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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 1



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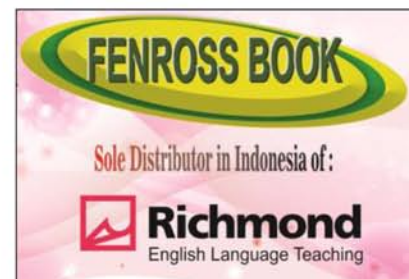
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FOREWORD

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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THE EFFECT OF THE DELAYED CORRECTION ON THE ACQUISITION OF PAST MORPHOLOGICAL INFLECTIONS BY L1-INDONESIAN-SPEAKING LEARNERS OF ENGLISH

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ABSTRACT

For L1 Indonesians learning English as a foreign language, it is not easy to use past inflectional morphologies. Verbs in Indonesian do not experience any morphological change when they are used in past tense. This is the reason why many learners make a mistake in using English past verbs when speaking about past events. To deal with this phenomenon, most teachers correct every mistake their students make, which can lead to student's frustration and their loss of confidence (Lavezzo and Dunford, 1993). This study aims to reveal whether an alternative correction method, the delayed correction method, can improve students' performance in using morphological inflections in the context of a meaningful conversation. The current research is an experimental research, in which participants' performance before undergoing treatments was compared with that of after treatments. Speech data were collected through audio-recorded individual interviews. The data were then transcribed into written data for further data analysis. The Wilcoxon Signed Rank Test shows that there is a significant effect on the subjects' performance in the use of past morphological inflections after the application of the delayed correction method with the p value of 0.005 ($p < 0.05$). Based on the findings, this research suggests that feedback and correction should be provided by the teacher to the students without interrupting learners' activity during communication. The delayed correction method is very useful when learners realise exactly which mistake they made, when they are given an opportunity to reproduce the forms, and when they talk about a sensitive topic, which can arouse their emotion.

Keywords: *delayed correction, past morphological inflections, L2 English learners*

INTRODUCTION

The ultimate goal of learning a language is to enable language learners to communicate by means of the language learned. Therefore, during the process of language learning, learners need interactions to practice the input they have received. Interactions in language learning is a key to provide learners with opportunities to negotiate language input and to receive feedback that will encourage them to modify their language output to make it more target-like (Gass and Mackey, 2007, quoted in VanPatten, 2007). However, as learners are considered in the process of learning when they use an L2, they may make errors, for example dropping some required forms, which may be caused by L1 interference.

For example, it is not easy for L1 Indonesians to use English past inflectional morphologies. It is because verbs in Indonesian language do not experience any morphological inflection when used in different tenses. For instance, instead of saying 'She cooked my favourite food yesterday', an L2 learner might say 'She cook my favourite food yesterday.' This type of error can actually be traced back to the learners' L1 as follows:

a. Simple present tense

Dia memasak makanan kesukaan saya setiap Jumat.
She cook food favourite my every Friday
'She cooks my favourite food every Friday.'

b. Simple past tense –ed

Dia memasak makanan kesukaan saya kemarin.

She cook food favourite my yesterday

‘She cooked my favourite food yesterday.’

From examples (a) and (b), we can notice that the word *memasak* ‘cook’ remains in the same form either in present or past context, and there is no verbal inflection happening. Without a clear context, we cannot judge whether an Indonesian verb is in a present or past form.

This type of error cannot be avoided in language learning, and this is what makes the teacher’s role important as a feedback provider. Hedge (2001: 26) suggests that one of the teachers’ roles is as a feedback provider. That is how teachers provide positive and motivating feedback for the students. For example, teachers should consider how they will correct errors. Making errors is inevitable in language learning, even though in 1950s and 1960, behaviourists believed that error is something which has to be avoided as it hinders learners’ language development (VanPatten, 2007). However, the current theory of language teaching, the Communicative Language Teaching, views errors as learners’ language development (Hedge, 2001: 15).

In general, providing feedback to learners can be differentiated into two ways: (1) immediate error correction, which is done during classroom activity, and (2) delayed error correction, which is done after a communicative activity (Hendrickson, 1978). ‘Delayed correction’ (Rolin-Ianziti, 2010) is a method of error correction done without interrupting learners’ activity during communication. This technique is favoured by many teachers as many empirical researches suggest that interruption to learners during communication would possibly discourage them (Edge, 1989).

The current study would like to reveal the effects of the delayed correction method on the acquisition of past morphological inflections by L1-Indonesian-Speaking Learners of English. By conducting this study, the researcher would like to know whether the delayed correction method is effective or not to improve L2 learners’ performance in using past morphological inflections.

This research hypothesizes that the delayed correction method would help learners’ acquisition of past morphological inflections. Therefore, after a series of treatment by using the delayed correction method, the subjects will perform better in using past morphological inflections.

METHODS

This is an experimental research in which a number of subjects were recorded twice in a before-treatment and after-treatment interviews. This method enables the researcher to reveal the subjects’ performance improvement in using past verbs after a series of treatment by using the delayed correction method. In this research the data of natural speech were gathered from the subjects by means of conducting interviews.

A purposive sampling was done to select specific subjects because the selected samples would most likely produce important data (Denscombe, 2010: 15). The subjects in this research were 14 semester three students who are studying English. The participants have been studying English as a foreign language for at least 12 years.

This study employed interviews for data elicitation. Interviews enabled the researchers to investigate phenomena that are not clearly observable because they can do more data elicitation if previous answers are too general, inadequate, not related to the topic, or not clear enough (Mackey and Gass, 2005). The participants were interviewed individually for two times, i.e before the treatment and after the treatment. The interviews were initiated with small talk using the interviewees’ L1 and L2 to make them feel as comfortable as possible. The researcher asked the subjects to prepare 3 stories to tell. The topic of the first story was “your happiest moment”. The participants had one week period to prepare the story. The treatment was given after each participant finished telling his/her story. The story telling was audio recorded with the participants’ consent for further data transcription and analysis.

The following week, the participants told the second story, which was a folktale. The participants were asked to choose a folktale of their own. However, they were not audio recorded because this phase was not assessed. The participants were given a one-week period to deliver the third story, which is a personal narrative. This last stage of data collection was audio recorded because in this phase, students' performance showed after treatment effects.

This naturalistic data provide insight into how often the participants produce correct and incorrect forms of regular past –ed and irregular past verbs. During the interviews, the conversations will be audio recorded with the subjects' consent. The recordings were then used for further data transcription and analysis.

As the raw data were collected in the form of audio recording, they were transcribed for data analysis. That is, in particular cases, only utterances relevant to the study are transcribed. An obligatory occasion refers to verbal responses that contain words in which particular morphemes are compulsory, for example the use of functor –ed for regular past form. The L2 learners. Second, "obligatory occasion" are scored as a separate test item. When they produce no functor in obligatory occasion, the utterance is considered incorrect, such as in "*I register with a GP*" (dropped –ed). In spite of an incorrect use of the whole sentence, as long as there is a correct functor offered, the utterance is counted as a correct utterance. If all functors are correctly used, each correct form is considered as separate correct form. The subjects' use of all functors in all obligatory occasions will be counted, and the researcher will tally the percentage of the correct uses of the functors.

By doing this scoring, correctly produced forms will be recognized. Using the descriptive statistics, the data analysis is conducted with measures of frequency to indicate how often each phenomenon occurs. With this method, the researcher could tally how frequent correct and incorrect forms offered by the participants. The data analysis will be conducted by using individual scoring method.

The individual scoring will be done by calculating the ratio with denominator of the total of all produced structures for a particular morpheme by a subject and with the numerator of the total of the correct structures for every obligatory occasion of a particular morpheme. Then, the resulting quotient will be multiplied by 100. To illustrate the scoring method, the following is examples of obligatory occasions produced by a subject and calculate the individual score for the Past regular.

Table 1. The scoring method

Utterances	Past Regular	
	Raw Score	Obligatory Occasion
I visit my uncle last week.	0	1
She opened the box.	1	1
Yesterday, they called me.	1	1
He laughed at me	1	1
She close her eyes	0	1
Total	3	5

$$\text{Individual Score} = \frac{3}{5} \times 100 = 60$$

After before-treatment and after-treatment scores are collected, the two scores were analysed by using computer software called SPSS (software package used for statistical analysis). The researcher conducted a Wilcoxon Signed Rank Test to reveal whether there was a significant effect or not on the participants' performance in the use of past morphological inflections after the use of the delayed correction method.

RESULTS

The main inquiry in this research was whether delayed correction would help the learners' acquisition of past morphological inflections. The use of past morphological inflection before the treatment and after treatment is described in the following table.

Table 2. Raw Numbers and Percentages of Performances of past morphological inflections before- and after-treatment

Subjects	Before Treatment		After Treatment	
	Correct structures/obligatory occasion	Accuracy Level	Correct structures/obligatory occasion	Accuracy Level
1	3/11	27 %	14/17	82 %
2	2/6	33 %	3/9	33 %
3	0/6	0 %	8/9	89 %
4	4/8	50 %	1/7	14 %
5	2/8	25 %	7/9	78 %
6	3/8	38 %	10/14	71 %
7	3/9	33 %	14/15	93 %
8	0/11	0 %	6/10	60 %
9	2/10	20 %	7/11	64 %
10	19/21	90 %	23/23	100 %
11	7/17	41 %	10/11	91 %
12	9/15	60 %	12/12	100 %
13	6/11	55 %	11/11	100 %
14	15/19	79 %	14/16	88 %

The before-treatment column shows that the subjects' performances were relatively low, ranging from 0 percent to 90 percent. More than a half of the whole subjects scored below 50 percent. Only one participant obtains 90 percent, and the rest of them yielded the scores ranging from 50 percent to 79 percent. Subjects three and eight, for example, scored zero percent, which means that there was no any correct use of past morphological inflection before the treatment. Subject nine produced 20 percent correct forms of past verbs, that is, two correct uses out of 10. Subjects two, six, and seven produced more than 30 percent of correct past morphological inflections. The performances of subjects 12, 13, and 14 were much better compared to most of the subjects, i.e. 60 percent, 55 percent, and 79 percent consecutively.

