideas, in this occasion the

researcher conducted the research about students' cohesive devices mastery in writing recount text at MA Assalam Bangilan Tuban East Java.

In this occasion, the researcher used one of the teaching methods that is applied in Curriculum 2013; guided discovery learning. It's a part of scientific approach. It will be used for the experimental group. And in the contrary, for control group, the researcher used one of the teaching methods that is applied in School-based Curriculum (KTSP); dyadic essay. It's a part of communicative approach.

The researcher compared Guided Discovery Learning and Dyadic Essay in order to know which one is more influential to be used in mastering students' cohesive devices through writing recount text at MA Assalam Bangilan Tuban East Java.

Based on the background of the research above, the researcher formulates some research objectives: (1). To find out whether Guided Discovery Learning is more influential than Dyadic Essay on the students' cohesive devices mastery in writing recount text for the tenth grade students of MA Assalam Bangilan Tuban in the academic year of 2015/2016. (2). To find out whether students having high locus of control have better cohesive devices mastery in writing recount text than those having low locus of control. (3). To find out whether there is an interaction between teaching methods and students' locus of control in mastering cohesive devices through writing recount text for the tenth grade students of MA Assalam Bangilan Tuban in the academic year of 2015/2016.

Byrne (1995: 1) states that writing is the act of forming symbols. However, writing is not merely the formations graphic symbols just as speech is not merely the production of sounds. More than that, writing involves the act of arranging symbols accordingly to certain conventions to form words and the words have to be arranged in such a way to form sentences. Langan (2001: 137) conveys that expressing thoughts in writing is a complex subject because it involves the organization of thought and imagination of usage of English language (coherence, cohesion, spelling, grammar, punctuation).

Cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it (Halliday and Hasan, 1976:8). Cohesions defined as the set of possibilities that exist in the language for making text hang together (Halliday and Hasan, 1976: 18). Cohesion is the set of meaning relations that is general to all classes of text, that distinguishes text from 'noise' and interrelates the substantive meanings of the text with each other. Cohesion does not concern what a text mean; it concerns how the text is constructed as a semantic edifice. (Halliday and Hasan, 1976: 26)

Sugeng (2008: 47) defines recount text as a text which focuses on sequence of event, all of which relate to a particular person. Recount generally begins with orientation. It gives the reader the background of information needed to understand the text (who, where, when). Recounts unfold with a series of events (ordered in chronological sequence). At various stages there may be some personal comment on the incident that is called re-orientation.

Guided Discovery Learning includes student-centered demonstration, the discovery and the inquiry teaching approaches. These strategies ensure a shift from teacher dominated classrooms to learners' use of their inquiry and innate abilities in explorative and interpretative manner to discover facts and principles, form new concepts and reformulate their knowledge; with the teacher functioning as a facilitator in the knowledge getting process. The guided discovery approach involves engaging the learners in simple experimental activities (structured or unstructured) involving genuine "Let's find out" exercises. (Mfon Effiong, 2010: 390).

Barkley, Cross, and Major (2005: 235) state that dyadic essay is a technique in which students in pairs write essay questions and model answers for each other, exchange questions, and after responding, compare their answers to the model answer. It is particularly useful for identifying the most important feature of a learning activity and formulating and answering questions about that activity.

Elliot, et al., (1999): 332) defines locus of control to the extent to which individuals believe that they can control events that affect them. Individual with a high internal locus of control believe that events result primarily from their own behaviour and actions. Those with a high external locus of control believe that powerful others, fate, or change primarily determine events. Those with a high internal locus of control have better control of their behaviour and

tend to exhibit more political behaviours than externals and are more likely to attempt to influence other people; they are more likely to assume that their efforts will be successful.

RESEARCH METHOD

The research method that was used in this research was experimental research. The researcher examined the influence of Guided Discovery Learning on students' cohesive devices mastery in writing recount text.

There are two groups in this experiment, namely experimental and control group. The experimental group is the class that was taught by using Guided Discovery Learning and the control group is the class that was taught by using Dyadic Essay. They were given different treatment. After the treatment, the groups were given post-test. In addition, before the treatment, the students were classified based on their locus of control. The students' locus of control is classified into high and low.

The population of the research was the tenth grade students of MA Assalam Bangilan Tuban in the academic year of 2015/2016. Meanwhile, the samples of the research were the tenth grade B students as the experimental class and the tenth grade A students as the control class. Each class consisted of 38 students. The type of sampling which was used is cluster random sampling. The sampling and decision of experiment and control classes were done by lottery. There are two kinds of techniques used in collecting data. They are a non-test instrument called locus of control questionnaire and a written test.

The researcher used a descriptive analysis and inferential analysis in this research. Normality and homogeneity were used before testing the hypothesis. Moreover, one statistical device that is appropriate for factorial design is analysis of variance (ANOVA). The researcher used one dependent variable and two independent variables, dealing with this research, the dependent variable is cohesive devices mastery in writing recount text and the independent variables are teaching methods and locus of control which were divided into two kinds, namely, high locus of control and low locus of control.

It can be clued that there are two independent variables, ANOVA is called 2 x 2 ANOVA. H_0 is rejected if $F_o > F_t$. If H_0 is rejected the analysis is continued using Tukey test.

RESULTS OF THE RESEARCH

ANOVA Test (Multifactor Analysis of Variance)

The hypothesis testing is to know whether the null hypotheses (H_0) is rejected or accepted. Multifactor Analysis of Variance (ANOVA) is used to test the hypotheses.

Statistically, the H_0 (null hypotheses) is accepted if F_o is lower than or the same as F_t ($F_o \leq F_t$). On the other hand, H_0 (null hypotheses) is rejected if F_o is higher than F_t ($F_o > F_t$).

Table 1. The Summary 2x2 Multifactor Analysis Variance

Source of variance	SS	df	MS	F_o	F_t (.05)
Between columns	1910	1	1910.01	10.83	4.00
Between rows	1494	1	1494.33	8.48	4.00
Columns by rows (interaction)	896	1	896.33	5.08	4.00
Between groups	4301	3	1433.56		
Within groups	12694	72	176.30		
Total	16994	75			

Table 2. Summary of Total and Mean Scores

Students' Locus of Control	Teaching Methods	Teaching Methods		Total Average
	Guided Discovery Learning (A ₁)	Dyadic Essay (A ₂)		
High (B ₁)	$\bar{X} = 66.63$	$\bar{X} = 49.74$		$\bar{X} = 58.18$
Low (B ₂)	$\bar{X} = 50.89$	$\bar{X} = 47.74$		$\bar{X} = 49.32$
Total Average	$\bar{X} = 58.76$	$\bar{X} = 48.74$		$\bar{\bar{X}} = 53.75$

Based on the table above, it can be interpreted that:

Guided Discovery Learning Is More Influential Than Dyadic Essay on Students' Cohesive Devices Mastery in Writing Recount Text.

F_o between columns (10.83) is higher than F_t at the level of significance $\alpha=0.05$ (4.00). H_o is rejected and the difference between columns is significant. It can be concluded that Guided Discovery Learning differs significantly from Dyadic Essay in their influence on the students' cohesive devices mastery in writing recount text. Based on the mean score, it is seen that the mean score of the students who were taught by using Guided Discovery Learning (58.76) is higher than the mean score of the students who were taught by using Dyadic Essay (48.74). It means that Guided Discovery Learning is more influential than Dyadic Essay on students' cohesive devices mastery in writing recount text.

The Students Who Have High Locus of control Have Better Cohesive Devices Mastery on Writing Recount Text Than The Students Who Have Low Locus of control.

F_o between rows (8.48) is higher than F_t at the level of significance $\alpha=0.05$ (4.00). H_o is rejected and the difference between rows is significant. It can be concluded that students having high locus of control are significantly different from those having low locus of control. The mean score of students having high locus of control (58.18) is higher than mean score of students having low locus of control (49.32). It can be concluded that students who have high locus of control have better cohesive devices mastery in writing recount text than the students who have low locus of control.

There Is An Interaction Between Teaching Methods and Students' Locus of Control in Mastering Cohesive Devices Through Writing Recount Text.

F_o interaction (5.08) is higher than F_t at the level of significance $\alpha=0.05$ (4.00) because F_o interaction is higher than F_t . H_o is rejected and it can be concluded that there is an interaction between teaching methods and students' locus of control in mastering cohesive devices through writing recount text. Thus, the influence of teaching methods in mastering cohesive devices through writing recount text depends on the degree of locus of control.

Tukey Test

From hypothesis testing above, it can be seen that there is interaction effect between the two variables, teaching methods and locus of control. So, calculation must be continued using Tukey test. It shows as follows:

Table 3. The Summary of Tukey Test

Between groups	qo	qt(.05)	Meaning	Category
A ₁ - A ₂	4.65	2.86	qo > qt	Significant
B ₁ - B ₂	4.12	2.86	qo > qt	Significant
A ₁ B ₁ - A ₂ B ₁	13.85	2.96	qo > qt	Significant
A ₁ B ₂ - A ₂ B ₂	0.11	2.96	qo < qt	Not Significant

Based on the summary of Tukey test above, it can be concluded that:

Comparing Two Means Between-Columns (Guided Discovery Learning Is Compared With Dyadic Essay)

$$q = \frac{\bar{X}_{c1} - \bar{X}_{c2}}{\sqrt{\text{error variance}/n}} = \frac{58.76 - 48.74}{\sqrt{176.30/38}} = 4.65$$

From the computation above, it can be seen that q_o (4.65) is higher than q_t (2.86). Because q_o between columns (4.65) is higher than q_t (2.86), the difference between columns is significant. The mean score of the students who are taught by using Guided Discovery Learning (58.76) is higher than the mean score of the students who are taught by using Dyadic Essay (48.74). It can be concluded that Guided Discovery Learning is more influential than Dyadic Essay on student's cohesive devices mastery in writing recount text.

Comparing Two Means Between-Rows (High locus of control Is Compared With Low locus of control)

$$q = \frac{\bar{X}_{r1} - \bar{X}_{r2}}{\sqrt{\text{error variance}/n}} = \frac{58.18 - 49.32}{\sqrt{176.30/38}} = 4.12$$

From the computation above, it can be seen that q_o (4.12) is higher than q_t (2.86). Because q_o between rows (4.12) is higher than q_t (2.86), the difference between rows is significant. The mean score of the students who have high locus of control (58.18) is higher than the mean score of the students who have low locus of control (49.32). It can be concluded that the students who have high locus of control have better cohesive devices mastery in writing recount text than the students who have low locus of control.

Comparing Two Means Columns By Rows (Guided Discovery Learning Is Compared With Dyadic Essay) For The Students Having High Locus of Control

$$q = \frac{\bar{X}_{c1r1} - \bar{X}_{c2r1}}{\sqrt{\text{error variance}/n}} = \frac{66.63 - 49.74}{\sqrt{176.30/19}} = 13.85$$

From the computation, it can be seen that q_o (13.85) is higher than q_t (2.96). Because q_o between columns (13.85) is higher than q_t (2.96), the difference between columns by rows is significant. The mean score of the students who have high locus of control and taught by using Guided Discovery Learning (66.63) is higher than the mean score of the students who have high locus of control and taught by using Dyadic Essay (49.74). It can be concluded that the students who have high locus of control and taught by using Guided Discovery Learning have better cohesive devices mastery in writing recount text than the students who have high locus of control and taught by using Dyadic Essay.

Comparing Two Means Columns By Rows (Guided Discovery Learning Is Compared With Dyadic Essay) for The Students Having Low locus of control

$$q = \frac{\bar{X}_{c1r2} - \bar{X}_{c2r2}}{\sqrt{\text{error variance}/n}} = \frac{50.89 - 47.74}{\sqrt{176.30/19}} = 0.11$$

From the computation above, it can be seen that q_o (0.11) is lower than q_t (2.96). Because q_o between columns (0.11) is lower than q_t (2.96), the difference between columns by rows is not significant. The mean score of students who have low locus of control who are taught by using Guided Discovery Learning is (50.89) and the mean score of students who have low locus of control who are taught by using Dyadic Essay is (47.74). It can be concluded that the students' cohesive devices mastery in writing recount text between the students who have low locus of control and taught by using Guided Discovery Learning and the students who have low locus of control and taught by using Dyadic Essay is not significantly different.

Based on the result of point d, students having low locus of control don't show any progress although they were thought by different methods. Guided Discovery Learning is as influential as Dyadic Essay on students' cohesive device mastery in writing recount text for low locus of control students.

CONCLUSIONS

In general, Guided Discovery Learning is more influential than Dyadic Essay on the students' cohesive devices mastery in writing recount text for the tenth grade students of MA Assalam Bangilan Tuban in the academic year of 2015/2016.

The students having high level of locus of control have better cohesive devices mastery in writing recount text than those having low level of locus of control for the tenth grade students of MA Assalam Bangilan Tuban in the academic year of 2015/2016.

There is an interaction between teaching method (Guided Discovery Learning and Dyadic Essay) and students' locus of control in mastering cohesive devices through writing recount text for the tenth grade students of MA Assalam Bangilan Tuban in the academic year of 2015/2016.

Based on the research finding, it can be concluded that Guided Discovery Learning is an influential method on the students' cohesive devices mastery in writing recount text for the tenth grade students of MA Assalam Bangilan Tuban in the academic year of 2015/2016.

ACKNOWLEDGEMENTS

She is very grateful to express her deep gratitude to the IKIP PGRI Bojonegoro for their encouragement and financial support. The headmaster of Ma Assalam Bangilan Tuban for his support and permission for the researcher to carry out the research at the school.

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USING EXPERIENCE, GENERALIZATION, REINFORCEMENT AND APPLICATION (EGRA) METHOD IN TEACHING WRITING AT EIGHT GRADE STUDENTS OF SMP PGRI 2 JAMBI

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ABSTRACT

This research was conducted under consideration that eight grade students of SMP PGRI 2 Jambi need one alternative method in writing, such like EGRA method. The objective of the research was to found out whether EGRA method could improve students writing ability especially in writing recount text. The design of the research was experimental research with pre and posttest. Total sampling was used for reason only 35 students consist at eight grades. There were four treatment conducted with t-test result was 14.74. The critical value of t-table with the degree freedom (df)=34 and the level significance of 0.05 was 2.04, its mean that t-test value was higher than t-table. Hypotheses mentioned that there was a correlation using EGRA method in improving students writing ability was accepted.

Key word: EGRA method, writing ability

INTRODUCTION

Writing is one of four English competencies that should be mastered by students, in spite of the other three competencies namely speaking, reading and listening. Since English is a foreign language in Indonesia, there is a lot of challenge found in teaching English especially in writing. Writing is being a stressful time in class for some students; it is because not only writing needs words or vocabulary, it also need knowledge how to develop and formulate ideas, structure and fit vocabulary. A good strategy was needed here to answer this challenge, EGRA (Experience, Generalization, Reinforcement, and Application) was one of strategy considered fit to these problem. By using this technique, the students are given opportunity to find out the form and function of the sentence by themselves. Brown (1994) said that it is built more intrinsic motivation by allowing the students to discover rules rather than being told them.

Every stage of EGRA has a particular objective. The objective of the experience unconsciously learners to expose a particular structure item in use; the objective of generalization is that learners better remember conclusion about form and function, they make by themselves; the objective of the reinforcement helps the learners to check or revise their generalization; and the objective of the application uses or applies structure items learned in the previous stage to communicate information or messages (Adrian, 1998).

Writing in second language learning have been viewed as a support skill, used to reinforce the acquisition of grammar, or to support the memorization of language structure, as in the audio-lingual method (Grimstad and Wakefield, 1994). Meanwhile, Elbow (1962) stated that writing as revealing self in his words, its mean that by writing students try to express their own experience and feel relax. This kind of writing which is a student has his own words in writing could produce a good writelately (Hensen, 2000). Some research about using EGRA method in writing recount text showed that this method could make students feel free and enjoy the writing process and at the end could give best result (Afriani et al, 2014).

There are a lot of writing type such as, narrative text, descriptive text, report text, explanation text, recount text etc. Recount is a report of event or activity in the past. It is to inform or to entertain the readers. Structure of the text recount includes **orientation**, this part gives information about who, what, when, and where it happen. **Report** of event or activity, it concerned at chronological order, this part tells what happened in the story. And the last is **Re-orientation**, this part shows personal comments.

Writing activities in foreign language classes usually start from writing out paradigm and grammatical exercises, dictations, translation from language and initiative language and free composition (Rivers, 1971). Usually students have difficulty when asked to write down their

ideas in to a paper. This is because writing is difficult for them because they lack of vocabulary, spelling and grammar (Lyman, 1943). The same condition is found in SMP PGRI 2 Jambi.

Inference to explanation above and the strong desire of finding solution of these problem, the reseatcher has motivation to do the research which is to know the improvement of students writing skill in recount text by using EGRA method.

METHOD

This research is a pre-experimental research. According to Darmadi (2011) experimental research representing the single really research method can test the hypothesis the relation of cause effect. It is a way to see the effect of a treatment. Pre-experimental research are not characterized by total selection of participant from population, nor they include a control group.

The design of the research is one group pre-test and post-test design in which a single case is observed to points, one before the treatment and one after the treatment. Changes in the outcome of interest are presented to be the result of the intervention or treatment. No control or comparison group was employed.

Subject of this research was all of the eight grade students at SMP PGRI 2 Jambi in academic year 2012-2013. The number of subject was 35 students, they are 16 male students and 19 female students.

This research applied EGRA technique as a strategy to improve the ability especially to write recount texts. EGRA stands for E, which is experience; G is generalization; R is reinforcement, and A is application. The following is the brief explanation each stage of EGRA technique.

The procedure of collecting data presented in chronological order as in the following:

1. Pre – test

The researcher administrated the pre-test first. The researcher asked the eighth grade students of SMP PGRI 2 Jambi to write their experience in the paper. The topic is unforgettable experience and it consist three paragraphs.

2. Treatment

The researcher began to stimulate students to use of EGRA Technique for four meetings. The procedures were in table 1 below.

Table 1.treatment procedure

NO	Teacher's Activity	Student's Activity
1	Experience Phase: -give brainstorming about vocabulary which has correlation with the material -explain about recount text -give recount text example	-students pay attention -read the text carefully
2	Generalization Phase: -divided students into some group (each group consist of 4-5 students) -ask students to observe the sentence on the text -ask students to report their conclusion	-sit based on the group -observe the text in group and make the conclusion, like underline the verb Give the sign for (+), (-), and (?) How to form (+),(-), and (?), give the formula When do we use it? What do you call it? -students report their conclusion in front of the class
3	Reinforcement phase: - Exemplifies some sentences - Exemplifies a recount text	-students have to pay attention -students analyze the text with their chairmate
4	Application Phase: Ask students to make 3 paragraph of recount text based	- Students write recounts text (3

	on the title given	paragraph) by themselves
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3. Post-test

The researcher gave the students post-test after the treatment to measure their writing skill achievement. The researcher asked to the students to write recount text to paper with chose one of the topics holiday.

Student's writing score before and after treatment will be analyzed in order to know the significance of the score of pre-test and post-test. In addition, T-Test formula will use to measure the significance between the result of pre-test and post-test after treatment is given for several meeting. If the T-Test is bigger than T-table significance level, it means that there is an effect of teaching writing by using EGRA method.

The data of student skill in writing recount text are considered by the four components, such as fluency, grammar, vocabulary and spelling. Writing score are gained by calculating: Fluency+ Grammar + Vocabulary + Spelling. Below is scoring system that is used in this research based on Heaton scoring system (1990)

Table 2. writing scoring system

Aspect of scoring system	Level	Criteria
Fluency	5	Flowing style-very easy to understand-both complex and simple sentence-very effective
	4	Quite flow style-mostly easy to understand-a few complex sentences-effective
	3	Style reasonably smooth-not to hard to understand-mostly but not all simple sentence-fairly effective
	2	Jerky style-an effort needed to understand and enjoy-complex sentences or compound sentences
	1	Very jerky-hard to understand-cannot enjoy reading-almost all simple sentences-complex sentence confusing-excessive use of "and"
Grammar	5	Mastery grammar taught on course-only 1 or 2 minor mistake
	4	A few minor mistakes only preposition, article etc
	3	Only 1 or 2 major mistake but a few minor ones
	2	Major mistakes which lend to difficulty in understanding-lack of mastery of sentences construction
	1	Numerous serious mistake-mastery of sentence construction almost unintelligible
vocabulary	5	Use of wide range of vocabulary taught previously
	4	Good of new words acquired-use of appropriate synonymous, circumlocution, etc
	3	Only 1 or 2 major mistake but a few minor one
	2	Restricted vocabulary-use of synonymous but not always appropriate-imprecise and vague- affect meaning
	1	Very restricted vocabulary-inappropriate use of synonym seriously hinders communication
Spelling	5	No errors
	4	1 or 2 minor errors only (e.g. ie or ei)
	3	Several errors do not interfere with communication-some words very hard to recognize
	2	Several errors-some interfere with communication-some words very hard to recognize
	1	Numerous errors-hards to recognize several words-communication made very difficult

The formula of $X = R/N \times 100\%$ is used to find the percentage of students score in each component of writing recount text. X stand for score in certain category, R is stand for students score in certain category and N is stand for total sample.

In order to rank student achievement, this study use 0-20 scale that adapted from Heaton scale (1990) as below.

Table 3. The measurement of student's achievement

Score interval	Category
17-20	Very good
13-16	Good
9-12	Fair
5-8	Weak
0-4	Poor

FINDINGS AND INTERPRETATION

This research conducted in four meeting, one meeting for pre-test, one meeting for post-test and four meeting for treatment. It took place at SMP PGRI 2 Jambi from August 27 until September 8 2012.

The result of pre-test showed that the lowest score is 4 with mean score is 8.85. It means that students were not able to produce written text, especially recount text well. After four time of treatment, post-test was taken. The result of post-test showed that the lowest score is 8 meanwhile the highest score is 18 and the mean score is 12.14. Based on the difference of mean score, its mean that the result of post-test is better than the result of post-test or it could be concluded that experience, Generalization, Reinforcement and Application (EGRA) method gave a significant effect to student writing ability.

Table 4. pre-test and post-test result

No	Classification	Score	Pre-test		Post test	
			Frequency (F)	Percentage (%)	Frequency (F)	Percentage (%)
1.	Very good	17-20	0	0	3	8.57
2.	Good	13-16	2	5.71	8	22.85
3.	Fair	9-12	5	14.28	17	48.57
4.	Poor	5-8	25	71.42	7	20
5.	Very poor	0-4	3	8.57	0	0
Total			35	100%	35	100%

Student result of component of writing after treatment was done showed that the students could achieve maximum score on fluency and spelling component only. There were three students and two students on each. These facts reveal that there were the different results before the treatment was given. Before no one students could achieve the highest score in writing components.

CONCLUSION AND SUGGESTION

The students recount writing achievement was develop after students applied EGRA method in writing activity during four times. Since student's problem in starting and developing their ideas could be solved by using EGRA method. Students felt more comfortable and fun in writing English. Through EGRA method, student could found the generic structure themselves as well as develop ideas and write paragraph easier. It showed that EGRA method could be applied as one of teaching method in order to improve student's writing ability especially in writing recount text.

Based on the result of the research above it could be suggest to the English teacher to use this method in teaching English especially for writing. Suggestion for students was they should considered to apply every phase of EGRA method in order to help them to learn writing English. Since in every phase of EGRA methods could leads them to find, to discuss and to develop their ideas in writing.

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SANGKURIANG: WHY IS IT INAPPROPRIATE?

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ABSTRACT

Teaching English in some Islamic circumstances in Indonesia, evidently, emerges dichotomies. It occurs because of the different view of people towards English. Some argue that English has a lot of benefits on the students' life as mostly people believe; therefore, they make some efforts to have English proficiency. Meanwhile, there are some others say that English gives negative impacts towards the students, especially on their behaviour's change. It is due to the inappropriate content of teaching materials viewed from Islamic perspective, as people cannot avoid the existence of culture when teaching certain language. This circumstance happened in one of Islamic Boarding Schools in Tasikmalaya which avoids teaching English with fictive contents, especially in narrative text; such as at the text of Indonesian folklore entitled "Sangkuriang." This paper aims to bridge the gap between both arguments.

Keywords: *Narrative, Sangkuriang, Tangkuban Parahu, English in Islamic perspective*

INTRODUCTION

Teaching English narrative text, a genre which purposes at entertaining the readers with fiction stories through its chronological order, in senior high school in Indonesia has been common issue since these late ten years. English teachers together with the government have set various packages to teach narrative text to the students, beginning from using original stories from English native until combining them with local stories which is usually called as local wisdom. When teaching this genre, both using original English native stories and combining with local wisdom, the existence of cultural content is something which cannot be avoided, as in other concerns on language teaching. It is in line with Kramsch (1993) in Neff, Peter and John Rucyski Jr.'s statement (2013, p.12) "the role of culture in language teaching is even more central, calling it not as just fifth skill, but rather something that is "always in the background, right from day one."

Cultural content existing in some of narrative texts taught in Indonesia are sometimes unacceptable by certain English learners' community. It happened in one of Islamic Boarding Senior High Schools in Tasikmalaya. They ignored to teach narrative text using stories containing illogical fictive stories. One of the examples is the folklore of Sangkuriang which tells about the formation of Mount Tangkuban Parahu. It tells that Mount Tangkuban Parahu was created from the reverted boat kicked away by the anger Sangkuriang, a son of human and dog. It was definitely contradictive with the science and certainly a massive falsehood. Furthermore, to fib, at any conditions for any reasons, is extremely forbidden in Islam.

In the other hand, English is still a compulsory subject taught at the field of research. It is based on the necessity of mostly people in this world toward English. Crystal (2003) states, "The statistics collected suggest that a quarter of the world's population is already fluent or competent in English and this figure steadily growing – in the early 2000s that means around 1.5 billions." Because of these contradictive issues, the teachers in the field of research need to propose solutions in bridging the gap.

METHODS

Documentation was the first step conducted to collect the facts about how the School Foundation has been running the regulation against deceptions existing in the English narrative texts. Texts containing unacceptable message(s) were also collected to be analysed. Then, interviews were conducted to investigate why such mythical stories are forbidden in that school. It was done to one Sharia teacher and two English teachers. An interview to the Sharia teacher was conducted to find out the basic ideology about what is supposed to be applied in English teaching, especially related to English content/materials. The Sharia teacher graduated from one of the notable universities in Egypt. Her major is Islamic Sharia. She is 27 years old. She has been teaching for three years in that school. Meanwhile, interviewing two English teachers was conducted to know their perception and practice toward the implementation of sharia law in English teaching. The two English teachers taken as respondents graduated from English Education Department of UPI Bandung and Siliwangi University Tasikmalaya. Both of them have been teaching English for one and a half year there.

Futhermore, to investigate the existing illogical content in Sangkuriang story, a thematic analysis method is used. (Braune and Clarke, 2006 p.6) states, "thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail." The thematic analysis chosen was based on deception criteria which toughly sounds in the field of the research, they are elements existing in folklore(s): myth, superstition, and legend. This case is especially discussing one legend story from Bandung, West Java.

FINDINGS AND INTERPRETATION

The documentation study conducted in the research field shows that there is a condradictive situation emerging in English teaching circumstance. The school foundation runs the regulation that myth, legend, and superstition were forbidden to blend in any kinds of subjects, especially in English and Bahasa Indonesia. It is passed out by a legal formal statment reffered by the Principle and the Foundation Chairman to all teachers. There was a decisive notice directed to everyone in that school.

Responding this phenomena, the reseachers then interviewed some teachers teaching in that school. First interview was directed to a Sharia (Islamic Law) teacher. Here is the necessary citation of the interview:

No.	Question(s)	Response(s)
1.	Why should not myth, superstition, legend, and its ilks were forbidden?	Because they are human creation which have untrusted content.
2.	What do you think if giving those stories to the students?	It means that we are teaching them lies.
3.	Why do you consider them lies?	Because they were taken from untrusted resources.
4.	So, what is the alternate material for teaching?	We can take the story from Prophet, Prophet's companions, and families, as long we can refer them to the responsible resource(s).
5.	Do you know the story of Sangkuriang?	Yes, I know
6.	Is there any positive influence for the students?	Yes, it is. I know that there must be positive influence such as (may be) we should be good with our mother. But unfortunately, there are a lot of negative values in it such as man got married with dog though some says that the dog is not a real dog that it is reincarnation, a child wanna get married with her mom. It is absolutely unacceptable not only for Islamic teaching I think, but it is forbidden in other religion.

7.	So, is there any suggestion or solution?	Of course, there must be another way by giving real story or fact to the students. There must be a lot of stories which is better than it. The teacher should be able to select the stories. Or let's say it by narrative fact. It still makes sense, right?
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From the interview above, we can deduce some ideas that the teacher has belief that teaching English is not merely teaching literally but also should consider the content. She also states that the story comes from invalid resources. The content which contradicts the sharia must be eliminated. On the contrary, she still consider the positive message in the story unfortunately it is overwhelmed by the negative message. In other words, she had better replace the story by real story or a story which derives from trusted resources.

Furthermore, the researcher also interviewed two English teachers to investigate the follow up practice in implementing the Foundation regulation. Besides, knowing their perception is also necessary to clarify the bound between the ideology and implementation. Here is the citation of the interview:

English Teacher 1

No.	Question(s)	Response(s)
1.	Why should not myth, superstition, legend, and its ilks were forbidden in this school?	They (the stories) are influenced by other faith that is different from Islamic teaching. The stories also are invalid.
2.	Why do you think they are invalid?	They (the stories) were spread mouth to mouth. There is no written text originally and they are not authentic and the contents also are doubtful. There will be a controversy between Islamic belief and the belief that comes from the stories.
3.	So, do you think the stories must be replaced?	Yes, they can be replaced by someone's experience or the real stories that involve Islamic figures/heroes.
4.	By the way, do you know the story of Sangkuriang?	Yes, I know.
5.	Do you think, there may be some positive influence for the students, right?	Yes there is a positive influence such as there must be like a communication among family and must keep in touch. Families should respect each other and know the role of individual. A mother should not bully her son etc. However, the story is doubtful such as getting married with a dog, a canoe that turns into a big mountain and making a dam in one night. I think this stories can be a controversy and debatable and it is good for critical thinking for university students not for junior high school students because of the insufficiencies of their prior knowledge.
	So, is there any suggestion or solution?	An English teacher should be more creative to find out the story which is good for the students. There should not be stuck in the myth, superstition, or a legend.

English Teacher 2

No.	Question(s)	Response(s)
1.	Why should myth, superstition, legend, and its ilks be forbidden in this school?	Basically, it is the rule.
2.	Whose rules?	The rules which were made by this foundation chairman that of course were derived from Islamic teaching actually that consider myth and superstition forbidden.
3.	Do you know Sangkuriang?	Yes
4.	Do you think the story valid or invalid?	I think it is kind of myth which is forbidden in Islamic teaching.
5.	Why do you think it is a myth?	It is a folklore which means the resources untrusted and it derives from mouth to mouth and there is no original written text. The story is doubtful and does not make sense. In teaching, I think, we as teachers must consider the content as well and choose correct story for the students.
6.	Why correct story?	Let me ask you, When you see mount. Tangkuban Perahu. What is in your mind? You know the story, right? I think you will imagine Sangkuriang figure kicking the boat and the boat flied and flipped over then little by little it turned into a mount namely Tangkuban Perahu. Is that what you think? I believe that story also comes into some students mind who had heard it. They will not describe about the mount by some scientific answers such as a geological expert does, but all they say just a myth. This is our duty as a teacher to reform the situation. We have to give a scientific explanation instead of a myth or superstition.
7.	So, what is the solution?	We have to change it by stories that are more beneficial and more educated and give them a real and good story such as Islamic hero who spread this teaching, history of good people etc.

From the interviews above, both English teacher 1 and 2 have the same point of views that the story can influence the students' belief or may distract their faith from Islamic teaching. English teacher 2 explained the reasons more detail and dared to criticize by giving an offer to reform the teaching by eliminate the stories meaning that teacher should stop telling myth to the students. They all also says that teachers should give correct or valid resource to build a scientific circumstance in the class.

The researcher would like to display one of the rejected folklores containing illogical content. This is it, the legend story of Sangkuriang and Mount Tangkuban Parahu, a well-known folklore from Bandung, West Java. This text is very popularly used among Indonesian schools, whether in junior or senior level as Narrative Genre. It represents the best structure plot of teaching narrative stories to students. According to Coffman and Reed (2010, p.9), "the type of plot that is best of teaching narrative story structure includes two features: (1) the plot is linear, meaning

that the character's goals, attempts, and outcome are clearly stated or easily inferred, and (2) the narrative contains episodes based on characters, goals, attempts, and outcomes." Although this legend is structurally best in plot, there is something else beneath needed to consider when teaching this to students, ideology message. To make it obvious, here is the short version story of it, please read and recomprehend the message behind:

The Story of Sangkuriang and Mount. Tangkuban Parahu

Once, there was a kingdom in Priangan Land. There lived a happy family. They **were a father in form of dog**, his name is Tumang, a mother which was called Dayang Sumbi, and a child which was called Sangkuriang. One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then, he thought to shoot his own dog. Then he took the dog's liver and carried home. Soon Dayang Sumbi found out that it was not deer's liver but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home. Years go by, Sangkuriang had travelled many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left several years earlier. Soon, she realized that she felt in love with her own son. She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day. Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the Mount of Tangkuban Parahu Bandung. (From www.unair.ac.id)

112) states, "beliefs are thought of as psychologically-held understandings, premises or propositions about the world that are thought to be true."

The Story of Prophet Jonah

Prophet Yunus (Jonah) was sent by Allah to a big town where many people had forgotten Allah's orders and did many things which Allah had forbidden. You should believe only in Allah and obey only Him, Yunus told them. You should worship Him alone and do good, otherwise a severe punishment will come upon you!

But Yunus soon discovered that the people did not want to listen to him. He lost patience with them and left the town in anger. Afterwards, Yunus decided to go across the sea, and boarded a ship for the voyage. But when the ship was in the middle of the ocean, Yunus suffered a great misfortune. He was thrown overboard and swallowed up by an enormous fish! Fortunately though, the fish had swallowed Yunus in one big gulp, so he landed in its stomach unhurt.

It was very dark inside the fish's stomach and Yunus grew very fearful. In his loneliness, he started to think over what had happened in the town and came to realize that he should not have acted so hastily and in such a quick-tempered manner. Instead, he should have stayed and kept on speaking to the people and ask them to return to Allah.

In his despair, Yunus started to pray with all his heart to Allah. He said, "Oh Allah, there is no God apart from You. You alone do I praise and honor. I have done wrong. If you do not help me, I shall be lost forever."

Allah hears the prayers of those who pray to Him and those who believe in Him. Allah heard Yunus's prayers and He caused Yunus to come out of the fish's stomach, and to be swept by the waves of the ocean all the way to the shore.

Poor Yunus was in a terrible state after all that and just lay on the beach weak, ill and helpless. He felt dreadfully miserable, but Allah caused a tree to grow and this tree provided Yunus with shade and good fruits. Before long, Yunus had recovered his health and strength.

To obtain more in-depth analysis result, future research can be conducted within various respondents, for example by involving the Foundation Chairman, School Principal, and other elements in that school. Further research can be done on different focus, such as analysing the

content of illogical teaching materials with different methods (Discourse Analysis or Content Analysis, for instance).

ACKNOWLEDGMENT

We thank all respondents who participated in this study. We also express our gratitude to the Head of Islamic Boarding School Principal and Foundation Chairman for supporting this research.

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CREATING AUDIO VISUAL MEDIA OF NARRATIVE STORIES FOR SPEAKING ACTIVITY OF JUNIOR HIGH STUDENTS OF SMPN 1 DEKET LAMONGAN

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ABSTRACT

Narrative such as fables, fairytales, folktales, and legend has been part of human culture since they have been told since long time ago. In this era, the use of stories in teaching and learning process has been recommended since teaching English by using stories can be both interesting and motivating. The study aims to develop a simple audio-visual media of folktales and fables that will be used as media for speaking activity of junior high students in SMP N 1 Deket Lamongan. The research adapts Research and Development design proposed by Borg and Gall. There are seven stages in developing the media that are adapted from Borg and Gall research design such as Need analysis, Planning and Developing, Expert and Teacher Judgement, Revision I, Trying Out, Revision II, and last is Product Finalization. The media is in the form of Flash media program (SWF) that can be played in any computer system that facilitated with flash media program. There are two self-made digital stories and two narrated stories from folktales and fables in Asia. Each story is followed up by several questions related to the stories. Three classes use as the participant in trying out the media to see the effectiveness and of the media. To collect the data, a checklist is used by the expert validators and English teachers in validating the media and another checklist is used by the students in trying out the media. The result of the research shows that the product is well-accepted and liked by the students and teachers. As conclusion, even a simple media that is used in class can increase students' interest and participation in speaking activity

Keywords: *audio-visual media, narrative stories, speaking activity*

INTRODUCTION

Many English learners use speaking ability as the indicator to be called successful or not. According to Folse (2009:3), language learners want to be able to speak fluently rather than mastering three other skills. Another expert also states that most learners feel that being able to communicate orally or speak is an important goal in foreign language learning (Graham: 2007). Ur (1996:120) adds that among four language skills (listening, speaking, reading, writing), speaking is considered important since people who know the language are referred as the "speakers" of that language as if speaking includes all the kinds of knowing. Ur also states that many foreign language learners are primarily interested in learning to speak.

Though speaking has a value toward language learning, based on some previous researches conducted by Mauratu (2005), Prasetyanto (2011), and Swari (2015), the speaking skill has for long time been underestimated especially in form of the portion in classroom teaching. To support the previous statement, a preliminary study has carried out in SMP N 1 Deket, a school that is located in a suburb area in Lamongan. In this school some information were gained through interview and observation.