After the application of the delayed correction method, very significant improvements can be seen in the after-treatment column. Most of the subjects obtained relatively better scores compared to those of before the treatment. For example, subjects three and eight, who obtained 0 percent of accuracy level before the treatment, obtained 89 percent and 60 percent consecutively after the treatment. Subject 10 whose accuracy level was 90 percent in the before-treatment test managed to produce 100 percent of correct forms of past morphological inflections after the treatment. Moreover, the subject used more verbs in the after-treatment test than those in the before-treatment test. The overall results are described in following table.

Table 3. The Summary of subjects' performances of past morphological inflections before- and after-treatment

Interviews/Tests	Obligatory Occasions	Correct forms produced by all subjects	Accuracy Level
Before Treatment	160	75	47 %
After Treatment	174	140	80 %

Table 3 provides an insight into the comparisons of verbs produced before and after the treatment, correct forms produced by all of the subjects, and the accuracy levels. In the before-treatment test, student's accuracy level in the use of past verbs was only 47 percent, that is, only 75 verbs are used correctly out of 160 verbs. However, the results of after-treatment test, which was conducted after the students received the delayed correction method treatment, appears to show the effectiveness of the delayed correction method in the acquisition of past morphological inflections. The subjects used 174 verbs in the obligatory occasion, and 140 (80

percent of) correct form of the past verbs were produced. Table 3 also indicates that there was a slight increase of verb use in the after-treatment test.

To obtain the statistical results, a computer program called Statistical Package for the Social Sciences (SPSS) was used. To determine whether a parametric test or a non-parametric test that would be employed, a normality test was conducted. The aim to conduct a normality test was to find out whether the data were normally distributed or not. The result from the Kolmogorov-Smirnova test (Field, 2005: 144), showed that the data were not normally distributed ($p=0.117$). Therefore, a non-parametric test, Wilcoxon Signed Rank Test (Wilcoxon, 1945, cited in Field, 2005), was used (instead of the paired-samples t-test) to compare the two sets of scores yielded from the same subjects before and after treatment. The test result was described as follows:

Table 4. The Wilcoxon Signed Rank Test of the use of past morphological inflections before-and after-treatment

		Ranks		
		N	Mean Rank	Sum of Rank
Pesttest - Pretest	Negative Ranks	1 ^a	5	5
	Positive Ranks	12 ^b	1.17	86
	Ties	1 ^c		
	Total	14		

	Post test – Pre test
Z	-2.832b
Asymp. Sig. (2-tailed)	0.005

The SPSS output contains the z-value of -2.832 with $p = 0.005$. The results indicate that the after-treatment results show an increased performance (average rank of 5.00 vs. average rank of 7.17). The Wilcoxon signed rank test points out that the observed difference is significant. Thus, the hypothesis that the delayed correction method significantly helps students' acquisition of past morphological inflection is accepted.

DISCUSSION

The results in the present study are discussed based on three factors: (i) language interference, (ii) effects of the delayed correction, and (iii) other factor in second language acquisition.

Language interference

As mentioned earlier, Indonesian language does not have tense marking at all, while English does. The results described in Table 3 above denote that correct forms produced for past morphological inflections were 47%. Therefore, it is unquestionable that the subjects possessed understanding of English tense to some extent. It can be inferred that the subjects understood the past features, but they found it difficult in the production of past morphological inflections. Consequently, they sometimes produced non-finite forms to replace finite forms. For example, in the before-treatment test, subject 3 produced a non-finite form of the verb "give" when referring to a past event "she give me support." Interestingly, in the same occasion while telling the same story, she used the finite form of the verb "gave" when she said "I gave a smile to the jury." This is in line with the Missing Surface Inflection Hypothesis suggested by Prévost & White (2000) that foreign language learners are occasionally unaware that it is acceptable to use non-finite form of the verb in a finite position.

To explain the reason why such phenomenon occurs, it can be traced back to their first language transfer. Odlin (1989: 27) defined transfer as the influence to an L2 from an L1 which is previously or imperfectly acquired, and this happens as a result of similarities and differences between the two languages. In addition, it cannot be argued that the optionality exists in the subjects' uses of past tense. Prévost & White (2000) argue that this phenomenon of optional use

of inflectional morphology by second language learners is not because of their short of functional categories of tense in their L2 grammars, but the phenomenon persists because L2 learners have problems in the realisation of inflectional morphology in the L2. However, some researchers (e.g. Haznedar & Schwartz, 1997; Prévost & White, 2000) claim that the optional use of inflectional morphology, especially related to tense, is because the speaker's grammar related to functional categories is impaired. In the corrent study, the researcher employed the delayed correction method to reduce the effect of optionality in the use of past morphological inflections.

Effects of the delayed correction

The results of the before-treatment and after-treatment tests and the statistical test indicate that the delayed correction method had a positive effect on the acquisition of past morphologies. Particularly, the correction given after a communicative activity has been proven to improve learners' accuracy in using past verbs. For example, a very significant improvement can be seen by comparing subject one's before-treatment and after-treatment results. In the before-treatment test, subject one's level of accuracy of using past morphology was only 27 percent. That means that most of the time when she talked about past events, she used the present form of the verbs. She told past stories by using present verbs, such as "when I celebrate my birthday with my family", "when I take a walk with my friends", "we pray together in the mosque" and so on. Only three times she used past verbs i.e. came, ate, and cooked. During the treatment, subject 1 was very active. Although she kept producing incorrect forms of the verbs during the treatment, she was very eager to receive corrections during the treatments. The treatments seem to work as she performed better in the after-treatment test as she obtained 82 percent of accuracy level. In the after-treatment test, subject one should have used past verbs in 17 obligatory occasions, but she mistakenly used three infinite verbs instead of their finite forms. That is instead of saying *wanted*, *tried*, and *learned*, she said *want*, *try*, and *learn*.

Furthermore, the data obtained from subject seven indicate that the delayed correction method seems to be very effective when the subject realises exactly which mistake she actually made. That is because the learners who had made the mistakes did not even realise that they did. However, if the corrections were done immediately, she would be discouraged to speak up. In the before-treatment test, she used nine verbs that were supposed to be produced in their past forms. However, she only produced three correct forms (33 percent of accuracy level). During the treatment, after the communicative activity, the researcher asked her what mistakes she had made, but she could not even mention the mistakes she had made. After the researcher mentioned the list of verbs that were incorrectly produced, which were supposed to be uttered in their passive forms, the subject acknowledged that she made the mistakes. She further elucidated that she used the wrong forms of the verbs because she was not aware that she must use the past forms of the verbs (which might be caused by L1 interference). By looking at the result of the after-treatment test result, the effect of the delayed correction method seemed to be very robust as she produced 93% of correct verb forms (14 correct forms out of 15 obligatory occasions).

Another finding from the current research is that the delayed correction method seemed to be more successful if the learners are given an opportunity to reproduce the forms in a different occasion. As mentioned earlier in the methodology section, the subjects were treated with the delayed correction method three times, and therefore, they had the chance for retrial. For example, in the before-treatment test, subject five tried to use the word '*have*' in "*I have enough time*", which was supposed to be in the past context, but she came up with the present form of the verb "have". After the communicative activity, the subject was told about the mistakes she made and was asked whether she could self-correct her mistakes. She could actually mention the past forms of all of the verbs that she mistakenly produced previously. This proves that the subject has the competence on past morphology, but finds difficulty in the performance. Subject five had an opportunity to reproduce the verb '*have*' in the past form during the after-treatment interview, and she could use the past morphological inflection in the verb '*have*' appropriately when she said "*I had assignment to make something.*" Despite the existence of another grammatical mistake, which is the missing determiner '*an*' before the word

assignment, it can be clearly seen that when a learner is given a chance to practice the form that she previously erroneously produced, he or she will likely produce the correct form.

The same circumstance happened with subject eight. In the before-treatment interview, she did not produce any correct form of the past verbs that were supposed to use. Out of 11 obligatory occasions, she produced 0% of correct verbs. However, after the communicative activity was over, during the treatment session, she could actually self-correct her mistakes. In the before-treatment test, she produced some utterances such as “*I decide to quit the work*”, “*I save my money in bank*”, and “*After I work I want to register to senior high school*”. All of the finite verbs that were supposed to be produced in the past forms were produced in the present forms. The effect of the delayed correction method could be seen by looking at subject eight’s after-treatment interview when she produced 60% of correct verb forms (6 out of 10 obligatory occasions). It is very interesting to see that the subject could finally use the past morphological inflections correctly, especially when it deals with the verbs that she previously incorrectly produced. For example, when she used the word ‘decide’ in the past form, she no longer said ‘decide’, but ‘decided, such as in her utterance “I decided to follow extra(curricular subject) in high school.” This example suggests that in the delayed correction method, learners need to know exactly what mistake they did because they who had made the mistakes might not remember ever making them.

Last but not least, the findings also suggest that the delayed correction method is very useful to provide feedback to students’ when they were talking about a sensitive topic. As we know, the purpose of using language is to express one’s ideas to others. When a learner is making mistakes while talking about something sad in his or her life, it is not very appropriate to immediately correct the mistakes. Subject 11, for example, was telling about her feeling when her grandmother died, and she said “*I feel very sad at that time.*” It is not feasible correct this mistake because we need to be concerned with the learner’s feeling and emotion. Therefore, a delayed correction can reduce the emotional impact as it is given after the communicative activity. This is one of the very important elements in providing feedback to the students that many teachers are not aware of. When students are trying to express their feelings through their ungrammatical sentences, teachers should not interrupt them as it may discourage them. As an alternative, the teacher can jot down the mistakes that the learners have made, and correct the mistakes later when the students’ feeling and emotion become more stable.

Other factor

In cross-linguistic studies, subjectivity of judgment is very important to consider (Kellerman, 1978). Subjectivity is related to L2 learners’ background including age, level of education, social status, and proficiency. In this study, the most influencing factor might be students’ proficiency. Although the subjects were required to study about all English tenses prior to attend this study, it does not necessarily imply that they would show the same performance because some subjects may know only the rules, but are not capable of applying the rules in the real conversation at all time. Therefore, Phillip (2012: 284) argued that difficulties in producing certain language forms are mostly related to the issue in linguistic performance, rather than linguistic competence.