Based on the information that was gained through the preliminary study, there are several things that can be highlighted as the main problems in teaching speaking skill, especially in SMP N 1 Deket. The first problem is the insufficiency of source in teaching English, especially speaking. Two of three teachers who teach in eight grades clearly stated that the only sources in teaching English are the textbook given by the government and the module (LKS). The second problem is the length of exposure that is given to the students. As stated before that two of three teachers who teach in SMPN 1 Deket Lamongan think speaking is considered as difficult skill to be taught in class; therefore, the teachers prefer teaching reading and other skills. The third point is the types of material that do not arouse students' motivation. Since the

teachers only use the textbook and module (LKS) as the main sources in teaching, it can be predicted that the teaching and learning process tend to be monotonous. By bringing an interesting media in class, the students will engage more to the teaching and learning process. Moreover, they will comprehend the subject easily because they are motivated. Motivation is the base foundation of an English language learner. According to Prayitno (1989:4) a student who is motivated to a subject will be very interested to do all the tasks, shows a high diligence in studying, also has varied activities to study. Houston (1985:12) adds that motivation can block or facilitate the expression of previously learned information, just as it can block or facilitate new learning. Houston's statement implies that motivation hold an important part in learning a language. When the students are not motivated to learn, then there will be no input transferred. Therefore, it is the greatest challenge for the teacher to get the students to use the target language to converse, communicate, interact, ask questions, and answer the question orally.

A strong reason to underdone this study is to develop an audio-visual media is based on the statement stated by Mayer (2009: 6) that multimedia presentation, when the materials is presented in form of audio and visual, can maximize the human capacity to process information. Mayer also adds that when the teachers present the material through verbal mode only (audio), they actually ignore the potential contribution of students' capacity in processing in visual mode. Thus, it is believed that an audio-visual media can accommodate a better teaching and learning process. An audio visual media will attract the students' interest as well as arouse students' motivation. According to psychological field, the junior high students (in range of age 10-14) have attention span in range of approximately 10-12 minutes (Vawter, 2009:2). This attention span is easily distracted by external factor such as the condition of the classroom, the students' characteristic, the way the teacher presents the subject, etc. therefore, the use of audio visual media is considered effective to be used in class since audio-visual media can attract students attention and help the students to keep focus on the materials that is presented by the teacher. Moreover, the use of audio-visual media is in line with the implementation of edutainment where the students can be educated and entertained at the same time (Sorathia & Servidio, 2012:2).

This research is a development of an audio-visual media (a media in form of Adobe Flash Media) of narrative text as input in speaking activities. In this media, the narrative text specifies into fables and folktales. The fables and folktales that are provided in this media will be taken from India and Japan only, since those two countries have significance difference in term of culture. In addition, due to the limitation of time, this study only carried out two countries in Asia. It is expected that by providing the story from Japan and India as the representation of Asian countries, the students can enrich their knowledge about cultures in Asian country beside their native country. Another consideration is fables and folktales are the most common narrative text that is given to the students. This media is purposely design for the junior high students in SMPN 1 Lamongan for this school needs this media to support the teaching and learning English. Since the narrative text is taught from the seventh grade up to ninth grade, this media can be used as the materials in speaking activity to all grades. Therefore, the media will consist of two kinds of narrative texts which are fables and folktales. Its theme is representing stories from Asia and the appearance of the menu will be in the form of a map of Asia. There will be four stories both two fables and two folktales. The stories will be taken from Japan and India as the representative of East Asia and South Asia. There will be a follow up activity after each story; the activity will be in the form of instruction to be done through speaking activity. There will also be a glossary in each story.

METHOD

Since this study is aimed to develop an interactive speaking material combined with multimedia in form of flash media program to be used as input in teaching speaking, the appropriate design to support this research is the Research and Development design that is proposed by Borg and Gall (2003). Adapted from Borg and Gall's model, this research divided the R&D cycle into eight major stages. The adaptation was carried out to meet the real condition in the field research.

As the first stage of the research design, the need survey will be carried out to get information and check the current condition also the availability of the materials in the market and school. The needs analysis is conducted to make sure that the product that will be developed is appropriate based on the students' and teachers' need. After doing the need analysis, the researcher will plan the appropriated media that suit the needs of the students and the teacher.

The next stage will be developing the audio-visual media of fables and folktales. In constructing the media, there are several steps that will be employed. The first one is developing the script of material that. The second step is developing the material. The third is the making of the animation for each fables and folktales, the fourth is the process of recording the narration, and the last, after the audio-visual media has been made, the audio, the animation, and the other materials are ready to be assembled inside a CD-ROM using a program called Adobe Flash CS3.

After the product has been developed, the following stage will be validating the media to the expert of materials, media, also the English teachers. The purpose of validation from the experts and English teacher is to gain constructive comments and suggestions for the up grading of the product. The audio visual media will be revised if the experts and the teacher consider that the quality is still poor. The comments and suggestions from the expert and the teacher will be the fundamental guideline in upgrading the media that will be produced.

The revision I is a stage where product is revised based on the data from experts and teacher validation. It is needed to make sure that the media and the material is ready to be tested and tried out to the school.

The try-out is the next stage after the revision I is completed. By having the media being tried out, the researcher will know whether the media already fulfil the students' need and interest. This stage also contributes in revealing the proper audio-visual media that is needed to support the learning process. The try-out will be done to achieve the criteria of good media which is attractive, efficient, effective, and innovative especially for the students in SMPN 1 Lamongan. The revision II will be done based on some weakness points that will be found during the try out. The final product will be produced after all the revision is completed.

FINDINGS

Need Analysis

In needs analysis two steps were done, first was interview with the English teachers and the second was giving questionnaire to the students. The interviewees were the teachers of 7th graders and 8th graders teacher. The teachers were chosen randomly among the teachers in SMP N 1 Deket Lamongan. The first interviewee was the teacher of 7th graders. She had taught English since 2003. The second interviewee was the 8th graders' teacher who had taught since 2001. Both of the teachers taught different classes. The interview with those teachers was done separately.

Result of interview

The teachers gave information by answering the questions asked by the practitioner. There are five questions that should be answered by the teachers. The first question asked about the way the teachers held speaking activity in class. The teachers answered that they usually asked the students to read the dialogues out of the LKS, since it is more efficient to do speaking this way since there are 26-27 students in a class. From the second question, information about the difficulties in teaching speaking was gained. The teachers explained that there were a lot of difficulties in teaching speaking. One example was when the students had no willingness to learn. This would hinder the students to acquire the lesson. Another example was the students were too shy to speak up. Some students were afraid to be mocked by their friends if they make mistake in stating English sentence, therefore those students had tendency to be shy to speak up in speaking activity. In addition, the teachers also added that those students had limited vocabulary that troubled them whenever they want to say or state something in English. Third question revealed the use of media in teaching speaking. The teachers honestly answered that they never used variation of media in teaching speaking. All the materials were taken from the LKS and English book provided by the government. According to the teachers, it would be difficult for her to use media such as power point or film in class because most of the teachers had no time in preparing those kinds of media. Fourth question was delivered to know the way

the teachers taught especially in teaching narrative text for speaking. The teachers said that mostly, they asked the students to perform a dialogue related to giving opinion, greeting, and introduction (transactional-interpersonal) instead of giving narrative materials for teaching. According to the teachers, it was difficult to teach narrative for speaking, for example making a drama, since it was time consuming and not every student had willingness to participate. In the fifth question, the teachers were asked whether the students were motivated to engage in speaking activity. The teachers answered that when it came to motivation, most of the female students were more motivated than the male ones. The male students usually too shy to speak because they were afraid to make mistake and being mocked by their friends. It made the male students less participated in speaking activity.

Result of Questionnaire

Students' information was gained using questionnaire. From the questionnaire the practitioner could gather information related the needs of new media to facilitate speaking activity. First information that can be gained was most of the students like English subject; however, speaking is the least skill for their preference. In contrary, most of the students still thought that speaking skill is considered important for their future. The students' response to the questionnaire showed that they felt difficult to learn English especially because of their limited vocabulary. For the teaching and learning process, half of the respondents said that English subject was quite fun though the teacher only asked the students to read dialogue and discuss it in pair. In line with the teachers' statement in the interview, the students confirmed that the main teaching source that was used by the teacher was LKS (module) and most of them agree that LKS was inadequate to support they need for English subject. When question related to the media that the students' need was raised, the students, almost 95% of them, agreed that using video or multimedia will help them to study better. They also added that using theme fables or fairy tales would be interesting.

Expert Validations

Material Validation

First validation was about the materials in the media. The lecturer who filled the checklist validation gave a good impression toward the media. Overall, the expert of material stated that the media was very well-done. It was attractive and interesting. However there were some weak points that should be revised to make the betterment of the media such as some minor grammatical mistakes. The validator also pointed out that the fairytales in the media were more into folktales. Thus, the suggested action that was given by the expert of materials was rechecking all items and revising the weak points of the media.

Media Validation

The expert of media gave a good impression toward the media. He said that the media is well-provided and neat. However the design of the cover should be changed by giving the logo of State University of Malang and writing the target audience that will use the media. The expert of the media briefly stated that the visual design of the media is good. He also added that the content is contextual and tuned in which can arouse the students motivation and enlarge the students knowledge. However, the expert also stated some missing points of the media such as the credit title, reference, and the source of the story should be stated in the media. Overall, the expert of the media gave several suggestions that can give betterment for the media. First, improve the manual guide so that the user can operate the media easily. Second, there are potential chance to develop this media by adding cultural topic other than Japan and India.

Practitioner validation

One of the teachers of 7th graders was chosen to fill the validation checklist. The teacher thought that the material was already good. The attractiveness and the activity of the media was also acceptable. activeness of the material and the activity. However, for the comprehension of the materials and the vocabulary, the expert gave 3 point which means that the materials and the vocabulary were quite difficult to understand. In term of media presentation the expert satisfied with user control, the display, the presentation, and the font. The teacher also think that certain

criteria in this aspect such as the subtitle, the narration, and the backsound were quite good. For the last aspect, the teacher satisfied with all of the criteria which are, the utility of the media, and the usefulness of the media in making fun learning process also motivating the students in learning English. In the end, the teacher of 7th graders stated that this media is interesting since the picture is fun and well-presented. However in some points, the colour was a bit less vivid.

Try Out

The result of trying out the media in seventh graders showed that the media is well-accepted by the students. All of the students stated that they like the media. The second point was the understanding of the stories, 92, 3 % of the students understand the stories in the media. Same percentage was also gained for the third point: the attractiveness of the stories. 88, 4 % of students think that the activity that was held in class was fun and engaging. 92% of the students also added that the vocabulary in the media was easy to understand and the media was easy to be operated. The existence of subtitle really helped the students since 96% of the students agree that the subtitle was useful. 65% of the students think that the narration was clear. Although many students agree that this media was interesting, but only 65% of the students who thought that by using the media speaking skill is easier to comprehend.

For the eighth graders, all of the students liked the media. 85% of the students understand the stories in the media and 92% think that the stories in the media were interesting. For the activity, all of the students agreed that the group discussion was fun and made them engaged more. 70% students thought that the vocabulary in the media was easy to understand. However, all of the students confirmed that the media was easy to be operated. According to the students, the existence of subtitle helped them in understanding the stories. Though, 74% of the students agreed that the narration is clear. 92% of the eighth graders had the same opinion that the media was easy to comprehend and it made speaking activity became more fun. Overall all of the eighth graders agree that this media made them more interested to do speaking activity.

For the ninth graders, all the students in the class agreed and confirmed that this media was well-accepted and useful. For all the aspects in the questionnaire was gained 100% vote from the ninth graders.

DISCUSSION

Based from the findings that had been elaborated above, the percentage that was shown in each class showed how the students' ability affected the way they accepted the media. The lower graders class, who was novice and had limited vocabulary, felt that the language use in the media was too hard; therefore, they felt that the media was too hard to understand. Meanwhile the upper graders classes enjoyed the media more and felt that the existence of the media enrich the speaking activity. The availability of the good speakers also affected the performance of the media since the speaker that was used was not the good one, many students, especially the lower graders felt that the audio was a bit unclear. All of the classes agreed that the use of the media in class made the speaking activity became fun and engaging although some of the students in lower classes still felt that the language use in the media was quite difficult for them. However, the practitioner believed that the vocabulary in the media was appropriate for the students' ability and the students would be more triggered to open the dictionary when they find any difficult word. In addition, the media already equipped glossary of difficult words for the students to look at.

Having Enjoyable and fun teaching and learning process in considered important since the students can absorb more knowledge when they enjoy the learning process. Harmer (1998:24) states that learning process is a partnership between teacher and students. In this case, it is a responsibility for the teacher to create an engaging teaching and learning process. In his other book, Harmer (2007:123) also points out that good speaking activities can and should be extremely engaging for the students. There are many ways to create an engaging and enjoyable speaking activity, as one of the examples is by having a media as the means to arouse students' motivation. Mauratu (2005) states that to make enjoyable classroom situation, the teacher has to use media that are appropriate to the learning process. In this case, the use of songs, videos, and movies can support the teacher in teaching English. Smaldino and Russell (2005:5) also add that the role of instructor and learners are clearly changing because of the influence of technology in

the classroom since it enables the teachers to give the materials easily. Instructional technology and media provide the teacher with the tools to engage students in learning. Therefore, it is the students' job to dig up and explore the materials given by the teacher. However, the problem arises when the students are not motivated enough to dig up and explore the materials given by the teacher. Based on the explanation above, the researcher realizes the importance of media as a tool to enhance students' interest toward English as it will also help the students comprehend the subject more. As also stated by Cahyono (1997: 129) that whatever media that is used, if the teacher can use it effectively, it will accommodate the teaching and learning process.

In developing the audio-visual media, the practitioner considers to put narrative text, specifically fables and folktales, as the main materials to arouse the students' motivation. Narrative is a kind of texts that is taught in junior high and senior high. It aims not only to amuse the readers or listeners but also to give moral value (Cahyono, *et al*: 2014). Many kinds of narrative texts, such as folktales, myths, legends, folktales, and fables, used by mothers as media to put their children sleep. Narrative, on the other hand, can also be used to convey messages in building children's or students' character and moral (Khoiriyah: 2011). Stories (narrative) have been part of human culture as they have been told since the biblical era (e.g., Noah's ark) or the emergence of Greek mythology (e.g., Hercules). In the era of ELT, the use of stories in teaching and learning process has been recommended since teaching English by using stories can be both interesting and motivating. (Cahyono, *et al*: 2014). In addition, by introducing fables and folktales the teachers can also teach the students about character building since fables and folktales always have moral value. Deflor (2001:4) states that fables teach a lesson, unlike the direct confrontation, it involves no negative or defensive feeling. In other words, by using fables and folktales, the teacher can also indirectly lecture the students about ways the students must behave and help the implementation of character building. Therefore, developing a media that contains fables and folktales helped the teacher in conducting effective and engaging speaking activity.

Fables and folktales are chosen, which are the kinds of narrative texts, as the materials that are presented in the audio-visual media because based on the preliminary study the teachers never apply narrative text in speaking activity though it is written in the standard of content. It is found out from the interview with the teacher that two of three teachers never give narrative in speaking activity. However, the fact shows that in the KTSP curriculum there is a narrative material that is intended to be taught in speaking skill. The reason then revealed that teachers feel that putting narrative as the material in speaking activity is tough and wasting much time since the implementation of narrative in speaking usually done by doing drama or role play. Thus, the teachers avoid teaching narratives for speaking. Narrative texts is considered as general materials for junior high since narrative text is introduced in the seventh graders up to ninth graders. In other words, the media that will be developed will be useful and effective since it can be used by all the students in junior high school.

CONCLUSIONS AND SUGGESTIONS

The aim of this study was to develop teaching media that could encourage learners' motivation in speaking activity and make the students more engage to the activity since the media merged the use of fables and folktales and the current technology. Indeed audio visual media is one a ways to help the teacher to conduct fun and engaging learning activity. Using folktales and fairytales as the materials in the media also help the students' to understand narrative text better, especially narrative for speaking. Therefore, using this audio visual media was a splendid way to play and learn with English at the same time. As the result, the English learning will be much meaningful and the students can comprehend the materials better. As the conclusion, this research and development product can be used as preference for practitioner to conduct more fun activity during teaching and learning process.

In using this media, the teacher can adjust and modify the way the media presented to the class condition. This audio visual media is so flexible that the teacher can add activities or other things along with this media. For future researchers who are interested in conducting the same study, it is suggested to make the audio visual using different topic and targeted students. Making the students involved in the process of media making also another way to bring new issue related to audio visual media.

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DEVELOPING ELECTRONIC ENGLISH WORKBOOK FOR INTERNSHIP STUDENTS OF MULTIMEDIA PROGRAM IN VOCATIONAL HIGH SCHOOL

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ABSTRACT

In the implementation of Curriculum 2013, the students of Vocational High Schools were given English learning materials which were not related to their vocational skills. There was also no companion book for the students in some schools to be used during the internship in grade XI. Therefore, this study aimed at developing electronic English workbook to be used during the internship, which was designed Multimedia Program. This study followed the Research and Development design through the steps of assessment, design, development, implementation, and evaluation. Based on the needs assessment, the e-workbook was developed by combining Task-based Language Teaching and R2D2, which stood for Reading, Reflect, Display, and Do, for online learning activities. The e-workbook had four units which are Unit 1: My Internship Experience for personal letter, hope, and dream; Unit 2: Let's Talk about Technology for report text and suggestion; Unit 3: Let's Do Our Project for procedure text and passive voice; and Unit 4: How Will You React for analytical exposition text and conditional sentence. The e-workbook used Edmodo as the media of delivery. The product had been validated by the experts, and the result showed that the product was good and relevant to be used for the target user.

Keywords: *electronic workbook, internship, vocational high school*

INTRODUCTION

The learners easily comprehend and recall the learning material that which are related to the existing knowledge which is presented in the familiar context (Lightbown & Spada, 2001:42). Moreover, the students are also likely to be motivated in learning English when they know that this subject is significant for their future (Saville-Troike, 2006:86). These theories are contradictory with the current condition of English teaching in Vocational High School based on Curriculum 2013. The present materials cover the teaching of General English with no vocational-specific topic. It is different from the School-based Curriculum in which English is taught with specific topics and vocabulary related to the students' vocational major.

The government provides the English textbook for Curriculum 2013. However, based on the preliminary study, the materials in the textbook were hardly taught to the students because the topics were not familiar to their situation and they could not see the significance of learning English with those topics. In addition to that, the Curriculum 2013 only allocated limited time for the students of VHS to study English formally at school in which the students only have a two-hour meeting in a week for English. It worsen the teaching of English in VHS where the students have an internship program in the end of second semester in Grade XI.

The internship, which is known as *Pendidikan Sistem Ganda (PSG)*, requires the students to experience full-time work in some months in order to develop and strengthen their vocational skills before they graduate (Setyabudi, 2014). The vocational skills are not sufficient to be taught only through in-class learning and practicum at school; thus, VHS sends the students to 'work' in the workplace. The school usually gives them books and tasks to be learned by themselves during the internship. Unfortunately, there is no material which is specially designed to accommodate the situation and the needs of the students when they are doing the internship.

According to Setyabudi (2014:2), most teachers are unable to design the materials that match the characteristic of distance learning because the materials are derived from regular face-to-face classroom learning activity. In the distance learning, the teachers are incapable of doing direct interaction and fully monitoring the students' learning progress (Ikhsan, et. al.,

2010:1). The learning instructions and activities given through the learning materials have to lead the students to experience improved knowledge and experience although they are constrained by separated time and place (Moore, et al., 2011: 130).

Considering the problems abovementioned, this study has developed a workbook as a companion learning material for the students of VHS in internship program. Salirawati (2014:1) asserted that workbook emphasizes on the various learning activities, and they are aimed to bring the students more exercises to comprehend the materials. Besides, workbook is designed to follow a flexible learning pattern which is expected accommodates students' difficulties (Widyantini, 2013:4).

The learning process in the product of this study employs semi-controlled and free technique which employs students-centered activities and open-ended and unpredicted responses-based assessment (Brown, 2007:184). Furthermore, the workbook adapts Task-based Language Teaching (TBLT) that is developed by using task-based activities to reach communicativeness goal in learning the language (Littlewood, 2007:243). TBLT promotes the use of language in the real world because it uses the real life task as the core, so that it presents as contextual and communicative learning process (Beglar & Hunt, 2002:97). TBLT also focuses on the accuracy and fluency since the students pay attention to the form of language in order to deliver the meaning (McDonough and Shaw, 2003:48).

Nunan (2004) divided the task into real task and pedagogical task. The pedagogical task is 'a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in their target language' (Nunan, 2004:4). Before the students perform the task in the real life situation, the students must learn the essential aspects through the tasks in the classroom. This task is made by the teacher as preparation program to resemble the real life tasks, which also takes account of learner's developmental stage (Brandl, 2007:9).

Following the stages in TBLT, the organization TBLT in the workbook is divided onto three stages. It is started by Pre-task where the students are introduced to the topic, instruction of the task, and the language component exercise. Then, the students do series of tasks in the Task stage. Although the language component exercise is included in the Pre-task stage, the teacher gives feedback for the students' work emphasizing on the use of language again in the Language Focus. The Language Focus stage of the product of this study functions as the reevaluation of the intensive language focus which has been given in the Pre-task stage.

In addition to that, the researcher adopted R2D2 online teaching model proposed by Bonk and Zhang (2008). R2D2 stands for Read, Reflect, Display, and Do that reflect the division of learning activities done through online learning. The R2D2 model starts from Reading, which is a phase prepared to engage the students into the learning activities. Then, the students are asked to reflect what they have read by doing an observation or having online discussion in an online group to be written as a short report or summary. In Display, the students are going to present their concept through mapping or diagrams to show their future project or any variation of products made from two previous steps. At last, the students are asked to make a product which makes use of the topics and activities done in the three previous phases.

The R2D2 model is combined with the Task-based Language Teaching that is used as the basis of this product development. The Read phase which follows R2D2 model reflects the Pre-task phase where the students are given the explanation and pedagogical task to prepare the students. The language problem solving is presented during Reflect, Display and Do phase. TBLT as the goal-oriented approach, which leads to the making of product as the result of task (McDonough and Shaw, 2003:48), will be applied in the end of each cycle. The language focus is inserted in the Read phase in which the vocabulary section is given before learning activities and grammar section is presented after the comprehension's check. Here, the teacher functions as the facilitator that encourages the students to explore various source of learning, yet still assist and lead the students to focus on the goal.

To overcome the distance during the internship, the workbook is delivered in a form of electronic workbook (e-workbook) through Edmodo. The technology offers the advantage of accessibility to the learners, makes the distance learning becomes interactive and provides supportive environment where the students are able to develop language skills as well as building the knowledge and make a discourse from the surrounding (Bates, 1995:8, Brown,

2007:201). The workbook is distributed to the students through *Edmodo*, as a social media platform for education purpose. Through this *Facebook*-like interface, the teacher can create an interactive virtual classroom to overcome the characteristic of distance learning that is identical with the lack of classroom interaction. This platform lessens the burden of the teacher by providing the attractive website with all available the facilities, so the teacher can focus on making the materials.

The e-workbook are designed for the students of Multimedia Program. Multimedia Program is the sub-major of Information and Technology. Despite the increasing number of the students who take this vocational program, the English learning materials made for this program is still limited. Most materials are available only for Information and Technology major in general, but the appropriate materials used for Multimedia Program which combine IT-based with Multimedia- based materials such as graphic design and video editing are hardly found. The students need English to understand sources written in English to operate the equipment in the practicum and understand some learning sources to understand the vocational subjects.

There are some previous studies which are related to the development of product in this study, but there is no product developed for English in Multimedia program yet. Thus, with the unavailability of the desired products, the researcher expected that the product could be a solution in giving suitable English materials for the internship students specifically for Multimedia Program.

RESEARCH METHOD

The study adapted Research and Development (R&D) design of multimedia-based instructional media of Lee & Owens (2004). There were fix stages namely assessment, design, development, implementation, and evaluation. The assessment stages consisted of needs analysis and front-end analysis. The data was taken using document analysis, interview, and questionnaire. Based on the data, the lesson structure was outlined by choosing the subject contents and choosing the *Edmodo*'s feature to be used. The design was then developed through two stages which were materials development and expert validation. The validated materials were tried-out to the selected participants from the Multimedia students of SMKN 4 Malang. After those stages, there was an evaluation to look for the shortcomings and weaknesses, as well as how the product had been revised to overcome them. At last, the final product was ready to be disseminated and used.

FINDINGS

Based on the assessment, the overall materials presented in the available textbooks could not reflect the present or future uses of the language for the students. From eleven chapters, there were only four chapters which presents suitable topics to be used by the students of Multimedia Programs. Most topics were not be related to the use of English in their environment and did not give a meaningful task. The lesson about in-depth literature took a moderate portion in the books which did not applicable to their field.

The interview was given to three English teachers in SMKN 4 Malang. They agreed that the book was not suitable for the students. The book presented general topics with advanced English, while the students were not familiar with the topics and those topics were not significant for their needs related to vocational subject. The English teachers in this school did not give the internship students a companion book since the evaluation of the previous printed companion book showed that it was not effective and most students were cheating by copying their friends' work. Moreover, the teachers had not developed a new internship book related to the application of new curriculum. Therefore, the teachers welcomed the idea of giving an electronic workbook for the students who would join the internship.

The assessment of the students was collected from the students of Multimedia program who were going to conduct an internship. The participants were 33 students from XI Multimedia A in SMKN 4 Malang to represent the target users of the product. Within 10 questions, According to the interview to the students, they realized that English was important for their study and job. They had experience in using *Edmodo*, yet the teacher did not really use it. Thus, they welcomed the use of *Edmodo* for the media of learning during the internship.

Despite eleven subject contents in Curriculum 2013 of Grade XI, there were only eight subject contents that were used in the workbook. It was done based on the result of the needs analysis and the possible situations which will be faced during the internship. The subject contents presented in the e-workbook are personal letter, hope and dream, suggestion, factual report, tips and procedure text, analytical exposition, conditional sentence, and passive voice.

The English skills in the product cover reading and writing skills. The questions in the e-workbook were designed to follow the *Standar Kompetensi Lulusan (SKL)* or graduate's competence of VHS and *Kisi-kisi Ujian Nasional SMK Tahun 2016* based on Curriculum 2013. The students of VHS who leave school for internship must face the final examination preparation once they are going back to school. Therefore, the e-workbook was also expected to prepare them beforehand and not limited to give them supplementary materials to the current materials in Grade XI.

Those materials are divided into four units, which are Unit 1: *My Internship Experience*, Unit 2: *Let's Talk about Technology*, Unit 3: *Let's Do Our Project*, and Unit 4: *How Will You React*. Unit 1 accommodated personal letter, hope and dream. The personal letter was changed into email format to suit the condition with e-learning process. The next unit, Unit 2, presented report text and passive voice while Unit 3 gave the tasks about procedure text and suggestion. Whereas, Unit 4 covered analytical exposition text and conditional sentence.

The material development continued by designing the learning activities and the assessment. Each unit was developed by using the combination of three theories. First, the materials development adopted the model from Hutchinson and Waters (1987:109) which consists of Input, Content, Language, and Task. The tasks in the product were developed using Task Based Language Teaching (TBLT) that has three cycles which are: pre task, task, and language focus (McDonough & Shaw, 2003:48). Afterward, the format of the materials presentation was given through four stages of R2D2 models by Bonk and Zhang (2006). The R2D2 steps were Reflect, Display, and Do. Read stage focused in reading skills, the next three stages gradually presented the students with writing skills. Some components of the three theories above are overlapping to each other so that the researcher combined them to compose the suitable materials.

In creating an *Edmodo* account to facilitate the learning process, the researcher had to make a group in *Edmodo* under teacher's account. The researcher created a group named *XI Multimedia A – GRAFIKA*. Similar to Facebook, *Edmodo* had a homepage which had some panels directed to some specific boards named Note, Assignment, Quiz, and Poll. The Note page functioned as the homepage where the member of the group could see what has been posted or announced. The Assignment was used to post and submit the assignment, while the Quiz could be used for the teachers who wanted to give a quiz in a form of multiple choice or short answer. In this workbook, the Quiz was not used regarding the tasks which were used in the product focuses on writing. The Poll was functioned to give polling to gather information about students' opinion. It was used as the replacement of questionnaire for the students in this product.

The e-workbook consisted of four units, thus the researcher made four small groups for the tryout. In each unit, the researcher posted two postings: Read-Reflect and Display-Do. As a result, the students would work on two sub units before working on the next two. It was completed due to the steps in comprehending the input and the doing the tasks. Then, in each posting, the researcher gave two different files that were PDF files for the learning materials, and Microsoft Office document's files for the worksheet that would be submitted by the students. The temporary product was validated by two experts in materials development and assessment, and one practitioner in teaching English for VHS students.

The implementation, or tryout, of the workbook was conducted online through *Edmodo* since this workbook was designed for e-learning. The participant of the tryout was chosen 19 students from XI Multimedia-A SMK Negeri 4 Malang. The participants were not chosen but the researcher asked for the volunteers who wanted to join the try out, depending on the availability with the working schedule. However, there were only 13 from 19 participants who submitted the task in the end of the tryout.

After the students finished submitting the task, they filled in the questionnaire. The questionnaire was given online in the 'Poll' section which consisted of 15 questions. According

to the questionnaire, 77 % of the students agreed that the content of the materials suited the needs of Multimedia students and the topics are interesting. The learning process was started with clear instruction (85%) and the texts in all chapters were understandable (85%). All of the students stated that the length of the materials and the time given to do the task were appropriate for the online learning. The vocabulary, grammar and the language were clear and understandable, which were shown by 92%, 85% and 77% votes. Most of the students (62%) said that the workbook's layout was attractive and 69% of them stated that the materials did not have major mistyping. In a place of the use of *Edmodo*, the students agreed that *Edmodo* account is easily accessed (92%). Although several students made mistakes during the try-out, 92% of them stated that this online platform was easy to use. *Edmodo* was an effective tools to be used in e-learning and facilitated the online communication in regards to the distance learning throughout the internship.

The researcher involved a practitioner as the observer. Her comment on the teacher's questionnaire showed positive feedbacks. Based on her opinion, the content of the materials were good and suitable for the students. She suggested that the instruction given in the materials and *Edmodo* board should be simpler, be softer and use more understandable vocabulary. The activities and the layout were proper for e-learning. The application was easy to be accessed and promotes effective e-learning too.

DISCUSSIONS AND RECOMMENDATION

It was found out that the majority of topics presented in the textbook are not suitable with the students' program. When the language learners are given an input, the input will be developed to a further knowledge when the learners experience the condition where they can practice it (Lightbown and Spada, 2001:42). In this situation, the teachers stated that the distant topics made the students hardly understood the materials in the classroom so that the teachers had to found other materials. The students were also less motivated because they could not relate what did they learn and the use of it for their current and future situation (Ellis, 2008:75).

As a result, the researcher decided to compose a workbook with the basis of electronic book that is operated using *Edmodo*. The workbook processed the existing materials with the topics related to the vocational job in the internship because the function of learning materials is to help the students to understand the real meaning of communication in English through the familiarity of the materials (Crawford, 2002:84). The learners ideally were able to relate their existing knowledge and their skills to the things they learned (Hutchinson and Waters, 1991: 107).

The combination of the distance learning and the computer networks are beneficial to connect the separated individuals and provides the interactive distance learning teaching and learning process (Aydin, et.al., 2007:100). The e-learning offers flexibility for the learners in arranging their learning time and provides easy access for the students (Brown, 2007:201). The use of social network offers a plus point by its ready-to-use product, attractive design, real time activity stream, and its familiarity among the students (Thongmak, 2013:2), and *Edmodo* as an educational platform gives practicality for the users and communication for virtual classroom (Thien, et.al., 2013).

The application of TBLT let the students to use the language in a meaningful context based on the real life situation (Wang, 2013:99). The kind of tasks used in this e-workbook refers to the pedagogical tasks where it takes account of the 'pedagogical needs for focusing on skills in isolation in language learning' (Brandl, 2007:9). Besides, the production of series of writing in each unit can be categorized as project-based learning. Project-based learning is a student-centered approach that demands the student to work on a project in a certain period. The integration of ICT in project-based learning are effective for teaching and learning process (Muniandy, et.al., 2009:74). The students can explore various sources and the wider access to online world motivates the students to finish the tasks. Nevertheless, the teachers have to make sure that the instruction are clear and students have to be disciplined by giving exact deadline.

In the implementation stage, the students had difficulties in learning by themselves. In fact, distance learning demands the students to have higher independence and learning autonomy. The tryout proved that some students still neglect their tasks by submitting the tasks over the deadline or not submitting at all. It shows that the teachers in the distance learning must

not forget to set the norms explicitly beforehand. Stating the norms helps the teachers to be successful in shaped up the classroom (Harmer, 2007:156).

The tasks in workbook are mostly finished in pair work. In the tryout, some students chose their pair and object to be paired with other friends. Since the workbook is conducted online, the teacher can leave the choice to the students rather than risking the learning process (Harmer, 2007:168). The distance learning which takes place in a separated place needs to be given different strategy since the teachers cannot fully control the class and the students are asked to work more independently.

Concerning the utilization of the product, the users have to be concerned that they have to make *Edmodo* account in order to fully experience the communicativeness and practicality in distance learning teaching and learning process. The use of *Edmodo* is simple yet the users may need some times to be familiar to all the features. Originally, this e-workbook is intended for distance learners who join the internship. However, the teachers may use this material as the blended learning during the regular classroom. The teachers use *Edmodo* and the tasks in this product as the assignment to assist the face-to-face learning process. In regards to the changing of Curriculum 2013, the teacher can still take the materials from this book especially for the texts with specific topics. The materials are still applicable for the implementation of English teaching and learning process if the teachers use. For other researcher, they can develop the materials for internship students for other vocational program. This study has several weaknesses that can be made into a better product for different target user.

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WHY ARE STUDENTS RELUCTANT TO CONVERSE IN THEIR SPEAKING CLASS?

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ABSTRACT

The objective of this study is to investigate the factors which make students are reluctant to converse in their conversational English class. The participants of this study were first semester bachelor's degree students of the Department of English Education, Teacher Training and Education in one of the private universities in Central Java, Indonesia. The samples consisted of 150 participants. The instruments used to gather data were classroom observation, questionnaires and interviews. This study used descriptive design by qualitative analysis. The study found that the factors which made students unenthusiastic to speak English in their speaking class were from the teachers' competence in pedagogy, profession, social and personality such as she/he used monotonous techniques in each meeting, the teaching techniques focused on explaining the materials and writing and she/he did not provide enough opportunities to students to speak English in the class. Other factors were classmate or partner to talk were passive, students themselves whose language mastery such as their grammar and vocabulary was low, class atmosphere which was not conducive to converse English among their friends and psychological factors such as feeling of unenergetic, ashamed, sleepy, nervous, not being confident and not being fluent in speaking English.

Keywords: *conversational English class, teachers' competence, pedagogy, profession, social and personality*

INTRODUCTION

In recent years the teaching of English speaking skills has become increasingly important for Indonesians students (Mattarima & Hamdan, 2011, p. 288), for both academic purposes and better career at an international level (Siregar, 2010, p. 70; Widiati & Cahyono, 2006). The proof that someone masters another language is generally characterised as being able to speak that language (Nunan, 1999, p. 225). The most important thing for the language teacher to do is to make students able to communicate genuinely, spontaneously and meaningfully in the second language (Brown, 2007, p. 18). However, generally spoken English is still a barrier for Indonesian students (Sembiring, 2003; Muamaroh, 2009). It is difficult to achieve communicative competence in many English classrooms in Indonesia (Yuwono, 2005, p. 6). Furthermore, some English teachers who have low in proficiency generally become the only model of oral English proficiency in their classrooms. Some of them even tend to use Bahasa Indonesia as a medium to teach English lessons (Musthafa, 2001; Yuwono, 2005, p. 6; Widiati & Widayati, 1997).

The concept of a teacher in many places in Indonesia, particularly in some rural areas, teachers are the only resource for explaining materials. Their teaching tends to be teacher-centered, placing them as the only person who is able to talk in the class while students just listen passively (Koesoema, 2009, p. 55). Students tend to be passive and they only talk when they are asked by their teachers (Noel, 2008, p. 80). It is also true in some conversational class. Moreover, learning to talk in a foreign language is one of the most difficult language skills to teach (Brown & Jule, 1983:25). Student ability to speak the language is the ultimate goal of teaching a language (Bygate, 1987:3; Hashimoto, 2002:8; Luciana & Aruan, 2005; Rusdi, 2003). The teacher also could influence students' confidence to speak English. A study by Muamaroh (2013) found that students' confidence decreased because of the teacher.

METHOD

The subjects were bachelor degree students in their first semester at the Department of English Education in one of the private universities in Central Java, Indonesia. The participants of this study were one hundred and fifty students from five conversational English classes. This study

used a descriptive research design using qualitative analysis. The instruments used to gather data were class observation, questionnaires and interviews. One hundred and fifty students filled and returned back the questionnaire, while fifty students randomly were interviewed individually. The close and open questionnaire and interview given respectively at end of the semester, while class observation done at several meetings during the semester. The questionnaire and interview were carried out in Indonesia to get more detail data. However, all data those quoted in this paper were translated into English. All data obtained from participants were coded. In quoting interview and open questionnaire data, all details that might identify interviewees were replaced by expressions in brackets to ensure confidentiality; e.g. '(teacher's name omitted)'. The results of interviews, questionnaire and class observation were analysed qualitatively to draw conclusions about the reasons why students are reluctant to communicate in English in their conversational English class.

FINDINGS AND INTERPRETATION

In view of students' questionnaires and interviews showed students' perception about their reason that made them reluctant to converse English in their conversational English class. The result from interview showed that only eight (16 percent) students perceived that they were happy with their conversational class, while 42 (84 percent) students perceived that factors which made them reluctant to converse English in their class were from teacher, classmate, students themselves, their psychological factors and class atmosphere.