Implications

The results of this experimental study offer a far-reaching implication for the teaching method, especially in providing corrections to the students. Correction should be provided by the teachers to the students without disrupting learners’ communicative activities. This means that EFL teachers should defer correction until learners have finished a communicative activity. By doing so, teachers can help students’ acquisition of past morphological inflection

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DEVELOPING “THE MYSTIQUE” GAME AS A MEDIUM FOR ENCOURAGING STUDENTS TO SPEAK ENGLISH

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ABSTRACT

Speaking is considered as the most difficult skills among others. One of the reasons is the fact that teachers mostly dominate the class and give only small chance for students to speak. Such teaching atmosphere makes the student reluctant to learn to speak in English. Today, when ASEAN Economic Community effectively runs, the ability to speak in English is paramount if one wants to succeed in the ASEAN job market since English is accepted as the lingua franca among the ASEAN countries. In order to boost the student eagerness to speak in English, English teacher needs to make some efforts, among others is by creating appropriate media that can trigger students to speak. This paper aims to describe how “The Mystique”, a game intended to make students to speak, was developed. The study used the modified R&D design proposed by Gall, Gall, and Borg (2003). In addition, a discussion whether the game properly works in the classroom will also be presented.

Keywords: *Speaking game, the mystique, Research and Development*

INTRODUCTION

The importance of English has been growing for every aspect, such as international tourism, economic development, military relationship, and etc (Graddol, 2006; Kam, 2002; Nunan, 2003 in Stroupe, 2012). It means that everyone, especially those who live in developing countries, should learn English, in order to keep up with developed countries. However, learning language, including English, is not a simple task, where students should learn both receptive and productive skills, i.e., listening, speaking, reading, and writing. Among those four basic skills, speaking is considered as one of the most important and the most challenging skills to master (Brown & Yule, 1983; Nunan, 2003; Zhang, 2009; Febriyanti, 2015). Among others, there are two factors that cause students to find difficulty in learning speaking, namely learning strategies and students' environment.

The appropriate learning strategies, particularly in language learning, will result in students' success in learning (Awang et al., 2013). It means deciding which learning strategy that suits best for students is essential. However, many English teachers, particularly EFL teachers, do not realize this (Meyer, 2012). For instance, traditional grammar translation teaching method and text book oriented teaching practice are still very popular to be used in language classroom for several years (Exley, 2005; Faridi, 2010; Meyer, 2012). Teachers will mostly rely only on students' textbook or translate the grammar into L1 rather than connecting it with context related with the students' surrounding. This conditions will eventually cause less students involvement in the learning process (Meyer, 2012) which will eventually result the learning process become ineffective because they do not learn language by experiencing them (Banegas, 2011). Moreover, the recent learning style that is used in typical language classrooms often focus to make students able to pass the exams, without considering whether they are able to use the language or not (Exley, 2005; Meyer, 2012; Hosni, 2014). Also, most materials given rarely require the students to speak, or if it does, it fails to keep the interaction going in the class, hence, the students tend to keep quiet and shy in the class (Meyer, 2012; Hosni, 2014). Teachers mostly focus on elements or materials tested in examinations, such as reading, grammar, and vocabulary, which make students environment to speak limited (Meyer, 2012).

Environment also plays an important role for students to learn a language, including English (Febriyanti, 2007; Meyer, 2012; Hosni, 2014). For instance, learning English can be easier for those who live in English speaking countries, or at least in countries where English is used as a second language. However, learning English can be challenging if the learners are dealing with the fact that English is considered as a foreign language, where people are seldom to use the language for communication, such as in Indonesia (Febriyanti, 2007). It means the opportunity that students get to communicate using English is very limited. This condition is even worsened by teachers who are most likely to use L1 for class management (Hosni, 2014). The use of L1 to teach foreign language will only devalue the foreign language as a mean of

communication, which results in demotivating students to use English (Febriyanti, 2007; Hosni, 2014). Additionally, dealing with the fact that most schools in Indonesia have a lot of students in one classroom may also demotivate students to speak using English (Songsiri, 2012). As a result, students will indeed tend to speak using their mother tongue as they do not see any value to speak using the foreign language (Hosni, 2014).

It is very important that teachers know how to overcome the challenge in teaching speaking which main purpose is to encourage students to speak (Febriyanti, 2007). Based on some experts (Meyer, 2012; Hosni, 2014), encouraging students to speak can be made by involving them in an interaction. Typically students in Asia, including Indonesia, are shy, prefer to listen, and mostly avoid taking risk, thus, they tend to become passive or less involved in the class (Meyer, 2012). Therefore, to overcome this condition, a comfortable condition in the classroom should be built, where students are no longer feel frightened to speak and enjoy communicating with the teacher (Febriyanti, 2007). Also, growing some independency is also an important matter (Meyer, 2012). The teacher needs to grow awareness that teacher-centred is no longer effective in learning language process (Meyer, 2012). The reason is because the students need to learn the language based on their experience in using it so that the learning process can be effective, and they know how to use it as mean of communication (Banegas, 2011). Additionally, providing classroom activity that can motivate the students to speak is also essential (Febriyanti, 2007; Hosni, 2014). Students need reason why they have to speak the foreign language, since they do not speak the language for everyday communication (Hosni, 2014). Therefore, speaking activities that are interesting and meaningful should be provided for students, in which one of the options is by using media.

Game is kind of media that provide fun and interesting yet meaningful activities in classroom for students (Lewis & Bedson, 1999; Sanchez et al, 2007; Azar 2012). It has set of rules, goal and component of fun (Lewis & Bedson, 1999; Sanchez et al, 2007; Azar 2012). It adds variation to a lesson and can increase motivation for students in language learning (Lewis & Bedson, 1999; Sanchez et al 2007). Also, it can make students more focus in learning, because by playing game, they feel like they are not forced to learn (Azar, 2012). However, game in language learning should be more than just fun (Lewis & Bedson, 1999). It means it should highlight the language component as the essential part (Lewis & Bedson, 1999; Azar, 2012). Additionally, the element of competition should also be added in game to make students more motivated in the process of learning (Sanchez, 2007), although, it is not a must to include the element of competition in games. Students can also develop their language proficiency in cooperative game with their friends to achieve certain goals in the game (Lewis, 1999).

To help teachers overcome the challenges in teaching speaking, a game, namely “The Mystique”, was designed to encourage students to speak English. The game was designed in such away so that it can encourage students to speak by providing some rules and conditions where they should speak in English in order to play the game or even win it. By doing so, the students are basically forced in subtle to speaking English. The game was basically inspired from several famous board and card games that are familiar to play, such as Chess and Yu-Gi-Oh. In order to play *The Mystique* game, a set of properties consisting of a game board, a set of base, gift, and question cards, a set of pawns, a rules book, an answer key book and a dice were made. This paper describes how the game was developed.

METHOD

The study used educational research and development design proposed by Borg, Gall, & Gall, (2003) with qualitative approach. There are ten steps of R & D cycle of Borg, Gall, and Gall’s version (2003). However, in completing the development of the game in this study, some steps were omitted and some were merged since they could be done in the same process. Therefore, the modification R & D steps taken were (1) conducting instructional analysis and analysing learners and context, (2) writing performance objectives, (3) developing preliminary form of product, (4) material and media expert validation, (5) conducting formative evaluation of the product, (6) revising the product, (7) conducting summative evaluation of the product, and (8) producing the final product.

In developing the game, three experts, consist of two material experts and one media expert, were invited to validate the appropriateness of the game, in order that the game could be properly used in as a medium to teach speaking. The two material experts who validated the material of the game were both English teacher of two senior high schools in Sidoarjo. Meanwhile, the media expert who validated the layout and design of the game was a graphic design lecturer of State University of Surabaya. In completing the development of the product, two evaluations for the developed game were designed and conducted. The first one was formative evaluation, which involved 8 tenth graders of SMA Negeri 1 Taman, who were randomly chosen for following the interview section. The other one was summative evaluation

which involved 16 tenth graders, who were also randomly chosen to follow the interview section.

There were three instruments, i.e., questionnaire, observation checklist, and interview guidelines, that were used to collect the data needed for this study. The type of questionnaire was semi-structured type, which was designed for both material and media experts. However, the aim of the questionnaire given to both experts were different. The questionnaire for material expert aimed to validate the appropriateness of any English material of the game, such as the relevancy of the narrative texts included, the appropriateness of the narrative text explanations, and the relevancy of the language level used in the game and tenth graders English proficiency. In contrast, the questionnaire given to the media experts aimed to validate the design and layout of the game, such as the design of the board, cards, dice, and the packaging, the appropriate font type and size, so it could be properly used for teaching students. Besides, observation checklist was also used during the evaluation process to see the effects of the game to the students and the error of the game, so it could be revised then. Additionally, the interview was also done to both the students and the teacher, to see their response and opinion toward the game.

To analyse the data, a qualitative approach was employed. All of the data were analysed based on the order of the steps taken in this study. Firstly, the data from material and media expert questionnaires were analysed to revise the material and the design of the product. Then, the data gathered from observation and interview were also analysed to see the effect of the game and the response of the students toward the game.

FINDINGS

(1) Conducting Instructional Analysis and Analysing Learners and Context

In order to formulate the instructional objectives, analysis on KD of English syllabus for the tenth grader was made. From the analysis, the researcher concluded that the kind of narrative text that should be learned by the students was short local legends. Analysis on the textbook provided for the Curriculum also showed that the materials were mostly of the conventional ones in which students should do question and answer activities, do grammar exercises, and read texts and answer questions based on the texts.

A preliminary observation was also done to analyse the learners' characteristics and environment. The result was that the students needed an activity that could help them learning speaking English. During the observation, most of the activity only required the students to receive what the teacher delivered. As a result, only few students dominated and most of them preferred to keep quiet.

(2) Writing Performance Objectives

Because the game was intended to help the tenth graders willing to learn and produce narrative texts orally, the objectives formulated were (1) the students are able to explain the characteristics of narrative text to their friends, (2) the students are able to answer questions provided about the characteristics of narrative text (3) the students are able to rearrange a scrambled narrative text into correct order and read it out loud.

(3) Developing Preliminary Form of Product

Based on the formulated objectives it was then decided that the game developed was the *Mystique*, a game in which the students had to play the game in a group with the peers. The game was intended to make the students learn English in a more natural situation since in the game they had to interact with their friends in order to win it. It consisted of (1) a square board of 60 X 60 centimetres, (2) a set of base card which contained fragments of narrative text that should be collected by the students and rearranged into a complete story in order to win the game, (3) a set of gift card containing explanations and characteristics of narrative text, and some effects which gave either advantages or disadvantages for the players who took them, and (4) a set of quiz card (named *Quizard*) which contained questions that helped students comprehend narrative text, (5) a set of pawns, consisting of 2 square pawns that moved horizontally and vertically, 2 pentagon pawns that moved diagonally, and 1 octagon pawn that could move to any direction; were delivered to each player; a set a pawns consisted of 5, (6) a manual, (7) an answer key book, and (8) a dice that was used to decide where a pawn could land. The packaging of the game was made from medium-thick art paper. The preliminary form of the product can be seen at the picture below.



(Picture 1: Preliminary form of the Mystique game)

(4) Material and Media Expert Validation

Based on the data gathered from the questionnaire distributed to the material experts, it could be seen that the game basically could be a good medium for teaching students speaking. Both of the material experts mentioned that the game was considered uncomplicated for the students to play. In fact, the game could basically help teacher to engage the involvement of students in learning English in the classroom. The instruction or the game rules were clearly defined. However, some phrases or vocabularies needed to be simplified so it could be easily understood by students. Moreover, the narrative texts chosen in the game were appropriate, they suited with the syllabus of Curriculum 2013. One material expert also added that the language level dealing with narrative text was suited well for students, so the whole material about narrative text could be understood by students. However, in terms of the narrative texts chosen for the base cards, it was recommended that the stories were the ones which were less popular in order that the students would be curious when reading the story. That is why the story of Tangkuban Perahu, Malin Kundang, and Roro Jonggrang, the popular ones, were substituted by Keong Mas, Kebo Iwa, and Lutung Kasarung.

Meanwhile, the review made by the media expert was to judge the product in term of its design, layout, and appearance. Based on the questionnaire distributed to the media expert, he mentioned that the idea of making the kind of game was good. The whole concept of the game were basically engaging and educating for students. However, some modifications needed to be done to make the product appropriate for classroom use. Most of the modification and adjustment focused on the game board, since it was the vital point of the game. There were at least three points that the media expert suggested about the modification of the board. The first was to use different colours for the different parts of the board. The reason was because some colours on the board looked similar, that could create confusion among players. For instance, some players would find difficulties to differentiate if some properties belong to them or belong to their opponents, since the colours used on the board were turquoise and light green, which basically looked similar. The second one was to modify the images on the board. He mentioned that the images on the board should be functional. The reason was because the game used simple woody effect with different colours to identify each Base. However, that kind of illustration was not effective as the Base identities. There should be different illustration that clarified the identity of one base to another. The last modification suggested on the game board was to change the font type, which was from Juice ITC into Trajan Pro. He mentioned that the previous font type chosen was difficult to read, which in fact, it could also distract the players while playing the game. Aside from the board modifications suggested, the other game components, such as the cards, dice, they only needed small adjustments with the board. However, he added that the package of the game should be made from thick paper, in order to protect the game properties, attract the students' interest, and give portability for the game.

(5) Formative Evaluation

In the formative evaluation of the product, the data were collected through observation and interview with 8 students. During the evaluation, it could be seen that the students were excited when the teacher announced that they were going to play a game. The teacher started the lesson by explaining the rules of the game briefly, after he recalled the narrative text material that he had explained in the previous meeting. To play the game the teacher divided the class, which contained 32 students, into four groups. Therefore there were eight students for each group. When the students started to play the game, some of them were still confused about the game rules, since the game was new to them and the rules was only explained briefly. The

teacher then re-explained the rules to those who were still confused in order that they all could play the game properly.

Based on the data obtained, it could be seen that all students were engaged to play the game. Moreover, English was actively used during the game, even though the use of L1 sometimes interfered in some situation. For instance, when one student misunderstood an effect on the card, the other student corrected it using L1 with “*Ini disimpan kartunya*” or “*kamu kocok lagi dadunya*”. Besides, the data from the observation also showed that some of the game instructions needed to be changed. There were at least two revisions needed to be done on the game instructions, i.e.; (1) to add some relevant pictures in the rules book to make the students follow the rules easily by looking at the picture provided, (2) to give time limit in answering the Quizard (Quiz card). The reason was because some students took too much time thinking over the answer for the question(s), which resulted in wasting a lot of time. Therefore, it was decided that twenty seconds were the maximum period for a students to answer the quiz.

After the game was tested out, an interview, with 8 students as the representation of the class was conducted. There were ten questions addressed. The interview was aimed to find out the students’ responses toward the developed game. In relation with the students’ opinion if the game was enjoyable, all of the interviewees mentioned that they enjoyed playing the game. They stated that the game were easy to play and engaging. They also mentioned that the element of competition was what made them enjoyed the game very much. When asked about their opinion about learning speaking English using the game, they answered that the game helped them use English better than the regular learning process, which usually focused on using textbook. By playing the game, they stated that they did not feel oppressed and forced to learn, since the material delivered through the game could be grasped well. In relation with the students’ opinion if the game could help them learn narrative text, all of them agreed that the game was helpful in understanding the material related to narrative text. Three of them even mentioned that they got more vocabularies and knowledge about narrative text while playing the game. The ninth and the tenth questions which aimed to find out the students’ interest toward the game. Again, all of them mentioned that they wanted to play the game again, since it helped them learn speaking English and comprehend narrative text with fun. Additionally, they also gave positive feedbacks when they were asked if they wanted to play the game with different text types.

(6) Revising the Product

Based on the suggestions given by the experts and the data gathered from the formative evaluation, some revisions were made. The major revision was on the appearance of the board. Previously, the board was simply coloured in green, turquoise, red, yellow, and brown with woody effect. The board then was revised into more colourful and attractive, where each colour on the board had its own functions. The other components, such as the cards, and the packaging were adjusted based on the latest board design. Another revision was also done for the game instructions. The time limitation for students to answer the Quizard was added. Twenty seconds was the time limit for the students to answer the quiz. That was because, based on the data from observation during formative evaluation, the students took too much time in answering the Quizard. Also, a rule was eliminated to make the game simpler and easier to play. Previously, there were some effects on each base that could be activated once. However, no one used the effects during the game. Those effects only made the game complicated and therefore omitted. Thus, after all of the revisions were made, a summative evaluation was conducted.

(7) Summative Evaluation

In the summative evaluation, the students played the game differently from that of the formative evaluation. It was only played by four students in a group to test out which format was more effective, whether the game should be played by eight or four students. Unlike in the previous evaluation, the rules were explained in detailed before the game was played in order that the students understood the instructions well. There were only a few students who were still confused about the instructions, because the teacher explained them too fast. During the game, it could be seen that the students were excited to play it. As soon as the game was played, the whole class then was filled with the sound of students playing the game.

An interview with all of the 16 students to find out the students’ responds toward the game. When the participants were asked if the instructions were easy to follow, they all stated that they could follow the instructions well, because they were explained in detail before the game started. Most of them even stated that they did not find any difficulties in understanding the instructions, even if they were entirely explained in English. There were three out of sixteen students claimed to find difficulties in grasping some vocabularies in the instructions at first, however, after the teacher explained them again, they could understand them. Also, when asked if there were any difficulties in playing the game, two of the participants mentioned that they had some difficulties in answering some questions in the Quizard. However, in terms of

relevance, the students stated that the material included in the game were already relevant to the lesson. Additionally, all of the participants stated that the game was fun and engaging, and they were willing to play the game again. They also stated that it would be better if another text types were added in order that they were not always stuck in the textbook oriented of learning.

An interview was also done with the teacher. There were ten questions addressed, which objective was to find out the teacher's response toward the implementation of the game in the classroom. In relation with the teacher's opinion if the game was an appropriate media, he stated that the game was a good medium for the learning process. The reason was because the game could attract the students' interest to focus on the lesson. Besides, he also stated that most students did not find difficulties in understanding the instructions. Only a few students failed to understand the instructions, but they all eventually got the idea after playing the game. Therefore, he suggested that it would be wiser if the game instructions were sometimes explained in both L2 and L1, therefore, some misinterpretations could be avoided. Related to see the teacher's problem in implementing the game, he stated that the game could take a lot of time to actually find the winner. Therefore, the time allocation to play the game should be set. Also, the teacher suggested that some features should be added in the game. He also added that in explaining the instructions, a small simulation should be made to make it clearer for the students. He also suggested that (1) the game should be made for another type of texts, thus, later it could also be used for another grade and level; (2) that the game would be more effective if it was played by only four students.

(8) The Final Product

Based on the data gathered on the summative evaluation and teacher's suggestion, revisions were made on two aspects. The first one was to add the time allocation on the instructions book. The time was set to 30 minutes, in which previously it took an hour for the students to play the game. The other one was to include an instruction that the game could be more effectively played by 4 students, which previously was played by 4 pairs of students. Based on the experts' suggestions and both formative and summative evaluations, the final form of the game was finally made (Picture 2).



Picture 2: Final Product of The Mystique Game

DISCUSSIONS

Carrier (1980) and Lewis & Bedson (1999) argue that a good language game should fit with the students' language level, hence the material delivered through the game can be easily grasped. The result of the validation process by the material experts show that the materials used in the game are basically appropriate for the tenth grader because it fits well with the tenth graders syllabus in the Curriculum 2013. In addition, both material experts agree that the material used in the game fits well for the tenth graders, which indicates that the game can be appropriately used as the medium for teaching.