Teacher's factors

The lack of the teachers' competence in pedagogy, profession, social and personality inhibited students to converse English. Some students perceived that the teacher used monotonous techniques in each meeting, the teaching techniques focused on explaining the materials and writing and she/he did not provide enough opportunities to students to speak English in the class. Most of students thought that the way their teachers taught them were monotonous and did not explain material clearly. S/he only explained the material for students without providing them to converse among their friends, even there was a teacher just gave a material subject without explaining it to students. S.1.A commented: "The teacher just give material without explaining it". S.33.B also commented: "The teacher's voice is not clear, [s/he] does not explain, [s/he] just gives the material". Others commented as follows:

- S.11.A: The teacher gives a lot of materials and only little time for students to practice.
- S.10.A : The teacher only explains [the material] without practicing to converse [in English] to his students such as [teacher's name omitted]
- S.44.E: The teacher is not communicative to us [students]. We are only asked to speak [in English] but the teacher is not communicative
- S.45.E: Too many materials makes us too bored. We have to get more practice [to speak] than [to get] more theories.

Furthermore, the above finding was supported from the results of open questionnaire. Some students wrote that they were reluctant to converse English because the teacher spoke too much and students were busy chatting among them. Others wrote as follows:

- [The teacher] explains something which is not part of the material, even he/she talks about his personal business and he/she is not attractive teacher
- If we just listen to the teacher's speech
- The teacher speaks too much in front of the class
- The teacher always uses the same technique for each meeting

Another reason that made students reluctant to converse English was the teacher asked them to write things that they wanted to talk about. Below some comments in the interview:

- S.4.A: Writing, there is a teacher [who] teaches speaking class and asks to write. I dislike it
- S.9. A : If there is a homework, another teacher before [teacher's name omitted] s/he gives homework first then after that [we] are asked to speak based on the homework that we have done.

It was interesting to find out that some students believed that their teacher always used monotonous techniques in their language class. This decreased their motivation to speak. On the other hand, they still needed their spoken teacher as a role model how to pronounce the English words correctly. Therefore they disliked if their English teacher used mix languages between Indonesia and English.

S.20.A: The teacher used mix language [Indonesia and English]. In the spoken English class the teacher should only speak in English.

S.16.A: Yes...from the teacher, if the teacher is monotonous I dislike [him/her]. S/he does not train my speaking ability.

S.29.A: The teacher only keeps silent, monotonous

S.34.B: There is no challenging, just monotonous, [I do not] have motivation

Other students argued that speaking English in front of the classroom also made them hesitant to speak English, in particular if the teacher asked students to speak English in front of the class without making preparation.

S.2 A: Speaking [English] in front of [the class] because only student who speaks in front practices speaking English, others just listen him/her.

S.27.A: Speaking English in front of the class, [this] makes me ashamed and I do not master speaking subject

S.15.A: We are forced to speak English in front without making preparation. I dislike it if I have to do it without making preparation. This makes me confused what I have to talk about in front of the class.

S.30.A : [Teacher] asks students to speak in front of the class individually

S.46.E: We are asked to speak [English] spontaneously. This makes me confused what I have to talk about.

The results from interview is supported by students' comment in open questionnaire. Some students wrote that speaking in front of the class made students nervous and blank. They are reluctant to speak English if the teacher asked them to speak in front of the class without making preparation. They dislike if they have to speak English in front of the class individually. It is inhibit to converse English if the teacher always asks students to speak in front of the class in each meeting.

Other opinions given by some students that they were reluctant to converse in English was their teacher sometime made them scary about the speaking subject. Some of them disliked the techniques of drama and direct interview because these made them nervous.

S.14.A: The teacher sometimes makes students scary by saying that speaking subject is difficult and they should never ignore it.

S.25.A: If I am interviewed directly. This makes me confused what I should talk about

S.36.C: Drama and working in group because those are complicated

The results from open questionnaire supported the results from the interview and class observation that students were reluctant to converse when their teacher talked a lot in the class. The students' summary about the factors which inhibit students to converse in English as the following table:

Table 1. Summary of students' descriptions about factors which inhibit students to converse in English

No	Item	Percentage
1	Teacher	43%
2	Class atmosphere	15%
3	Speaking in front of thr class	10%
4	Psychological factors (lack of motivation and so forth)	7%
5	Not mastering the material	7%
6	Not provided opportunity to speak English	5%
7	No problem	5%
8	Classmates	4%
9	Others	4%
Total		100%

For the teachers factors can be classified into the following summary:

Table 2. Summary of students' descriptions about teacher's factor

No	Item	Percentage
1	Pedagogical competence	34%
2	Social competence	5%
3	Professional competence	2%
4	Personality competence	2%

Based on the Table 1 and 2, some students wrote that the teaching model which only listening to the teacher's talk and monotonous teaching methodology made them reluctant to converse English. Some other students wrote as the following :

- We just listen to the teacher's talk
- The teaching model which only provides teacher talking a lot
- The teaching technique which only uses memorizing
- Only theory and there is no practice for students

Related to social teacher's competence, something that made students reluctant to converse English was the teacher made jokes a lot in the class, she/he always asked personal questions, and the teacher used some words that students were not familiar with them. Some other wrote:

- Teaching methodology which the teacher only pays attention to smart students
- The teacher insults students in front of the class, being laughed and being mocked in front of the class when students make a mistake
- Teacher calls students' name impolitely based on what she/he wants

While from professional teacher's competence: the teacher are short of giving materials in the class and the materials that given in the class are complicated made them reluctant to converse English. On the other hand, from personality teacher's competence: the teacher is too anxious in teaching and shows unpleasant face which is not comfortable to look at also could make student unenthusiastic to converse English.

Classmate or friends

Classmate also could make students reluctant to speak English. Based on interviews, some students stated that if the partner to talk was passive, this decreased their willingness to converse English. Another reason was because some students spoke in Javanese language during the conversation class. Moreover, working in group also made them hesitant to speak English in the class.

- S.41.D: If in dialogue, my partner' spoken English ability is different from mine
- S.42.D: If using dialogue, [my] friends sometime speak Javanese
- S.49.E: I dislike dialogue because my friend sometimes have different reason with mine
- S.17.A: Group work because some students are passive. Only the active students improves their spoken English and the passive students only keep silent. Thus it makes students' capability in speaking are not the same
- S.21.A: [I dislike] discussion without teacher guidance or without his/her present in the class because this makes the discussion not focus

The result above was supported by the students' comment in open questionnaire. Some of them wrote that the partner did not always speak English, even she/he does not want to speak English. Most of students were passive in the class.

Students themselves

Some students whose language mastery was low, they tended to be reluctant to speak English in the class. Most students stated that they were ashamed and short of mastering grammar, and vocabulary.

- S.38.D: I am lack of grammar and vocabulary
- S.43.D: From me myself I do not know many English vocabularies
- S.47.E: Because of my vocabulary

S.24.A: If I am asked to speak [English] but it is waited by the teacher. This makes me ashamed

The result of open questionnaire supported the above result that some students admitted they were still short of mastering vocabulary and grammar.

Class atmosphere

Some students are unwilling to converse English because of unsupportive class atmosphere such as because the class is too noisy and this influences their concentration. Another reason is there are so many students in the class. Others wrote as follow:

- [My] classmates talk each other because they are short of monitoring [from the teacher]
- [My] friends are too noisy therefore it decreases my confidence
- If there are many friends disagree with [my opinion in discussion]. This makes me lost of concentration and [I] cannot focus.

In open questionnaire, some students wrote that factors which inhibited them to converse English were the class atmosphere was so stressful, many students in the class, unsupportive environment, lack of competition or desire to speak English up in the class.

Other findings from this study is psychological factors could also inhibit students to converse English such as feeling of unenergetic, ashamed, sleepy, nervouse, not being confident and fluent in speaking English. Students felt that they were not given enough opportunity to converse English and the time to practice speaking English was limited.

The funding of this research supported the study done by Muamaroh (2013) that teacher influenced students' spoken English whether in their confidence or their competence to converse English during class activities.

CONCLUSION AND SUGGESTION

This study found that only eight (16 percent) students perceived that they were happy with their conversational English class, while 42 (84 percent) students perceived that they were reluctant to converse English in their class. Students' perceived that factors which made them reluctant to speak English in their speaking class were from the teachers' competence in pedagogy, profession, social and personality such as the teacher used monotonous techniques in each meeting, the teaching techniques focused on explaining the materials and writing and she/he did not provide enough opportunities to them to converse English in the class. Other factors were classmate or partner to talk were passive, students themselves whose language mastery such as their grammar and vocabulary was low, class atmosphere which was not conducive to converse English among their friends and psychological factors such as feeling of unenergetic, ashamed, sleepy, nervous, not being confident and not being fluent in speaking English.

Based on the results of this research, it is suggested that teachers in particular who teach spoken English in the conversational English class has to improve the competence in pedagogy, profession, social and personality.

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ENHANCING COLLEGE STUDENTS' ABILITY TO GENERATE IDEAS IN WRITING USING GRAPHIC ORGANIZER

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ABSTRACT

The research aims at revealing: whether or not and to what extent Graphic Organizer can enhance the college students' ability to generate ideas in writing, and identify the class climate when Graphic Organizer is implemented. The finding of the research showed that the use of Graphic Organizer enhanced: (1) students' ability in generating ideas including: (a) writing main ideas; (b) writing more supporting ideas; (c) using correct cohesive devices; (d) writing coherent paragraphs. The enhancement of the students' scores could be proved that the mean score of the pre-test was 49.8; the post-test 1 was 69.62; and the post-test 2 was 80.19. Twenty five students from 31 students had fulfilled the criteria of passing grade which was 75 in post test 2; and (2) enhanced the class climate including: (a) students' attention to the teaching and learning process was getting better; (b) students got more alive condition; (c) the students' participation was more active; (d) the time needed to write a text was shorter than before. Considering the inspiring result of this research, English lectures are able to use this research for guiding the students to explore the students' ideas through Graphic Organizer.

Keywords: *generating idea, graphic organizer, writing*

INTRODUCTION

Writing is a skill requiring the writers to generate ideas. Ideas are collection of thoughts that generate in the mind. The ability to generate idea is the ability of students to develop an idea and find additional facts by supporting sentences. It also needs skills to check whether their writing is on-topic. Berninger and Swanson in Stone, Silliman, Ehren, and Apel (2004: 565) say that the generating process encompasses two general functions. The first is text generation, which involves turning ideas that are generated in the planning process into language representations within working memory, so that they can be expressed in writing. Knowledge of cohesion, coherence, and discourse are recruited as the writer strings meaningful linguistic units to convey meaning. The second aspect of generating ideas is transcription, which involves encoding verbal mental representation into written symbols. Recruiting knowledge of spelling, writing mechanics, and writing conventions, writers transcribe formulated ideas onto paper (by handwriting or typing).

The preliminary research showed that there were some problems of the college students' ability in generating ideas. The problem identified were (1) the college students' ability in generating ideas particularly the lack of main idea, the lack of supporting idea, incorrect use of cohesive devices, and incoherent paragraph; and (2) the class climate before the research was also described in several situations. The students took more time than the time that had been allocated for writing because they found difficulties in transferring thoughts and feelings from their heads onto a sheet of paper. Furthermore, The students could not keep their focus on the lesson. Most of the students did not have ideas to respond to the lecture's explanation.

Implementing strategy brings a fresh air in the class climate and it can influence the students' writing skill. Emerson and Maxwell from University of New England, Australia (2011) briefly set out the rationale for the use of action research as a culminating assessment task in an undergraduate ten week internship. Graphic Organizers can be effective tools for enhancing thinking and promoting meaningful student learning. The results provided evidence for improved outcomes in early childhood students' writing performance and undergraduate teaching competence. Utter (2007: 61) argues that a Graphic Organizer is a visual frame used to represent and organize learning information. Graphic Organizer helps to sort out and expand thinking skills and thought processes. Therefore, the implementation of Graphic Organizer is

essential to carry out in order to know whether or not and to what extent Graphic Organizer can enhance the college students' ability to generate ideas in writing, and identify the class climate when Graphic Organizer is implemented.

METHOD

The subject of the research was the students in International Relations Department of one university in Ponorogo. There were 31 students in International Relations Department and all of them are boys. The research was conducted in two cycles in which there are 4 meetings in each cycle. The research method which was implemented in this research was classroom action research. Hopkins (1993: 1) argues that action research is a research carried out by teachers, to enhance their own or colleague's teaching, to test assumption of educational theory in practice, or as a means of evaluating and implementing whole school priorities. In addition, McNiff and Whitehead (2002: 16) state that action research (for that matter all kinds of research) is more than just doing activities. It is a form of practice which involves data gathering, reflection on the action as it is presented through the data, generating evidence from the data, and making claims to knowledge based on conclusions drawn from validated evidence.

The model of action research used in this research was the model developed by Kemmis and Mc Taggart in Burns (1999:22). According to Kemmis and McTaggart, action research occurs through a dynamic and complementary process, which consists of four essential moments of developing a plan of critically informed action to improve what is already happening, acting to implement the plan, observing the effect of the critically informed action in the context in which it occurs, reflecting on these effects as the basis for further planning, and subsequent critically informed action and so on, through succession of stage.

In this research, two kinds of data were used, quantitative and qualitative data. Quantitative data were the data in the form of the students' scores in generating idea from the beginning of the research to the end of the research. Qualitative data were the data taken from observation, interview, questionnaire, and document. There were some sources of data: (1) documents; (2) participants; and (3) events when the teaching learning process happened

The quantitative data from pre-test and post-test were analyzed in the form of mean score and percentage. In scoring the students' writing, the researcher used analytic scoring in which each element is scored separately. Then, the students' scores were analyzed in the form of mean score. Meanwhile, the qualitative data were described using words and sentences to get the conclusion. They were analyzed by using The Constant Compare Method (CCM) as suggested by Glasser (1980) as quoted by Hopkins (1993:145). He described Constant Comparative Method as the following distinct stages: (1) Comparing incidents applicable to each category, 2) Integrating categories and their properties, 3) Delimiting the theory, and (4) Writing the theory.

FINDINGS AND DISCUSSION

After analyzing the fact in the preliminary research, the first cycle was designed to help the students' problem in generating ideas. There were four meeting for giving treatment and implementing Graphic Organizer in generating idea's class. While in observing stage, there were two things observed in implementing Graphic Organizer. They were teaching learning process that the students had achieved and the class climate. The researcher implemented Graphic Organizer in teaching writing: (1) giving Graphic Organizer and explaining them about how to flow ideas in the Graphic Organizer; (2) asking them to complete their Graphic Organizers with many phrases or words matching with the topic; (3) having them add three or four supporting ideas related to main idea in every box or frame; and (4) getting them to turn their ideas in Graphic Organizers into sentences or paragraphs.

The observation of first cycle revealed that some students were facilitated by their Graphic Organizers to think more other ideas for the topic. Basically, the teaching and learning process in the first meeting ran well. The researcher gave the students Graphic Organizers and asked them to write pointers as a process to generate their ideas in pair. Some students got difficulties in writing their ideas. They had written the main ideas but they disobeyed to add some phrases or words as their supporting ideas. Teaching and learning in the second meeting also ran effectively. They tried to stimulate their thought for getting ideas. It indicated that the

class situation was better than it was in the beginning of the lesson. Then the students were asked to turn their ideas into sentences. In this stage, the students focused on the fluency on the writing. In the third meeting, post-test 1 was conducted. That test was held to know the students' ability in generating ideas to write expository essay. The students looked serious when doing the post-test 1. In the fourth meeting, the researcher explained the material patiently, so the students could understand the material clearly. Although they made some errors in their paragraphs, most of them could generate their ideas. When the researcher showed some students' composition and asked them to edit their friends' writing, the class writing was crowded. It was actually good because in this situation the students were active. Some students showed interested in the lesson. They could correct their friends' writing although not all of their answers were correct. The fourth meeting was successful enough to stimulate the students' ability in generating ideas.

The observation of the weaknesses in first cycle showed that a few students still got difficulties in writing their thesis statements. Their Graphic Organizers still needed more supporting ideas. They also used inappropriate cohesive devices to signal the end of their essays. Thus, the result of generating ideas in writing essay had not reached the passing grade (75). It was proved by the result of their essays that the score of writing main idea was 13.17 in pre test and 14.58 in post-test of cycle 1, the score in writing supporting ideas was 12.51 in pre test and 20.22 in post-test of cycle 1. Next, the score of cohesive devices was 12.23 in pre-test and 13.61 in post-test of cycle 1, and the score of coherence was 16.60 in pre-test and 21.21 in post-test of cycle 1. From the data above, the result of generating idea enhanced but the mean score (69.62) had not passed the passing grade (75).

In class climate, although the students seemed more active in joining the lesson, there were some boys who still made noise. When the task was done in group, a few students were still crowded. It made the class activity little fruitless. Due to the noisy class, they still had difficulty in expressing their ideas in Graphic Organizer. It made them difficulty to elaborate their ideas into supporting ideas. Similarly, during the lesson, the students asked question about the meaning of some words since only a few of them bringing dictionary, some brought electronic dictionary, but a few of them did not bring any tool to help them find out the vocabulary needed. they still felt reluctant to check their friends' composition in front of the class since they were afraid of making mistakes in their correction. They would just wait for their friends to do that. Basen on the condition above, the researcher decided to revise the plan and continued to the next cycle.

There were several problems related to the students' ability in generating ideas and class climate that needed to be solved in the second cycle. To minimize the students' problem in generating idea, the student would be asked to optimize Graphic Organizer; therefore, they could write their ideas and elaborate main ideas by using supporting ideas. To minimize the problem of the students' ability in using cohesive devices, there would be more exercises on the use of coordinating conjunction, subordinating conjunction, and conjunctive adverb. To minimize the noise of some students, the teacher frequently monitored them.

Teaching and learning process in the first meeting of second cycle could run effectively. In generating idea using Graphic Organizer, a few students got difficulty in using vocabulary. To overcome the use of inappropriate vocabulary, the researcher got the students to open the dictionary and discuss in pair. From the observation in the second meeting, it could be inferred generally that the students responded the instruction well when the teacher gave an exercise related to cohesive devices. The students also had been able to add some supporting ideas to elaborate main ideas in their essays. As reflection, it seemed that the students enjoyed the activity. The third meeting was used for post test. When the process of outlining occurred, most students could focus on what they should do in writing process. In the fourth meeting, the researcher asked the students to check their friends' composition. They should analyze the composition based on the indicators of generating ideas. Here, a class discussion was practiced although a few students still felt afraid of making mistakes in delivering their comments orally. It was helpful for the students and the lecturer. The clever students could help the other students analyze the essay. They enthused to correct their friends' essays.

The observation of cycle 2 revealed that having been taught using Graphic Organizer several times, the students had fewer difficulties in exploring ideas to write. They said it was

easy to transfer thoughts and feeling from their heads onto a sheet of paper. The students who got difficulties in putting down the appropriate supporting ideas could eliminate the problem. The use of Graphic Organizer also helped the students make longer paragraph with sufficient supporting details. Likewise, they could easily determine what the appropriate cohesive devices should be. These enhancements were supported by the mean score of the post test in the second cycle. In that test, the students got 80.19. It was better than the mean score of the first cycle that was only 69.62. The table showed the enhancement of students' score from post-test 1 to post test 2

Table 1. The Enhancement of Generating Idea

Aspect of Generating Idea	Max. Score	Post-Test 1	%	Post-Test 2	%	Enhancement (%)
Main idea	20	14.58	72.9	15.51	77.55	4.65
Supporting ideas	30	20.22	67.4	24.28	80.93	13.53
Cohesive devices	20	13.61	65.05	15.54	77.7	9.65
Coherence	30	21.21	70.7	24.86	82.86	12.17

Compared to the class climate before the second cycle, there were some positive progresses. They became aware of what the lesson was about and paid attention to the lesson than minded their own business in the class. The use of Graphic Organizer in writing process could raise students' attention in writing essay. From the observation, the students' participation was more active in cycle 2. They were involved in teaching and learning process. When the researcher asked them to correct their friends' compositions in front of the class, most students did the researcher's instruction. Actually the class was still noisy. However, their noise was just because of their discussion and their curiosity to study. Furthermore, most students got alive condition during writing class. They could use Graphic Organizer either individually or in group. Individually, they were free to have their own ideas and in group, they could share more ideas to write. To investigate the enhancement of the research, the researcher compared the situation in cycle 1 of the students' class climate in cycle 2. The result of the comparison could be seen in the table:

Table 2. The Comparison between the Situation in Cycle 1 and Cycle 2

Indicators	Cycle 1	Cycle 2
a. A few students were busy with themselves	Half of the students paid more attention to my explanation	Most of them paid more attention to my explanation
b. The students liked to discuss their ideas and vocabularies	The class was so noisy by the controlled activities	The class was still noisy but their noise was just because their discussion and their curiosity to study
c. They were involved actively in discussing the materials	They were more involved in teaching and learning process. When the researcher asked them who wanted to correct the sentences on the whiteboard, some of them became the volunteers	They were more involved in the teaching and learning process. Most students were motivated to join the activity in the class
d. They had eagerness to write as soon as possible	They started to write after 5-10 minutes after the researcher gave the instruction	They started to write after 5 minutes after the researcher gave the instruction and they did not finish longer after the researcher asked them to stop

e. Most of the students finished their writing	When the students were asked to write an expository essay individually, some students still looked their friends' writing but they could finish their writing on time	Most of the students could finish their hand writings.
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The result of cycle 2 revealed that having been taught using Graphic Organizer several times, the students had fewer difficulties in exploring ideas to write. The students who got difficulties in putting down the appropriate supporting ideas could eliminate the problem. They could easily determine what the appropriate cohesive devices should be. Moreover, most of them had been able to write coherent paragraphs. Therefore, their essay became understandable. Most of the students were also active and motivated in the class. The reflection showed that the mean score of generating idea enhanced from 69.62 in the post test of cycle 1 to 80.19 in the post-test of cycle 2. The students who passed the passing grade also improved from 14 students in the post test of cycle 1 to 25 in the post test of cycle 2. Since the final reflection shows a good enhancement, the researcher decided to end the cycle

The action research which implemented Graphic Organizer has yielded some enhancements on the students' ability in generating ideas and in classroom climate. The finding then could be categorized into two major points as follows: (1) using Graphic Organizer could enhance the college students' ability in generating ideas; and (2) using Graphic Organizer could enhance class room climate. Graphic Organizer provided interesting visual frame to the students, so it could stimulate the students' thinking skill to express and generate their ideas. It was an effective way to start writing since it could enhance the students' ability in finding many appropriate ideas for a certain topic. As what had been stated by Parker (2006: 06) that Graphic Organizer could help students generate creative ideas. Graphic Organizer also helped students clarify their thinking. Students used organizers to demonstrate their understanding of a topic. In different way, but it was still in the same concept, Lewis (2009: 193) stated that Graphic Organizers were effective tools that incorporated many of the guidelines for the active processing of vocabulary and ultimately led to improve comprehension of text. They could help students develop fluency and provide organizational structure that would enable students to become more effective writers.

Through Graphic Organizer, the students would be easy in organizing their thoughts to write coherent text since the design of Graphic Organizer depicted the relationships among fact or ideas as in recount text. Macceca (2007) said that teacher could provide Graphic Organizers during the prewriting phase to help students get started in expressing their ideas in a more coherent manner when they began drafting their writing. The teaching learning program focused on what went on when learners wrote and what the lecturer could do to assist the learners in generating ideas to write essay. The steps of using Graphic Organizer in teaching learning generating idea could be combined with the process of writing. When they were asked to apply the indicators of generating ideas, they could create good essay. Thus, the implementation of Graphic Organizer could enhance the college students' ability in generating ideas.

Bernadowski, Greco, and Kolencik (2013) argued that Graphic Organizer, visual representations were essential active learning tool for teaching. They were especially useful to activate students learning. The implementation of Graphic Organizer also could make the students became more active that resulted in conducive classroom. Previously, the students were just passively involved in writing activity. When they experienced Graphic Organizer, they could actively generate their ideas as many as possible. As Drapeu (1998: 7) stated that the Graphic Organizer allowed students an active role in the comprehension of information. Comprehension was also enhanced when students thought aloud, discuss, and communicated their thought process to others.

The strength of the use of Graphic Organizer in generating ideas class was that it raised the students' participation. Fox and Hoffman (2011) pointed out that Graphic Organizer encouraged students' creativity. It also allowed students of different abilities to participate

together in groups. In generating ideas class, the students could do many activities such as: (1) the students were active to generate their ideas by writing the words or phrase associated with the topic; (2) the students were active to find out the difficult words related to the topic in their dictionaries; (3) the students were active in pair to discuss about phrases or words they produced to generate their appropriate ideas; (4) the students were active to identify words or phrases that are not literally applicable. Since there was the use of Graphic Organizer in generating ideas to write expository essay, the classroom climate could show better progress than the previous one.

CONCLUSION AND SUGGESTION

Based on the research findings, it can be concluded that Graphic Organizer can enhance the college students' ability in generating ideas to write expository essay. The college students' ability in generating ideas to write essay enhanced after they had been taught using Graphic Organizer. This enhancement is proven by the increase of the mean score of the post-test in cycle 1 and cycle 2. The findings are: (1) the students are able to think and write more main ideas to explain the topic; (2) the students have fewer difficulties in exploring ideas to support their main ideas; (3) the students are able to apply the proper cohesive devices in their sentences; (4) students can write coherent paragraphs.

Besides, Graphic Organizer can enhance the class climate including: the students' attention to the teaching and learning process was getting better, the students got more alive condition, their participation was more active, and the time needed to write was shorter than before the research was conducted during the teaching and learning process. Furthermore, the activity of the lecture is student-centered activity. The researcher does not dominate the class anymore but she gives more opportunity to the students to be active in the class.

Generally, using Graphic Organizer can enhance the students' ability in generating ideas and the class climate during the teaching and learning process. Somehow, Graphic Organizer is not the only thing that can enhance college students' ability in generating ideas. It should be supported by the other things, such as the lecturer's role in the class and the student's activeness in order to achieve the maximum result of the students' ability in generating ideas to write essay.

The English lecture should create an enjoyable situation in teaching learning process so that the students can involve actively in class. They can use various methods in teaching writing in order to maintain the students' interest toward the lesson. Generating idea using Graphic Organizer can be good choice as a method which can be implemented in writing class. By doing this, the students are motivated in joining the class and are not easy to feel bored in teaching learning process. For the students, the students should have a will and high motivation from themselves first if they want to learn English. The motivation which comes from the will leads them to be successful in studying English. Besides, the students should also involve actively in English class and practice English frequently. If it is done, studying English will be easy and enjoyable. For the others researcher, it is expected that the result of this study can be used as additional reference for further research conducted in the future in order to create a better teaching learning process. They should also do the research further to find out the weakness which still occurred.

ACKNOWLEDGEMENT

I would like to express my appreciation and gratitude to the Head of International Relations Department for supporting this research and all of the students participating in this study.

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TEACHER'S FEEDBACK IN INDONESIAN'S ENGLISH WRITING

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ABSTRACT

The present study aims to investigate the teacher's perspective toward teachers' feedback usage in Indonesian L2 writing classes both high school and university levels. L2 writing is claimed the most difficult skill to be acquired particularly in an Indonesian classroom context due to its content and grammatical complexity. L2 learners need feedback to help improve both content and linguistics in their writing. Although the feedback could be from a teacher and peers, several previous studies have revealed the relation between students' successful writing and teachers' feedback. This small-scaled qualitative research was conducted by using a purposive sampling technique. The in-depth interview showed that teachers from both high school and university levels believed that feedback from teachers is the most powerful tool that helps students with their L2 writing. However, they used such feedback differently which reflects their students' proficiency. Results of this study also suggested the appropriate implementation of the teacher's feedback in both high school and university L2 writing classrooms.

Keywords: *L2 writing, teacher's feedback, L2 writing class*

INTRODUCTION

Writing is regarded as an important skill contributing to learners' language learning (Cumming, 1995; Hyland, 2003). However, it is considered as the most difficult skill to acquire for English as a second language (ESL) or English as a foreign language (EFL) learners because it requires second language (L2) background knowledge about rhetorical organization, appropriate language use, and specific lexicon with whom they want to communicate their ideas (Zachariahs, 2007). Simply put, in completing a piece of writing, besides an understanding of the subject content, learners must be able to have ability to convert thoughts into writing. This usually requires writing structure knowledge and linguistic knowledge of both grammar and vocabulary (Coffin, 2001; Hyland, 2003). Of those elements, language seems to be the most important one as Silva (1993) explained that inadequate language knowledge leads to ineffective L2 writing. In supporting such notion, Weigle (2002) elaborated that it is impossible for L2 learners to write in L2 properly without linguistic competence of grammar and vocabulary. Without sufficient language knowledge, L2 learners may find English writing a difficult task and thus it is also impossible not to make errors in writing.

Many EFL and ESL learners find difficulties when they are assigned a written task (Lee, 2005). Those difficulties can be solved in many ways. One way is to help students manage their linguistics difficulty by ways of giving feedback. This paper suggests that providing feedback can improve the students' performance and motivation which in turn will develop their L2 writing skills.

Feedback is information given to learner about his or her performance of a learning task, usually with the objective of improving the performance (Ur, 1996). In learning procedure, particularly L2 writing, feedback has an essential role in improving learners' ability because it helps identify their written errors and specify some key suggestions that learners can follow in order to improve their writing product (Klimova, 2015). Many scholars (Hattie & Timperley, 2007; Nagode, Pižorn, & Jurišević, 2014) claimed that feedback is one of the most dominant influences on L2 writing accomplishment. Hyland and Hyland (2006) elaborated that feedback

not only facilitates learners' L2 writing development but also enhances learners' learning motivation. Therefore, learners need response in the form of feedback to observe their improvement and moving forward (Zellermayer, 1989).

Generally, in L2 writing classes, teachers give feedback on a wide range of issues to reflect students' errors (Hyland & Anan, 2006). They might address the text's content, the way in which its ideas are presented and organized, or the appropriateness of the vocabulary that is used (Beuningan, 2010). In order to provide students an effective reflection, teachers have to apply the appropriate feedback type to do the job. The most popular feedback widely used by L2 writing is written corrective feedback (WCF) from teachers. Written corrective feedback is a type of feedback that focuses on identifying learners linguistic errors that they have made (Loewen, 2012). This type of feedback has been attested as of value in promoting grammatical accuracy (Ferris, 1999). As giving feedback on linguistic errors has attracted many researchers' attention (Beuningan, 2010), corrective feedback becomes the core research and practice of teachers in writing nowadays.

In recent years, several previous studies have revealed the relation between students' successful writing and teachers' feedback in the non-native speakers of English (e.g., Rahimi & Asadi, 2014; Ahmadi, Maftoon, & Mehrdad, 2012; Diab, 2015; Sheen, Wright, & Moldawa, 2009; Hammad, 2015; Pham, 2015). One example was from Min (2013)'s study which examined an EFL writing teacher's belief and practice on written corrective feedback in the Vietnamese context. The results showed that there was congruity between beliefs and practice in giving feedback. That is to say, teacher's belief had an effect on how she provided feedback. In supporting this, a study of Pham (2015) elaborated that a teacher's positive belief about feedback could promote his or her effective application of feedback on students' work which in turn will enhance students' writing performance.

In Indonesian context, some previous studies have been conducted regarding the effect of teacher's corrective feedback in students' L2 writing (e.g., Achyani & Pusparini, 2014; Suarman, 2013; Rustipa, 2015; Wihadi & Martiana 2015). Most of the studies focused on the different effect of written corrective feedback types and it is generally believed that providing feedback improve linguistics and writing process effectively. In addition, there have been many studies focusing on the investigation on attitudes towards the feedback employment in L2 classrooms. For example, Zacharias (2007) conducted a study to investigate teacher and student attitudes toward teacher feedback in tertiary education. The results of the study showed that generally both teachers and students have a preference for teacher feedback.

Unfortunately, there are only a small number of studies regarding teacher's belief in providing feedback in L2 writing class despite the fact that it is continuously needed to be carried out. Thus, this present study investigates the teachers' perspectives on feedback in Indonesian L2 writing classes both in high school and university levels.

LITERATURE REVIEW

Written Corrective Feedback

According to Bitchener and Ferris (2012), written corrective feedback can be defined as linguistic error correction. Loewen (2012) proposed that in giving error correction, the teacher might give feedback by ways of providing the correct word or underlining or marking the incorrect word. Teachers might also might focus on particular error features or correct all the errors.

SLA literature has categorized feedback into two different pairs. The first pairs are direct and indirect feedbacks, while the second pairs are focused and unfocused feedbacks. Written corrective feedback is direct when we cross out the errors and give the correction explicitly near or above the errors or when we insert the correct words, morpheme, and phrases. In contrast, feedback is indirect when the error is only marked (circled or underlined), or the number of errors is recorded in the margin at the end of given line. Coding may also be considered as indirect correction (Bitchener & Ferris, 2012). In addition, Bitchener, Young, and Cameron (2005) implied that direct or explicit feedback occurs when the teacher identifies an error and provides the correct form, while indirect or implicit feedback happens when the teacher identifies that an error has been made but he/she does not provide a correction, thereby leaving the students to diagnose and correct it. It can be seen that direct feedback occurs when the

teacher recognizes an error by removing and delivering the correct form, while indirect feedback occurs when the teacher recognizes an error by marking (circled or underlined) without delivering the correct form. In this situation, the students are expected to find, diagnose, and correct the errors themselves.

In terms of focused and unfocused types, the feedback becomes focused when the teachers provide correction for specific error aspects (either predetermined by the researcher for the study or based on individual writers' needs), while feedback become unfocused when the teachers or the researchers notice and correct all errors (Beunigan, de Jong, & Kuiken, 2012). Bitchener, Young, and Cameron (2005) claimed that for focused corrective feedback, the teacher selects specific errors to be corrected and ignores other errors. In contrast, for unfocused corrective feedback, the teacher corrects all the errors in the learners' written work. This unfocused feedback is viewed as 'extensive' because it treats multiple errors.

There has been a claim that written corrective feedback is an effective learning tool that helps students write accurately, effectively due to the fact that it offers students grammatical notification so that students can revise their written work by just following the suggestions in the form of written corrective feedback (Sheen, Wright, & Moldawa, 2009). To further explain, students have developed their writing accuracy after realizing the problematic grammatical and lexical points that they are suggested to focus (Bithener & Knoch, 2008). There have been some studies indicating the effects of written corrective feedback on students' realization on their grammatical errors. For example, the research study from Bithener and Knoch (2008) indicated that written corrective feedback helps students correct the grammatical errors in the syntactical level, in particular, the past simple tense sentence. The students increasingly use of accurate lexicon was also witnessed. One example was a study from Diab (2015) who examined the effect of focused corrective feedback on students' ability to reduce lexical errors in new essays. Results indicated that learners could exhibit their ability in managing the incorrect lexicons and could write better in the news essays. Apart from grammatical and lexical items, a study of Pham (2015) suggested that the students could improve an organization of idea from teacher's corrective feedback. It could be seen that written corrective feedback (WCF) play an essential role in helping students revise their written work, overcome grammatical problems, increase the use of accurate lexicon, and organize idea.

Previous Studies on Written Corrective Feedback in L2 Class

There are a number of studies related to different types of written corrective feedbacks in improving L2 students' composition. For example, Sheen, Wright, and Moldawa (2009) conducted a study on 80 intermediate level students enrolled in an ESL Program in a US college using direct focused and direct unfocused corrective feedback as well as writing practice alone toward the accurate use of grammatical forms. The results suggested that doing writing tasks is of value by itself, focused corrective feedback can contribute to grammatical accuracy in L2 writing while unfocused corrective feedback is of limited pedagogical value.

A study of Bitchener and Knoch (2008) investigated 144 international and migrant ESL students in Auckland, New Zealand using direct corrective feedback, written and oral metalinguistic explanation; direct corrective feedback and written metalinguistic explanation; direct corrective feedback only; no corrective feedback in improving the students' accuracy in the use of two functional uses of the English article system (referential indefinite 'a' and referential definite 'the'). The findings revealed that students who received all three WCF options outperformed those who did not receive WCF, the level of accuracy was retained over seven weeks and no difference in the extent to which migrant and international students improved the accuracy of their writing as a result of WCF.

Ahmadi, Maftoon, and Mehrdad (2012) conducted a study investigating 60 EFL Iran students composition skills development using control group, direct feedback, and uncoded feedback. The results indicated that teacher's feedback, both direct and indirect, was the significant factor influencing students' writing performance. However, both of them signified different duties on enhancing students' performance. In that, direct feedback in general helps in EFL learners' better writing performance; however, indirect feedback, when compared with direct corrections, provides a more effective strategy to react to students' writings.

Using direct feedback, Hammad (2015) studied the students' writing performance on 60 female students in Palestine. The findings showed that direct WCF enhanced high achievers' performance in a new piece of writing. However, it did not improve middle and low achievers' performance. Thus it is suggested that using direct feedback for EFL proficient student writers may help the students to improve their essay writing performance.

In Indonesian context, there are some studies on written corrective feedback in L2 class. For instance, Achyani & Pusparini (2014) found that indirect corrective feedback was effective for student's composition in Al-Falah Junior High School. Another example was from Rustipa (2015)'s study which investigated the effect of direct and indirect corrective feedback on students' ability to produce target-like writing. The study found that indirect corrective feedback has more benefit to improve advanced EFL learners' writing accuracy. It is suggested that the implication of indirect corrective feedback should dominate the written products of higher proficient learners as self-editing enhances the greater understanding of the target language accuracy. A study of Suarman (2013) was concerned about the effect of direct, uncoded oral and written feedback to the writing accuracy. The results showed that these feedbacks have limited significant effect to the high achievers, while mid achiever and low achiever did not give much effect on their production text. While Wihadi & Martiana (2015) investigated the effect of teacher's written feedbacks in recount writing competence and the students' attitudes towards written feedbacks. The finding revealed that teacher's written feedbacks gave positive effects on student's improvement in recount writing competence. It also showed that students got real guidance and special attention individually in their writing process as a beginner writer.