It is generally believed that providing the exposure needed for students is one of the main key in teaching speaking (Febriyanti, 2007; Leon & Cely, 2010; Al-Sibai, 2004 in Hosni, 2014). The theory is in line with the fact that English is used during the game while L1 is only used occasionally in some situations. Thus, it indicates that the activity in the game is able to engage the students to learn English effectively and has successfully brought students to actively engaged in conversation when learning English. Moreover, the principles that an educational game should indeed be enjoyable, engaging, English promoting, and easy to use (Lewis & Bedson, 1999; Hill, Sumarningsih, & Lestari, 2013) are also fulfilled. The positive feedbacks from all of the students that they agree that the game is enjoyable and able to help

them learning speaking English, indicate that the game has successfully fulfilled the basic requirement needed for an educational games.

One of the factors that makes learning speaking in the classroom is challenging is the uneven participation among students (Ur, 1996). However, the fact that all students are actively involved to use English when playing the game indicate that the problem in learning speaking can be overcome using the game. It means that the game is also able to overcome the problems of having nothing to say which is one of the problems of learning speaking (Ur, 1996). By playing the game, the students are forced to use the language in subtle, based on the context provided. As a result, their motivation to use the language increases, as the game provides a context to use the language. Moreover, the fun element in the game is able to create a relaxing atmosphere in the classroom (Mi, 2012; Azar, 2012), which can be seen from the fact that the students enjoy the game and are willing to answer the questions provided when they are trying to win the game.

CONCLUSION AND SUGGESTION

Based on all of the steps taken in developing a product, an educational game, namely the *Mystique* has successfully developed. The findings from the expert validation show that the game is applicable for classroom use. Besides, the formative and summative evaluation also show that the game is an appropriate medium for classroom use. The game can create a relaxing atmosphere at the classroom. Additionally, the findings from the interview indicate that the game is also not only fun to play, but the activities provided in the game can make the students forget that they are learning, which makes the lesson more easily delivered. The fact that the game can be very helpful as a medium to teach English, it is suggested that other researchers or teachers implement the game in the classroom in other grades and levels. Nevertheless, further modification and adjustments to the game are recommended to make it more applicable for the targeted grade and level. Additionally, even though it is stated that the game can effectively be played by four students, however, it is recommended for the game to be played by 8 students, if character education is the teacher's goal. This is due to the fact that when working in pairs, students can learn how to work as a team.

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IMPROVED VOCABULARY COMPLEXITY OF THE SPOKEN UTTERANCES BY USING STRATEGY-BASED INSTRUCTIONS IN ENGLISH SPEAKING CLASS

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ABSTRACT

Understanding what is improved in the outcome of an implementation of a strategy is on the similar level of importance as the strategy itself to understand to what extent the strategy succeeds its intended purpose. This research is intended to understand what the elements of language are improved in terms of vocabulary complexity and how the strategy is improving the vocabulary complexity in dynamics analysis. This research collected the data from the spoken utterances as result of the implementation of Strategy-Based instruction on the English speaking class of Junior High School during the four meetings of the implementation of the strategy, and one preliminary observation as the starting point of the research. The design of this research is qualitative approach by analysing the vocabulary complexity by using table of comparison to illuminate the 'movement' of the language elements over the time. The result of this research is expected to give insight on to what extent a learning strategy improve the language ability of the learner and how to measure the improved vocabulary complexity.

Keywords: *Strategy-Based Instruction, Vocabulary complexity, Dynamics System Theory*

INTRODUCTION

Language learning mostly, if not all, put a weight of a successful learning on its use of strategy, method, technique, and media while positioning several other aspects under secondary importance. While arguing of which aspect of learning is the most important factor is an old debated topics, majority of the measurement of successful learning is still replicating the formula of using pre-test to determine the basic knowledge and skill of the participant, implementing the purposed action -strategy, method, technique, or media- into the participant or the condition, then conducting post-test and using the result in comparison with the result of pre-test to find the answer whether the purposed action is taking account on a successful conduct. Given the fact that this formula on experimental research is globally used, there are several other elements that are not actually being took into account on what we call here as 'successfulness'.

One of the missing elements is how the environment affects the result of the action. Environment, as a determining factor on language acquisition, is seldom forgotten in most of research as the factor is an abstract thing and covers too broad of an area. By minding the broadness of the area but still comprehending the urgency of understanding the environment into the research, there should be a way to cover the area of environment related to the specific purposes of the research and relating the understanding into the result. One way to measure the extent of the affection of the environment on the action is by measuring the result in a timely manner.

The term 'successfulness' of language learning is mostly confused with the complex communication ability of a person when performing the language. Even though the term 'successfulness' of a language learning is an abstract and too general concept, people often easily judge whether a person is more capable in performing a language or not without understanding the language environment of the particular person. In understanding the

successfulness of a spoken language performance, it is important to understand the length of the measurement and the data to be analysed.

In reaching that ‘successfulness’ of the language learning, the methods, strategy, technique, and media used should be complex and surrounding the problems that is faced by the learners of the language. Therefore, Strategy-Based Instruction is needed in giving the learners the knowledge and exposure of how to conduct conversations and overcoming their present and future difficulties in language learning.

Environment of Learning and the Dynamics of Language

The successfulness of language learning is in parallel to the environment surrounds the learning process. It can be said that the environment itself in a supportive environment, the language learning will gain it utmost efficiency in learning the purposed and targeted language. In a vice versa, if the learning environment is less supportive to the language learning, the learners will face many difficulties of learning the language. The term environment leads to multi-faceted aspects not only in the present but also the past experiences and social, economical, and educational background of the learners as well as their family. “Cognition, consciousness, experience, embodiment, brain, self, communication and human interaction, society, culture, and history are all inextricably intertwined in rich, complex, and dynamic ways in language.” (Ellis, 2008). There are many factors related to the language performance and the language learning, but despite its seems-to-be chaotic factors related to the language of a person, there is a pattern that can be followed to understand the reason behind someone’s way of performing the language, or their belief of language. Where and how the learners learn the language, who teaches them, and why they learn the language are in parallel and reflected through the language of the learners.

Understanding language learning is a process that can be perceived through many perspectives. Language is a dynamic system; an organic matter that changed and evolved through the time between and among individuals, grows and organizes itself as a complex system (Larsen-Freeman, 2006). Learning a language is a complex cause-and-effect relationship between the environment and the learners. Anything that learners did, do, and will do, varies their language in the level of the structure, meaning, and pragmatics as well as the impact on the surroundings.

Strategy-Based Instruction in Relation to Vocabulary Complexity

Strategy-Based Instruction (SBI) is a model of learning strategy by integrating the independent thinking of the learners into the explicit materials and explicitly embeds those elements into language tasks. The learners are introduced, taught, and given the practice of the strategies to either overcome their language and communication learning problems, or to enhance their knowledge and skills of the language. The learners are introduced to the strategy through many ways: to experience the problems themselves, by listening to the media, or being explained by the language experts. Learners are encouraged to elaborate their problems and the possible communication problems, and then introduced to the problem solvers to further practice it by themselves.

Strategy based instruction put several things altogether as a part of the technique of language learning. Strategy based instruction, which is showing examples as part of the strategy, is also suggesting a repetition of the task as one of its strong point of learning. There are two strong points to be recognized in SBI: the strategy is giving examples of the conversation to the learners and suggesting the learners to implement a task repetition.

First, the examples that are given as a part of the strategy are giving the learners chance to analyse the authentic conversation and then to notice what is really happened in the real conversation. In noticing hypothesis (Mitchell, Myles, & Marsden, 2013), the term ‘noticing’ refers to a process of bringing stimulus into focal attention. In other meaning, it is important that the learners notice the aspects of the language by themselves, or by looking at the examples so they can put that stimulus into their focus of learning. The video of the conversation as the examples are not only showing how to use the conversation or the rules of conversation, but the examples are also giving the learners the authentic environment in which the language should be spoken.

Second, a repetition of the task is giving the opportunity to the learners for allocating their attention to the aspect of form and meaning. A study conducted by Gass in 1999 (Gass, Mackey, Alvarez-Torres, & Fernandez-Garcia, 1999) is showing that task repetition resulted in improvement in overall proficiency, selected morphosyntax, and lexical sophistication. The study is showing the result that task repetition helps the learners in building their knowledge and vocabulary. The repetition of task also help the learners in evaluating their previous performance and enable them to do self-correction in which have better impact of the learning than being corrected by the teacher. In each of the repetition, the ability to do self-correction and chance to plan their action might as well motivate them in learning.

Strategy-Based Instructions provides the psychological needs of the learners that is crucial to occurs in enhancing vocabulary complexity. The needed conditions for vocabulary learning include noticing, retrieving, and elaborating of the material and strategy (Tomlinson, 2013, hal. 353). In Tomlinson, noticing involves paying attention to the features of language contained in the material and it is important to use typographical features such as putting the words or sentences in italics or bold type, by defining the words or sentences orally, or in a text, glossary, noting the words on the board, or giving the wordlist in advance. In the SBI, the typographical features of the language are substituted by the use of the subtitle in the video which becomes the main attention of the learners when the video is being played. As stated by Barcroft (Tomlinson, 2013), learners will learn on what they focused on, and that typographical features (or the equally supporting substitution) tend to bring improvements in the knowledge of the form and meaning. Once the noticing of the language features of the material happen, it is then enabling the learners to retrieve the language in strengthening the learning. Retrieval of the language must be conducted through the four skills of language: reading, writing, listening, and speaking, in which all of them provided by the video in the Strategy-Based Instructions. In the retrieval part of the SBI, the learners are allowed to retrieve the language aspects through repeated task of retelling, role-playing, and problem-solving. The last conditions provided by the SBI is the chance to elaborate the language aspects by giving the task to the learners to use the known word they heard from listening to the conversation or reading the subtitle provided by the video example in a way that the learners can stretch the meaning of the sentences used in the conversation.