METHODOLOGY

The present study addressed the teachers' perspective on teachers' feedback usage in Indonesia L2 writing classes. It employed the qualitative methodology. The data were collected at the end of odd semester of Academic year 2015/2016 (December 2015) by administering an in-depth interview to find out (1) specific information on teacher's feedback usage in Indonesia L2 writing classes, (2) problems in L2 writing class that employed the teacher' written corrective feedback, and (3) teacher's suggestions in improving L2 writing.

The informants were four non-native English teachers: two teachers were from the high school level, while the other two teachers were from the university level. The two high school teachers were from SMA Negeri 11 Unggulan Pinrang and the other two teachers were from State Islamic Collage Parepare, known as STAIN Parepare (university level). The high school EFL teachers are teaching English in grade tenth, eleventh, and twelfth while university EFL teachers are teaching writing I, writing II, writing III, and writing IV. Both high school teachers hold bachelor degree. Of the two university teachers, one hold doctoral degree and the other one hold master degree. The first high school teacher is teaching grade tenth and eleventh and she has been teaching English for two years, while the second teacher is teaching grade eleventh and twelfth and she has been teaching English for 10 years. The first teacher in university level has been teaching for eight years while the second teacher has been teaching in university level for 11 years. Both of them are teaching writing I, writing II, writing III, and writing IV.

DATA COLLECTION AND DATA ANALYSIS

The interview was conducted in Indonesian for approximately forty five minutes in each teacher's office and were recorded and noted for later analysis. The interview consists of three sections. Section 1 included questions regarding the application of corrective feedback in writing teaching, what types of corrective feedback that the teachers usually applied, whether they applied different kinds of corrective feedback, and what was the most effective types for their students' writing development. Section 2 included questions related to problems in L2 writing class. The questions focused on what problems exist in class and what caused such problems. Section 3 included the questions eliciting the teachers' suggestions in improving L2 writing.

The data were analyzed via the content analysis. The analysis was done section by section. In analyzing the data, the record and note from the interview of the teachers were translated and transcribed from Indonesian into English. After that, the data coding was conducted.

RESULTS AND DISCUSSION

The analysis of interview data showed that there were some different teachers' perspectives regarding the feedback usage and the effectiveness, problems in L2 writing class, and teacher's suggestions in improving L2 writing.

Feedback usage and the effectiveness

In giving feedback, the teachers in different level of study applied different types of corrective feedback on their student's writing. The two teachers in high school focused on grammatical error and vocabulary used. Teacher 1 used different kinds of feedback. In that, she used direct feedback to correct the grammatical error, particularly the use of subject agreement of "to be" and "the third singular person". In case of misspelling vocabulary, she used indirect feedback by marking or underlining the incorrect vocabulary. Sometimes, she used focused and unfocused feedback depends on the indicator of study. Furthermore, in providing feedback she might use collaborative feedback, particularly peer-feedback. In her statement, she explained:

"If I find a small mistake on the student's writing, I provide direct correction. For instance, the use of subject and verb agreement in which "be form". When the subject and "be form (am/is/are)" are incorrect, I cross it out and provide the correct form. Some students also make mistake in the use of subject and verb agreement of "the third singular person" e.g., she "knock" the door, thus I correct "knock" become "knocks". When the students write misspelling vocabulary e.g., "hugry" instead of hungry, in this case I only cross out or underline the word and let the students to revise it. Sometimes, I also provide focused and unfocused feedback depends on indicator of the study. Due to limited time for providing feedback to the whole students in class, I sometimes ask the students to give feedback on their friends' writing, using peer feedback. Then, I let them to revise their work". (Teacher 1)

Teacher 2 applied both direct and indirect feedback. In giving the feedback, she also focused on the indicator of the study when providing feedback. In her speech, she stated:

"Well, on the students' writing, I cross out the errors and provide the correction above the errors and sometimes I just marked the errors and let the students to revise. I rely on indicator of study in giving feedback". (Teacher 2)

It appears that the teachers in the university level paid attention to the content of essay and grammatical errors. The two teachers applied indirect corrective feedback on the students' writing. In doing this, Teacher 1 underlined the grammatical errors and let the students to diagnose and revise it. She also gave suggestion on how to arrange the paragraph. Sometimes, she applied collaborative feedback, peer review. In line with Teacher 1, Teacher 2 also provided indirect feedback. Both teachers elaborated their words:

"Providing corrective feedback on the students' writing, I focus on the content and grammatical errors. I provide indirect feedback in the grammatical errors. Thus, the students can revise their grammatical errors. Meanwhile on the content, I give suggestion how to arrange the idea". (Teacher 1)

"There are a large number of students in writing class and it's necessary to provide feedback for the students' writing to enhance their writing performance. However, I have not enough time to give feedback to the all errors that they made, I prefer to provide them indirect feedback. Thus, the students might have an opportunity to think how to correct their errors". (Teacher 2)

Based on the findings above, it could be seen that the teacher used such different feedback which reflect the students' proficiency. Teachers in high school focused giving feedback on vocabulary and grammar. On other hand, the teacher in university level focused on grammar and the content of essay when providing feedback.

Problems in L2 writing class

Teachers in high school and university levels had different problems in L2 writing class. To elaborate, Teacher 1 in high school found that the students had problem on vocabulary due to the limited number of vocabularies that they know; besides they were lack of grammatical knowledge. Consequently, it was challenging in providing feedback to all students in class. In her words, she elaborated:

“The students does not have many vocabularies. So, it is difficult for them to construct a good writing. Apart from vocabularies problem, the students also have problem on their grammar. Their sentences are ungrammatical. The number of students and available time are limitation to correct all students’ writing”. (Teacher 1)

Meanwhile, Teacher 2 indicated that many of students had difficulties in developing their ideas and in using appropriate transition usage in the sentence level. They also produced ungrammatical sentences. The last problem was related to the teacher’s time management. In that, the teacher had limited time in teaching writing skill which might result in students’ insufficient linguistic knowledge. Following is her comment:

“In writing paragraph, the students are not good enough in presenting their idea. Most of them don’t use cohesive sentences. The student’s sentences are ungrammatical. Some of students may not use tenses appropriately. And, I think that I have inadequate time if I only focus on teaching writing since English subject curriculum consists not only writing skill, but also reading, speaking, and listening skills. Teaching writing only six meetings in one semester”. (Teacher 2)

The data revealed that the problems found in high school classes were quite different from the ones found in the university classes. In that teachers in high school figured out the problems related to vocabulary, grammar, developing idea, using transition sentence, limited time and big number of students in class.

Teacher 1 identified that students had grammatical problems. The second problem was related to construction of an essay, particularly introduction, body, and conclusion sentences. The third problem was regarding idea. Data also reported that students had a limited idea in writing an essay. The cause of this might be the lack of exposure to reading. In her words, she clarified:

“Most of students’ problem is grammar. Their grammar are not good enough. They also face the problem on construction of essay. Some students don’t have any knowledge about introduction, body, and conclusion sentences. Thus, their paragraphs are not cohesive because they don’t know how to relate introduction, body, and conclusion sentences. Many of them don’t have any idea of what to write. They may not use to read, so they don’t have input.” (Teacher 1)

Teacher 2 recognized some difficulties in L2 writing class. The first difficulty was that students were lack of ability in writing complex sentences. The second problem was related to the lack of exposure in reading which in turn influenced the limited idea of writing an essay. The third problem was related to the structure of the sentence. In this regard, students didn’t appropriately use sentence elements like subject, predicate, and object. The last one was related to limited time. She emphasized her challenging by stating:

“Some students cannot write complex sentences and they always write simple sentences. They don’t read a lot, so they are lack of idea about news, current issue even they have no idea about famous people in the world. In writing sentence, sometimes they don’t have subject or verb. They may have predicate and object without subject. And, I don’t have much times to revise all of students’ writing.” (Teacher 2)

Based on the explanation above, it could be seen that L2 writing problems in university level were more complex than high school level. The data revealed that the teachers in university level had challenging with students' grammar, construction of students' essay, lack of idea, students' reading exposure, students' number, and limited time of study.

Teacher's suggestions in improving L2 writing

The teacher gave some suggestions to improve students' L2 writing. In high school level, the two teachers agreed that the students should practice in L2 writing more. They assumed that L2 writing ability can improve as a result of practice. In describing their suggestion, they said:

"To increase the students' writing ability, they should practice". (Teacher 1)

"The students only can improve their writing if they practice e.g. they write a diary every day". (Teacher 2)

In terms of the university lever, Teacher 1 in university level suggested that one way to improve the student L2 writing ability by collaborative writing. The students might improve their idea by sharing with their counterpart, by constructing an essay they can discuss how to relate introduction, body, and conclusion sentences as well as check and correct their grammatical errors. In elaborating this, she said:

"I think that collaborative writing will improve the students' writing performance. I tried this method in my writing class. I ask the students to work together, share an idea and discuss with friends as well as check the grammar together. I found that the result of their collaborative work are much better than individual work". (Teacher 1)

Teacher 2 suggested that they should have coordination with teachers those related to writing course to discuss about teaching materials such as structure, reading, and history. She believes that the input and materials from those courses had an impact on the students writing. For instance, structure will advantage in the language use of the students, and construction of sentences. For reading course, the students may get any idea of writing from their reading input. It is believed that if a student had much exposure to reading, he/she will have an idea for writing and they might use the appropriate lexicon in writing a topic. While the history course, the students might learn how to construct narrative paragraph and summarize history. In this regard, she stated:

"Well, I think it is necessary to collaborate with teacher of other subjects related to writing to improve the students' writing. It is better to have a meeting and discuss about teaching material. e.g. the structure course because it will benefit to the students' grammar in writing, reading course will help the students to get input and idea, and history course the student may learn how to make summary of a history. (Teacher 2)

Based on the explanation above, it could be seen that high school teachers suggested that L2 students' writing might improve if they practice. While university teachers suggested that students might write an essay collaboratively. One important suggestion was that all teachers involved in L2 writing instruction should discuss about teaching materials with another teachers related to writing.

CONCLUSION AND SUGGESTION

According to the analyzed data, feedback from teachers is the most powerful tool that helps students, both in high school and university levels, with their L2 writing. However, they used such feedback differently which reflects their students' proficiency. Teachers in high school focused on micro grammatical points and vocabulary in providing feedback. Based on the results, two teachers in high schools apply direct corrective feedback on grammatical errors and they apply indirect corrective feedback on vocabulary errors. One teacher sometimes provided focused and unfocused feedback.

Teacher in university level provided feedback on the content and macro grammatical errors. Both teachers apply indirect corrective feedback on grammatical errors and the content of written task.

Results of this study also indicated that teachers from the two educational levels employed the feedbacks that were suitable for their students. This study also identified that teachers in different level had a big challenging on the number of the students as well as limited time in providing feedback. Thus, it is suggested to train the teacher in giving feedback to the students.

This study had some limitations. The first limitation was associated with sample size. Since this study was a small scale, it may not represent the perceptions of EFL teachers in Indonesia. It is suggested that further studies should include more teacher participants who are different parts of Indonesia. The second limitation might be related to instrument. This study was limited to interview, the future research might include questionnaire to obtain the teacher's perceptions in a broader scope.

ACKNOWLEDGEMENT

We would like to thank all teachers who participated in this study. We also would like to express our gratitude to Faridah Abdul Rauf and Rossyana for their assistance in collecting the data and contacted the informants.

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EFL TEACHERS' CREATIVITY IN DESIGNING CLASSROOM ACTIVITIES USING TECHNOLOGICAL TOOLS WITHIN VALEMO COVERAGE

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ABSTRACT

The development of technology affects to person's life style become more innovative in discovering something new which will be beneficial for them. It has already touched educational field due to preparing students for the larger economic community which then ICT based instruction emerges to be the basis approach used in many formal and informal institution. Dealing with the importance of technology in education, EFL teachers fill themselves with the ability to understand and operate it in teaching and learning practices. SMKN 4 Malang is the school which applies ICT Based Valemo which then requires the teachers to have freedom for creating classroom practices using many kinds of approach within the basis of ICT. The objective of this study is to investigate and gain deep insight about the teachers' creativity is using some technological tools in classroom practices, thus descriptive qualitative was chosen to be the research design. In collecting the data, demographic questionnaire, in-depth interview, classroom observation were used to 10 English teachers at SMKN 4 Malang. The findings show that most of the teachers there have properly used the technological tools such as Shockwave Flash Player as the upgraded power point program which can be designed in such way to attract students' attention, paperless examination, and photo editor to be used as comic. In short, this study is expected to give contribution for EFL teachers to be more creative in designing classroom activities using kinds of technological tools in order to make the students having positive attitude toward English and being more motivated.

Keywords : *teacher's creativity, technological tools, Valemo.*

INTRODUCTION

In this 21st century, technology emerges in all aspects of life. Its development followed by new generation of people nowadays to be in the digital world, where they can easily do everything using some sort of technology, includes accessing information, interacting with others, or shopping. In the past time, teachers only used the technology especially internet for getting information. Graddol (1967 cited from Phil and Shyamlee, 2012) states that technology lies at the heart of the globalization process; affecting education work and culture. However, due to the changes of technology from time to time, internet serves many useful, interactive, and attractive application. Virtual application which introduce many kinds of application such as blog, facebook, e-learning, wikis, and any others provide students with sufficient media to improve their learning skill. Here, ICT become essential part in education, thus ICT-based education is known to be the most applicable and appropriate approach in many institution. This approach is expected to prepare students to face the digital era in larger economic community, furthermore in education field, it cannot be denied that technology integration in learning English, such as providing more opportunity to interact with native speakers, giving access to authentic materials, having more acquaintance from other part of world to have cross culture learning, and creating students-centered learning. (Brown, 2015)

Due to the quick development of technology especially in education, both teacher and students are required to be able to use technology appropriately which then lead to technology literate. Students nowadays can easily use internet, smartphone with various application featured in from early age because they were born and live in digital era. Cahyani and Cahyono (2012) asserts that the use of ICT makes language teaching more exciting, yet it requires readiness on the part of the teacher. That is why teachers believe that the use of ICT (Information, Communication and Technology) can equip their teaching and give positive effect to students' ability in learning English. Some research has proved that technology can help students to facilitate their learning using application introduced by their teacher for instance the

study conducted by Chun and Plass (2000) who used netLearn, while the result of study by Meskill and Ranglova (2000) showed that internet is able to make students more interactive. According to Phil and Shyamlee (2012), the new era also assigns new challenge and duties to modern teacher. Here, English teachers should fit themselves with the latest technology to support their teaching. Similar to technology, English has a role in social context, business, economic, industries, education, thus as the use of English has increased in popularity, so has the need of qualified teacher to educate students. It is common problem that there are teachers who use 'cutting edge' technology, but the most of them still teach in the traditional manner. For them to keep pace with ELT and gain more confidence they have to suit themselves into the world of digital era.

SMKN 4 Malang which become one of the leading formal institution (school) in equip students with the ability to be familiar with technology, involving video editor, graphic design, networking, and others. This school is being known to apply VALEMO (Varied Learning Models) for the past few years, in which the teachers are free to design classroom activities. They can use one or more approaches for teaching and learning and set up the material based on the curriculum and syllabus. Here, teachers' creativity in designing materials and classroom activities become the main concern in this study because some of English teachers make students being familiar with technological tools for learning English based on their needs and major. For this purpose, the research questions are as follows :

- What kind of technology and technological tools used by English teachers at SMKN 4 Malang in their classroom ?
- How are those technological tools are used ?
- What are the benefits of using those technological tools for students ?
- How is the teachers' perspective of VALEMO integrated with ICT in the classroom ?

METHOD

Descriptive qualitative study was chosen to investigate EFL teachers' creativity in designing media and classroom activity using technological tools within VALEMO coverage in SMKN 4 Malang. To obtain the result, demographic information questionnaire, in-depth interview, documentation, and classroom observation were used in this study. The first section was distributing the demographic information questionnaire to the English teachers at SMKN 4 Malang. This profiles include general information about their experience, background, and current educational status. The following was giving checklist to list of technological tools that were often used in the classroom as well as benefits and barriers in using technology.

Subjects involved in this study were all 10 English teachers at SMKN 4 Malang classroom who still actively teach students from grade 10 to 12. Classroom observation was done to see thoroughly how teachers set up classroom activities using technological tools and what kinds of those tools we used during teaching and learning activities. Next, in-depth interview was conducted to 10 English teachers at SMKN 4 Malang to clarify the result of questionnaire and obtain information more about the technological tools used during classroom activities and the benefits of using them. This interview lasted for 20 to 30 minutes and an interview protocol was utilized during the interviews. The interviews then being recorded and transcribed and transferred from spoken to written for analysis. At last, the researcher collected some teachers' documents related to the media and students' task to support the result from interview.

There is restriction in this study. Since there is a policy that English is given only for 2 hours only (90 minutes) in a week, 5 out of 10 teachers were not able to use technological tools in the classroom because of the time limitation. Because of that, the result from classroom observation for current teaching was limited due to the small sample size.

FINDINGS AND DISCUSSION

The findings of this study covers technological tools were often used by English teachers at SMKN 4 Malang in their classroom with the description of how to use those tools and benefits of integrating them to the teaching and learning activities. Dealing with VALEMO, what is the teachers' perception of the approach when it is combined with technology for classroom practices would become another focus in this study.

Types of technology and technological tools used by teachers

From the total number of English teachers at SMKN 4 Malang, 10 respondents stated that they have used email and weblogs for communication with their students. The types of technology used by teachers can be seen in Table 1 below

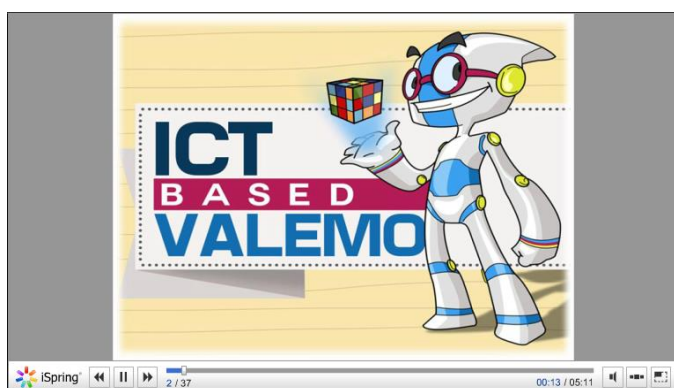
Table 1. Types of Technology and Technological tools used by teachers

Types of Technology	Frequency
Non web-based	
• Audio	10
• Video	10
• Notebook/laptop	10
• MP3	8
Web-based	
• Email	10
• Websites	7
• Weblog	9
• Virtual forum (GAFE, Edmodo, others)	2

Breaking down from technology, teachers there also used some technological tools to create learning materials and classroom activities. Below are the description of several of those tools and how teachers used them in the classroom.

Presentation (Presenting and Producing Information)

The way in which EFL teachers explain the lesson is various. It can be direct explanation in front of the classroom, or asking students to present the material for their friends known as project-based learning. Teachers can also modify the explanation using media and technological tools such as *Power Point*, video, audio, and pictures. Teachers' way to attract students' attention must be creative in designing it and create classroom situation more lively and motivated. They often use *Power Point* to present the material with illustrative design and inserting pictures or video to support it. While they apply the common presentation software, English teachers at SMKN 4 Malang already made use of *Shockwave Flash Player* which features creator's freedom to make it more attractive, simple, and provide users with creativity to design what they are going to explain. The illustration of *Shockwave Flash Player* can be seen in picture 2 below.



Picture 2. Presentation Slide made by teacher at SMKN 4 Malang using *Shockwave Flash Player*

In addition to presenting material or information, teachers are required to insert audio and video to relate the material with the authentic source in order to give students background knowledge and real-time experience in producing English. Video, audio, and pictures or any others can be classified into multimedia courseware. Shyamlee and Pill (2012) asserts that it can

offer the students abundant information, more plentiful than textbooks, and help them to get of displays vivid cultural background, rich content and true-to-life language materials, which are much natural and closer to life. Not only students are able to improve their listening ability, but also learn the western culture beside their own culture in order to understand more about English. Grasping information through various channels can equip the students with knowledge and bring about information-sharing among students and make them actively participate in class discussion and communication.

Amin (2012) then added that ICTs such as videos, television and multimedia computer software that combine text, sound, and colourful moving images can be used to provide challenging and authentic content that will engage the student in the learning process. It can be combined with the upgraded presentation software, e.g *Shockwave Flash Player*. The combination of those technological tools is expected to give students real experience in learning English material. Majority of English teachers have applied to integrate video of related material with presentation slide, for example in syllabus, there is a story of *Isumboshi*, students are expected to comprehend the text in the form of narrative, answering given questions as well as vocabulary items. When students face a long narrative text, they can easily get bored to read it thoroughly although it is important to comprehend the text as a whole. Rather than focusing on reading silently, teachers at SMKN 4 Malang tried to browse an authentic video showing how narrative story *Isumboshi* can be visualized into live character and its setting, thus students will be more attentive in grasping the context of the story itself.

Digital comics

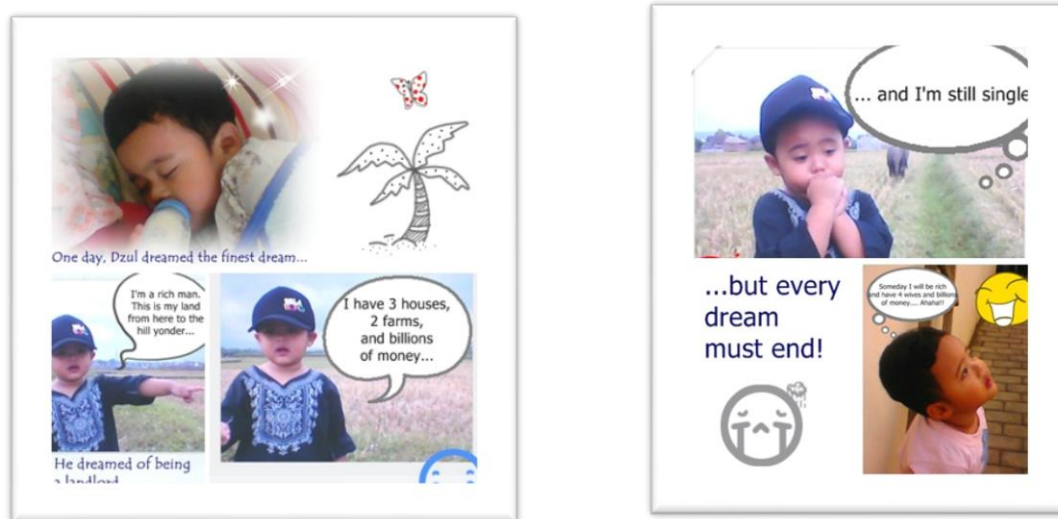
Comic which has been obviously known as series of pictures and characters' expression in uttering words usually inside the balloons as if they were talking to other characters, shows the interesting media when it comes to students' ability in writing and speaking. Meanwhile, Hayman, Greg and Pratt defined comic as a sequence of discrete, juxtaposed pictures that comprise a narrative, either in their own right or when combined with text. Before coming further to the benefits of using comic in education, it is necessary to know the characteristics of comic itself. According to Meskin (2007), comics involve two basic art styles, realistic and cartoony. Second, as Saraceni (2003) has described, comics contain the following components: panels, gutters, balloons and captions. These can be explained as follows:

- **Panels:** Each page is normally composed of a number of rectangular frames named panels.
- **Gutter:** Each panel is separated from the others by a blank space called the gutter.
- **Balloons:** The use of balloons, in which text is inserted into the panel which contains the pictures, is one of the principal characteristics of comics. Other types of printed materials, such as children's books and advertising, also combine images and words, but the use of balloons is unique to comics.

In academic field, obtaining ideas to produce writing or speaking is not as simple as everyone thought of, due to the students' characteristics. Some of them may enjoy to move everywhere to get ideas, while others like to sit quietly, and many of them also enjoy to read more to easily catch ideas. One of students' characteristics in learning is visualizing their ideas into pictures, graph, or figure. This characteristics can be seen through how they brainstorm their ideas, comic can be best alternative way to do it. In improving writing ability, many researchers have put interest in this topic such as Retalis (2008), Faulkner (2009), and Zimmerman (2010) further explained that students prefer visualizing their ideas in the form of picture to writing directly on paper.

Positive impact that ICT has had on teaching and learning proposed by Goldberg *et al.* (2003) concluded that students who use computers when learning to write are not only more engaged and motivated in their writing, but produce written work that is of greater length and higher quality. Applying ICT in the classroom by integrating comic into the latest technology can be done with using various software and web design. Webtoon is known widely as comic which can be accessed anywhere and anytime, or using some picture editor such as Corel Draw, Photoshop, and Photoscape where the person are able to draw by themselves and creating story based on their ideas. At SMKN 4 Malang, the English teacher maximize one of the photo editor tools *Photoscape* to create a creative comic. She just need some existing pictures inside her laptop then sorting out them based on what she need to be explained for students, for example when she wanted to explain about conditional sentence, she choose one of pictures with

someone smiled to another one. Then she edited it in such a way to make it similar to character in comic. At last, she inserted a balloon with the words expressing conditional sentence. The example of digital comic can be seen through the illustration below.



Picture 1. Example of Digital Comic made by English teacher at SMKN 4 Malang

Assessing students' work by using comic was not merely according to the good or bad their drawing, but teacher is able to focus on the order of story or the appropriateness of the pictures and their utterances, how students consider to chose the picture to show what they want to express. The teacher can motivate students to visualize their ideas into comic but using their pictures. Besides, they will feel rewarded if they see their pictures can be served as media in learning English using familiar technological tools.

Paperless Tasks

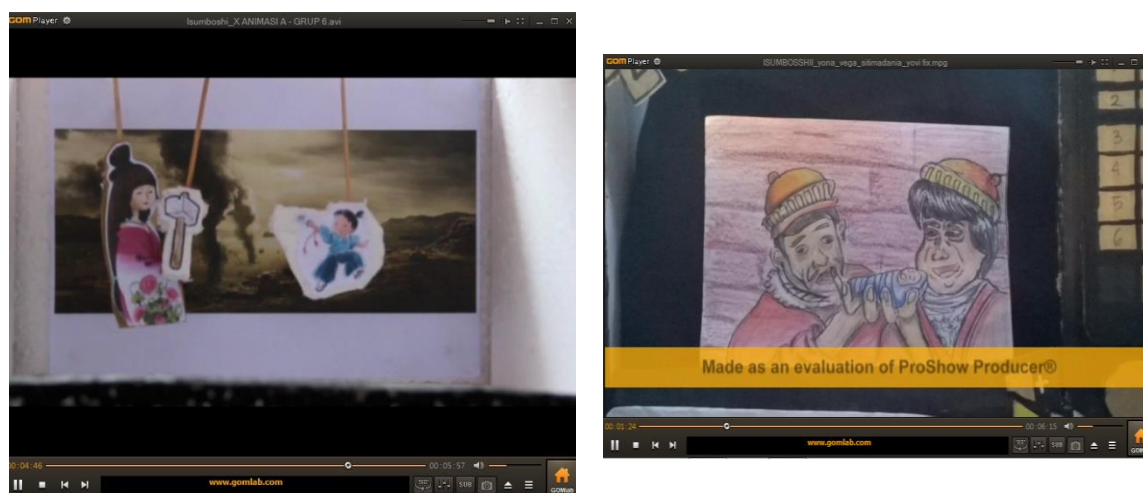
Integrating technology into classroom activities include computers, the Internet and other technological devices (project, radio, television, and others) and tools is important for educational institutions to be considered. Kent and Facer (2004) indicated that school is an important environment in which students participate in a wide range of computer activities, while the home serves as a complementary site for regular engagement in a narrower set of computer activities. School where students mostly spend their time is the appropriate place to learn something useful using computer and technology, further they can maximize both their learning ability and literacy in using technology for their academic and social development.

During the classroom activities, while monitoring learning process, teachers should pay attention to how they assess students' academic achievement. Assessing students' English skills is not merely done on paper-based test, but also they can apply alternative authentic assessment such as portfolios, journal, video or audio recording, and any others. In connection with ICT based learning, technology is another area that is having a direct impact on language assessment. Technology can offer affordances that provide new ways of assessing. Teachers can now assess and evaluate students in ways that simply were not available to us even past years ago. They can video our students interacting in groups or even working on a monologue or story. In addition, they can get students to record podcasts and audio files, developing their written work in blogs and wikis. There is an abundance of tools that can be used in assessment and these broaden the types of assessment tasks we can create as well as offer quicker and easier ways to distribute them. (Stannard & Basiel)

Dealing with the students' literacy in using technology nowadays, teachers prefer to choose the material from internet so that they can obtain authentic sources to support their teaching. However, technology is able to make their work easier than using a paper all the time. To suit students' need, sometimes they enjoy to apply paperless test or examination in order to spend time less than written test. It has the access to manage students' to do the test individually and being more monitored than those who do written test, and they will be quickly see the result than waiting for the teacher to check their result one by one in a long time. The teachers will spend less time than those who make the test handwritten or typing, or in the other words,

paperless examination is more effective and efficient. Most teachers at SMKN 4 Malang had used this kind of test to assess students' academic achievement in term of formative test and summative test. *Wondershare Quiz Creator* is one of the technological tool used for assessing students' academic achievement in which they can directly know their score when they have finished doing the test. All of the teachers there have applied this test in the classroom for formative test since it can cover all language skills (reading, writing, speaking, and listening) due to its feature where teachers are able to put audio, video, and pictures besides the question items.

Meanwhile, assessment does not merely concern on students' academic achievement, but also their performance on language skill especially speaking and writing as productive skills. Performance-based assessment can be achieved by creating video, recording sound (audio), compiling written work and publishing those writings into students' blog, wikis, and any other social media. For instance, students at SMKN 4 Malang were required to perform a narrative story which converted into a drama script so that they can suit the situation and problems faced by characters in the story. Beside that, they could creatively make a video about it but the characters were designed by themselves using picture and giving voice over to the narration. The illustration of the video can be seen in pictures 3



Picture 3. Video Animation of *Isumboshi*

The picture above showed the creativity of students' in creating a new English learning media led by the teachers. Here, teachers gave independency for them to make a video by themselves so that they are learning to learn, means that they learn to use technological tools to support them in learning English better than before.

In addition, they were also required to perform spoken expression such as giving invitation, complimenting, and giving comment. Assessing students in such kind of situation, teachers at SMKN 4 Malang asked them to record their conversation in a video showing the conditions in which they express those interaction. According to them, this task are able to make students more interactive, cooperative with peers, and expressive. In speaking, EFL teachers can design creative assessment for students in various way, while in writing English teachers there tend to compile and publish students' work into their blog so that their friends and teacher are able to give comment, feedback, and suggestion to improve their writing. Maximizing the use of blog, teachers made a private blog for each classroom. While, in writing assessment, teachers applied converting students' work into audio mode using *Text-to-speech* technological tools. It helps teachers to assess writing easily by listening to the sound from students' work, since the voice over is native speaker, they can check the grammatical mistakes, misspelling, and punctuation.

Benefits of using technological tools for students

Literacy of students in maximizing technology cannot be denied nowadays. They now do not need to bring books everywhere, just laptop or smartphone, their need of information and

knowledge will be provided in just few minutes. Thus, teacher try to put it up in the classroom situation, so students will get some benefits from it.

Promoting Students Active Learning

Through the era development, the way of educating students has changed much into students active learning from the traditional method in which teacher take control on how education goes in the classroom. With the teachers' facilitation in learning and integration of technological tools, students have broad opportunity to seek their own need of information then produce it. Research evidence indicates that familiarity with technology affects students' attitudes to technology enhanced learning (Holscherl & Strubel, 2000 cited from Alberth, 2013). In addition, this digital era offers them to communicate widely with greater community around the world, thus students will not learn something in the classroom only, they are able to broaden their thinking beyond the four-walls room. In case of using blog and wikis, they could publish their writing so that other students from anywhere will be easily to give feedback, addition, or correction. Here, collaborative learning especially writing revealed to be improved with the help of web-based technological tools.

Nurturing Context and Cultural Understanding in Language Teaching

Digital era nowadays provide everyone with a various technological tools which mostly features multimedia facilities, such as audio sound, video which combines audio and visibility, photo editor, etc. Amin (2011) asserts that one of the most vital contributions of ICT in the field of education is- Easy Access to Learning. With the help of ICT, students can now browse through e-books, sample examination papers, previous year papers etc. and can also have an easy access to resource persons, mentors, experts, researchers, professionals, and peers-all over the world. Those facilities are integrated in classroom activities creating a context for language teaching. This method makes the class more lively and interesting, as well as optimizing the organization of the class. Interactive radio likewise makes use of sound effects, songs, dramatizations, comic skits, and other performance conventions to compel the students to listen and become more involved in the lessons being delivered. Further, giving students background knowledge using various authentic sources not only improving students' ability in English but also understanding cultural background of English since learning the language means learning the culture inside.

Building Creativity in Producing Information

Teachers' creativity in designing English materials often encourage students to do more to enhance their understanding. Harris (2002) concludes that the benefits of ICT will be gained "...when confident teachers are willing to explore new opportunities for changing their classroom practices by using ICT. For those teachers who present material for teaching activities, should be attentive to choose which media, tools, or learning activities can be applied in the classroom. Those considerations have to suit students' need of English and facing the new era. Most of the teachers motivate students to learn by themselves using variety of technological tools that they have introduced previously. Documentation of students tasks showed that they are able to create interactive learning media for themselves, such as video animation of narrative story, conversation of English expression, design of creative pictures, and English interactive learning video.

EFL Teachers' Perception of VALEMO

Creating effective classroom situation in learning English become one of teachers and school stakeholders' attention, since the importance of English in this digital era. Living in this era, teachers should suit students' need of English with technology literate for their future. Further, educational institutions equip students' learning using ICT (Information, Communication, and Technology) in order to give independency for them to collect, access, and produce information with sort of technological tools by themselves. It is obvious that students nowadays especially in secondary school have known how to operate some technological tools such as laptop and networking, smartphone and its application, LCD projector, VGA, and any others, while teachers only needs to facilitate them in using those tools so that they can

maximize their own learning. Combining students and teachers' need, SMKN 4 Malang' stakeholder proposed VALEMO (Varied Learning Models) with ICT-based in which the institution give freedom for teachers to apply any kinds of teaching approach at least there are any combinatons of two teaching methodology since education in Indonesia must take scientific approach as the basic in K-13. According to Zhao and Cziko (2001) three conditions are necessary for teachers to introduce ICT into their classrooms: teachers should believe in the effectiveness of technology, teachers should believe that the use of technology will not cause any disturbances, and finally teachers should believe that they have control over technology

The policy of proposing VALEMO integrated with ICT at SMKN 4 Malang encourage the teachers to create classroom situation in which students become motivated in learning English. As stated by Sharma (2009 cited from Nomass, 2013) the role of the instructor together with the role of the technology can lead to advanced learning results. Thus, most of teachers there combine scentific approach and project based learning where students need to take part actively in the classroom, creating their learning material, collecting, and producing information by themselves. Teachers thought that by applying VALEMO integrated with ICT, teachers will be more creative in designing learning activities and materials for students and for students, they will be engaged more in clasroom situation and this will lead them to be an independent learner

CONCLUSION AND SUGGESTION

Rapid development of ICT in educational field appear to affects students and teachers' way of thinking and learning. Everything relates to teaching and learning activities can be integrated using technological tools which vary nowadays. The demand of teachers to suit students' need of English and technology literacy, encourage them to be more creative than before. Their creativity in designing language materials, classroom activity help students become engaged in the learning activity as well as being active in participating to monitor and produce information.

With the help of institution stakeholder at SMKN 4 Malang, VALEMO provides teacher great oportunity to create effective learning situation. They can combine any teaching method with the integration of ICT. They have designed variety of materials and technological tools acknowledgement for students to be used in learning English.

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ENHANCING LEARNERS' FOUR LANGUAGE SKILLS BY UTILIZING IELTS SPEAKING TEST QUESTIONS: REFLECTIVE PRACTICE ON INTEGRATED COURSE SUBJECT

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ABSTRACT

Having taught a subject called Integrated Course made me realized numerous challenges I had to deal with. As we know, this subject commonly aims to improve learners' four language skills, such as Listening, Speaking, Reading and Writing in a unified, consolidated way. When I got this subject as a learner, I found it boring since what I did was only reading sentence by sentence based on each intonation. Now that I was given this subject to teach, I wished to do it differently. Many techniques have been tried and different types of materials have been given to the learners, until I found making use of IELTS Speaking test questions very helpful for me to teach and very useful for my learners to practice. Back then, I had utilized this material merely to teach Speaking but lately I learned this could be easily adapted and modified to teach different kinds of language skills. One of the advantages of using this material in this subject was that different types of learners could show more motivation and involvement in doing each activity. By observing all these aspects, I became to know the importance of reflecting on my past experience in order to gain more success in the future. This paper elaborates my experience in teaching the subject of Integrated Course by scrutinizing each phase through the reflective cycle model proposed by Gibbs (1988), which comprises 6 steps, namely Description, Feelings, Evaluation, Analysis, Conclusion and Action Plan. The purpose of this paper is to improve my teaching techniques and to give insight to other teachers in teaching Integrated Course subject.

Keywords: Four language skills, IELTS Speaking test questions, Integrated Course subject, reflective practice.

INTRODUCTION

Reflective practice is very common in nursing field. It has been used for maintaining the quality of work and professionalism of nurses as well as their connections with their patients. In overseas, reflective practice has also been widely used for academic purposes for both students and teachers. Nevertheless, it is still not commonly employed by educational practitioners in Indonesia. As a result, studies regarding reflective practice done by teachers are still few.

In this paper I presented a simple way of reflection by using Gibbs' to reflect upon a subject I ever taught named Integrated Course by making use of the materials from the questions commonly asked in an IELTS Speaking test.

LITERATURE REVIEW

Reflective Practice

Reflective practice, as aforementioned, has been greatly used in nursing field due to its implications in refining the nurses' quality and professionalism when dealing with their patients. Nonetheless, as stated by Wanda (2015: 1), "Reflective practice is one such example that has been widely included into nursing curriculum in many countries; to date it has not been integrated into curriculum in Indonesia." Later it is also used in educational field by teachers and also students. In Indonesian academic scope itself, many have probably read or learned, but the practice is not yet common. Only after 2007 it started to be widely known since the government issued the new policy regarding teaching competencies or teacher standards (Yanuarti & Treagust, 2015). Those new criteria of competencies that a teacher should have are assessed through a teacher certification program from which the teacher passing the program are said to be qualified and thus possesses good qualifications and standards that would also

enhance their teaching practice. Some of the ways to develop their professionalism can be done through conducting an action research or doing the practice of reflection. In more than the last five years, action research in Indonesia has been massively exploited by teachers, but reflective practice has not been commonly used a lot by them, perhaps due to the prevailed trend at that time.

The need to reflect for either novice or experienced teachers is actually as important as the need to do an action research. As summed up by Al Riyami (2015, p: 48):

“Reflection can be a powerful means for enabling teachers, both novice and experienced, to understand and extend their profession and critically reflect on teaching problems or concerns, which will lead to new insight for practice.”

What defines the practice of reflection itself varies according to many scholars. Dewey (1993) refers to reflection as a problem solution process toward something that we have done from which a detected flaw should be revised by reminding ourselves to what we might have done wrong and by thinking what we can do to do it better in the future. Meanwhile, Schon (1983, 1987) classifies reflection into two, reflection-on-action (done after completing the action) and reflection-in-action (executed during the action).

Many scholars have made their own versions of how to conduct reflective practice. One of them is formulated by Gibbs (1988). Gibbs divides the stages of reflecting process into six consecutive cycles, such as Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan. Firstly, the Description comprises the details of the experience which describes when, where, and what happened. Secondly, the Feelings is when we elaborate our feelings and thoughts about what had been experienced. Thirdly, the Evaluation illustrates what went well and what probably did not go well from the experience, while the Analysis refers to what sense we can make of the situation we experienced. The Analysis stage is often merged into the Evaluation stage as they are quite similar. Fourthly, the Conclusion demands us to think of possible things we could do if we were with the similar situation again. Lastly, the Action Plan requires us to arrange a well-managed plan for the same activity we might encounter in the future. These steps can serve as one of the ways to make a betterment of what our experience in the past by reflecting on the strengths and weaknesses of what we have done.

Integrated Course as a Subject

A subject entitled Integrated Course can be best associated with a subject from which learners are learning the four language skills in an integrated way. Grammar, Vocabulary and Pronunciation skills are often included in this subject, too. By integrating all the language skills of the target language altogether, students can experience all the skills at once, just like what they normally do in their daily life with their source language. It is often emphasized by many scholars that learning a language skill cannot be separated from the other skills. For instance, when people use their speaking skill, they do not only exploit their speaking ability. They will inevitably require their listening skill, too, to make sure they understand what the other speaker is saying and thus can give the correct response.

Apart from that, in an English department where students are heavily exposed to many subjects related to English mastery, is it common that the four language skills are given a large portion of time by putting them into four separate subjects. This is what happens, too, in the department where I work. Students are required to take each of the four language skills in four separate subjects, namely Listening, Speaking, Reading and Writing. Each subject will be taught in four semester, from semester one to four. Besides that, an Integrated Course subject also becomes compulsory for the first semester students. It means that they have to attend the subjects of Listening, Speaking, Reading, Writing, as well as Integrated Course in the first semester.

When I was a student in the same department, I also had to enroll in Integrated Course. As far as I remember, the subject was taught by giving the students a lot of drills by asking them to read aloud several sentences in the correct intonation, like what a native speaker would normally say. It did not really integrate the four language skills as agreed by many scholars. At that time, I found it quite dull because I had to repeat the same activity with different material

again and again. This monotonous learning activity made me easily bored and in the end it did not really motivate me to engage myself in the subject.

The above activity is in accordance to what theory of Behaviorism tries to point out, by conducting frequent drilling or repetition that is considered essential to effective learning (Rivers, 1964; as cited in Fauziati, 2009). The theory proposed by Skinner is approved in Audiolingual Method where students learn a new language by repeating an utterance aloud as soon as heard (Brook, 1964; as cited in Fauziati, 2009). Years ago, drilling activity like this was considered effective for a language acquisition process. However, as the time changes, a teacher has to deal with different types of students and with different kinds of characteristics. Therefore, it is a teacher's challenge to find and to modify various types of teaching methods and techniques that suit the students' needs. We cannot force one method that is likely to hinder the students' learning process just because it is told so.

Questions in IELTS Speaking Test

In the meantime, As we all know, IELTS still becomes one of the widely used standardized tests among test takers who are going to apply for either citizenship or study to countries like the United Kingdom or Australia. Compared to TOEFL test, which is American made, IELTS test comprises different types of questions divided into four skills, namely Listening, Speaking, Reading and Writing. The Speaking test itself is usually conducted live with an English native speaker acting as the interviewer and the test taker.

Questions commonly found in IELTS Speaking test range in themes or topics, but they are strictly classified into three parts, namely: a set of short questions and answers from which the test takers need to respond by answering the questions about themselves, an individual long turn where the test takers tell a story for two minutes on selected topic, and a long dialogue related to the topic given in the second part (Cameron and Todd, 2005). According to Tucker and van Bommel (2002: 35-37), the questions in Part 1 are closely related to our own personal life and our own experience, whereas the topic asked in Part 2 are "reasonably easy to talk about." It means that the topic and questions chosen for this kind of test refer to real life situations from which any speakers of English will be likely to encounter in their daily life. Meanwhile, to tackle all the three parts, a test taker should improve not only their fluency but also their grammar, vocabulary, pronunciation and intonation (Tucker and van Bommel, 2002).

It can be concluded that the questions used in an IELTS Speaking test portray the every day communications and hence are appropriate to be given to students to help them improve their English thoroughly. Thus, the aforementioned theories serve as the rationale for me in using the materials taken from questions used in the IELTS Speaking test. For some reasons, I only chose the questions in Part 1 and Part 2 since the questions commonly asked in Part 3 were considered too complicated and difficult for the students who were still in the first semester.

MY REFLECTIVE PRACTICE TOWARD THE SUBJECT "INTEGRATED COURSE"

This practice of reflection, as classified by Schon (1983), uses the reflection-on-action type, from which I refer to my past experience in teaching the subject of Integrated Course. As stated before, the reflective model proposed by Gibbs is often simplified into five stages only. Therefore, I also employ only five of them to reflect upon my teaching process in the subject.

Description

As a novice lecturer working in an English Department of one of the private universities in Surakarta, Central Java, I am accustomed to teach subjects such as listening, grammar, lexicon (vocabulary), and pronunciation. Only after there are some changes in the curriculum, I am given another new subject, Integrated Course. I have been teaching there for at least five years. My students range from the first year students to the fourth year students.

As what always prevailed in every semester, I am given two to three subjects to teach, from which every subject usually comprises two to three lecturers teaching the same subjects. Integrated Course itself is a subject which requires all the first semester students in English Department to take. This subject has no prerequisite and is only offered in semester one.

When I was asked to teach this subject, I got six classes to teach. Each class had around twenty students with a different range of abilities. At that time I also taught many of these students in different subjects, either in Lexicon or in Pronunciation.

This subject, Integrated Course, was actually dormant for more than five years until one of the senior lecturers decided to reawake this subject again. Integrated Course, in a broad sense, is a subject from which learners are expected to integrate the common four language skills, namely listening, speaking, reading and writing, in a mutually corresponding way so that they can master all these four skills altogether. It is confirmed by many scholars that teaching one language skill cannot be excluded from another skill. For instance, one is unlikely to study listening skill without having any encounter with another skill such as writing or speaking, as previously stated in the literature review.

Moreover, this subject expects learners not only to integrate the four skills in their learning activity but also to empower these skills with other substantial skills as grammar, pronunciation and vocabulary. Here, the teacher or lecturer is ought to be able to incorporate all these skills into a set of interrelated teaching and learning activities.

I finally decided to make use of the questions from IELTS Speaking. I found that the questions from Part 1 and Part 2 very useful for my learners. I did not use the Part 3 questions merely because they would be too difficult for my learners. I collected around 25 to 30 questions of Part 1 and 2 of IELTS Speaking. I printed them out and cut them into pieces. I made around 30 cards out of questions of Part 1 and 2. One side of each card was a set of Part 1 questions and another side was the questions from Part 2.

Prior to using the cards, I let my students watched some videos comprising several samples of IELTS Speaking tests found in Youtube. All in all, I conducted a set of activities with different tasks and different techniques in more than four meetings (weeks). Here are the set of activities.

Week 1

In the first week, I asked whether they ever heard about an IELTS test before and most of them said they were not familiar with it. I showed the students several videos of test takers doing an IELTS Speaking Part 1 and 2 that I downloaded from Youtube. I deliberately chose the speakers who come from different part of the globe to show them varieties of English spoken by different people from different origins. I asked them to take notes on details while listening attentively to each response delivered by each test taker.

After listening, we discussed their findings on what have been said by the speakers. In the end, I explained the rules and details of questions commonly asked in IELTS Speaking test.

This activity focused on listening and speaking.

Week 2

In week 2, I showed students the same videos of IELTS Speaking Part 1 and 2. This time, I asked them to take notes on details while listening to the materials. Then, I asked them to carefully rewrite what the speakers have said by summarizing and paraphrasing with their own sentences.

Afterwards, students were asked to retell what they have paraphrased to a friend next to them and discussed whether they have different findings.

This activity focused more on writing and speaking.

Week 3

In week 3, I previously made cards containing questions of IELTS Speaking Part 1 and 2. I gave each student one card and asked them to do a role play as an interviewer and a test taker (a group of two) by answering all the questions in the card by previously writing only the main points of their answers on a note and then took turn to do a question and answer session. Before that, I asked the students to try writing their full answers of Part 2 on a piece of paper and asked their classmates to check their friends' writing regarding whether or not they answered all the questions and wrote the story in appropriate grammar and vocabulary use.

After that, I asked them to practice Part 1 and Part 2 and in every 5-7 minutes, they had to pass the card to another group and asked them to do the same activity but with different card (different questions).

This activity focused on writing, reading and speaking by answering questions.

Week 4

The activity done in week 4 was the continuation of what had been done in the previous week. I gave them another chance to practice the same activity but with different questions (different cards), only this time I asked several groups as an example to practice in front of the class to be commented later about their performance.

This activity which focused on speaking became the last part of the set of activities where I gave them more comments on whether each group had done well or whether some of their answers still needed to improve.

Feelings

Prior to the activities, I had mixed feelings toward how the students would react to each activity since the materials taken from IELTS were quite new for them. I was also afraid that they would not be able to engage themselves fully since they were still in the first semester, from which their fluency in oral skill still needs to improve a lot.

In the beginning, I still felt hesitant to find how students responded toward the activity in the first week. I found that they still had difficulties in understanding what the speakers were saying. Some were due to the speakers' accent and some other were due to the unfamiliar words spoken by the speakers. Most of them also said that the speakers spoke too fast so that they could not catch the whole idea. This is very common when dealing with students' listening skill where they often consider that the speakers use the speed rate that is commonly used by native speakers of any language but which is considered too fast for the learners of other language.

In the end, I began to feel more confident in conducting the rest of the activities since I saw their enthusiasm gradually increased. I noticed this by seeing how they willingly engage themselves when I raised some questions or when I asked them to take turn in front of the class.

Evaluation

At the end of the semester, I became to realize some good and bad things of the activities I had held when teaching the Integrated Course subject. Some activities that worked well were considered as effective methods that can be done again in the future, including how I classified the activity using the same material into four separate meeting (week).

On the other hand, there are also some other activities that did not work as expected. Those are the ones which need to be eliminated or modified in order to gain a better result if only I have to teach this subject again in the future. The details are as follow:

First of all, in week 1, I consider that the materials downloaded from Youtube bear speakers who have quite difficult accent to follow by my students due to their mastery level of English. Besides, their lack of exposure of many varieties of English hindered their understanding of what the speaker was saying. This resulted in lack of comprehension after I asked them the details of what each speaker said. Only few of them could precisely guess.

Second of all, in week 2, asking them to rewrite turned out to be very challenging for me since most of them ended up writing nothing. What I did was conducting a question and answer session related to the materials and then guiding them to compose the summary together orally. One of the biggest challenges was to make sure all the students thought about how to summarize the story since it was only done orally. What I could do was to warn them at the end of the activity that they should engage themselves in the activity.

Third of all, in week 3, the step where they should write down their answers on a piece of paper helped them a lot since they could figure out what they would say in the oral session. It was useful not only for the student who wrote it but also for another student who examined their writing. As a result, they could learn from the others' mistakes and became to know how to correct theirs.

Last but not least, in week 4, after several practices, I asked some groups to take their turn in front of the class and to be commented later by me and by the others. By doing so, I

expected the other students could learn from another group and reflect on their own practice and decide whether they also need to do some improvements. Also, as mentioned earlier, the students started to gain confidence and felt motivated after several practices so that they became more enthusiastic to engage in the other activities. This was probably because of the group work that they should do. Working together with their classmate indeed could gain students' confidence rather than working alone.

CONCLUSION

From scrutinizing each aspect of my past experience, I came to know that my students became more active in the rest of the activities even though they felt hesitated at the first time. As from my side, I felt that I also enjoyed a lot knowing that my students could gain more confident to do the tasks. Moreover, at the end of the meeting I recognized that some of them felt inspired and expressed their interest in studying English by asking me some useful tips for them to practice outside the class. Of course this was not experienced by all of my students since they came from different background and various interest toward English. All I can do in the future might be to reassure that they feel comfortable in every activity by continually asking them how they feel in the middle of each activity to check their motivation as well as their understanding toward the material given

Action Plan

There are many things I should do to either fix or modify some activities that I experienced previously, from week 1 to week 4, so that I will be able to attain more positive results if I am to have the same experience again.

The result of the first week activity can be upgraded by choosing the materials that contain various types of speakers with a variety of accent and speed rate. I will have to ensure myself that the materials should contain speakers with more intelligible accent that is quite easy to understand. To do so, I will need more time to examine the materials on Youtube so that I can choose the most appropriate ones for my students.

Meanwhile, to handle the problem faced in the second week activity will need sophisticated technique so that every student can show their contribution to the class. To solve this, I will try asking the representative of each group so that no student will feel passive toward the activity. This is likely to do since the subject has a small class where it only consists of 20-25 students, compared to the big class which has around 40 students.

Next, the effectiveness of the third week activity can be maximized by giving them more time to compose their ideas when writing the answer.

At last, the strategy used in the fourth week activity by letting some group performed in front of the class is already a good method, but it can be advanced by giving more chance to other groups to perform, too. To compromise with the allotted time, I will ask two groups instead of one to perform in front of the others and let them choose who will perform first when they are ready.

CONCLUSION

The five stages of Gibbs' reflective practice model is helpful enough so that I am able to retrieve either good or bad aspects of what and how I taught a particular subject and then figure out how to revise and to modify in order to perform it better next time.

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THE APPLICATION OF JEREMIAD APPROACH (T-EX APPROACH) ON ESSAY WRITING: LISTENING TO STUDENTS' VOICE

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This research aims at sharing students' perspectives on the application of the Jeremiad approach which is so-called T-Ex Approach in essay writing. The T-Ex Approach, a text-based approach, suggests three phases that have to be included in learning activities namely text explanation, text examination, and text expectation. The data are taken from the students' voices or commentaries after they are taught using the approach particularly in the essay writing. The data are coded in the frame of Thorberg's the informed Grounded Theory. The results are expected to reveal a better essay writing in terms of clarity of idea and language proficiency, and students' pattern of thought which improve the application of the jeremiad approach or T-Ext approach. This paper is hoped to be contributive to the formulation of a text-based theoretical breakthrough and alternative for the improvement of the learning practices and activities in terms of EFL.

Keywords: *Jeremiad/T-Ext Approach, Students' Perspectives, Grounded Theory, Essay writing*

INTRODUCTION

Essay writing is undeniably important in the academic world. Most of students' assignments are done in the forms of essay. Essay is viewed as the reflection of students' rhetorical competence and critical thinking. Elbow wrote, "Composition does not have its own discipline" (2000: xviii). He emphasized upon writing ability bridges the interdisciplinary presentation of knowledge and skill as well. For language students, The ability to write an essay is often assumed to be the mark of students' competence in the use of the learnt language. Being a bit different from speaking skills in terms of the demand for the accuracy, essay writing demands comprehensive ways in the sense of the grammatical construction, the choice of the words and the punctuation use. Of the similar importance, it implies the acquisition of knowledge and the potential of analytical ability.

Therefore, the production of an essay involves proficiency of expressing and knowledge of bringing ideas to be meaningful. Hunter-Carsch in "Improving Essay Writer asserted,

"Both for the writer and reader it is a way of sharing within a disciplined form, the exploration of a topic, marshaling of evidence to support or refute arguments and demonstrating the writer's ability to communicate cogently" (1990: 3).

This means that an essay introduces some originality of thought, usually a critical perspective and essentially a form that is legible, orderly and free from errors of reporting or of spelling and syntax. It defines the logical presentation of thoughts and the mastery of the given topic within a particular discipline or discourse. Further, it synthesizes that the process of essay writing may portray a particular knowledge on a particular issue which is conveyed with clarity and fluency of the language. It puts forward the synthesis that the essay writing requires of learning and practicing of expressing of ideas and perspective in good English. This makes the essay writing to be challenging for students. The combination of the fluency and literacy marks the obstacles as well as the quality of the essay.

This research paper shares the intention to cope with this challenge and the effort to gain success in essay writing by offering the application of the jeremiad approach which is so-called T-ex approach particularly by interpreting students' perspectives upon the approach. The jeremiad approach or T-ex approach requires wider scope of structure than that traditional structure of the essay. The T-ex approach prescribes an essay shall be commenced with the

explanation step which concerns with the identification of the issue or problem and its possible cause, followed by the examination step that relates to the attempt to offer the solutions to the problem, and ended by the expectation which means the hope for betterment or attitudinal changes toward the problem. The solution can be in the forms of reference to the values, figure, historical events, philosophy and even religious teachings. It depends upon the students' knowledge and perspective. This stresses the use of the approach to stimulate, explore and increase students' knowledge. The application of the approach to students' essay writing revealed the circumstances that they faced. The unconventional structure had given students the opportunity to explore their ideas on the given issue.

METHOD

As a qualitative research, this study relied the data from the students' voices or commentaries and notes. The students were interviewed in natural setting and the notes in the forms of diaries were examined. These were carried out after they were taught using the approach. Within the context of preliminary study, the students were volunteers from one class of the fourth semester in the University who responded to the request to participate in this research. In the implementation of the approach, they were assigned with the given topic namely the corruption issue. They were considered as the informants. The data were then coded in the frame of Thorberg' the informed Grounded Theory. This means that the data were analyzed and interpreted in the way of open, axial and selective coding.

FINDINGS

The jeremiad is actually a new pattern of rhetoric applied for essay writing. It brought challenges to students' way of putting their ideas and perspective into the writing process. The common essay structure consists of the introduction, main body and conclusion (Ezemech et al. 2005: 56). This application of this approach goes beyond that conventional structure. This T-ex approach, as it is so-called, frames an essay into a grand structure of the explanation, examination and expectation. It suggests that students need to work harder from the paragraph structure such as the topic, supporting and concluding sentences to the common essay structure of introduction, body and conclusion to the grandest structure of the approach. The implementation of the jeremiad approach or the T-ex approach in the classroom for purpose of the teaching of essay writing revealed some perspective concerning with the process of writing and its impacts for the students.

The effort to search for ideas and knowledge related to the given issues

Students seemed to grow in the realization that the process of writing particularly an essay requires more knowledge. The ability and competence to express the notion on corruption for instance have to be accompanied by broad knowledge on the issue of corruption. The broader the perspectives it is, the better essay it results. Consequently, it demands the effort to enrich the knowledge. The students were challenged to gain more information and understanding before they started to write an essay. One of the students admitted, "I get my ideas on the topic by reading newspapers and searching articles as well as watching TV news". Similar comments came from all of the students participating in the study. This indicates that the approach had driven the students to enhance their knowledge in order to get better essay. The requirement of the T-Ex approach toward the need of explaining and examining the issue clearly brought the students to the adventure of seeking for more information and knowledge from various sources.

Although these activities seemed to be simple and normal for students, they actually shaped the habit of gaining knowledge from the sources outside the classroom. The topic given for the essay would determine how far students' journey of searching and exploring the sources, not to mention the influence of their personal curiosity. That means that the application of the approach pushed students to build their eagerness toward the given topic and created the realization of the importance of knowledge for meeting the criteria of informative and argumentative essay.

Further, this story of active searching for more knowledge for writing an essay suggests the interesting in the teaching of writing essay by using the T-ex approach. It was discovered

that the topic given had urged students to enrich their related knowledge to it. In other words, the findings offered a logical consequence of giving a variety of topic to the students that would bring more diversities of knowledge. The more they are given assignment related to various essay topic, the more they gain and share new knowledge. Therefore, it can be synthesized that the implementation of the jeremiad or T-Ex approach trains and builds students' consciousness of enriching knowledge for writing an essay. The gained knowledge defines the quality of the essay. In addition, the variety of topic will help students to develop more knowledge. It leads to the proposition that the application of the approach can surely improve students' knowledge not only connected to language skill but also diverse knowledge. Thus, it can be concluded that the application of the T-ex approach contributes to the increase students' knowledge. This answers the expectation of the current national education program that is to shape not only skill but also knowledge and attitude as well.

The challenge of the essay structure

The use of the T-ex approach in the essay writing challenged the students with the structure beyond the structure. As mentioned earlier, each paragraph of an essay comprises with the opening, supporting detail, concluding which construct a bigger structure in the sequence of introductory paragraph, body and conclusion. The T-Ex approach emphasizes that beyond those structures an argumentative essay has to reflect the structure of thought which consists of explanation, examination and expectation paragraph. The structure requires students to meet three frames of working an essay starting from small component of the paragraph to the grand component of several paragraphs. The construction of jeremiadic essay can be apart from the smaller structure. A good jeremiad structure is determined by the good structure of paragraph. For students, it brought three layers of structure which means three layers of challenge. The students needed to deal with building a good paragraph before arriving at the introductory, body and conclusion. They saw this circumstance as an obstacle. One of the students said, "At the beginning, I was challenged by making a good paragraph, but then, i need to follow a bigger structure of essay, it didn't stop there, i have to think of the jeremiad structure, the difficulty is bigger". These words inform that students beheld a problem in climbing the layers of the structure. The common challenge for writing is working in a certain frame. In this situation, the students worked within three scopes of frames such as frame of paragraph, frame of general essay, and frame of jeremiad essay. This portrays the challenge for students to overcome.

However, this challenge of frames became blessing in disguise for students. Their attempts to cope with the requirement for a good structure in the three layers of frame led the students to improve their language skill particularly in writing. It is common known that writing demands the mastery of grammar and vocabulary. In addition to that, the writing also requires the stylistic and substantial convention. All of these helped the students to apply their linguistic knowledge. In so doing, they were practicing their language competence in expressing certain ideas. "I did revision for my essay for several times, it was quite difficult, because I had to struggle my English even for making a good paragraph, but the correction and discussion given by the lecturer helped me to grow in my English such as sentence structure, capital letter, conjunction and others which I didn't know before", said one of the participating students. The other students also claimed the same. This confession implies that the difficulty is definite, yet there are some advantages lying behind it. The students were trained to correct their sentences. They obtained inputs from their lecturers on constructing a paragraph. The grammar was checked, later the students learnt from it.

Further, it can be theorized that the challenge of the essay structure promote the students to higher level of language skill particularly in writing. The assignment of writing essay following the frame of jeremiad or T-ex approach structure encouraged the students to develop themselves in terms of linguistic competence and stylistic writing. The lecturer's suggestions and comments on their drafts of essay provided the students with the new understanding of using and understanding English. The correction on their grammatical mistakes and the comments on their unity of ideas and style enlightened students' knowledge not only for the purpose of making a good essay of T-ex approach but also of using English for general application. In brief, the students' application of the T-ex approach gives more challenges to students' language competence and increases their language skill as well.

The activation of heuristic effort

Kumaravadivelu (2003) stated that within educational context, heuristics refers to the process of self-discovery on the part of the learner. For the language learning and teaching purpose, it implies that a challenge for the language teacher is to create a rich linguistic environment in the classroom so that learners can activate their intuitive heuristics and discover the linguistic system by themselves and even, discover other knowledge from different discipline. The implementation of the T-ex approach, according to the students' comments, drove them to make more attempt to search for more ways to express the ideas using English correctly and for more knowledge to make the essay to be comprehensive in its substance. The student claimed, "the structure of the jeremiad approach makes us to consider our grammar and vocabulary. We are also challenged to have more understanding on the topic". This portrays that the approach seemed to increase students' language awareness as marked by the effort to discover the rules and patterns of the linguistic system. The general tendency of students that is to wait for teachers to serve them with the pattern and rules in language use is tackled by the process of the essay writing. As mentioned earlier, their attempts to search to various sources for the enrichment of their essay material illustrates that the approach structure build students' heuristic intuition. It is true that at the beginning it was merely done for completing the assignment, yet it then might change to a habit of doing self-discovery not only in terms of essay writing but also for other subjects.

The heuristic aspects would appear in time when the students were asked to accomplish their essay. The structure of the examination, for example, forced students to look up their history, holy book or encyclopedia for the information of the given topic. They uniformly responded that the structure of examination gave them difficulty especially in finding for the solutions and at the same time expressed them it good English. Thus the comprehensive knowledge of the issue was not sufficient. They needed comprehensive language competence to make their point of the solution to be clear and understood. In so doing, they could continue to the next structure of the jeremiad namely the expectation layer which voices the need for change. The change can only be sounded if the ongoing circumstance is depicted well. In short, despite the challenge of active searching for more knowledge and understanding on the language and the issue, the approach activated the heuristic intuition of the students. This is an advantageous aspect in responding to current expectation for students' capacity to develop the tradition of self- discovery learning.

The activation of the value making

In addition to the previously mentioned findings, the implementation of the approach led students to be critical in the current issues of the country. Since this study assigned students to write an essay related to the issue of corruption, the students constructed their perception on the corruption issue and promoted the way to deal with it. This followed the demand of the structure of the T-ex approach. The structure prescribes the essay shall cover the explanation of the issue and its cause, the possible solutions in the forms of reference to values, figures and teachings, and the hope for the behavioral and perspective change. Consequently the students were brought to the situation within which they were acting as the prime bringer of the solution and the campaign agent for change.

Responding to the question of whether they experienced a change of perspective toward the given topic of the essay, the students voiced that their search for the solution through finding values from heroic figures, cultural values and even religious teaching awakened their realization of the importance of value. It activated their value searching during the learning process in the classroom. This seemed to add what Jhonston (2003) theorized as the moral influence in the classroom. He claimed that there are three categories of moral influence in the classroom namely (a) classroom rules and regulations, (b) the curricular substructure, and (c) expressive morality (20). These categories are occurred in classroom activities particularly from the set up atmosphere. The implementation of the T-ex approach offers the other additional category namely morality finding which means the students are encouraged to find the values of life and solution for the ongoing problem. The reference toward heroic figures and religious teachings, for example, shaped the students perspective on the morality related to the current problem of the nation. They helped to search for proper values to cope with the corruption as the

extraordinary and by their essay, they promoted the values while for themselves, the students gained the shield from committing the crime. The structure of the approach assigned them not only to write well but also to behave well.

CONCLUSION

The application of the jeremiad approach in the essay writing reveals some meaningful findings. The approach helps to increase students' knowledge not only on the linguistics aspects but also on more knowledge of various disciplines. The unconventional structures has brought challenge to the students' understanding of writing an essay. However, it also brings them the benefits in terms of the making of heuristic intuition. The students are encouraged to self-discover their need for learning. They become active or at least start to activate to seek for more knowledge on both language matters and understanding of the given issue of the essay. Further, the implementation of the approach shapes students character. It is influenced by their attempt to serve the values to solve the problem of corruption. They develop morality awareness during the the process of writing. This answers the expectation of the current national education program namely to achieve not only skill but also knowledge and attitude as well

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EMPOWERING RECIPROCAL TEACHING IN TEACHING READING COMPREHENSION

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ABSTRACT

Teaching reading comprehension requires interactive and motivation activities in classroom. During reading, the learners interact with the text utilizing linguistic or systemic knowledge as well as schematic knowledge to find information, get a gist of text, understand the meaning of the words and also to get fully understand of text. Usually, most learners only read the text that has been given to them and they do not use an appropriate reading strategy. The result is they get some difficulties in reading comprehension such as: finding literal meaning, inferential meaning, and critical meaning. Thus, the lecturer plays an important role to help the learners improve their reading comprehension by introducing an appropriate reading strategy. Reciprocal teaching is an alternative strategy can be applied by learners during reading. Using reciprocal teaching learners can guess before reading then check their guessing during reading. They give up to clarify unfamiliar words or ideas during reading. They ask their peers knowledge questions to check their understanding what they have been read and they summarize the text after reading.

Keywords: *reading, reading comprehension, reciprocal teaching*

INTRODUCTION

Reading is one of crucial skills that should be mastered by the students in learning English after listening, speaking and writing started from beginner up to advanced level. It is a means of transferring information between the writer and the reader. It means that in reading there is a process of interaction between the writer and the reader dynamically. Here, the reader tries to understand ideas that a writer has put it in the text through bottom-up processing as well as top-down processing. It is supported by Alyousef (2006:64) that: "Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or reading fluency. In this process the reader interacts dynamically with the text as he or she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing)."

Furthermore, reading without understanding is useless and it cannot be separated from comprehension. Reader must comprehend the text in order to understand and interpret text. Readers who have good ability in reading will have better understanding in comprehending text than they have not. It is understood because reading comprehension is an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic. According to Klingner, Vaughn and Boardman (2007:2) in (Anderson, Hiebert, Scott, & Wilkinson, 1985; Jenkins, Larson, & Fleischer, 1983; O'Shea, Sindelar, & O'Shea, 1987) Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

Generally speaking, in teaching learning process the students should be able to read the text to gain some information what they have read and also followed by answering the questions given. To reach this goal, the students should use reading strategies. In fact, most students only read the text that has been given to them and they do not use an appropriate reading strategy during reading, thus, they get some difficulties in reading comprehension such as: finding literal meaning, inferential meaning, and critical meaning, for instance: they do not understand to find

an important information stated in the text, find main idea and content of text, find implied information or making inferences, they do not know the meaning of some words in the text, and they could not make a good prediction of those words and the text about. The result is they cannot answer the questions well which is related to the text. Thus, the teacher should help the students to change their inefficient reading habits by teaching them using an appropriate reading strategy to make them interest to read various reading material.

Helping students to improve their reading comprehension, teacher plays an important role during teaching and learning process. Teacher requires to introduce any effective strategy can be used during reading to help students cope their problems. Reciprocal teaching is an alternative strategy can be applied by students. Palincsar et al. (1992) stated that reciprocal teaching is an instructional procedure originally designed to enhance students' reading comprehension. The procedure is best characterized as a dialogue between the teacher and students. Using reciprocal teaching students can become active and strategic readers who can monitor their own learning and thinking by engaging in the four strategies of predicting, questioning, clarifying, and summarizing, then finally it is expected that it can improve students' reading comprehension.

This article is expected to have an essential contribution to the development of language teaching methodologies especially in modeling the teaching of reading in classroom. This article presents reading and reading comprehension, teaching reading comprehension, reciprocal teaching, and the advantages of reciprocal teaching.

READING AND READING COMPREHENSION

Reading is one of the most important activities in any language teaching and learning classroom. It is the process of receiving and interpreting information encoded in language form via the medium of print (Urquhart & Weir, 1998:22 in Grabe, 2009:14). It means that reading is understood as a complex combination process. During reading, there is interaction between reader and the writer. The text provide information that the writer wants the reader to understand in certain ways. While the reader also bring a wide range of background knowledge to reading and construct the meaning of text by comprehending what the writer intends (Grabe, 2009:15). Reading requires that the reader focuses attention on the reading materials and joins together background knowledge and skills to comprehend what someone else has written (Chastain, 1988).

Moreover, Dutcher (1990) states that Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. It means that reading can be defined as the process of reader in understanding the meaning of the text which combining with the reader's existing knowledge before reading. In line with this view, Mikulecky (2008:1) says that reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience. Thus, reader must comprehend the text in order to understand and interpret text.

Readers who have good ability in reading will have better understanding in comprehending text than they have not. It is because reading comprehension is an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic. It is supported by Weir (1993) and Singhal (1999) in Seken (2004), Reading comprehension is basically an interactive process of meaning making between the reader and the author through the text, which involves mental activities and background knowledge. Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known (Grabe, 2009:14). Meanwhile, Snow and Chair (2002: 11) also said that Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It can be said that in reading comprehension, there is a process of the reader tries to construct meaning of text in his mind. In line with this statement, Reading comprehension is defined as the construction of meaning of a written communication through a reciprocal, holistic

interchange of ideas between the interpreter and the message in a particular context (Haris and Hodge, 2008:83) in Cahyono (2011:88).

Generally speaking, reading comprehension is the ability to process information that readers have read and to understand its meaning. Thus, in understanding text, there are three levels of understanding in reading comprehension: first, literal meaning is simply what the text says or the information are stated in the text. Second, inferential meaning involves determining what the text means and the information is not explicitly stated, so the reader should require to think about the text and making inferences based on the information given. And the third, evaluative meaning is what the text is telling the readers about the world outside the text. Readers must evaluate and analyze what they have read and form an opinion based on the information. It is in line with Alderson's explanation (2000:7) that three levels of understanding text i.e. literal understanding of text, an understanding of meaning that are not directly stated in text, or an understanding of the main implication of text. Similarly, Gray (1996) in Alderson (2000) distinguished into reading 'the lines', reading 'between the lines', and reading 'beyond the line'. The first refers to the literal meaning of text, the second to inferred meaning, and the third to reader's critical evaluations of text.

TEACHING READING COMPREHENSION

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Understanding of how the learner learns will determine the teacher's philosophy of education, (Brown, 2001: 7). In teaching reading a teacher must encourage the students to make sure that reading activity is a pleasure activity, (Brown, 2000: 210). Meanwhile, Harmer (1998 : 69) states that one of teacher main functions when teaching students to read is not only to persuade the students of the advantages of scanning and skimming the text, but also to make them see that the way they read is very important. Thus, the teacher can make reading easier for them, text is interesting and encourage them to read. It is in line with Hamer's (1998:68) explanation that the reason why the teacher getting the students to read text is an important part of teacher's job. First, many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Second, reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. The last is reading texts also provide good models for English writing.

Recognizing these cases, teacher must consider and understand about the principles behind the teaching reading itself. Harmer (1998:70) cited that some principles in teaching reading are :

1. Reading is not passive skill
2. Students need to be engaged with what they are reading.
3. Students should be encouraged to respond the content of a reading text, not just to the language.
4. Prediction is a major factor of reading.
5. Match the task to the topic.
6. Good teachers exploit reading texts to the full.

In short, in teaching reading the teacher should pay attention to the reading text or reading material, reading strategy, and encourage the students' motivation. The reason is if the reading text is attracting the students, they will have motivation to read and have opportunities to study language i.e. vocabulary, grammar, punctuation, and how to construct sentences, paragraph and text.

RECIPROCAL TEACHING STRATEGY

Reciprocal teaching is an instructional strategy based on modeling and guided practice, in which the instructor first models a set of reading comprehension strategies and then gradually cedes responsibility for these strategies to the students (Brown & Palincsar, 1989; Palincsar, 1986; Palincsar & Brown, 1984) in Doolittle, et al, Nichols, Young (2006). Reciprocal teaching consists of three main components, the first is the teaching and learning of specific

reading comprehension strategies, the second is the dialogue between a instructor and students where the instructor models why, when, and where to use these reading comprehension strategies, and the third is the appropriating of the role of the instructor by the students, that is, students begin to model the reading comprehension strategies for other students (Doolittle, et al, Nichols, Young, 2006). Moreover, reciprocal teaching which is a contemporary application of Vygotsky's theories (McLeod, 2007 in Ghorbani, Azad, Kosar, 2013) comprises summarizing, questioning, clarifying, and predicting. Each of these strategies helps learners construct meaning from text and monitor their reading. They help learners not to wander off or miss the meaning of the text.