METHODS

The data of this research is taken from a class of eighth graders of SMP Muhammadiyah 2 located in Batu city near the outskirts of the city. As the location suggested, the students of the school are mostly coming from rural area with a few prior knowledge and experience of English as foreign language in which the complexity of their language is lacking in comparison with the students living in the city. The participant of this research is 24 students, a mix of 12 boys and 12 girls of the same age, with close-related social, economical, and educational background. The close-related social background could be affected their prior knowledge of English in approximate measurement as based on the above explanation about environment of learning. It is important to notice two things about the participants: first, that the learners are in a state of harmonising three languages at the same time as mostly also the case for a large area in Indonesia. In the process of learning English as foreign language, the participants are also practicing the use of Bahasa Indonesia as formal language at school and still using local language (Javanese) to ease their communication ability; second, that the participants are all multilingual, and the process of harmonising the three languages will affect the foreign language learning in some extent beyond the limitation of this research.

This research is limited to find out the rising vocabulary complexity of the simple conversations between a small number of students in a class. As the students are instructed to talk about the same things, the data are taken randomly from the conversations of a class talk and not analysing individual speech or conversation beyond the selected topics. The reason behind this random conversations selection is to focus the analysis of the data to the Strategy-Based Instruction as the main element and not to mix the analysis with the other strategy the learners have been learnt previously. The data collection are limited to the English conversation relating to the practice of the Strategy-Based Instruction in closely related topics and not taking

the notes on the Indonesian code-mixing of the conversation unless the Bahasa Indonesia is part of the strategy.

In doing the research, the researcher is conducting two parallel steps to measure how the strategy is helping the students in raising their complexity. At the first step, the data is obtained by conducting a short interview to the students by asking simple questions such as ‘what is your name?’, ‘where do you live?’, and ‘what is your hobby?’ to see how the students construct the sentence to reply the basic conversation questions. The form of the interview question is semi-structured to open more possibilities of topic and to motivate the students, while helping the students with directional questions like previously explained. As the second step, the researcher is conducting a series of four time teachings with the strategy-Based Instruction as the supporting element in the complexity rising, and the core element in the Strategy-Based Instruction teachings with the activities to enhance the communication abilities of the students through the role-play and tasks.

The instruments of the research are a documentation of class talk to collect the main data and observation during the implementation of the strategy-based teaching to measure the raise of the complexity of the class as the supporting data. The obtained data is in the form of recorded and transcribed fragments of conversations from class talks based on selected topics from a series of four meetings, and analysed based on recurrent talks to illuminate the movement of the vocabulary complexity between each meeting. The recurrent talks here are basic conversations, as previously explained, between a small numbers of people and conducted in similar manner as required in the Dynamics System analysis.

The data obtained is analysed by using a table of comparison of timely manners within the same topics, and then to further analyse the data through comparison between each data collection. There are three different data as the main analysis of this research and the data are being compared through the table of comparison. All of the identity revealed in this data analysis is in the form of pseudonym except for the researcher based on the research ethics agreement.

Improved Vocabulary Complexity of the Spoken Utterances by Using Strategy-Based Instructions

The prescribed data taken from the data collection in the form of three set of data are analysed in the form of table as follows:

Table 1: Example of Dynamics Comparison between Conversations

First data	Second data	Third data
<p>R: my name is Teguh, what is your name?</p> <p>P: my name is Ditya</p> <p>R: so I should call you Tya?</p> <p>P: <u>ehm</u></p>	<p>R: I forgot your name? What is your name?</p> <p>P: eh? Me pak?</p> <p>R: yes, your name?</p> <p>P: Andi</p>	<p>R: Good afternoon, how are you?</p> <p>P: <u>Afternoon, I am fine thank you and you?</u></p> <p>R: Fine thank you</p>
<p>R: Aji? Okay, how are you?</p> <p>P: I am fine thanks, and you?</p> <p>R: oh you are fine? I thought you are sick</p>	<p>R: Hello again, how are you today?</p> <p>P: I am fine, thank you, and you?</p> <p>R: I am fine, we are all fine, thank you for asking. Is anyone sick? (looking at two empty chairs)</p>	<p>R: do you remember what do you learn yesterday?</p> <p>P: yes, remember</p> <p>R: what is that?</p>

<p>P: <u>haha (running away)</u></p>	<p>P: <u>sick? What do you mean?</u> R: yes, sick (gesturing cough and fever) P: <u>sick? Oh absent pak (pointing the two chairs)</u></p>	<p>P: <u>(looking at friends) what ya?</u> P2: visiting sick friends P: visiting sick friends bu</p>
<p>R: is it okay if I ask question to you? P: ehm.. Yes?</p> <p>R: what is your hobby? P: <u>(silent)</u> R: what hobby (gesturing football) do you like? P: <u>I playing</u> football R: Playing football? P: <u>yes</u></p>	<p>R: why do you look tired? P: (silent)</p> <p>R: are you sleepy? P: <u>what do you mean?</u> R: no power, sleepy, what happen? P: oh I playing football</p>	<p>R: do you still remember my name? P: yes, bu Amel R: and who is that (pointing)? P: pak Adit P2: pak Teguh, <u>yes? (looking at other students)</u> P: <u>no, (pointing other) itu pak Teguh</u> P2: yes pak Teguh</p>
<p>R: what is your favourite subject in school? P: <u>ehm...</u> R: what do you like to study? Mata pelajaran? P: penjaskes R: so you like sport? P: <u>ehm...</u></p>	<p>R: do you have your breakfast? P: <u>breakfast? Eating? What do you mean?</u> R: yes, something to eat in the morning P: oh have pak.. Rice</p>	<p>P: do you know the school address? P2: <u>sorry I don't understand</u> P: where is the school P2: oh jalan bukit berbunga</p>
<p>R: Can you help me with that? P: <u>(silent) (looking)</u></p> <p>R: with that (pointing) P: <u>hmm..</u></p>	<p>R: can you stand up? P: <u>hmm?</u> R: stand up (gesturing standing up) P: <u>oh oke</u></p>	<p>P: can you help me, my work? P2: <u>I don't understand</u> P: <u>help me, my work (gesturing paper and writing action), please</u> P2: oh, <u>yes</u></p>

In the above table, the recurrent conversations are placed side-by-side to make it easier to understand. Please take a note that the conversations on the table are just some of the examples and classified by the topics of the conversations. The analysis of the conversation and the communication elements are conducted per each set of data to get more understanding of what is happened in each of the set of data.

Analysing the first data in the first row, the conversation is happened before the implementation of the Strategy-Based Instructions. In this set of conversation, while they are having some basic knowledge of English with several words to complete their utterance, we can see from the table that the students have very limited ability to maintain the conversation or to express their confusion. Their basic knowledge in conversation can be elaborated as one-question-one-response only with so little ability of continuing the conversation. Most of the answers for the first question are accurate, with considerable grammatical error, but most of the answers for the prolonged conversation is a silence or mumbling of confusion. The evidences can be taken in all of the conversation, except the third, that is ended with 'ehm..' or leaving the

place. The action can be understood as their way to finish the conversation as soon as possible as they are incapable, or not motivated, of prolonging the conversation. Based on the conversations on the first set of data, the problems of the communication before the can be distinguished into two categories: vocabulary complexity and communication strategy.

In the second set of the data, the students are previously taught by the Strategy-Based Instruction to overcome the problems they faced as showed in the first set of the data. Given the example of the analysis of the second set of the data, it can be evidenced from the table that the vocabulary complexity rising is happened in accordance to the Strategy-Based Instruction.

First set of data:

R: What is your hobby?

P: (silent)

R: What hobby (gesturing football) do you like?
what happen?

P: I playing football

Second set of data:

R: are you sleepy?

P: what do you mean?

R: no power, sleepy,

In the first set of data, seemed to not understand the word 'hobby', the communication breakdown is happened. As the student unable to prolong the conversation, the student choose to be silent and ending the conversation, then the researcher as the addresser have to prolong the conversation by using gesture to get the answer, but it is highly debated if their understanding is about the term 'hobby' or they are guessing the game football because the gesture from the addresser. In the second set of data, however, as the students are still having the difficulties on their vocabulary, the teaching of SBI is showing its effectiveness of helping the students in prolonged conversations. The students' mastery of asking question 'what do you mean?' when they do not understand the conversation is able to keep the conversation ongoing. The strategy is suggesting the addresser to explain their meaning with simpler words over and over again until the communication reached its full understanding.

In another example in the second set of the data, there are some uses of SBI in the conversation used by the students that is evidencing the mastery of the strategy such as the use of repeating main words in the conversation:

R: what is your name?

P: eh? Me pak?

As explained by the example, note that the student has an adequate knowledge of pronoun to understand the pair of 'you-me' relationship and able to understand the 'what' question. The student is able to identify the meaning of the conversation and using the strategy of asking back to make sure that they have the correct understanding.

Another example is the use of mumbling like 'hmm?' to show that the student didn't understand what is being asked by the addresser:

R: can you stand up?

P: hmm?

Note that the use of mumbling in this conversation is different with the first set of data as in this conversation which showing confusion, the mumbling in the second part of the data is using a raising-questioning tone for asking the addresser to repeat the question.

In the last set of the data, the evidence of the use of the SBI that is improving the vocabulary complexity can be found in several ways: first, there is evidence on use of asking for help, second, there is evidence of students repairing other student's utterances, third, there is evidence on the complex use of words in a prolonged conversation between each students (note that in the previous two set of data, the conversation are mostly conducted by the researcher and the students), and fourth, there is the evidence of the students prolonging the conversation in which they have difficulties to understand by asking questions or giving positive response.

The analysis can be elaborated as follows:

1. tudent's asking for help

After being taught by the SBI, the students are able to ask for a help from other students rather than being silent. Where in the previous set of data they choose to stop

the conversation or the conversation ended with conversation breakdown, in this part of the data, the students are able to use the strategy of asking for help.

Example:

P: pak Teguh, yes? (asking for help from other students)

or

P: (looking at other students) what ya?