In addition, according to Palincsar and Brown's study in 1984, Reciprocal Teaching could lead to a significant improvement in reading comprehension by engaging students in the four strategies of predicting, questioning, clarifying, and summarizing (Fung, Wilkinson, & Moore, 2003; Palincsar & Brown, 1984). Greenway (2002:18) also said that the purpose of reciprocal teaching is to help novice readers become mature by teaching them the strategies employed by mature readers to analyze meanings in text. When the novice readers become competent in applying the strategies, they can assume increased responsibility for leading the dialogues. It also aims to motivate students to become active and strategic readers who can monitor their own learning and thinking by engaging in the four strategies of predicting, questioning, clarifying, and summarizing, then finally it is expected that it can improve students' reading comprehension. Yang (2010) explains reciprocal teaching activities i.e.:

a. Predicting

Prediction occurs when students hypothesize what topics may be discussed in the text that follows. That is, the strategy of prediction refers to students' assumption of what will happen in reading. While students are making predictions, they must activate their background knowledge related to the topic Palincsar (1986). The predicting strategy also facilitates the use of text organization as students learn that headings, subheadings and questions embedded in the text are useful means of predicting what might occur next (Jafarigohar et al, 2013).

b. Questioning

Students are encouraged to generate questions with the focus being on the main idea of the text (Palincsar & Brown, 1984), and to view their peers' perspectives on the same issue. When the students generate questions, they first identify the significant information in the text. They then pose this information in question form and self-test to ascertain that they themselves can answer their own questions (Jafarigohar et al, 2013).

c. Clarifying

Clarification is defined as clarifying any misunderstanding concerning the text (Palincsar & Brown, 1984). Students are asked to clarify their own comprehension and to identify whether the text is difficult to comprehend (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). Jafarigohar et al (2013) also state that clarifying draws the students' attention to the many reasons why text is difficult to understand, for example, new vocabulary, unclear reference words and unfamiliar or difficult concepts.

d. Summarizing

Summarization is a process which involves "deleting unimportant information, and identifying or constructing general or main idea statements that summarize many details" Irwin (1991: 4). Duffy (2003:125) defines summarization as a strategy students use to create "a brief retelling of an entire text". This strategy enables students to identify, paraphrase and integrate the most important information in the text (Jafarigohar et al, 2013).

THE ADVANTAGES OF RECIPROCAL TEACHING

Various advantages of applying reciprocal teaching in teaching reading comprehension . Stricklin (2011) cited that there are several advantages or benefit of Reciprocal teaching i.e. First, Reciprocal teaching is appropriate for use with both fiction and nonfiction and with any grade level. Second, when teacher actively uses reciprocal teaching in most readings required students, reading levels increase one to two grade to two grade levels in three to six months (oszkus, 2005; Sporer, Brunstein, and Kieschke, 2009). Third, English learners increase vocabulary knowledge and comprehension (Garcia, Jensen, and Scribner, 2009). Fourth, Struggling and disenchanted readers engage in reading (Goodman, 2005). Next, advanced and

gifted students increase knowledge level and comprehension (Ash, 2005). Then, reciprocal teaching make the students have fun and hands-on is students' enjoyment. They no longer dread reading but look forward to learning new information with their peers. They learn how to work collaboratively with classmates. They are engaged and become confident in their reading skills.

Another advantages cited by Palincar & Brown (1984) are: first is reciprocal teaching involves extensive modeling of the type of comprehension-fostering and comprehension-monitoring activities that are usually difficult to detect in the expert reader, as they are executed covertly. The reciprocal teaching procedure provides a relatively natural forum for the teacher to engage in these activities overtly, and hence to provide a model of what it is that expert readers do when they try to understand and remember texts. Second is reciprocal teaching routines force the students to respond, even if the level of which they are capable is not yet that of an expert. But because the students do respond, the teacher has an opportunity to gauge their competence and provide appropriate feedback. In this way, the procedure provides an opportunity for the students to make overt their level of competence, a level that in many procedures is masked by students' tendency not to respond until they approach full competence.

In addition, Doolittle et al (2006) stated that reciprocal teaching methodology fosters meaningful learning where knowledge is integrated with other texts, one's prior knowledge, and others' perspectives. The use of reciprocal teaching methodology has resulted in students that are more adept at reading, interpreting, and comprehending difficult texts, as well as students that are better equipped to write more highly integrated papers. Another benefit of using reciprocal teaching is the student's enjoyment. They no longer dread reading but look forward for learning new information with their peers. They learn how to work collaboratively with classmate. They are engaged and become confident in their reading skills (Stricklin, 2011).

CONCLUSION

Reading is an interactive process that involves constructing the meaning of text. The interaction occurs between the reader and text. During reading, the reader tries to understand ideas that a writer has put it in the text. Thus, by reading readers can gain a lot of information, build their knowledge, solve a problem, open their mind and understand the writer's ideas. Various strategies can be applied by the teacher in teaching reading comprehension in the classroom. One of them is reciprocal teaching. Reciprocal teaching is an interactive teaching strategy which is used to build text comprehension involving the students' interaction and collaboration with their friends learn to assume the responsibility of helping others construct meaning from text. It incorporates four activities: predicting, questioning, clarifying, and summarizing. By conducting the four strategies, students lead to comprehend the text deeply. Thus, reciprocal teaching strategy is beneficial to create student becomes an independent reader which can enhance decoding skills and deepen comprehension.

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METACOGNITIVE STRATEGY INSTRUCTIONS TO DEVELOP AUDITORY LEARNING STYLE STUDENTS' READING COMPREHENSION

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ABSTRACT

Auditory learners are those who learn best through listening to information delivered orally in lectures, speeches, and oral sessions rather than reading written information. Considering that learning English include learning to read written passages, this paper explores the possible strategy to help them improve their reading achievement. This is crucial because empirical evidence shows that the worst test score auditory learners get is in reading comprehension test. Theoretically, this might be due to their dysfunctional beliefs about reading, unsuitable strategy use, and motivational barriers including poor learner self-concept and self-efficacy. Meanwhile, strategy use is among the fundamental elements that helps determine how and how well learners learn a second/foreign language. To solve the problem, metacognitive strategies are believed to be the most suitable to help them learn to read better. This is because metacognitive strategies take care of how learners regulate their learning intentionally. Consequently, this is the responsibility of the teacher to teach them to become regulators of their learning to read and use them to cope with different reading tasks selectively, appropriately in a more flexible way according to their need. So, metacognitive strategy instructions (MSI) are the instructions (teaching) that can help learners use suitable strategy to make them strategic readers. As a result, being able to control over their reading process, EFL learners are expected to use these strategies as resources to pursue the goal of reading activities in English classes as a personal interpretation or meaning making rather than confining their experience or learning to an understanding or acquisition of English linguistic knowledge only. To verify the theory, teachers are suggested to find empirical evidence by conducting a study to find out the effect of MSI on learners' reading comprehension of the auditory learning style by using three skill techniques: planning, monitoring and evaluation.

Keywords: *Metacognitive Strategy Instruction, reading skill, auditory learning style*

INTRODUCTION

Ordinarily, reading is a thinking process and also the active process of understanding print and graphic texts. Subsequently, effective readers know that when they read, what they read is supposed to make sense. They inspect their understanding, and when they lose the meaning of what they are reading, they frequently unwittingly select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the comprehension of the text

Recent studies have shown that students use a wide range learning strategies to enhance their reading skills, such as, previewing, predicting, skimming and scanning, guessing, and paraphrasing. Therefore, the teacher has to find ways to assist students in developing their reading comprehension ability through learning strategy. One of learning strategy that is used in

this research is Metacognitive Strategy Instruction (MSI). It is different among other learning strategies, using MSI for reading strategy can make EFL students become regulators of reading strategies and use reading strategies selectively and flexibly according to different reading tasks they face. In the meantime, being able to control over their reading process, EFL students are expected to use these strategies as resources to pursue the goal of English reading as personal interpretation or meaning making rather than confining their experience or learning to an understanding or acquisition of English linguistic knowledge only (Carrell et al., 1998).

Metacognitive strategies are identified with how we think and learn (Ashman & Conway, 1993), incorporating three skill techniques: planning, monitoring and evaluation (Cross & Paris, 1988). Before beginning any reading assignment, students must be educated on the most proficient method to enhance and utilize their planning, monitoring and evaluation skills. It is very important to enhance the addressing abilities of students in the process of teaching metacognitive strategies (Hutt, 1997).

For the purpose to help students to interact with the MSI, detecting the profiles of the students, the way on which they learn, their strengths and weaknesses, is a crucial one. In this context, learning styles arise as useful indicators as they are defined as the characteristic of cognitive, affective, and psychological behavior that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment (Keefe, 1988). Numerous studies report that the use of learning styles in teaching is an important factor that can improve the quality of education (Felder & Spurlin, 2005; Hawk & Shah, 2007). Among these studies, Layman, Cornwell, and Williams (2006) propose an evaluation of the instructional focused around learning styles and the personality types. Language learning styles and strategies are among the fundamental elements that help determine how – and how well – our students learn a second or foreign language. Based on the background of the study presented, the main research question of this study is: Is the post-test average reading score of the auditory EFL Indonesian students after being taught using Metacognitive Strategy Instruction higher than their pre-test score?

MSI ON LEARNERS' READING COMPREHENSION OF THE AUDITORY LEARNING STYLE

The MSI training comprises of practicing basic reading strategies (O'Malley, Chamot, Stewner-Mazanares, Russo, and Kupper 1985), such as 1) *planning*, including: predicting - such as based on what is already known and how it related to what might happen next, finding the main idea of a paragraph, recognizing topic sentences, distinguishing the main idea from supporting details; 2) *monitoring*, including: clarifying - such as concentrating on key words and guessing their meaning from the context, ; 3) *evaluating*, including: summarization - such as key people, key place, key information or key ideas; use semantic map to visualizing; questioning - such as what was the main idea, what was happening, what would you do if...? In addition, the training will also contain interactive group activities that invite the subjects to observe their own reading process and that of their peers, including observing and discussing the strategies they apply to understand. In order to encourage the students to apply the strategies presented during the training in their independent reading, after each lesson, the subjects will be given reading assignments to work on at home and record their reading in the reading strategy journal.

Ashman & Conway (1993) referred that MSI are identified with how we think and learn (Ashman & Conway, 1993), incorporating three skill techniques: planning, monitoring and evaluation (Cross & Paris, 1988). Before beginning any reading assignment, students must be educated on the most proficient method to enhance and utilize their planning, monitoring and evaluation skills. It is very important to enhance the addressing abilities of students in the process of teaching metacognitive strategies (Hutt, 1997). Students need to pose the accompanying inquiries with a specific end goal to be fruitful in reading comprehension (Blakey & Spence, 1999): 1. What is the main idea of reading text? 2. How many supportive ideas are there in the reading text? 3. How can supported details be explained? 4. What kind of

examples are given? 5. Are the examples clear and understandable enough to enable me to understand the main idea? 6. What are the important names, places and dates mentioned in the text? 7. Do I need to read the text again? Should I check the dates, names, concepts, etc., in the text again? Such questions will ensure that the students focus on the reading text.

Studies on metacognition and reading comprehension reveal the strong relation between the use of strategies, awareness and reading comprehension. Successful readers are more aware of strategic reading and they probably use strategic reading techniques. The awareness and reading skills of students who are trained on metacognitive strategies improve (Garner, 1987). Awareness about reading strategies is an important cognitive gain. The present research was designed in the light of above-mentioned facts.

Metacognitive strategies (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall. Among native English speakers learning foreign languages, Purpura (1999) found that metacognitive strategies had "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion".

It is essentially neutral until the context of its use is thoroughly considered when a given strategy is neither good nor bad. What makes a strategy positive and helpful for a given learner? A strategy is useful if the following conditions are present: (a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student's learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill these conditions "make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990). When left to their own devices and if not encouraged by the teacher or forced by the lesson to use a certain set of strategies, students typically use learning strategies that reflect their basic learning styles (Oxford & Ehrman, 1995). However, teachers can actively help students "stretch" their learning styles by trying out some strategies that are outside of their primary style preferences.

Styles and strategies help determine a particular learner's ability and willingness to work within the framework of various instructional methodologies. It is foolhardy to think that a single L2 methodology could possibly fit an entire class filled with students who have a range of stylistic and strategic preferences. Instead of choosing a specific instructional methodology, L2 teachers would do better to employ a broad instructional approach, notably the best version of the communicative approach that contains a combined focus on form and fluency. Such an approach allows for deliberate, creative variety to meet the needs of all students in the class.

Cassidy (2004) and Cohen (2003) indicated that the term of learning style refers to the preferred way(s) in which an individual approaches a task, a learning situation or tries to solve a problem. Meanwhile, Kolb (1984) disputes that "Individual learners have particular strengths which form the basis of their preferred learning style". Oxford (1990) indicated that learning styles are stable and difficult to change. Yet, Keefe (1979) declared that learning styles are rather stable behaviors or ways of functioning that indicate how learners perceive and interact with the learning environment. Learning styles have cognitive, affective, personality-related, and physiological characteristics (Ehrman & Leaver, 2003; Keefe, 1979).

In accordance with Al-Hebaishi (2012), auditory learners prefer to collect and confirm information via listening. Some of these students learn best when the teacher explains orally, others when participating in speaking activities. The classroom activities they like to participate in are discussion, debates, role play and problem solving. They read and talk to self-aloud, discuss ideas verbally with others and recite information over and over to better realize the learning material. They benefit from formal lectures, repetition, questions and sequential presentation. In addition, the majority of auditory learners are talkative, conceptual, perceptual, reflective and memory-oriented.

As MSI can help learners use suitable strategy to make them strategic readers, EFL learners are expected to use these strategies as resources to pursue the goal of reading activities

in English classes as a personal interpretation or meaning making rather than confining their experience or learning to an understanding or acquisition of English linguistic knowledge. To confirm the postulation, using three skill techniques of MSI: planning, monitoring and evaluation, teachers are suggested to find empirical evidence by conducting a study to find out the effect of MSI on learners' reading comprehension of the auditory learning style.

Keeping in mind the end goal to discover the effect of MSI on learners' reading comprehension of the auditory learning style, one group pre-test post-test design experiment research will be conducted. The reading strategy being used in this study is Metacognitive Strategy Instruction (MSI). Meanwhile, the students' learning styles observed in this study is auditory learning styles. All participating students will pretest using VAK (Visual Auditory Auditory) Questionnaire adjusted from Chislett & Chapman (2005) in order to categorize the students' learning styles. The pre reading comprehension test will be conducted to get the scores of reading skill before MSI treatment. After MSI treatment, the students will get the post reading comprehension test to get the scores of reading skill.

In order to obtain research data, this study will be conducted at Almuslim University at Bireuen Regency, Aceh Province. It will be 10 meetings, 100 minutes for each meeting. The samples of this research are all of the students of 5th semester of Teacher Training and Education Department. The pre and post reading comprehension tests will be used as the instruments to get the dependent variable data. A number of 23 auditory learning style students group has been selected and grouped by conducting VAK (Visual Auditory Auditory) Questionnaire.

CONCLUSION

Reading classrooms contain a wide variety of learners with different learning styles. If students' needs are neglected or not met properly, they will get bored, inattentive, demotivated and discouraged which lead to poor will perform in the reading class. Meanwhile, auditory learners best learn by hearing and listening. They understand and remember things that they have heard. They store information by the way it sounds, and they have an easier time understanding spoken instructions than written ones. So that, exploring the relationship between auditory learning styles and language learning strategy, in this research is MSI, is a debatable issue that requires further investigation.

MSI on reading comprehension as a reading strategy, reveal the strong relation between the use of strategies, awareness and reading comprehension. In most cases, the studies on the metacognitive aspects of reading have indicated a need to increase understanding of readers' metacognitive awareness of reading strategies to gain insights into effective strategy instruction. Whereas the MSI strategies will be useful if it fits the particular student's learning style preferences, applying techniques of MSI, teachers are suggested to find empirical evidence by conducting a study to find out the effect of MSI on learners' reading comprehension of the auditory learning style.

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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

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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 / 2016. 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 abilitys which must be mastered they are listening, speaking, reading, and writing. All of these abilitys 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, 17th 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
$X > M + 1,5 SD$	2	6 %	Very Good
$M + 0,5 SD < X < M + 1,5 SD$	5	14 %	Good
$M - 0,5 SD < X < M + 0,5 SD$	14	40 %	Fair
$M - 0,5 SD < X < M - 1,5 SD$	11	31 %	Poor
$M - 1,5 < SD X$	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, 28th 2016.

Based on 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.

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.

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LINOIT APPLICATION: THE NEW WAY IN TEACHING STUDENTS' READING COMPREHENSION

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ABSTRACT

Reading is one of the four skills that are needed by students in mastering English. Students of the English Department have to take graded reading from the first semester to the six semester. They deal with many genres in different context and cultures. One of the main problems in reading course is comprehending a lot of reading materials. This study was conducted in extensive reading class of the English Department Students, Tidar University. The lecturer introduces Lino it application (<http://en.linoit.com>) to make students easily remember the main points of particular text in their reading class. This application will provide an online canvas and allows the students to post online stickies, pictures, videos, and attachments. They can also share their online canvas with others by sharing its URL. By using this application students may post their comments or questions in class or at home through their laptop or seluler phone. Besides, she can also control students' activity by visiting their gallery and gives comment or feedback for the students work. From the finding, it can be stated that students' responses to linoit application are good. So, it is suggested that the lecturers apply this application in their reading class activities.

Keywords: *reading comprehension, lino it application*

INTRODUCTION

For Indonesian, English is considered a foreign language since EFL learners do not have enough exposure to English language in their daily life. However, they are forced to make their own efforts to learn the target language on their own. The reason why they try to learn the language because of the grade. They need to obtain a good grade in order to pass the subjects (Zare, 2013)

Reading is considered as an interactive process between a reader and a text. So the reader interact with the text to elicit the meaning through bottom-up processing or top-down processing (Alyousef , 2005). While Block, Gambrell and Presley (2002) state that reading comprehension is "acquiring meaning from written text". It is in line with (Sweet and Snow, 2003) which express reading comprehension as the process of extracting and constructing meaning through interaction and involvement with written language. Since reading is one of the four basic skill in learning foreign language so students are expected to improve their proficiency in reading comprehension.

Readers use their brain in a very active way when they read English text. Reading is a very active process. Not only researcher who works hard but also reader. When reading a text, readers are supposed to imagine a scene in their head, understand clearly what the researcher is trying to say and agree or disagree with the researcher. Therefore reading is very helpful when someone learns a language. Readers will encounter new words in their reading activity. Especially when students have to read short stories that consists many pages. It is not easy to understand the English vocabulary without opening the dictionary. One of the way to understand it by guessing the meaning through context.

Many students have internal and external factors that influenced them in mastering English reading. For the matter of internal factors, the researcher discovered that the students tend to be passive. When they had difficulties in comprehending the material that was being discussed, there was no willingness from the students to raise questions. The next problem was that the students have low motivation in studying English. Gottfried (1990:525) explains that academic motivation is enjoyment of school learning characterized by a mastery orientation, curiosity, persistence, task-endogen, and the learning of challenging, difficult and novel tasks. Harmer (2001:51) states that there are two types of motivation, extrinsic and intrinsic

motivation. Extrinsic motivation is a motivation that comes from outside of individual. It is caused by any number of outside factors. The second, intrinsic motivation comes from within the individual. Thus a person is motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

Besides that, it also might be caused externally by the university teacher's technique in teaching the students. The lecturer uses conventional technique, without any interesting technique and media. They get difficulty in comprehending the content of the text. They take much time by checking difficult words to the dictionary. So they get bored with reading text activity. To overcome the boredom in reading activity, the researcher introduces an application called linoit.

Based on (ideas for using linoit in your classroom: 2013) a linoit board is a virtual free bulletin board which can be populated with online stickies. as videos, weblinks and images added as well as text. The board can be organised as any way as you want. It can be private or public. If someone want to change ideas from the board, it is possible as long as it is not published by the creator yet because the one who can delete stickies only the creator. While Kaly (2008) states that Lino-it (<http://en.linoit.com/>) is a web application similar to a corkboard where you can post sticky notes, create a structure of information that you collect. One can express him/herself by the means of text or graphics, video or files existing online or uploaded from computers. Martinez (2012) explains that linoit is a great way to exchange information within co-workers. The researcher ask students to use canvas to stick their ideas in PC display. They can use it individually or groups to post each member's ideas. Linoit can be used by using PC, tablet, and Android. By using Linoit, students can easily visualize their ideas and arguments. They can also check each other's task. Linoit allows the researcher to monitor students' works. From Creative Classroom Lab (2013) aims to help students organize their learning tasks in a logical way, and share them later with peers. Working in small groups, students can use existing tools in Virtual Learning Environments like Edmodo or Moodle or can take advantage of tools like Padlet, Popplet and Lino-it, as shown above, or make use of other tools to build concept maps as MindMup.

English Department students at Tidar University start learning reading from the first semester up to sixth semester. For the basic, they get reading 1, reading 2 and reading 3. the next level are extensive reading 1, extensive reading 2 and extensive reading 3. Students who take extensive reading have to read many pages of English text like short stories, English journals, articles and novels. Students commonly have difficulties in understanding the content of the text.

By using linoit application in teaching reading, the students will get the idea easily and enjoy the teaching-learning process. Beside, they become more interested in learning English. Finally the students are being motivated in learning English. From the explanation above, it is expected that the findings of this research bring the major issue into a better and clearer stage. It can also help language learners and instructors improve teaching and learning process and achieve their goals. The study seeks answer on how the sixth semester students of English Department, Faculty of Education and Teacher Training Tidar University in the academic year 2015/2016 response to linoit application.

METHOD

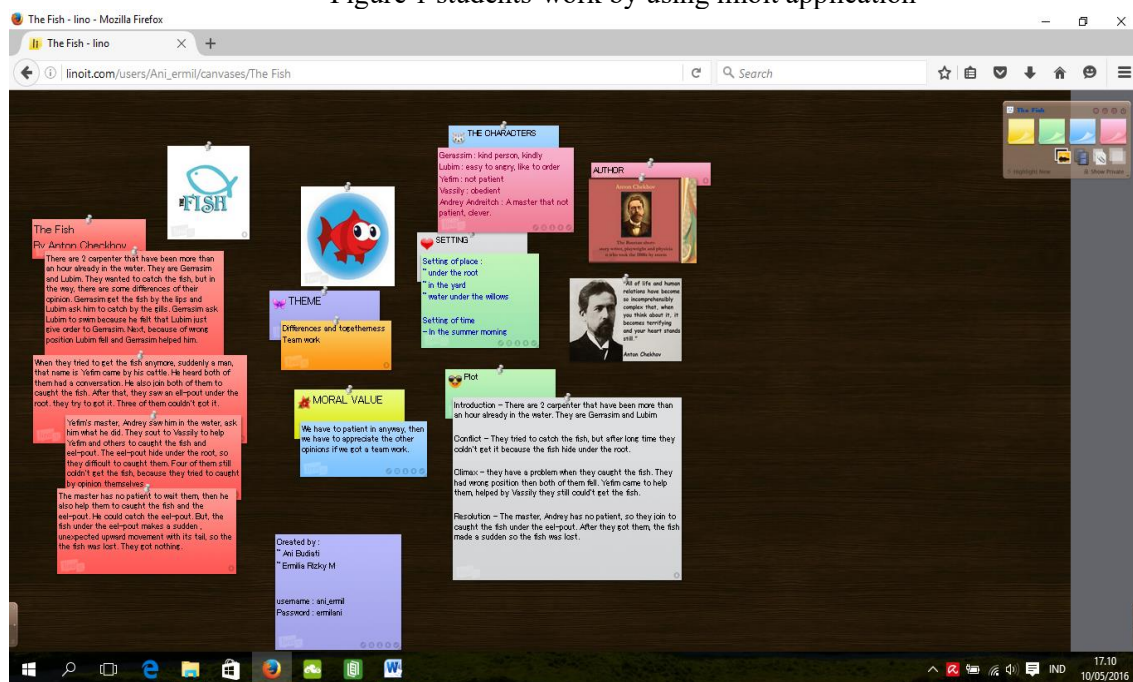
The researcher carried out a qualitative research to know the students' response through linoit application in classroom activities. The researcher would try to describe this model activities when it implemented in extensive reading class. The students met once a week and were taught by using linoit application in six weeks meeting.

The sixth semester students in English Department, Faculty of Education and Teacher Training Tidar University are divided into four classes. This will be the population of the study. There are 85 students who take extensive reading 3 subject, but in this research the researcher only takes 30 students from C class as the sample. The researcher selected these students because they were expected to improve their reading skill after they understand about linoit application. The researcher used questionnaire and observation to get the needed data. From the questionnaire, the researcher asked some questions like students' interest in extensive reading

class, students' opinion about the use of linoit application in extensive reading class and their motivation when introducing the new technique.

Besides questionnaire, observation was done to know the students' behavior when they participate in extensive reading class. The researcher wanted to know about students' attention and comment to the material. The students are also being observed to know whether they enthusiast with linoit application or not. She uses some checklists deal with students' perception to linoit application. The researcher introduced the linoit application to students by considering these procedures: the first step is selecting the texts (e.g. quotations, images, documents, and/or student work). Lecturer could also have students, individually or in small groups, select the text for the gallery walk. The second step is the texts should be displayed "gallery-style" - in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding. The third step is instructing the students on how to walk through the gallery. The purpose of the gallery walk is for students to take away particular information, they can create a graphic organizer for students to complete as they view the "exhibit," or compile a list of questions for them to answer based on the texts on display. They also give peer feedback, comment and question. (<https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/gallery-walk-teaching-strategy>) The example of students work by using linoit application can be seen in the following figure.

Figure 1 students' work by using linoit application



FINDINGS AND INTERPRETATION

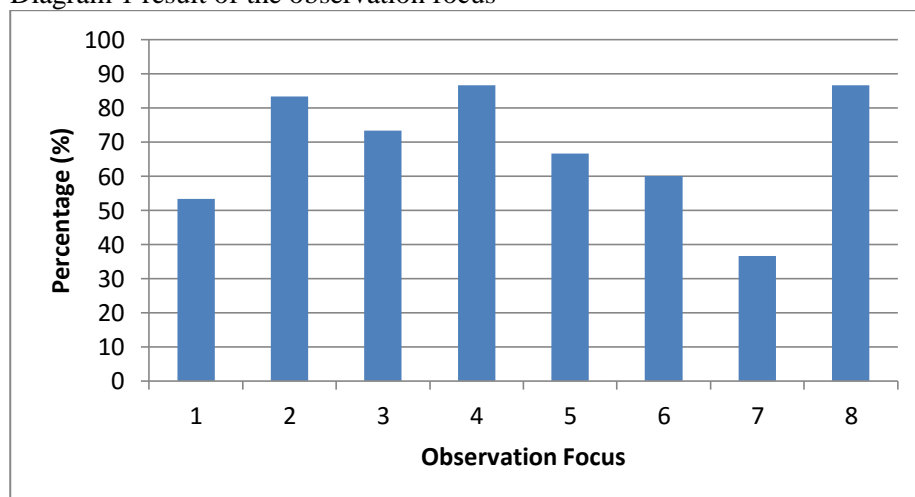
The researcher observed the teaching-learning process in extensive reading 3 class by using this observation sheet. The result of the research showed that many students were not interested in extensive reading class if the university teacher only taught using the same method all the time. When they were introduced with the new technique, that is linoit application, they were so enthusiastic to do the tasks. The application give many benefits to students since the materials can directly taken from the internet. But, for students who did not have internet access, they can join others to get the materials. Based on the observation guidance, here are the complete results:

Table 1 the percentage of observation during teaching-learning process

No	Observation Focus	Numbers of Students	Total Students	Percentage (%)
1	The students get bored with the material in extensive reading class	16	30	53.33
2	The students pay attention to the lecturer's explanation about linoit application	25	30	83.33
3	The students are enthusiastic about linoit application	22	30	73.33
4	The students use laptop, selluler phone and android to open the application	26	30	86.67
5	The students have difficulties to apply linoit application for extensive reading task	20	30	66.67
6	The students discuss about extensive reading task with their peer	18	30	60.00
7	The students give comments on their friends' gallery	11	30	36.67
8	The students can do the extensive reading task by using linoit application with the given time	26	30	86.67

Based on table 1, it can be stated that the way for teaching extensive reading is not interesting enough. (1) There were 16 students or 53.3 % get bored with the material. University teacher tends to use the same technique for delivering the materials. (2) When the university teacher introduces linoit application for extensive reading tasks, students were generated to try the technique. There were 25 students or 83.33 % who pay attention with lecturer's explanation about linoit. Only 5 students who seem reluctant to give their attention to linoit application. (3) Students who were enthusiastic with linoit application reached 22 students or 73.33 % because most of them had just known about the application. (4) In this modern era, most of the students use laptop, selluler phone or android to support their activities in studying English. There were 26 students or 86.67 % who use those gadgets. (5) Students had difficulties to apply the application since it is a new way to do the task in extensive reading class. From 30 students, there were 66.67 % or 20 students who get difficulties. (6) Students who discuss about their extensive reading task with their peer reached 18 students or 60.00 %. (7) After the students created a gallery by using linoit application, there were 11 students who give their comments on their friends' gallery. This is caused by the lack of understanding on how to give comments on others' gallery. (8) In the limited time (100 minutes) students had to finish analyzing short stories and performed them on line by using linoit application. Almost all of the students or 86 % (26 students) could do the task in extensive reading by using that application. The result of the observation can be seen in this diagram

Diagram 1 result of the observation focus



The researcher used questionnaire sheet to acquire the students' opinion about the teaching-learning process in extensive reading class. From the questionnaire, it indicated that most students give positive responses on the use of linoit application. Here is the table of students' responses in extensive reading class.

Table 2 students' responses in extensive reading class

No	Questions	Yes	No
1.	Do you like extensive reading classes?	20	10
2.	Do you get bored with the reading materials?	18	12
3.	Are you able to understand lecturer's explanation?	15	15
4.	Do you participate actively in extensive reading class?	17	13
5.	Do you get difficulties in comprehending English short stories?	19	11
6.	Is linoit application interesting?	22	8
7.	Do you think linoit application difficult to apply?	21	9
8.	Are you motivated to use linoit application in your reading tasks?	17	13
9.	Do you cooperate with your peer to do the task with the application?	20	10
10.	Do you give good responses to the lecturer in extensive reading class?	23	7

From the result above, more than half students or 20 of 30 students said that they like reading classes. From 18 of 30 students thought that they get bored with reading materials. After that, 15 of 30 students argued that they are able to understand university teacher's explanation. From the next questions, it can be seen that most of the students said that 17 of 30 students said they participate actively in the class. Many students (19 of 30) get difficulties in comprehending English short stories. Moreover, 22 of 30 students said that linoit application is interesting. Students can explore many sources that related to the task. Then, students who thought this application give good motivation to them reached 17 out of 30 students. From the next question, 20 of 30 students cooperated with their peer to do the task with the application. From 30 students, there were 23 students who show good responsiveness to this technique, It might be related to both individual and instructional factors. The writer concludes that most of students were interested in learning process because this technique is very useful and helps them to compose their idea by sharing with others in on line board.

CONCLUSION AND SUGGESTION

Based on the findings and discussion, the researcher draw some conclusions that the sixth semester students of English Department, Faculty of Education and Teacher Training Tidar University in the academic year 2015/2016 perform good responses to linoit application in classroom activities. Students show their interest with linoit application when it is applied in extensive reading class. Despite, the use of linoit application in teaching reading comprehension is quite effective to help reluctant students do the tasks. Because the application let the students explore many ideas from many sources in the internet.

From the result of the research, it is suggested that extensive reading lecturers use linoit application in their classes. Linoit application is one of the interesting techniques in teaching reading for university students. Because it can avoid boredom in doing many tasks for extensive reading classes. Hopefully, for the EFL learners, the implementation of linoit application will give effective and responsive educational tool.

ACKNOWLEDGEMENT

We thank all the students who participated in this study. We also express our gratitude to the Head of English Department of Faculty of Education and Teachers Training Tidar University for supporting this research.

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EFL STUDENTS' PERCEPTION OF TEACHER'S CORRECTIVE FEEDBACK ON ACADEMIC WRITING

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ABSTRACT

Writing is the most difficult than other skills for most EFL students. They have to pay more attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The students need a long process to produce a good writing. By this condition, feedback is mostly used by the teacher as one of the alternative strategy in enhancing the students' writing ability. By giving feedback, the teacher can provide any information about what the students' should do for the betterment of their writing. But, sometimes, the corrective feedback strategy provided by the teacher is not always appropriate to the students' expectation. The students' dissatisfaction with written corrective feedback became an issue on a study. In this case, this present article is aimed at knowing the EFL students' perception of teacher's corrective feedback on academic writing. The data was collected by distributing questionnaire to the 129-last year EFL undergraduate students at an Islamic state university in Indonesia. The findings show that most of the students have a positive perception of the teacher's feedback on their academic writing. They agree that corrective feedback can reduce the amount of errors in writing. Nevertheless, the students want more to know how to correct their error than comment and criticism left by the teacher.

Key words: *written corrective feedback, English for Academic Purposes*

INTRODUCTION

Basically, writing is difficult, as Candlin & Widdowson (1996, p. 11) state that everybody learns to speak at least one language fluently, but many are unable to write with confidence. It is harder to be able to write correctly than speak, since written language has more complex pattern than spoken. Moreover, compared to the other skills, writing is more thoughtful. There are certain things that must be considered such as the choice of the words, and the condition of writing that enable the user to use the language freely as we use in speaking. Broughton (1980, p. 116) states that the act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot—as we do in conversation—interact with the listeners and adapt as we go along. For this reason the conventions of writing tend to be less flexible than those of conversation, and the language which is used tends to be standardized.

Academic writing is one of the most critical skills for Indonesian university students. Since, most of universities, especially in Indonesia, obligate their students to write a thesis as one of the requirements in finishing their study. In order to produce a good writing, it is needed a sufficient guidance from the teacher. Providing feedback to students, in the form of written commentary, error correction, teacher-student conferencing (Ferris, 2003), is one of the ways that can be done by the teacher in enhancing the students' writing ability.

Feedback is very critical in learning and teaching. There are many scholars who studied on the effect of corrective feedback on the students writing activity (Bates, Lane, & Lange, 1993; Ferris, 1995; Ferris & Hedgcock, 1998; Hendrickson, 1978, 1980; Lalande, 1982; Walz, 1982; Eslami, 2014). An area of concern in the research on teacher feedback in second or foreign language is error correction or corrective feedback and its effects on student writing accuracy. Response to student writing has been a source of interest and debate in L1 composition theory and research since the early 1970s (Ferris, 1995). For several decades, both L1 and L2 scholars made extremely negative pronouncements about the nature and effects of teacher response, especially instructors' written commentary. Research reviews by Hillocks (1986), Knoblauch and Brannon (1981), and Leki (1980a) as cited by Ferris (2003, p. 19)

suggested that regardless of how written teacher feedback was delivered, there was no evidence that it was successful in helping students to progress as writers.

In contrast, many scholars have been proved that teacher corrective feedback is effective to improve the students writing performance. As cited by Ferris (2003): “Writing teachers and students alike do intuit that written responses can have a great effect on students writing and attitude toward writing... written comments are time consuming, but teachers continue to write comments on students paper because we sense that our comments help writers improve...(Leki, 1990a, pp 57-58).”

This study analyses EFL students’ perception of the teacher’s corrective feedback on academic writing. This research is designed: 1) to reveal the students’ perception of the teacher’s corrective feedback on academic writing; and 2) to describe the students’ perception of the importance of teacher’s corrective feedback on their writing.

METHOD

This research applied descriptive method to answer the research problems. A questionnaire which consisted of 16 items is used to collect the data. The questionnaire was adapted from Dana R. Ferris (1995) and Leki (1991) *student survey on teacher feedback* and it was modified into two sections: 1) comprising of four items to collect the data of the students’ demographic information, and 2) of twelve items to collect the data of the students’ perception and experiences of teacher’s corrective feedback on academic writing.

The sample of this study was a hundred and twenty nine (129) EFL students in the last year of their bachelor degree program at English Department of Tarbiyah and Teacher Training Faculty, at the State Institute of Islamic Studies, Lampung, Indonesia. This sample was taken based on the reason that it seems likely that by the seven semester of their study in the faculty and after six semesters exposure, the students had enough experience to reflect upon the process of learning activity, especially on the corrective feedback on written work given by the teachers.

In data analysis, the purpose was to organize specific details into a coherent picture, model or set of interlocked concepts (Neuman, 2006). Responses from each question were grouped together. An analysis was undertaken and codes were assigned to the data and themes and categories began to emerge. However, only selected representative quotations were recorded and reported on this study.

FINDINGS AND INTERPRETATION

This section presents the results of the study. The results are presented by first highlighting the question asked and the responses to that question, followed by an analysis and interpretation.

As mentioned before, the questionnaire was used as a single data collecting technique. This questionnaire was grouped into two sections. The first section included four (4) questions; question 1, 2, 3, and 4 which were arranged to know about the participants’ demographic information. The result can be seen in the following table.

Table1. Students’ demographic information

Question number	Question	Response	N	Percentage (%)
1	How old are you?	21 years old	47	36
		22 years old	68	53
		23 years old	14	11
2	What is your gender?	Male	51	39
		Female	78	61
3	What is your home language?	Indonesian	52	40
		Javanese	39	30
		Lampungnese	27	21
		Other	11	9
4	How long have you studied English?	10 years	46	36
		11 years	76	59
		12 years	7	5

By seeing the table 1, it can be inferred that most of the students were aged 22 years old and female gender. Furthermore, from question no.3 we can see that Indonesian language was the most frequently language used by the students. Then it was followed by Javanese language and Lampungnese. There are nine students who answered other language as their home language, such as Sundanese. But, no one of them used English as their home language.

Meanwhile, the answers of question no.4 have shown that most of the students have been learning English for eleven years. I assume that they have learned English from fifth grade of elementary school in which two years in elementary schools, three years in junior high school, three years in senior high school, and four years in undergraduate study.

The second section of the questionnaire which formed the main bulk of the survey looked at the students' experience of the practical aspects of corrective feedback which was done by their teachers on the academic writing. There were twelve (12) questions in this part; question 5-16.

Question 5 concerned the students' action on their writing after giving back by the teacher on first and final draft. It is important to know whether the students care about their writing or not. The question was "*How much of each composition do you read over again when your lecturer returns it to you?*" There were four options answer; "*all of it*"; "*most of it*"; "*some of it*"; "*none of it*". As shown in table 2, the female students were more caring than the male students in reading their own writing after correcting by the teacher. Actually, majority students read over again their writing after giving back by the teacher on the first draft. But, most of them did not really care on their final draft. It was proved that there are 116 (90%) students gave checklist on the "*most of it*" option on the question and most of them are female students. In contrast, many students gave checklist on "*none of it*" option on the final draft.

Question 6 addressed to know the students response on the teacher's comments and correction on their first and final draft of writing. The question was "*How many of the lecturer's comments and correction do you think about carefully?*" There were four options answer; "*all of it*"; "*most of it*"; "*some of it*"; "*none of it*". The students' answer has shown that they really concern on the teacher's comment and correction. A hundred twenty nine (129) students were giving checklist on the option "all of it". It means that all students totally need the teacher's corrective feedback to get a better writing product. The detail result can be seen on the table 2.

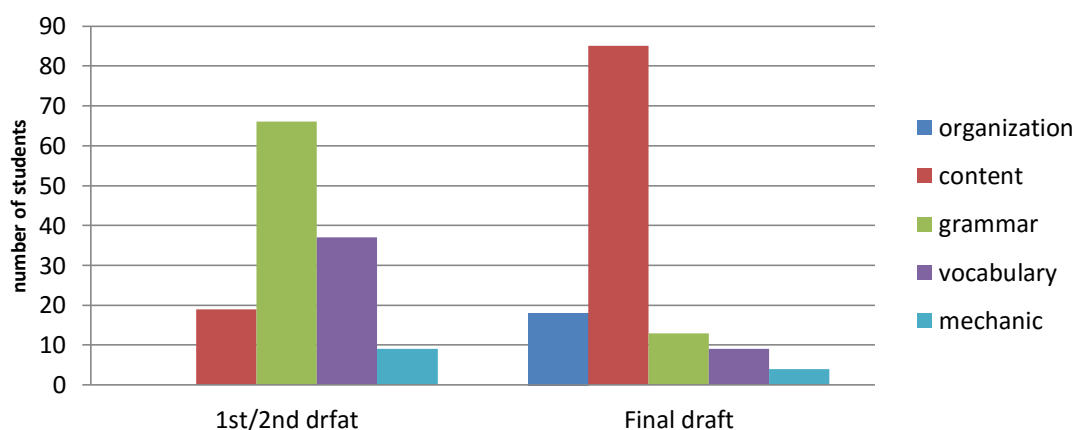
Table2. Students' response on their writing after giving back by the teacher

Question number	Question	Response	1 st Draft		Final Draft	
			N	(%)	N	(%)
5	<i>How much of each composition do you read over again when your lecturer returns it to you?</i>	All of it	4	3	0	0
		Most of it	93	72	7	5
		Some of it	32	25	41	32
		None of it	-	-	81	63
6	<i>How many of the lecturer's comments and correction do you think about carefully?</i>	All of it	129	100	22	17
		Most of it	-	-	65	50
		Some of it	-	-	28	22
		None of it	-	-	14	11

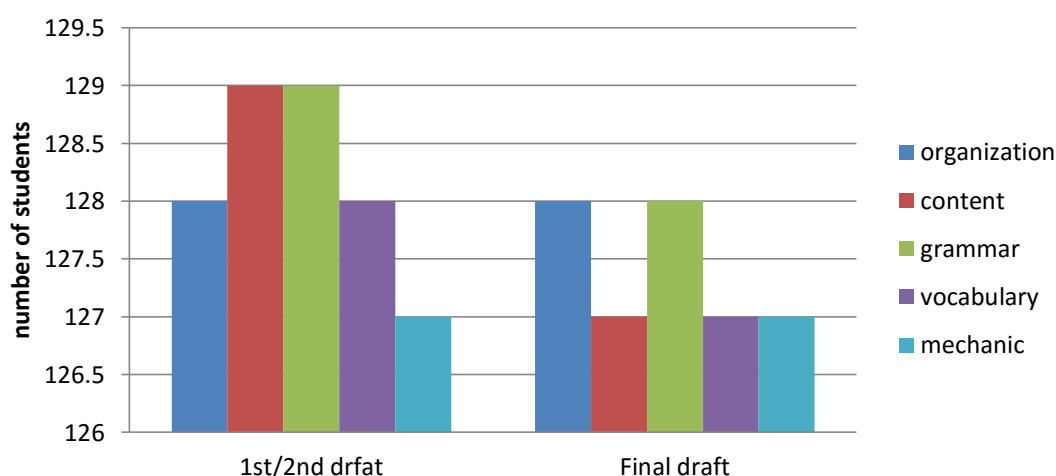
Question 7 concerned to the teacher's corrective feedback on the five elements of writing; organization, content, grammar, vocabulary, and mechanic both in the first draft and final draft. There were four options answer; "*a lot*"; "*some*"; "*a little*"; "*none*". Based on the students' answer can be seen that on the first draft, the teacher give more attention on the grammar aspect, and less attention on the organization aspect. There were 51% of the respondents who gave checklist on the answer "*a lot*" of the "*grammar*" aspect.

Meanwhile, the teacher more focused on the "*content*" when giving feedback on the final draft. It is proved from the data in which there were 66% of respondents choose to checklist the option "*a lot*" of *content*. The data can be seen in the following chart.

Students' response of the teacher's feedback based on the elements of writing



Question 8 asked about the students' response to the teacher's comments based on the elements of writing. The question is "what elements of writing do you want to be corrected by the teacher?" Most of the students wanted the teacher to give input on all elements of writing (organization, content, grammar, vocabulary, and mechanic) both in the first draft and final draft. The detail data is shown in the following chart.



Question numbers 9 to 16 are designed in open-ended question to know the students' comments on the teacher's corrective feedback. They can describe their opinions and/or difficulties when receiving and reading the teacher's written corrective feedback. The majority students' comments are indicated that they value feedback and it really helps them to keep away from repeating mistakes in the future writing. For example, Agung stated "teacher's corrective feedback on my writing is very helpful because I will know my mistake. So, I will not to do the same". Furthermore, Janata indicated that "I think, it is very good for my better writing". The same point is also commented by Akhsan and Nessa who wrote "by seeing the teacher's written corrective feedback, I will be easily in revising my writing task to get a good score".

However, some students gave a negative comment regarding to the teacher's corrective feedback. As written by Qory, "I found difficulties when reading my teacher's feedback on my paper. She/he did not give any explanation about my mistakes. She/he only wrote the point that they think as the error". Another comment is from Ridho, "I need more explanation from the teacher about his/her notes on my writing. But, she/he rarely gave me that". Seemingly, one student, Aqeela, said that "the notes are not as clear as to what I should revise or which part that should be revised. Sometimes, they look ambiguous and it will be a new problem for me".

By seeing the above findings, it is obvious that teacher's written corrective feedback is important in teaching and learning activity especially for student writers. As mentioned by (Ferris, 2003) which concurs that students should be shown their strengths and weaknesses so that they can improve on their future work. However, the corrective feedback will be more useful when the teacher can deliver it in an appropriate way. Weaver (2006) states that some academics think feedback does not work as students are only concerned about the grade they receive from their assignments. She found that students were motivated to improve when they received constructive feedback and also suggests that tutors should provide appropriate guidance and motivation rather than diagnosing problems and justifying the marks. Moreover, (Ferris, 2003) teacher-student conferencing is one of the ways that can be done by the teacher in enhancing the students' writing ability.

CONCLUSSION AND SUGGESTION

The analysis of 129 EFL students' in one of Islamic university in Lampung, Indonesia, views on feedback cannot be generalized to all EFL students' perceptions. However, the study sheds some light on the EFL students' perception and provides an insight into the EFL writing pedagogy which covers a diverse area of teaching and learning contexts. The results of the survey show that these EFL students value corrective feedback and they believe that it helps student writers a lot to develop their writing.

Nevertheless, feedback will be irrelevant and meaningless if it is written in a language which students do not understand. It is supported by some excerpts of the students' comment which are indicated that they get difficulties to grasp the teacher's want based on her/his notes on the paper.

Finally, the article recommends that feedback should be written in a clear unambiguous language. Furthermore, the conference should be done by the teacher after giving the written corrective feedback on the students' writing task. By doing this, the students can get more explanation about what should be done to revise their writing.

ACKNOWLEDGEMENT

I thank to all the students who participated in this study. I also express my gratitude to the Head of English Department of Tarbiyah and Teacher Training Faculty of IAIN Raden Intan Lampung for supporting this research.

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A CONSTRUCTIVISM OF LEARNING ENGLISH AS FOREIGN LANGUAGE FOR NURSING STUDENTS (AN ENGLISH FOR SPECIFIC PURPOSE (ESP) COURSE IN SHAPING LEARNING GOALS)

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ABSTRACT

ESP program provides systematic procedure of English teaching and learning process in which students learn English for any specific purpose. The purpose of teaching English relies on what ESP carries out the students to the obvious learning goals. TEFL for nursing students in ESP program is adequately preserved for equipping them to learn English specifically that it enable nursing students to learn English practically and to the manifestation of English for medical services. Constructivism sees them being able to construct their English skill through their own ability that it is attainable by providing materials and certain activities based on constructivist theory. Besides, among learning materials, learning method, and also learning goal, there should be based on the nursing students' needs in learning English. As these all around, this study used descriptive qualitative with needs analysis approach. It was intended to describe nursing students' needs in an ESP program and formulate them into a map of learning goals. Observation and questionnaire were used to collect data dealing with the nursing students' needs of learning English in ESP program.

Key words: *ESP, Constructivism, Needs Analysis*

INTRODUCTION

The activities of teaching English as a foreign language should be able to build learners' language skills. Focusing on English teaching to learners is not merely a way of transferring knowledge, but rather bridging learners' difficulties to the problem solving. It thus comes to their own quality of learning which can improve their English skills. However, the goal is not only at this point, but also how the English academic activities can be various that they will be engaged to be communicative (Gao & Barlett, 2014, p. 13). This is what English teachers should intentionally look at these as students' needs. Regarding to what English teachers can do, Hall (2011, p. 21) further defines good English teachers are able to teach their learners through diverse instruction based on their own personality and beliefs, contextual background, and learners' needs.

English for specific purposes have been applied since there is a consideration to give them a specific English content. For particular reason, learners tend to have certain knowledge to be used on their particular subject of work. Tomlinson (2003, p. 307) points out English for Specific Purpose is referred to a teaching particular study given in language learning. It is likely quite obvious that ESP provides some aspects which it attributes English teaching and learning to a particular target language. The aspects should include content and aims of the language learning which are specified based upon particular group of learners' needs (Richards & Schmidt, 2010, p. 198).

In a previous study, Saragih (2014) described how importance needs analysis is in ESP course design. He described the procedures of needs analysis conducted to identify nursing students' needs which were used to determine specific contents the learners need.. It was found that learners need English for communicating to the patients. By this needs analysis, an ESP course design was addressed with high reliability and validity of needs analysis procedures that educating the patient, telephone skills, giving advice, giving instructions, checking understanding, explaining drug interactions and administering medication were the themes of materials the learners need to learn most. Moreover, Miyake and Tremarco (2005) administered questionnaires and interviews to explore the needs of their nursing students in a college as a basis of course design and implications for EFL teachers. Their study showed that most of their English was used to communicate to their patients and the technology providing English nursing

utilities were limited. These findings led to the attempt and uncovered learner's most skills wanted, speaking and listening.

Referring to the results above, English for specific purposes can be differently proposed according to which language content is needed to be taught or who the learners are. English for Nursing students, one of the examples, should be able to present English learning activities which the learners need to learn specifically. Of course, the design of learning should be authentically addressed to determine the input as needs-specific materials through needs analysis (Bielwska, 2015, p. 2). In this case, needs analysis is the main source of ESP learning design.

The program of this ESP for three-years nursing students aims at giving them knowledge of how English is used at hospital and allowing them to be able to use it in the area of English for hospital, like reading texts of diseases, wards and units identification at the hospital, how to observe a patient, how to take care patient, hospitality vocabularies, and etc. The process of learning focuses on learners centered approach. This also refers to learners-task oriented which engages learners to work collaboratively across given tasks and come up to their strategy of problem solving. It claims that task-based instruction provides results of creating interactional process (Richards, 2006, p. 30). It seems that the process requires interaction and communication between teacher and learners toward the accomplishment of task. Nunan (2015, p. 19) also adds that interaction is supposed to build a collaborative process which involves learners in making decisions of what to learn, how to learn, and how to be assessed. These will instead help teacher much to determine or map learning goals.

Learning goals will determine the content and materials accordingly and provide a frame of a shape and structure of a course design (Graves, 2000, p. 125). English learning process is unlikely successful unless the teachers consider learning goals. In a main point of view, organizing a course is underlain by what learning goals have been set up. In line, the program proposed to the nursing students is English for specific purpose which needs specific contents. This will carry out what and how a course design established and followed by design of curriculum, material selection, methodology, and evaluation through needs analysis (Flowerdew, 2013, p. 325). Nunan (2015, p. 19) has obviously described about the implication of learners-centered approach that it encompasses decision making about what to learn, how to learn, and how to be assessed which works a long with the settlement of learning goals defining learners' skills of needs and preferred way of learning.

The interaction may vary at its implementation. How students can achieve learning goals refers to their interaction among goals, learning materials, or their across-cultural communication to peers. Jenks and Seedhouse (2015, p. 3) elaborate that classroom interaction is a phenomenon which is conceptualized into point of delivery, different aspects to be taught, cross-communication delivery, or teaching methods or materials are delivered. Learners interact through various domains to gain their own learning experiences. When the process is meaningful and can build their learning experiences, then the input can assure to the construction of their knowledge. Thus, this becomes the essential of constructivism. In a constructivist view, learning to create learning experiences can result physical, mental, or social experiences (Palmer, 2005, p. 1854). Physical experience is triggered through learners' interaction among objects in their learning environment. Nursing students often need some artificial objects to be manipulated as learning media which eases them to interpret materials. Mental experience can be defined as their way of thinking to what and how they observe. While manipulating objects, learners also try to think what to do purposively. The other one is social experience which learners' ability is to interact appropriately to their surroundings, including peers and also teachers.

One of the studies has proven the importance of constructivist approach. Yang and Wilson (2006) investigated the notion social constructivism to reading skill. It was found that this approach offered tools and principles for language teachers to involve learners into energetic participation and active dialogue. Engaging learners through learning tasks, leading to gain effective learning experience and guiding to build their own knowledge are some of the aspects offered by constructivism. It can be seen that learners construct their own knowledge by encountering problems they have to solve, connect their knowledge to learning situation (Lesgold, 2004, p. 497). In addition, under the implementation of constructivist approach, it is

more suggested for the teachers to be able to motivate them. This motivation will be beneficial to empower their self esteem to be always involved in learning activities. Palmer (2005, p. 1863) points out some strategies to increase learners' motivation as follows:

1. Challenge students by setting tasks at a moderate level of difficulty so they can regularly experience success.
2. Use variety of different types of activities and tasks.
3. Allow students to be active participants in the lesson.
4. Increase the meaningfulness of contents and tasks by relating them to the students' lives.
5. Allow students a realistic level of choice in work partners, activities and task formats.

METHOD

This study emphasized on describing the nursing students' needs which were used to determine and map their learning goals on their ESP program within constructivist approach. At these all around, qualitative research was used. This qualitative approach provided the study to see the individuals' behavior and their existence (Ary, Jacobs, & Sorensen, 2010, p. 23). Since the base of this study was ESP learners, needs analysis (NA) approach was also applied. This needs analysis was to identify learners' needs which showed that different language learners might have restricted needs they want to study (Richards, 2001, p. 32). He further points out the purposes of needs analysis that it is to find out what language skill learners need to have for a particular role.

This study used needs analysis procedures; questionnaire, observation, and textual analysis. It meant that triangulation was used as it applied more than one instruments to collect and have valid data (Cohen, Manion, & Morrison, 2000; Richards, 2001). They were addressed to the three – years nursing students as the respondent of the study who were under the program 'English for Hospital. They consisted of 12 students; 1 males and 12 females. Questionnaire given to them was administered to collect data related to nursing students' needs while the observation was used to find out their learning activities. On the other hand, learners' work results were also analyzed to see their ability of language literacy.

DISCUSSION

As this study was to investigate how the implementation of an ESP program for nursing students was and to find out students' needs to map learning goals, some data analyses were required. Moreover, ESP students must have specific learning outcome after the course. That it referred to the achievement of learning goals and how they learnt during the course can be reflected into the design or the delivery of materials. It is because they play vital role in ESP which show that the materials are based on the consideration of how they depend on learning methods applied, the course needs, the achievement of learning objectives, and its syllabus (Hyland, 2006, p. 89). At this point, this study tried to present the students' needs and how they learnt.

This program was offered to the three-years nursing students since the students tended to have more experiences in learning English. The importance of English for hospital for them was questioned to see whether it was essential for them or not. Based on the questionnaire given to the students, it was found that more than 50% of the students answered that English for hospital is important and 41,7% of them answered that it was very important.

Table 1. How importance Hospital English is

Answer	Percentage
Very Important	41,7%
Important	58,3%
Less Important	0%
Not Important	0%

From this table 1, it can be seen that although total percentage of the students who answered English for hospital was important more than the students whose answer was very important, it didn't reduce the quality of the importance of English for hospital. Furthermore,

most of them argued that as nursing students given English for hospitals seemed valuable that it gave them opportunities to have good English skills to communicate and it was important that many hospital terminologies used English and it would be helpful. Indeed, some studies have shown that English for specific purpose for nursing students has led to an account to prepare them and attempt to enter work field (Alsout, 2013; K. Boshier & Smalkoski, 2002; Orr & Burton, 2002).

In the instructional goals, what is intended to be elaborated to consider the types of learning is based on the identification of what skill is mostly given (Dick & Carey, 1994, p. 14). The language skills identified was useful to classify the goal of the learning. It seemed that most of nursing students attempt to eagerly master speaking skill. It seeks at point of ability to communicate. Nursing students are required to be able to communicate to patients or people around them in hospital area. It was supported by the contents of course design which allow them to communicate more orally then followed by other skills.

Table 2. Language Skills mostly wanted

Skills	Percentage	Skills	Percentage
Reading	-	Writing	-
Speaking	91,7%	Vocabulary	8,3%
Listening	-	Grammar	-

On the other hand, the course contents focused more on the reading skills which the students should have reading comprehension on types of diseases. Supporting this ideas, Boshier's study (2013) identified both academic skills and clinical skills which covered students needed to apply reading strategies, skills to complex reading materials apply listening strategies and skills to lectures; take notes to supplement lecture outlines; study effectively for tests; participate actively in discussions; ask questions; and write research papers on various topics in nursing. However, it was an ESP subject which is very specific and determined and different subjects must have different needs. In this case, by looking at the result, they should now be utilized by speaking skill and it didn't mean that the course denied other skills. Meanwhile, an analysis of the language contents brought to map of learning materials and skills to be taught. The materials included as follows:

1. Getting Patients' Information
2. Parts of Hospital; Wards, Departments, and Units
3. Reading text; Respiratory System
4. Reading text; Cardiovascular
5. Reading text; Ear, Nose, and Throat.
6. Mobilizing Patient
7. Caring Patients after an operation

Based on these contents of materials, the students were encouraged more on reading skill. The following table shows the classification of skills to be taught.

Table 3. Course materials

Topics	Skill
Getting Patients' Information	Speaking skill
Parts of Hospital; Wards, Departments, and Units	Vocabulary
Reading text; Respiratory System	Reading
Reading text; Cardiovascular	Reading
Reading text; Ear, Nose, and Throat.	Reading
Mobilizing Patient	Reading
Caring Patients after an operation	Writing

It could mean that the course did not fulfill the students' needs. As the importance of ESP is to answer what the students expect. The design of the course should be able to encompass learning goals into the materials. Regarding to mostly-wanted skill to the learning and based on the outcomes on the syllabus design, it has been conceptualized that nursing students are expected to be able to use English as a means of communication to the patients. It has to be needs analysis base which work to frame the course design.

Constructivist approach used was intended to provide students to work collaboratively and interactively. The students' task-based instructions modified learning tasks into communicative learning. Practical learning through demonstration takes the main point of the

application of the target language. It led to the design how this ESP program/course provided communicative learning within clear and specific learning goals. Furthermore, the analysis indicated that 75% of the students needed English for practical use. They needed a demonstration as they were equipped by the learning media which most of them were hospital tools, such as wheel chair, hospital bed, crutch, etc. Yang and Wilson (2006, p. 365) define individuals in constructivism is not isolated individuals. They learn how knowledge makes sense by considering where and when we are learning in a social context. What makes it as the benefit was the students tended to work with their friends cooperatively and were together engaged to find problem solving. It was shown on the table below which told that they preferred to ask their friends help if they got difficulties.

Table 4. Students' Problem Solving Based

Strategy	Percentage
Asking teacher's help	16,7%
Asking friend's help	50%
Open dictionary	8,3%
Browse internet	25%
Doing nothing	0%

Furthermore, the result of needs analysis to map the learning goals is presented below. This figure describes the design of the ESP course given to nursing students to specify and fulfill their learning needs.

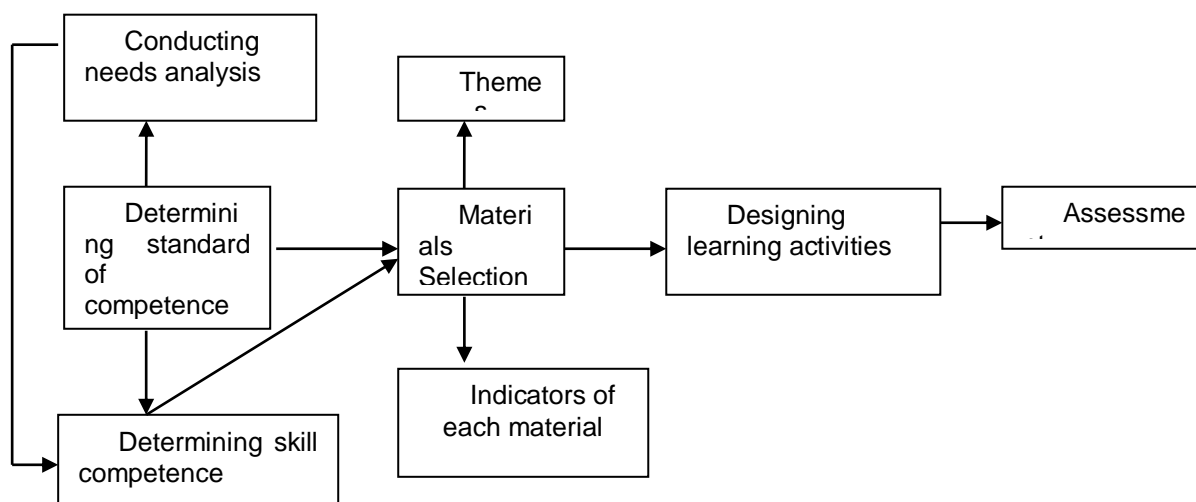


Figure 1. Design of ESP Materials
(Adapted from (Dick & Carey, 1994))

Materials Selection should represent the skills which they need most. Of course, it has to be appropriately and systematically formulated. These materials will determine types of learning activities. Between materials and activities, they closely related each other. When a teacher selects material, then he/ she should consider learning activities which cover the competence (Graves, 2000, p. 149). The result of needs analysis conducted was to find the materials which explained the scope of its materials. After having the observation and administered the questionnaire, the result presented as follows:

Table 5. Materials Selection

Materials	Value		
	Often	Rarely	Never
Getting Patients' Information	7	2	3
Admission and Patient Assessment	9	3	
Respiratory System	4	6	2
Cardiovascular	1	8	3
Observation	12		

Ear, Nose, and Throat	6	5	1
Understanding Chart	10	2	
Parts of Hospital; Wards, Departments, and Units	6	3	3
Planning for Discharge	8	4	
Mobilizing Patient	11		1
Caring Patient after an Operation	2	8	2
Medical Terminology	2	6	2
The Bed and Bed Linen	6	2	4
Pressure Areas and Pressure Sores	3		9

Based on the table 5, materials selected by the students became the main source how the course would be. It seemed that the students considered more on their needs as nursing students that they select the topics which commonly occurs in a work place. On the other hand, it also gives students opportunities to have new knowledge of something they have not got yet. Opportunities in some cases propose an active interaction which is truly demanded in constructivist view to access the negotiated meaning (Palmer, 2005, p. 1855). These selections take into an account of designing learning activities. Additionally, what makes an ESP course learning design different is that learning types should accommodate the interaction and independent learning system. It can be concluded that what materials are better to bring about to the ESP learning for nursing students are necessarily listed as the following:

1. Getting Patient's Information; Speaking and Vocabulary
2. Admission and Patient Assessment; Speaking and Vocabulary
3. Observation; Speaking and Listening
4. Understanding Chart; Speaking and Vocabulary
5. Planning for Discharge; Reading and Speaking
6. Mobilizing Patient; Reading, Speaking, and Vocabulary
7. The Bed and Bed Linen; Vocabulary and Writing

Regarding to the findings and discussion above, some aspects which are clearly identified as students' needs have determined what and how the ESP course should be conducted to the three-year nursing students. Mapping learning goals will be easy since the students' most used skill have been identified and materials are already selected based on students' needs.

CONCLUSION

Needs analysis is a starting point on finding certain needs of certain students, including nursing students. Nursing students are the students who learn specific subject. An ESP course should be able to provide the nursing students with English for nurse. Also, the learning design should be modified as interactive and communicative learning which they can maximize the learning opportunities and materials selection is as an interface between learning goals and learning activities. As a result, based on the discussion above, there are selected materials as suggested to this ESP course which represent students' needs, they are; getting patient's information, admission and patient assessment, observation, understanding chart, planning for discharge, mobilizing patient, the bed and bed linen and it was explicitly conveyed that speaking is the most skill needed by the students that it enables them to interact and communicate to the patients using English.

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AN ANALYSIS OF CLAUSES RELATIONSHIP IN DISCUSSION CHAPTERS OF UNDERGRADUATE STUDENTS' THESES WRITING IN ENGLISH

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ABSTRACT

This paper presents a case study of clauses relationship in discussion chapter of students' theses writing in English. Clauses relationship based on systemic functional linguistic theory is included on textual metafunction of meaning. This textual metafunction is on the level of lexicogrammar. Semantic sequence of figures is realized by a series of clause complexes. The data informing this paper were 10 English theses writing written by undergraduate students who have passed their theses examination on January to February 2016 at Artha Wacana Christian University. This written data were analyzed based on Functional grammar (Systemic Functional Linguistic), focused on the level of lexico-grammatical features, namely clauses relationship. The analysis revealed that clauses relationship in theses writing texts in English covers interdependency and logico-semantic. Interdependency consists of parataxis and hypotaxis. The parataxis used consisted of coordinate conjunctions or paired conjunction such as and, so, not only/but also, etc, whereas hypotaxis used consisted of subordinate conjunctions, such as that, while, because, even though, etc. Logico-semantic used covered expansion and projection. The expansion consisted of elaboration, extension, and enhancement. The projection consisted of locution and idea. The idea used was verbal process, such as, it is said that ...' The locution used was mental process, such as, thought, hypothesize. The use of taxis or logico semantic in clauses of theses writing is to have clauses relation that can keep the sequence and coherence of the text, especially in discussion chapter. The students' discussion chapters using clauses relationship are limited use of either interdependency or logico semantic. Therefore, it is suggested for grammar and academic writing lecturers should give more exercises or to train students using varieties of clauses relationship since clauses relationship keep the sequence and coherence of the text writing.

Keywords: *clauses relationship, systemic, theses writing*

INTRODUCTION

Language is usually used in context in which people be interact to each other. Speakers in a discourse can interact among others if they understand the text, context or pattern of a language. Therefore, text analysis means analyzing the language use in it (Brown and Yule 1983:1). It is also stated by Halliday (1985a:10) that a linguist who describes language without considering text is barren and describing text without correlating to language is empty. Based on these views, it is important and interesting to analyze text since text covers language and the use of that language is influenced by context either social and cultural context or ideology of a society that use a language.

Text can be in spoken and written text (Halliday 1975, 1985, Fairclough 1995b:4). Text can also be a prose or lyric, dialogue or monologue (1975:1). Moreover, Halliday stated that text can be a proverb to a drama. Based on this view, it can be said that text can be a long or short text. Text has power to create its own context; it had power cause of the way of system that has development by choosing meaning in its context (Halliday 2004:29). Thus, one of the important things to be analyzed is language used in written text.

Systemic functional linguistic theory is a theory which focuses on language function in use (context). This theory concerns language as a main one (Halliday 1985:17). In other words, systemic functional linguistic theory describes how language is functioned in context. This theory early known as systemic functional grammar (SFG). It is a model of grammar developed

by Michael Halliday in the year of sixtieth. It is also as a part of social semiotic approach of language called systemic linguistics.

This theory proposed four basic categories, namely, unit, structure, class, and system. On the level of lexicogrammar, there are three metafunction of meaning, namely ideational, interpersonal and textual meaning in which clauses are used as representation, exchanging and message. Those three metafunction of meaning are realized in mood structure, transitivity, and theme-rheme.

Concerning to what has been described previously that systemic functional linguistics considered language as a potential system in human interaction that is realized by varieties of structures, semantic is one important thing to be considered. Level of language semantic according to Halliday (1978:128-133); 186-188) covers three function components or metafunctions. These three metafunctions are ideational metafunction that relates to experiential and logical components; metafunction interpersonal and textual metafunction. Exchanging human experiences using language according to systemic functional linguistics belongs to interpersonal metafunction of meaning; expressing experiences belongs to experiential metafunction of meaning, and connecting experience is textual metafunction of meaning. Textual meaning as being discussed in this article is realized on the lexicogrammar in which thematic structure and rheme as one part on the lexicogrammar level. One of the parts showing textual meaning is clauses relation. The relation of clauses shows 'logical' components of the linguistics system that is semantic relation which make up the logic of natural language (Halliday, 1994: 216).

Writing a thesis for students of English study program of Atha Wacana Christian University, Timor, Indonesia is necessary for them as one of the requirements to be fulfilled in the undergraduate degree. Students must write a thesis based on their capacity, interest and field of study, such as teaching English or local languages. It is realized that writing thesis for students needs times to do it. "It is widely acknowledged that writing is seen as a site of interaction between writers and readers." (Liu 2013:1). Through written texts, writers construct solidarity and alignment with potential or target readers (Thompson, 2001 in Liu, 2013).

This article is focused on the clauses relationship in text especially in discussion chapter of theses writing. In this case it will answer question 'how is logical clauses relationship in discussion chapters of theses writing in English? The aim is just to find out and describe logical clauses relationship in text. Logical clauses relation in text in this case covers interdependency and logico-semantic.

It is hoped that this study has beneficial not just to theory of systemic functional linguistics especially in clauses relation but also to practical ones, such as in instructional (teaching and learning) of academic writing in English. Other researchers can take for granted as a short reference to search other aspect of teaching and learning English.

METHOD

This study was taken from ten academic writing or theses writing written by ten undergraduate students of English study program at Christian Artha Wacana University, Indonesia. The students recently had graduated on February, 2016. Based on the evaluation of examiners at that time these 10 students who wrote these theses were graded 'A'. These ten theses are purposively taken based on the purpose of this study that is to describe and analyse students' clauses relationship used in discussion chapters. Those theses then were studied and analysed based on functional grammar theory or known as Systemic functional linguistic theory (Halliday (1994, Halliday dan Martin 2004; Eggins, 1994) especially on the part of clauses relation level of lexicogrammar. Therefore this type of study can be classified as documentary analysis in which data were analysed descriptively by using matching method. There were also some quantitative data that was used just to give more explanation or support qualitative data.

FINDINGS AND INTERPRETATION

Clauses relationship in text refer to logical component of the linguistic system in which the functional –semantic relations that make up the logic of natural language (Halliday, 1994: 216). In other words, it can be said that the relation of clauses in text has semantic function that make up the language logically. Referring to this logical relation, moreover, it is stated by Halliday

(1994) that there are two systemic dimensions in the interpresentation, namely system of interdependency or tactic system, parataxis and hypotaxis, and logico-semantic system of expansion and projection which is specifically an inter-clausal relation. These two dimensions are analyzed in the form of complex clauses since complex clause covers these two dimensions.

Complex clause refers to a clauses relationship existing in sentence. "Semantically, the effect of combining clauses into a clause complex is one of tighter integration in meaning..." (Halliday and Matthiessen, 2004: 365). From this view it can be stated that clause complex combine some clauses in which meaning be tied integratively. A clause complex is marked differently from clause rank. A clause rank is labelled // ...//. Whereas, a clause complex is marked by a label |||...|||. These two marks show different marks. A clause complex is needed because in fact a clause connect or relate one clause to other in a specific way. Moreover, other specific marks are described in sub part of this article.

Thus, this discussion of clauses relationship in text (discussion chapter in English) covers the two types of clauses relationship, namely interdependency or taxis relationship and logico semantic relationship. Each of this part are described with some data or examples of clauses in text.

Interdependency Relation of clauses

The relationship of clauses interdependency in text relates to taxis system. This taxis system relationship states whether the relation of clauses is equal or not (unequal). So, this level of interdependency has two different levels. Level of interdependency showing an equal status belongs to parataxis. While, level of interdependency showing unequal status or having two elements that do not have same status belongs to hypotaxis. Examples of data showing interdependency in text are as follows.

- (1) // Some of students have their knowledge of English sentence pattern// **but** they didn't understand the text well// **and** also didn't understand about the question// ...//**Hence** they got problem to answer the question// (T1:40)
- (2) //...there were 17 students get best score (9-10) // 12 students get better score (7-8) // and 1 studentr get good score (6) // (T1:38)
- (3) /// on of the factors // that can improve the students's skill in reading especially reading text in teahing// and learning process is motivation/// (T4:36)
- (4) ///When the teacher address the question for students //, the students always answer in group// (T4:37)

Based on the the examples number one to four, it can be seen that clauses relationship are connencted by the use of conjuncyion *but*, *and*, *hence* (as in number one and two). Whereas number three and four are connected by conjunctions *that*, *when*. These four examples show interdependency of clauses relationship.

Table 1

Primary and secondary clause in a clause nexus (Adapted from Halliday and Matthiessen (2004: 376))

Hub interdependency	Primary	secondary
Para taxis	1 initiating clause (independent clause)	2 continuing clause (independent clause)
Hipo hypotaxis	α (dominant (independent) clause	β dependent clause

The number use of clauses relation of parataxis and hypotaxis interdependency text of discussion chapters of theses students' writing can be seen on this table two.

Table 2
The number use of parataxis and hypotaxis in texts (discussion chapter)

Taxis Relationship	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	Total
Parataxis	6	11	4	19	14	5	13	2	4	11	89
Hypotaxis	13	10	16	26	30	16	19	16	9	17	172
Total	19	21	20	45	44	21	32	18	13	28	252

Table two shows the use number of parataxis and hypotaxis relationship of clauses in text. The number use of parataxis is 89 and hypotaxis is 172 of 252 total number of clauses relation. The use number of parataxis is more less than hypotaxis. This fact indicates that students tended to explain their interpretation using unequal status in which they applied to use hypotaxis relationship. The dominant clauses used can be preceded or followed by dependent clauses. It seems that students applied more use of hypotaxis than parataxis. This fact also indicates that the taxis relationship ether parataxis or hypotatxis used by students as writers showed clauses relationship. Therefore, there would be relationship of meaning of message written.

Parataxis Interdependency of clauses in text

Parataxis interdependency of clauses as previously described relates to the relation of clauses that have equal status. Examples of data showing parataxis interdependency of clauses are as follows.

(5) // 1 in this activity// not only students get motivation but also// 2 the English teacher get the challenge to create the atmosphere...//

(T5:37)

(6) //1 In the implementation process// the English teacher was implementing the procedure of scientific approach in teaching and learning process// 2 therefore the students can get understanding...//

(T5:38)

(7) // 1The teacher gives the story for the students// 2 and then the students read all together//

(T4:37)

The examples of clauses number five to number seven are clauses of interdependency that show parataxis relation. Those clauses have equal status that are connected by conjunction *and*, *therefore*, and *then*. The preceded clause is as first clause and it is followed by the second clause. Those clauses are potentially independent of one another. As Halliday and Matthiessen (2004:373) stated that one unit is interdependent on another unit. It means that two clauses have an equal status. The first one is initiating and the second is continuing. The relation of two clauses have the same status or in other words it can be stated that the two clauses are indepedent clauses. Since the relation of clauses are equal in parataxis are numbered in sequence, namely '1' for the first clause and followed by '2' (Halliday and Matthiessen, 2004: 376).

Some other examples of conjunctions and continuatives used in texts are *but*, *for*, *so*, *so that*, *then*, *such as*, *as well as*. This fact indicates that students wanted to keep the meaning expressed through the use of clauses relationship.

Hypotaxis Interdependencyof clauses in Texts

Hypotaxis interdependency states the relation of two elements that have unequal status. On the other words, it can be stated that dependent clause can not stand by itself and it must be combined to independent clause to make it meaningful. Examples of data showing parataxis interdependency of clauses are as follows.

(8) /// α In asking a question// the teacher gave the kinds of questions // β that are simple and easily understood by students...///

(T7:43)

(9) /// α questions should be brief and clear, with the words // β that the students understood.///

(T7:44)

(10) ///It is a guide for students to organize their thought or plan // β before they write a complete

paragraph...///

(T8:46)

- (11) ///... α there are implication of of the method toward the students' improvement in writing
 //
 β because it can help the teacher to build the students' motivation.../// (T8:46)

The examples of clauses number eight to number eleven are interdependency clauses called hypotaxis. The relation of the clauses are unequal status. The relation of clauses is between a dependent element and independent element. The interdependency clauses is related by the use of conjunction as *that*, *before* and *because*. The preceded are called dominant clause or independent clause while the second clauses are called dependent clauses.