2. Students repairing other student's utterances

The students are able to repair other students' utterances even though they are not part of the conversation. This is a major breakthrough as previously they keep silent and don't even want to get the chance for practicing the conversation.

Example:

P2: Pak Teguh, yes?

P: no (pointing someone) itu pak Teguh.

3. Complex use of prolonged conversation

The students are making a complex sentence in a conversation to explain their meaning in a prolonged conversation that usually ended up in communication breakdown. While previously the students are not able to produce explanation of their sentences, it is evidenced that after being thought by the SBI, they can give explanation to the meaning of their sentence and encourages the addressee to understand.

Example:

P: Can you help me, my work?

P2: I don't understand.

P: help me, my work (gesturing paper and writing action), please?

P2: oh, yes.

4. Students prolonging the conversation

The students are able to prolong the conversation by giving a positive response of not understanding. This action helps the students in both as the addresser or the addressee as both of them are encouraged to continue the conversation until they reach an agreement about the meaning.

Example:

P: Sorry, I don't understand.

CONCLUSION

In summary, it is evidenced by the research that Strategy-Based Instruction is improving the vocabulary complexity of the spoken utterances and also helping the students as the foreign language learners to overcome their problem in conducting a conversation. Some of the analysed evidences on the mastery of the Strategy-Based Instruction can be describe into four evidences that showing the improved vocabulary complexity of their spoken utterances. First, the students are able to ask for help when they do not understand the meaning of the conversation to the other students. Second, the students are able to repair the other student's inaccurate utterances and giving the answer. Third, the students are able to prolong the conversation by using a complex utterance. Fourth, the students are able in prolonging conversation by giving positive response to the other students about understanding or not understanding the meaning of the conversation.

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DEALING WITH LINGUISTIC PROBLEMS FACED BY MASTER'S STUDENTS IN THEIR THESIS WRITING

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ABSTRACT

Upon completing all the required courses, master's students in Indonesia are to write a thesis. Thesis writing, to some extent, haunts the students, especially when they have to conduct it in English. The problems are not only concerned with the contents of their thesis, but also with linguistic problems on how to write well with good basic command of English. The linguistic problems can cause their sentences to be not grammatically acceptable, or even sometimes not readable. This paper will explore the linguistic problems faced by master's students in their thesis writing such as the ones related to diction, tenses, concord, articles, sentence patterns, to infinitive, gerund, and participle. It will also deal with how to solve the problems by giving the students some treatment while they are in the process of writing their thesis. The data will be taken from master's students' thesis drafts. The students are under the writer's supervision.

Key words: *thesis writing, linguistic problems, master's students*

INTRODUCTION

Writing is different from speaking in the sense that what is written can last long and can be read again and again while the spoken form will disappear soon unless it is recorded. To some good writers, writing can be just like flowing water. The ideas come out continuously. However, to some common people, writing can be daunting and frustrating task (Ferris, 2011: 1). When it is done in the target language where the mastery of it has not been adequate yet, it can be more arduous. It is not like writing in an L1, writing in an L2 requires an attainment of sufficient L2 linguistic proficiency (Hinkel, 2004:7). In fact, some acquirers of L2 may never attain native-like control of various aspects of the L2 (Ferris, 2011:9).

It has been debatable whether it is necessary for teachers to correct students' errors in writing. Some argue that making errors is just a step that has to be made in order to progress, while others assert that errors can be fossilized if they are not corrected. Fossilization may hinder the progress ahead. Some studies show that error feedback can help students to improve of their writing. Students value teacher feedback on their errors and think that it helps them to improve their writing (Ferris, 2011:13).

Teachers are responsible for correcting the students' errors in writing, especially when the students write scientific articles. However, teacher responses to students' writing tend to focus on error correction and identifying problems in students' control of language rather than how meanings are being conveyed (Hyland, 2009:10). It is understandable in the case that the students are still in the process of learning the target language.

In thesis and dissertation writing where English is not the students' native language, the writing problems can be more than just linguistic matters. The supervisors are also burdened with cultural, familial and professional pressures (Paltridge and Starfield, 2007:22). The span of time for writing, the students' background knowledge, the purpose of writing, and the kind of research must be taken into account by the supervisors. They need some strategies to help students finish their theses on time and at the same time the students learn things related to linguistic problems in writing.

A. Kinds of Linguistic Errors

In their theses drafts, the students made errors in various aspects of English grammar rules. The errors ranged from a very trivial one up to the most complicated one. The errors happened, for instance, in the use of article, sentence patterns, tenses, diction, parallelism, concord, gerund, to infinitive, and participle. Just to give some illustration, here are some examples of errors made by the students in the drafts of their theses.

Aspect of grammar	Students' work	Type of errors
article	Writing is <u>...</u> very eminent skill in English	omission of an article a
tenses	It was hoped that the students <u>can</u> be more active during teaching learning process	wrong tenses; present tense instead of past tense
concord	... a writer <u>develop</u> a subject	omission of s at the end of the verb
sentence pattern	The students <u>are hard</u> to understand the text	wrong use of the pattern of "find it + adjective to ..."
to infinitive	The researcher asked one of the students to <u>became</u> the leader	wrong use of to infinitive
gerund	The students did the test without <u>to look</u> at the instruction	preposition should be followed by gerund
diction	... the action could be <u>continuous</u>	an adjective instead of a verb
parallelism	They did not read the text carefully and <u>reluctant</u> to discuss the text	the use of an adjective instead of a verb
participle	<u>Giving</u> the assignment, the students felt frustrated.	past participle instead of present participle

When the students made some errors, the instructor tried to make them right by giving some feedback to the students.

B. Procedure of Giving Feedback

The students were assigned to hand in their thesis drafts twice a week. The instructor made some feedback on the collected drafts and returned them to the students who were given some time to learn about errors they made. The instructor wrote some notes, or put some red marks on the sentences or words which needed revising. After the students read some feedback from their instructor, a conference was held. It could be one-to-one conference or a group one. When there were some errors in common among the students, a group conference was held. After the conference, the students revised their drafts and handed them in again to the instructor. This cycle could happen many times until the students got their drafts right.

The instructor usually showed the students' errors and asked the students why they made the errors. Some of them realized their errors but many of them needed some explanation on why they made the errors. Most of the time, the discussion was on comparing some grammar rules in Indonesian and English. The instructor, at times, had to explain the basic English grammar rules when the students made serious errors.

C. Students' Impression

The students were asked to write their impression on their thesis writing, including some difficulties that they might encounter while writing their thesis. Here are some examples of the students' impression on the way they got some guidance while writing their theses:

One student wrote about linguistic problems she encountered as follows: (not edited)

I have difficulties in :

- choosing the appropriate words (diction) and vocabulary.
- Very often forget writing article (a, an/ the)
- Writing Noun Phrase (paraphrasing)
- Choosing conjunction

In relation to the difficulties in writing his thesis, another student stated as beneath: (not edited)

I have many problems there, they are : vocabulary, grammar, my limitation make beautiful sentences, etc. Alhamdulillah all of my problems can be clear because of my favorite lecture, he to be patient to help me in writing thesis. It's doesn't instant like other lectures can be four or five times only to guidance, may be start from chapter I up to five can be 30 times to guidance, but I am satisfied of them. Now there are many things that I know from him, many problems that I have and now all my problems are clear, from easy up to difficult problems he can help to be clear.

Still in relation to the difficulty in writing a thesis, one student explained her difficulty in writing her thesis :

It was not the easy one that I had to write my thesis at that time as one of my tasks to finish my study

About the way the instructor conducted consultancy and gave some feedback, here are some comments from the students: (not edited)

One student wrote that the consultancy was fruitful and useful for her thesis writing.

He is a very generous kind humble helpful person who always helps students for example, he has willing to lend his books, reply our messages and give consultancy anytime the students have difficulties in managing time.

It was always wonderful and precious time when we meet because he always gives me sermon, suggestion, advice about life and about my carrier.

Another student commented on the instructor's way of giving consultancy: (not edited)

1. Motivating the student to write better and have broaden mind concerning the issues.
2. Showing the personal careness for the students so they feel like they have a friend to share the ideas.
3. Concerning the details of the writing...so the writing would only have minor mistakes or even zero one.
4. Giving abundant ideas if the students have deadlock for the writing , but still the students who decide where to go. ☺

Another student confessed that she could learn something more than just grammar: (not edited)

He guided me finishing the thesis patiently, since I recognized myself I am not good at grammar at all. He was smartly showing me how to put words into a meaningful construction. He did more than being a supervisor, nevertheless a father, a motivator for me. I learnt how to manage this life well, how to be useful for others and many things.

Another student claimed that the consultancy was effective: (not edited)

Consulting twice a week on Wednesday and Saturday were effective. We had enough time to prepare our draft before submitted it on the next day. You know....we would be waiting for your SMS on Tuesday night and Friday night and hoped that you did not send SMS about canceling consulting.

A student admitted that she was confused at the beginning, but then she could overcome her problem: (not edited)

You are very friendly and had pretension to help me to complete my thesis. You explained patiently when I was confuse to comprehend the ideas of my writing. You are really open minded when you guided the students so we could understand our weaknesses and things that we should be corrected in our writing. You never underestimated what we had written even though you should corrected word by word.

Another student felt that she could be motivated to write her thesis: (not edited)

Absolutely, I loved the way guided me in writing. Step by step, everything was running well. You really showed me the way to write clearly. From the first chapter to the last, i felt that i could do it without any serious difficulties. Everything seemed to be easy. And the important thing is that you could help me to strengten me when i was so weak to finish the two last parts.

What I want to tell you then is that your way of guiding has not only improved my English and writing skill but also inspired and taught me many aspects of life. You know, I have learnt that in this life I have to be serious, disciplined, avoid faults, nice or

beautiful, motivated, and other good things that I have to apply in my family, working place, village, and wherever.

A student realized that he could learn from his errors after he consulted with the instructor: (not edited)

Your way of correcting is very good Sir. You crossed the mistakes, but you also showed the corrections. If the mistakes happened many times, you wrote signs or simple words to tell that the mistakes were the same as the ones before. When the idea or content was totally wrong, you just wrote 'See me!'. I think such a way of correction is excellent.