Greek letter is used to mark hypotaxis. Symbol of α is on the main clause or dominant clause, and other symbol of β is symbol for dependent clause that must be attached to dominant clause (Halliday and Matthiessen, 2004:377).

It is also clear seen that dependent clause was related to independent clause or dominant clause after textual theme before topical theme of main clause as in the example number eight. Therefore, textual theme are usually with main clause or independent clause then followed by dependent clause. This fact indicates that main clause is domain of complex clause while dependent clause as its qualifier. Thus, main clause usually preceded dependent clause that also has its own topical theme and rheme.

Other terms or conjunctions used in clauses showing hypotaxis interdependency are since, when, how, whereas, why, who, whether, which, after, until, while, if, etc.

Logico- Semantic Relationship of Clauses in Texts

Logico semantic relationship relates to basic feature of clauses relationship. This relationship concerns to logico relation and semantic relation. Examples of data showing the use of logico semantic can be seen in these following

- (12) // 1 In this activity English teacher gave chance to the students ...// + 2 and students must
 have the reason to choose the article//
 (T5:34)
- (13) //1 Some students have knowledge of English pattern // = 2 but they did not understand
 the
 text well // (T2:40)
- (14) // // 1 The teacher always give support for students // x 2 so that students are happy with
 the material// (T4:39)
- (15) /// α Teacher is a moderator and facilitator// β whereas students should be active ...///
 (T5:32)
- (16) /// α They do not prepare remedial class for the learners // β who might be slow in
 learning/// (T4:35)

The example number 12 to 16 show logico semantic relationship in clauses. Either preceding clauses or the continuing clauses have logical meaning. Relating to taxis relationship, clauses number 12 -14 are included as parataxis since the relationship of them are equal. While the examples number 15 and 16 are included as hypotaxis since the relationship of them are unequal. The two clauses number 15 and 16 have independent clause that are preceded by dependent clause.

Logico semantic found in text had two main types, namely expansion and projection. Expansion concerns to extension, enhancement and elaboration. While projection covers locution and idea. This fact relates to Halliday and Christian (2004: 377-406) that mention the types of logico semantic. Data and examples concerning these types found in texts be described in this following sub part.

Expansion

Expansion relates to expand of meaning of primary clause. Logic relation of expansion are in three ways of expanding, namely extension, elaboration and enhancement. The relation of extension is marked "+", elaboration mark is "=" and enhancing is "x". (Halliday and

Christian, 2004: 377). The mark symbol of extension in these following examples show construction of parataxis and hypotaxis.

Extension

Extension expands meaning by adding new thing, giving exception and offering alternative. The mark symbol of extension in these following examples show construction of parataxis and hypotaxis in clauses of text.

(17) // 1 The teacher gives the story to the students // + 2 and all the students read all together/// (T4:37)

(18) /// β While the students are reading// α teacher is only observing them without interrupting.../// (T4:41)

Example number 17 and 18 show logico semantic relationship of the two clauses. Example number 17 has parataxis relation interdependency, whereas example number 18 belongs to hypotaxis. Concerning to the logico semantic, the continuing clause or the second clause is expanded from the first clause in which there is addition of new meaning of clauses. Relating to logico semantic of expanding meaning as *all the students read together*. The example number 18 the clause followed by independent clause add information relating to a new thing, such as *teacher is only observing them without interrupting....*

Enhancement

Enhancement expands meaning by adding thing that concerning to circumstances features such as time, place, cause, condition, result, etc. Symbol or mark of enhancement is "x" (Halliday and Matthiessen, 2004:413). Examples of enhancement in text are as follows.

(19) // ...1 The attention will be focused on the students // x 2 so that the delivery of teaching material conveyed will be captured...// (T7:45)

(20) /// α They learn English// β because they want to improve their knowledge/// (T 10:39)

The examples number 19 and 20 show the existence of logico semantic relation among clauses. Clauses 1 number 9 is parataxis, while clauses 20 is hypotaxis.

Elaboration

Elaboration expands meaning by repeating, commenting, simplifying and determining in detail. Concerning to hypotaxis, elaboration especially is realized by non-restrictive relative. The symbol or mark of elaboration is "=" (Halliday and Matthiessen, 2004:399). Examples of logico semantic showing elaboration are as follows.

(21) // Comprehension questions include the ability to grasp the meaning // =2 and significance of the material being studied// (T7:42)

(22) /// α The teacher wanted to know // β how far the students' ability in observing and searching the information// (T5:38)

Examples number 21 and 22 show logico semantic relationship among clauses. Those clauses are subtype of elaboration that develop the previous clause. Based on the example number 21 the following clause or continuing one add more detail information in which it is stated that *significance of the material being studied*. It is the same as number 22 in which the dependent clause gives detail information.

Projection

Projection relates to expanding meaning by reporting, stating idea and fact. Locution and idea are two kinds of projection. It is found out that the use of projection covering of locution and idea were very limited. Even there were only four texts (T5, T8, T9 and T10) had this kind of projection. This fact might because of the channel of the text in which the text studied was written text.

Locution

Locution expands meaning by using reported speech/quoted speech. Symbol used for locution is ("). Quoted or reported speech according to Halliday (2004:378) must be projected from verbal process. Some examples of projection in text are shown in the following.

(23) /// α The writer can say // β that the two groups had equal achievement on teaching and learning process/// (T9:46)

(24) /// α The respondents said // β that they interested in learning// because their teacher gave them motivation.../// (T10:40)

The examples number 23 and 24 show an expanding meaning of projection by the way of locution. Based on the data there are only two texts (T9 and T10) have locution.

Idea

Idea expands meaning by reporting thought or called reported/quoted thought. Idea uses mental process to reported thought and symbol mark used for idea is ('). Some examples of idea used in clauses of texts are as follows.

(25) /// The writer thought // that the students knew something related to the material given to them/// (T5:34)

(26) ///The writer hypothesizes that: " Four Square writing method improve students' writing skill"/// (T8:44)

Examples number 25 and 26 show the type of projection that expand meaning by reporting idea. Idea is projected by the use of mental process as *thought* and *hypothesize*. Students used very few number of idea. Only two texts (T5 and T8) expand meaning using idea.

CONCLUSION

Logical relation of clauses in discussion chapters of theses writing in English covers logico syntactic and logico semantic. The relation of logico syntactic concerns to parataxis and hypotaxis. The use of parataxis in text shows the relationship of two clauses that have equal status whereas hypotaxis show the relationship of unequal status of clauses. The use of conjunction showing relationship has more varieties than parataxis. This fact might because of the text analysis was in written form. When it was compared with spoken text using local language, the use of conjunctions showing parataxis relationship has more varieties than hypotaxis.(Ngongo, 2013; 2015)

Logico semantic relationship showing expanding meaning using expansion and projection are also found in text. The use of expansion is more than projection. It is different from spoken text in which the use of projection is more than expansion.(Ngongo, 2013; 2015). It was very limited use of locution and idea. Therefore it is suggested that students must be trained more in using clauses relationship especially in teaching and learning process of academic writing course. The use of logico syntactic and semantic relationship is so important to determine the coherence and cohesiveness of the text as a unity of structure and texture of the text.

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ACHIEVING PRODUCTIVE LEARNING IN BIG CLASS BY INCREASING STUDENTS' PARTICIPATION

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ABSTRACT

Having a big class is not a reason for putting aside the importance of setting productive learning. Based on our personal experience, managerial control toward students plays important role to set up productive learning. Since it is common to have big classes in our institution, we design activities that promote productive learning. The activities will propose a model of managerial control in speaking and listening class by making use of peer participation in class activities such as peer performance, peer observation and peer comment in every stage of teaching. At the same time, teacher can use the involvement for final assessment. The point of the activities is to increase the involvement of students from the beginning to the end of the lesson. We believe that it helps teacher over managerial tasks, it helps students to stay focused on the lesson and finally it creates productive learning.

Keywords: *productive learning, big class, students' participation*

INTRODUCTION

Teaching English skills, to be specific, listening, speaking, reading and writing, for EFL students, are preferably conducted in small class rather than big class. The reason is that every skill in English requires plenty of practices. The more practices students do, the better the skill will be. If there are many students in class, there will be limited practices for students or happened to be like few students practice and other students only watch. In fact, this is the circumstance in our college.

Instead of thinking how to make classes smaller, we attempt to cope with big classes. Based on our experience, teaching big class requires extra attention on task of managerial control, task of delivering the lesson, and task of giving the students appropriate score. It can be described like this. Having a lot of number of students means having a lot of personality traits. Consequently, teacher must be aware of more possibility of disruptive behaviour coming from more students. Next, teacher must make sure that teaching-learning activities goes well among a lot of students. Even if everyone looks busy learning, teacher must assure herself that students' busyness go along with the teaching-learning objective. It is surely challenging for teacher to complete this task when they are more than 30 students, for example, in speaking class. Then, teacher must design assessment that fit to all students. Practically, the assessment is allowed students to accomplish in a short time since there are many students to be assessed.

If teachers who have big class failed to deal with the three tasks mentioned earlier, they would not accomplish productive learning. Thus, the objective of this paper is to reconceptualise of what we have done so far for our classes, which we believe successful in controlling big classes. Yet, the design of the activities is not truly experimented, it is only described from our experiences.

PRODUCTIVE LEARNING

A productive learning is a learning that is well-ordered and focuses on the objective of the lesson. It means that the key task of a teacher is to elicit and maintain students' involvement in the learning experience throughout a lesson which will lead to the learning outcomes teacher intends (Kyriacou, 2007, p.54). There are three ideas about productive learning which can be highlighted here, to elicit student's involvement, to maintain it, and to lead to the learning outcome.

First of all, learning is productive if teacher can elicit students' involvement. When teaching-learning process takes place, teacher cannot just wish students' involvement by their own motivation. Two factors that make college students want to learn something as stated by Biggs and Tang (2007, p.32) are 1) it has to be important; it must have some value to the learner, 2) the learner needs to expect success when engaging the learning task. Nobody wants to do something they see as worthless. Neither do they want to do something, however valued, if they believe they have no chance of succeeding. Then it is very fundamental for teacher to give description about what to do, what it is for, and how to do it before they start whole activities. Another way to engage students according to Smith and Laslett (1993, p.3) is to "get them in". This rule stresses the point that a lesson should start immediately by paying attention on welcoming student, seating them, and starting activity for them. In that way, students' mind will be occupied and they will be engaged in positive atmosphere before moving on to the main activity of the lesson.

Next idea about productive learning is to maintain students' involvement or to make students keep working in class. Students will do the tasks if the tasks are important. Tasks can be important in various ways, each one producing a familiar category of motivation. Based on Biggs and Tang (2007, p.34), the motivations are what the outcome produces (extrinsic motivation) such as reward and punishment, what other people value (social motivation), the opportunity for ego enhancement (achievement motivation), and the process of doing it (intrinsic motivation). Teachers can make use of these kinds of motivation to increase students' participation.

After that, teacher must be well planned in making students busy through the learning activities since it is not only about making them busy, but "things that make them busy" should also promote the achievement of objective. Kyriacou (2007, p.44) said that the learning, which teachers try to achieve, includes the development of study skills, organizational skills and sustained concentration by students. Hence a teacher may use an activity that can sustain high involvement for a long period primarily as a means to foster such skills. It is in line with suggestion from Smith and Laslett (1993, p.8), activity to maintain involvement could be in such as breaking topics up into smaller units, switching between quiet individual study, and arranging some active or co-operative learning in pairs or groups.

The last task of teacher in productive learning is to lead to the learning outcome. This task refers to how teacher ends the learning at the day. Gray and Richer (1988) in Smith and Laslett (1993, p.6) state that it is valuable to use this time to give positive feedback to students, praising good work and reassuring students who have had difficulties that next time things will be different. It will also enable teacher to identify points which require further attention. Additionally or sometimes alternatively this time should be used for a summary of the lesson and how this links in to previous learning or prepares the way for the next activity. It can be done in a form of question-answer session, a game, quiz or story. So, the last part of the lesson is an opportunity to refresh, restate and reinforce the theme of the lesson.

Seeing the description earlier about productive learning, it can be accomplished if teacher can manage students' involvement during the lesson, maintain the involvement and lead the involvement to the lesson's objective. In other words, for a big class, participation of students is highly demanded from the beginning to the end of lesson to create productive learning.

COOPERATIVE LEARNING SKILLS FOR BIG CLASS

A very good way to promote students' participation in a big class is to give opportunities for students to work together and to learn from each other. To create this, cooperative learning skills can be one of teacher's choices in designing learning activities. We promote cooperative learning skill not because it becomes trends of teaching lately, but more because it provides all we need in dealing with big classes. Then, it is important to overview in a glance the consideration why cooperative learning is applicable for big classes.

Jolliffe (2007, p.3) confirmed, "cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others." Furthermore Jolliffe explained, to be truly cooperative, learning should consist two of these:

1. Positive interdependence
This requires each student in a small group to contribute to the learning of the group. Each group member needs others to complete the task. It is a feeling of ‘one for all and all for one’.
2. Individual accountability
Each member of the group is accountable for completing his or her part of the work. It is important that no one can cheat on the work of others. It requires each member in the group to develop a sense of personal responsibility to learn and to help other members to learn.

It can be seen that it is not just working in the group, the skill requires interpersonal skill of students to accomplish shared goals and at the same time they must be accountable as individual. For a big class, applying cooperative learning will certainly increase students’ participation.

Furthermore, the teaching of cooperative skills is a cooperative learning principle. Examples of these cooperative skills include praising others, asking for help, and giving and receiving suggestions (Gillies, 2007, in Farrell and Jacobs, 2010, p.32). One technique that is suggested here is *building community*. It is said that students are more likely to ask for help, take risks, and share with others in an atmosphere in which people care about, respect, and protect one another. At the same time as part of community, they also maintain their individual identities. The following ideas are for promoting this community spirit in second language classrooms (Farrel and Jacobs, 2010, p.35).

1. Discussing group functioning.
For instance, a group that has been working together fairly well can share with the rest of the class their ideas about what helped them work well together.
2. Electronic cooperation.
For example, students can mail their work to each other; give each other feedback, or sharing information in internal group of social media.
3. Groups helping other groups. When cooperative learning is used successfully, groups believe that their task is not completed until,
 - a. Everyone in the group understands the concepts being taught and has improved their skills.
 - b. Everyone in the class understands the concepts being taught and has improved their skills.

Based on the description above, cooperative learning skills are considered creating productive learning. It elicits students’ involvement by developing a sense of personal responsibility and it maintains students involvement by growing interpersonal skills among each other. Then, it is believed that students’ participation, as a way to handle big class, can achieve productive learning.

INCREASING STUDENTS’ PARTICIPATION

As it is stated earlier, we have done some activities, which we consider successful in managing big classes. Here our job is merely reconceptualising those activities from less organized into more organized activities. Those activities are compiled based on every element in productive learning—to elicit students’ involvement, to maintain students’ involvement, and to lead to the learning outcome. Then, this element is outlined by certain principles of activities. In this case, activities are established based on the principles required for every element in productive learning. Subsequently, teacher may modify the activities based on the needs of learning as long as the activities go along with the principles. The description can be seen in the table below.

Productive Learning elements	Principles of activity	Examples of Speaking Activity	Examples of Listening Activity
Elicit students’ involvement	1. Punctual start 2. Welcoming students	• Students are told what to do, what it is for, and how to do it (principle 1-	• Students are told what to do, what it is for, and how to do it

	3. Description of what to do, what it is for, and how to do it.	3)	(principle 1-3)
Maintain students' involvement	<ol style="list-style-type: none"> 1. Positive interdependence 2. Individual accountability 3. Extrinsic motivation (reward and punishment) 4. Social motivation (valued by other people) 5. Achievement motivation (competing against other students) 6. Intrinsic motivation 	<ul style="list-style-type: none"> • Students make group paper (principle 1, 3, 5) • Students present concept of certain task (principle 2, 3, 4, 6) • Students ask questions from other students' presentation (principle 2, 4) • Students perform certain skill (principle 2, 3, 4, 6) • Students give suggestions or comments from other students' performance (principle 2, 4) 	<ul style="list-style-type: none"> • Students shares the instruction of certain task through smartphone (principle 1) • Students listen split passage individually from their smartphone (principle 2, 3, 6) • Students connect the passage in a group (principle 1, 3, 4,) • Students discuss each other to understand the passage in a group (principle 1, 3, 4, 5)
leading to the learning outcome	<ol style="list-style-type: none"> 1. Positive feedback 2. Identification of points which require further attention 3. Summary of the lesson 	<ul style="list-style-type: none"> • Students are asked to review the strength and the weakness of their friends' presentation or performance (principle 1,2) • Students are asked to summarize the lesson of the day (principle 3) 	<ul style="list-style-type: none"> • Students are asked to review the difficulty of today tasks (principle 2) • Students are asked to summarize the lesson of the day (principle 3)

The students' participation is mostly started at the element of maintaining students' involvement and leading to the learning outcome. While in eliciting students' involvement, teacher prefers to give the importance of the tasks and to give instruction about how to do by herself rather than allowing students to figure out by themselves.

At maintaining students' involvement, teacher manages two kinds of activity, individual activity and group activity. Every time individual activity is being established, teacher makes use of other student's involvement as control. For example, in speaking activity when one student presents concept of certain task, other students are asked to watch him/her since they are demanded to give questions related to it. The motivation for doing it, is based on the reason that teacher will give point of scoring every time they ask question. In this way, students participation will keep going on. Then, when students work in-group for making paper, students' participation is controlled by distributing different tasks for every member. So, everyone will contribute his/her work to group paper.

At leading to the learning outcome, when teacher needs to reflect the learning, students' participation is still possible to be employed. Teacher may direct students to review or to give comment about today lesson. However, at the end, teacher is required to state her positive feedback as the reinforcement for students.

CONCLUSION AND SUGGESTION

Teachers who have big class can make their class productive as long as the three tasks/elements of productive learning are accomplished. They are to elicit students' involvement, to maintain students' involvement, and to lead to the learning outcome. The three tasks/elements of productive learning can be achieved by making use of students' participation. To help

teachers to establish appropriate activities, teacher can follow the principles in every element of productive learning.

Somehow, teaching is personal and the context in which each teacher works is different. So, teachers are suggested to modify activities under their own circumstances. Teachers may create any activities, which involve students' participation based on the needs of the learning, but terms and conditions must be applied.

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PERCEPTUAL LEARNING STYLES OF ITS STUDENTS

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ABSTRACT

Debating over which teaching methodologies would well-fit to classrooms is already outdated, yet along with the shift from teaching to learning, a discussion over how learners learn receives more attention. Cook (2000) has cited that “all successful teaching depends upon learning; there is no point in providing entertaining, lively, well-constructed language lessons if students do not learn. At the same vein, Oxford (2001) and Ellis (2005) have both agree to see how learners approach their learning through their preferred ways to learning. Since 1970s educational researchers (for example Keefe, 1979; Witkin, 1976; Witkin, Moore, Goodenough, and Cox, and Witkin, Moore, Oltman, et al. 1977) have investigated and described as well the concept of cognitive style. Further, almost in the same years, Dunn and Dunn (1972) identified more external, applied modes of learning styles. It resulted The Learning Style Inventory (Dunn, Dunn, & Price, 1975), a self-reporting questionnaire has led to a term, perceptual learning style, to refer to variations among learners using one or more senses to understand, organize, and retain experience. The present study had identified the learning styles of students of ITS in concern with their genders. The learning styles were also associated to the learning habits, whether in groups or individual. Then at last, the learning styles and proficiency were investigated using Pearson- Chi squared test to prove the hypothesis. In conclusion, the present study could find that there is no correlation between learning styles and proficiency.

Keywords: *Perceptual Learning, Sensory Modality, Learning Habits, Learning Styles*

INTRODUCTION

Today, it seems no longer relevant to discuss about the aspects of teaching and teacher, such as teaching methodology, teaching materials, curriculum, etc., and there might be no longer popular asking a question like : “which is the best teaching method in the ESL classroom?” Current topic at recent years are shifted from teaching to learning.

Learning by definitions is varied in several ways; however, those lead to one center point that is the position of students or learners as the entity who has the drive to control the process. Say, Illeris (2004) and Ormrod (1995) in Obralic’ and Akbarov (2012), they mention learning as a processthat brings together cognitive, emotional and environmental influences and experiences for acquiring, enhancing, or making changes in one’s knowledge, skills, values, and world views. Xu (2011) has confirmed the position of students in the learning process, in her paper she quotes from Cook (2000) that students actually bring contributions to their learning, it is cited that all successful teaching depends upon learning. It is surmised that the proof of the teaching is in the learning; therefore there is no point in providing entertaining lively well-constructed lessons if the students do not learn. Again, whatever the methodology of teaching is employed, it does not work successfully without students taking the roles to make the methodology work. Relevant to this, there is a fact as it is cited by Matthew (1995) that every educators should have faced realities in classrooms. The same teaching methodology employed to a group of students ends with varied success in side of the students. One is leadingly successful some are within the average; or even, some fails. Therefore, it is no longer modest to consider teacher as the most dominating actor in class, then students as the object in learning.

The direction has been shifted, students who should become the subject of learning, then learning results would depend much on how students work for their own learning. Thus, it cannot be denied that students learn in different ways based on their preferred ways; some learn primarily with their eyes, named visual learners, or with the ears – auditory learners; whereas some other prefer to learn by experience and/or by “hands-on” tasks – kinesthetic or tactile learners; some students learn better when they work alone while others prefer to learn in groups.

Pertinent to preferred way of learning, or what is commonly called learning styles, there have existed various definitions on the term. The disparities of the definitions is due to different points that allow learning styles come to be challenging and interesting as well to be investigated. Not only is it investigated in the domain of education, but it also becomes the interesting issue in psychology, management, industry, vocational training, and many more; therefore, there is no wonder why every researcher can end with some possibly ambiguous or extended definition that makes learning style a complicated topic to discuss. Some say that learning style is inherited and fixed in nature; but some say it develops within a continuum. The disparity in definitions are at the same time followed by the different way to measure, to classify, and to approach. In the present study, the authors prefer to stick to one idea purported by Reid (1995) who has defined learning style as an individual’s natural, habitual and preferred way of absorbing, processing and retaining new information and skills. Following what has been done earlier by Reid, the present study would stick to some categories that has been made by Reid and measure the categories using an instrument called Perceptual Learning Style Preference Questionnaire.

Perceptual Learning Styles is defined as a preference for one of the learning modalities –auditory, visual, or tactile. Sarasin (1998) in Renou(2008) mentions that perceptual perspective allow us to take into account aspects of several well-recognized learning style theories by synthesizing their important characteristics into an approach that is based on behaviors and/or actions that can be easily perceived in a classroom situation. Sarasin also mention that some other researchers (Gregorc (1995), Butler (1998), Sims &Sims (1995), McCarthy (1991) and Harb, Durrant&Terry (1993) reflect an approach based on the primary senses (visual, auditory, or tactile) involved in learning. Some other researcher who view learning style in similar concept, they use different categories or components that make up what is called learning style. Dun,Dun & Price (1975) categorize into visual, tactile and kinesthetic. Then, Keefe (1979) visual and haptic – a combination between tactile and kinesthetic, while James & Galbraith perceptual learning include visual and interactive. Finally, in a more comprehensive way, Reid (1995) proposes that perceptual learning is derived from sensory modalities (i.e. visual, auditory, tactile, kinesthetic) and learning habits (i.e. group, and individual) – compared to previous mentioned categories the latest is the most representative of all.

The definition determines the method to measure the continuum of the learning styles. Due to varied definitions; as a consequent, the instrument used is also varied. Among those instruments, the authors prefer to use one developed by Reid (1995) as it is claimed to have high reliability and validity and has been used as the norm on non-native speakers. This has been evidenced by Isemonger& Sheppard (2007) who have employed the instrument to examine the factor structure of a Korean version of Reid’s questionnaire, they can prove that the reliability estimates are good. The present study is confident to adopt the instrument as Reid has already claimed that the educators who use learning style instruments with caution and call for multidimensional learning style instrument would be able to provide a profile of student learning style, of which the main goal of this study.

Some previous studies has encouraged the author to pursue the present research; Drysdale et al. (2001) for instance. They have carried out a study on the effect of learning styles on the academic performance of 4,546 first year student. They figure out that academic performance based on learning style to be significant in 11 of 19 courses, and they also find that no significant differences between learning style and academic performances of liberal art and social science. Other studies conducted to the related area are Castro and Peck (2005) Tight (2007) and Renou (2008). All of the studies show the positive correlation between learning styles and the achievement in learning. In short, investigating learning style would be very contributing to the studies that aim to see how students learn and lead learning into successful

learning. Therefore, the present study is aimed at figuring out the learning styles and at the same time it will be investigated the effects on the learning achievement.

Pertinent to the aforementioned that the authors aim at investigating students learning styles and then attempt to associate with their proficiency in English Language Learning. Another variable involved will be the genders of the participant.

METHOD

This is an exploratory study that is aimed to examine if there is any association between a particular perceptual learning style and students' language proficiency (henceforth: EFL Test). EFL test administered here is the battery test of English comprised by three test components, namely, listening, structure, and reading comprehension. The test is developed by the teachers of ITS that have administered the test over times and have figured out reliable test scores.

The study involved 245 respondents out of 360, the joined and selected participants were those who had completed all the required answers from the distributed questionnaire. The number of participants was comprised from 138 males and 107 females. Genders will be taken into account as one the variables in the descriptive statistics.

In the attempt to collect the data, PLSPQ (Perceptual Learning-Style Preference Questionnaire adopted from Reid (1995) was used as the research instrument. Participants were introduced to the notions of learning style prior to completing the 30 items categorizing them as having visual, auditory, tactile, kinesthetic. In the PLSPQ, besides sensory modality, learning individually or in group become another preference that is included in the questionnaire item. Therefore, in this present study, the collected data will be in the form students category based on their preference on their sensory modality and then their preference in learning individually or in group; then it will be associated to their gender, and finally using Pearson's chi-square test, the association between learning style and proficiency in language were figured out.

RESULTS AND DISCUSSIONS

The table below shows that there is a difference between female and male students in terms of their preferences in learning (namely visual, tactile, auditory, kinaesthetic, group, and individual) and their proficiency. However, the difference is not significant. Say, for example, the Mean of EFL score for male students ("1") is 451,92 and the Mean for EFL score for female ("2") is 446,75. This implies that the minimal score for "1" is 323 and the maximum score is 600; then minimal score for "2" is 330 and maximum score is 563; while the standard deviation for "1" is 51,37, then for "2", the standard deviation is 50,69. This shows that pertinent to genders, the scores between male and female are not significantly different, in other word, proficiency cannot be determined only by looking at genders of the students.

Variable	Sex	N	Mean	SE Mean	StDev	Minimum	Q1	Median	Q3	Maximum
Vis	1	138	36.130	0.488	5.735	18.000	32.000	36.000	40.000	48.000
	2	107	37.850	0.525	5.430	24.000	34.000	38.000	42.000	50.000
Tac	1	138	37.652	0.484	5.682	22.000	34.000	38.000	40.000	50.000
	2	107	37.869	0.658	6.809	2.000	34.000	38.000	42.000	54.000
Aud	1	138	36.551	0.469	5.509	8.000	34.000	38.000	40.000	50.000
	2	107	36.981	0.538	5.564	18.000	34.000	37.000	40.000	50.000
Kin	1	138	38.971	0.484	5.689	24.000	36.000	38.000	42.000	50.000
	2	107	38.206	0.440	4.555	22.000	36.000	38.000	40.000	50.000
Group	1	138	37.283	0.619	7.273	14.000	32.000	38.000	42.000	50.000
	2	107	36.664	0.686	7.096	16.000	32.000	38.000	40.000	50.000
Indiv	1	137	33.270	0.647	7.573	16.000	28.000	34.000	38.000	50.000
	2	107	34.991	0.635	6.567	18.000	32.000	36.000	40.000	50.000

EFL	1	138	451.92	4.37	51.37	323.00	420.00	450.00	477.00	600.00
	2	107	446.74	4.90	50.69	330.00	407.00	447.00	483.00	563.00

Table 1. Descriptive Statistics: Visual, Tactile, Auditory, Kinesthetic, Group, Individual, and EFL

In more elaborate and detail presentation, below figure (figure 1) attempts to reveal how the four sensory modalities are used by both male and female students then it is shown which among the four extend from the most dominant to the least, and then the negligible .

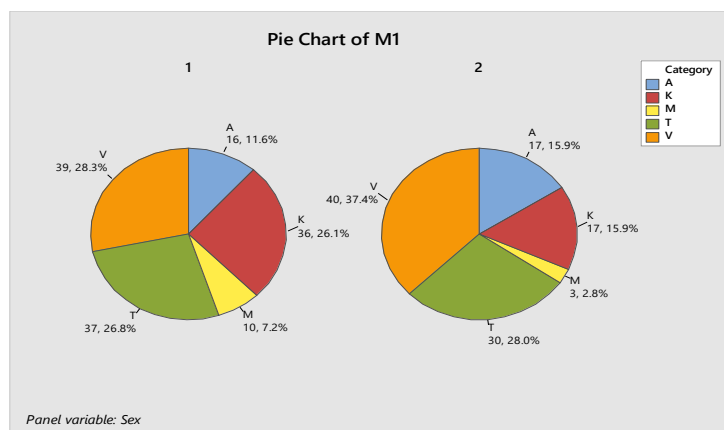


Figure 1. Learning Styles with respect to Genders

The above figure reveals how students of different genders prefer to learn. It is figured out that the most dominant for male students is Visual (39,28.3%), then it is followed by the second, tactile, 37.26.8%, then subsequently followed by Kinesthetic (16,11.6%) and Auditory (16,11.6%). It is also figured out that some males find almost hard to decide which predominant learning styles they have as there are 10,7.2% negligible. Slightly different in sequence, the learning preferences of female students are comprised from 40,37.4% visual, 30.28.0% tactile, 17.15.9% kinesthetic and auditory, then only 3,28 % is negligible; almost none of the female students find difficulties determining their preference in learning. Above all, both female and male students of ITS indicate that they are major in visual.

The other point of discussion in the present study is how female and male students prefer their learning habit, either in group or individual, this learning habits are then associated with the existing sensory modality.

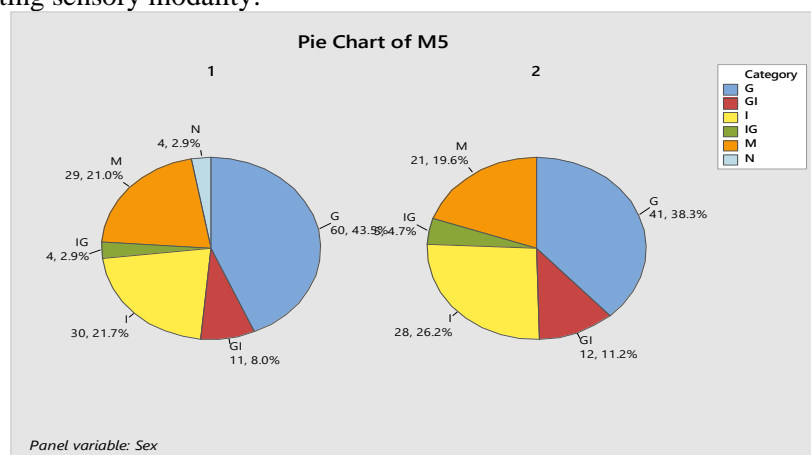


Figure 2. Preference in Learning Habits: Individual, Group, Combined, or Negligible

Based on the above figure, it can be drawn that both male and female tend to prefer working in group; moreover, male shows quite high percentage, 60%. It is true that whether the preference whether someone prefers working in group or individual extend within a continuum. It can be seen from the figure that some students have potentially combined learning habits, either Group Individual or Individual Group. Moreover, it cannot be denied that some students of both

genders cannot confirm themselves either as group work or individual students. Besides, a few male students have no choice whether they are either one.

Next discussion goes to the association between Gender and proficiency. The levels of proficiency is classified into 6 groups derived from level 1 – 6 ranges from 1 stands for below 350, 2 for 353 – 400, 3 for 403 – 450, 4 for 453 – 550, 5 for 503-550, and above 550. In most levels, male students are leading; however, in level 2 and 5, female performs better. If it is classified into genders, the present study finds that there is some difference in proficiency between male and female students.

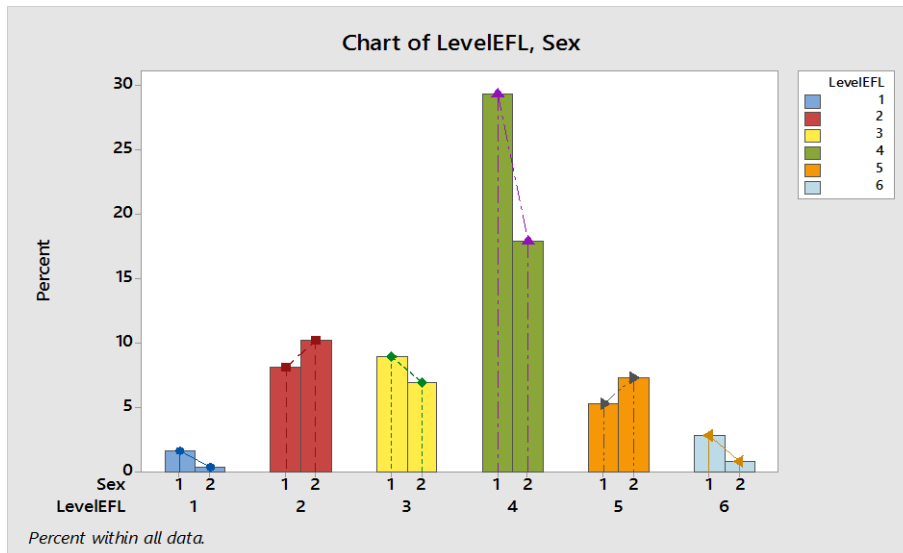


Figure 3. Association between Genders and Proficiency

As mentioned above, to analyze the data, we applied a statistical test, namely Pearson's chi-squared test (X^2). This is to observe the differences arise by chance. The test is aimed to reject or accept Hypothesis (Null Hypothesis): H_0 = there is no association between learning styles and proficiency, and H_1 there is an association between both. The p-value = 19.614, DF = 20 (Likelihood Ratio Chi-Square = 21.340, DF = 20) is employed and the result is as the following:

Chi-Square Test for Association: M1, LevelEFLxx

Rows: M1 Columns: LevelEFL

1 2 3 4 5 6 All

A 0 6 2 18 5 2 33
0.673 6.061 5.253 15.624 4.176 1.212

K 2 8 13 24 5 1 53
1.082 9.735 8.437 25.094 6.706 1.947

M 1 3 2 5 2 0 13
0.265 2.388 2.069 6.155 1.645 0.478

T 0 11 13 27 12 4 67
1.367 12.306 10.665 31.722 8.478 2.461

V 2 17 9 42 7 2 79
1.612 14.510 12.576 37.404 9.996 2.902

All 5 45 39 116 31 9 245

Cell Contents: Count

Expected count

Pearson Chi-Square = 19.614, DF = 20

Likelihood Ratio Chi-Square = 21.340, DF = 20

* WARNING * 3 cells with expected counts less than 1

* WARNING * Chi-Square approximation probably invalid

* NOTE * 14 cells with expected counts less than 5

The distribution is failed to reach a conclusion so that the authors make some re-coding by making levels less than 5. Then it was re-coded into three levels of proficiency (i.e. 1 for below 450; 2 for 453 – 500, and 3 for above 550.

Chi-Square Test for Association: M1, LevelEFL*

Rows: M1 Columns: LevelEFL*

	1	2	3	All
A	8	18	7	33
	11.99	15.62	5.39	
K	23	24	6	53
	19.25	25.09	8.65	
M	6	5	2	13
	4.72	6.16	2.12	
T	24	27	16	67
	24.34	31.72	10.94	
V	28	42	9	79
	28.70	37.40	12.90	
All	89	116	40	245

Cell Contents: Count

Expected count

Pearson Chi-Square = 9.139, DF = 8, P-Value = 0.331

Likelihood Ratio Chi-Square = 9.163, DF = 8, P-Value = 0.329

* NOTE * 2 cells with expected counts less than 5

Finally it is determined that H_0 is accepted, it means that there is no different between EFL and learning styles. In other word, it is hard to say that learning styles can affect the proficiency.

CONCLUSION

From the result of data analysis, the present study surmises that students of different genders are slightly different in the learning styles; however, from the data it can be figured out that students of ITS, either male or female are very dominant in visual learning styles. Then, in terms of their learning habit, both prefer working in group, especially the male students, most of them prefer working in group than individually. This might be relevant to the characteristic or stereotype of Asian students who are confidence more when working in group, the word togetherness representing this capacity. The next is the observation of genders and proficiency. Using 6 levels category of score distribution, in most level, male students are more dominant,

except in level 2 and 5. Finally, the statistical analysis is employed to prove the hypothesis. Compared to some research findings like Drysdale et al. (2001) , Castro and Peck (2005) Tight (2007), and Renou (2008)., the present study is in the position to agree to the idea that there is no significant relationship between learning styles and the achievement; however such a discovery is still in line with a part of Drysdale study in liberal art and social science.

For further studies, it might be more objective if other instruments to identify one's learning style is also employed to assure the reliability of the information from the participants. Then, the categories should be extended by involving other variables like place of origin, departments of the students, and learning experience. In order to check the association between learning styles and proficiency or achievement, for some further studies need to try out to simplify the number cells so that there is only group or individual, or in between. Statistical analysis like ANOVA or MANCOVA can be employed if more association is going to be made.

ACKNOWLEDGMENTS:

We would like to present our deepest gratitude to the Head of the Institute for Research and Community Service (LPPM) ITS who had granted the authors a research grant through *Penelitian Kebijakan 2015*.

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ISBN 9789798559990



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