Another student firstly complained about the feedback, but then he realized the benefit of it. (not edited)

Sometimes I grumbled when you corrected my mistake on dictions because I thought my words were okay, but it seemed that you wanted more; you wanted me to use beautiful and more appropriate words in my sentences. I was learning here. I had to produce words which are not only understandable but also comfortable to read. Of course, I got new words from here.

Another student thought that his English grammar was good enough, but then he admitted that he still made errors. (not edited)

I felt that I was good enough at grammar since it is my favorite subject, but in fact you still showed me my mistakes although they were not the serious ones. As a consequence, I could be more and more careful in writing. I struggled hard in order that I made no mistakes. I often read my draft repeatedly in case there were still some mistakes before submitting it to you because I knew that you would soon find them if I still made any, even the very small ones. Alhamdulillah, from day to day, my grammatical mistakes kept decreasing.

A student felt that he learned something after he consulted with the instructor to talk about his thesis draft: (not edited)

It's so different with other supervisor. In fact, I got many lessons from him. By writing chapter by chapter, he could see and check my thesis and found my mistakes till the little one, so accurate that I realized that it was my wrong. He directed my writing patiently and pleasantly.

Two students claimed that they could apply the way the instructor gave consultancy to their own setting: (not edited)

One of my tasks in my office is that I have to edit art and crats modules for teachers, because of him I do the job is more thorough and serious, and I always tell him to say thankyou about his guidance.

It was a good challenge for me when you guided my thesis writing. You scheduled the thesis supervising and only checked a few parts of it and gave example of good writing. You asked me to be creative to make a better writing based on what you told me and I did it. Because of it, I accomplished my thesis writing in five months. Now, I adopt the way of your supervising to my students.

The students responded positively to the way the instructor held consultancy and gave some feedback while the process of the thesis writing was going on. Oftentimes, the instructor had to adjust to the students' pace in writing and understanding about the grammar rules. As a rule of thumb, the slow writers took longer time to comprehend the instructor's explanation so that they had to see the instructor again and again.

CONCLUSION

It can be inferred that the students still made some grammatical errors in their thesis writing although they had been in the master's program. They badly needed some correction or feedback from the instructor to make some betterment in their writing.

The linguistic errors that the students made are varied. They can be in article, sentence patterns, tenses, diction, concord, gerund, to infinitive, and participle.

The students admitted that consulting with their instructor gave them positive impact. They could learn from their errors, and could make their writing better. They also realized that their English was not as good as they thought before. Some of them were motivated to work harder, and some wanted to apply the technique used by the instructor in their own setting later on when they returned to their home towns.

Although the students had been learning English for quite long time, their mastery of English grammar rules was not adequate yet so that they needed some help from the instructor to refine their thesis, both in linguistic aspects and the contents as well.

It needed much time and patience, from the instructor's part, to give consultancy to the students when they were writing their thesis. The instructor had to build a good rapport with the students so that they students could eat his words. Personal approach and much understanding played an important role in this matter.

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EXPLORING POSTMETHOD FRAMEWORKS FOR POWERFUL ENGLISH LANGUAGE PEDAGOGICAL PRACTICES

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ABSTRACT

The development of English Language Education worldwide has long been predominated with studies in pedagogical methods and their effectiveness in assisting teachers to accomplish particular desired instructional goals. In more recent development, the tenet of postmethod has been controversially introduced, particularly whether it goes hand-in-hand or replaces method. Moreover, further studies to negotiate and confirm what is offered in the notion of postmethod are necessary to enhance its merit for today's practice. The present paper gives an overview of the limitations of methods, the need to go beyond method, and what constitutes postmethod pedagogy. At least, there are three models of pedagogical practices applied by teachers: textbook-driven, method-driven and teacher-generated pedagogy. This paper sustains that the role of teacher to nurture powerful pedagogical practices gains its prominence in the teacher-generated "postmethod" pedagogy.

Keywords: *the notion of methods, postmethod pedagogy*

INTRODUCTION

For long, the development of English Language Teaching is characterized by an enthusiastic quest of the most effective ways to teach English. The newer is expected to be the more effective one compared with more traditional and perhaps the conventional ones. As well-summarized in Richards and Rodgers (2001) and Knight (2001), in the 1840s, Grammar Translation Method was initiated having particular features with emphasis on forms and deductive approach. It was a dominant method in ELT for a long time but declined after being challenged by Reform Movement which led to studies in natural approaches to language learning. Natural Method, later known as Direct Method, was then introduced to promote more inductive approaches.

The next development was signified with the influence of behaviorism which tried to reshape a more solid method. The result was Audio Lingualism which, by Kumaravadivelu (2006), is considered as a milestone in the history of foreign language teaching due to the systematic way and scientific framework underpinned it. Even though this was portrayed as a method that treated learners as an empty vessel, Knight (2001: 151) considers this as an unfair label. He finds that since the method puts communication as the goal of language learning, it might represent some positive aspects in it unless its' behavioral *stimulus-response* propensity which then was criticized by Chomsky. Afterwards, Cognitive Code Learning emerged in response to Audio Lingualism that was claimed inadequate for effective foreign language teaching. According to Chomsky, foreign language teaching methodology involves psychological studies such as those of the use of innate language facility in the speakers' mind, more than the learned habit (Knight, 2001). Here, the difference between language *performance*, a product of behaviorism treatment, and language *competence* was made (Mitchell and Myles, 2001) that is very influential to the development of ELT methodology until currently.

Within the ongoing search of the best ways to teach English, many methods rested on humanism ideology emerged. Among others are Suggestopedia, Total Physical Response, Silent Way, and Community Language Learning. In these student-centered methods, learner autonomy is promoted in unique ways. Suggestopedia, despite its' lack in terms of linguistic theory, is underpinned by the need for creating conducive environment for learning (through the use of musical relaxation) which is one of crucial aspects frequently ignored in today's ELT practices. Total Physical Response (TPR) sees meaning as the central issues linked to language learning and is manifest in physical response. Appeared in humanism era, nevertheless, this method undermines autonomous learning and is more appropriately used to children. In fact, this is a popular way employed as the initial activity in Communicative Language Teaching (Knight, 2001). Unlike TPR, Silent Way promotes self-expression and autonomous learning in the target language with focus on spoken language learning. This is a good model for teacher-student autonomy, while students are given opportunity to be responsible for their own learning, teacher facilitates and monitors the learning process indirectly. Community Language Learning is similar to Suggestopedia and Silent Way in that it is interested in the creation of convenient learning atmosphere for students' learning. In this method, psychological counseling is a vital

utilization that is manifest in student-teacher interactions. These are not limited in the area of information but also in terms of students' feeling.

The Notion of Method

The notion of method has been declining as the increasing number of dissatisfactions of its applications posed in academic arena. Along with this, the complex nature of language learning and instruction has deliberately been accepted leading to the rise of pragmatism. In the initial development, eclecticism has become an impressive strategy since it suggests teachers to go beyond a method by elaborating more than one method or approach in order to suit the needs of learning which are usually heterogeneous. The development of eclecticism has promoted the importance of flexibility in pedagogy which affects on the increase of student autonomy in learning. Then, more holistic approaches have gradually become parameter for dynamic teaching. An example of that development is in the initiation of Communicative Language Teaching in the British language teaching context (Richards and Rodgers, 2001). More desired approaches for present pedagogies involve content-based instruction, task-based language teaching, participatory, Cooperative Learning, and Multiple Intelligences. These approaches share similar emphasis around the pertinence of principles related to students' dispositions and autonomy, what constitutes learning, and the nature of interaction to create effective student-centered pedagogical practices. A "new milestone" begins in the emergence of principled eclecticism (Kumaravadivelu, 2003a) or disciplined eclecticism (Knight, 2001) which offers more radical shift of paradigm.

After a long journey, English language teaching has come to the stage of profound reflection. This encourages the increase of exploratory studies for the enhancement of knowledge on language, language learning and language instruction. The work edited by Candlin and Mercer (2001), for instance, has significantly contributed to the advancement of methodology in language teaching through awareness of the complexity of learning embedded in social contexts. The idea of fixed and prescribed ways in teaching is questioned since it tends to share common properties of pedagogical limitations with regards to the complexity. In common, the notion of approaches and methods is criticized in terms of top-down implications, the role of contextual factors, the need for curriculum development process, lack of research basis, and similarities of classroom practices (Richards and Rodgers, 2001).

Firstly, the concept of method construes that a good teaching shall encourage teacher to accept the theory underlying the method and to apply its prescribed procedures in faith. According to Richards and Rodgers (2001) approaches tend to allow for varying interpretations in practice, while methods typically prescribe for teachers what and how to teach. In terms of the student role, the application of a method undermines student autonomy since students are to receive the method passively and submit themselves to exercises and activities in the applied method. However, any ways in modern English teaching, have to be flexible and adaptive to students' need and interest. As well-noted in most studies of student-centered teaching, students bring different learning styles and preferences in the pedagogical interaction in the class which influences the process of language learning.

Secondly, the role of contextual factors is essential in foreign language teaching. On the basis of empirical evidence, Richards and Rodgers (2001) identify that in efforts to the application of methods, teachers sometimes ignore what is starting point in language program design namely careful consideration of contexts in which teaching and learning occurs. Even, when a teacher intends to consider the contexts such those as cultural, political, local institutional, and those constituted by teachers and learners, it is obvious that complexity of the contexts is too intricate to be figured out by using the concept of method. This complexity is also concerned with the ongoing process of curriculum development. A method or approach applied by a teacher may demand loyalty of pedagogical and assessment practices to the underpinning theories and therefore could hinder dialectical relationship among the curriculum constituents for dynamic transformation.

The concept of method has been identified lack of research basis. As what is informed by Richards and Rodgers (2001): (1) The majority of ELT books is written on the basis of assumptions rather than empirical evidence in second language acquisition, (2) it is rare that researchers who study language learning are willing to dispense prescriptions for teaching based on the results of the researches, and (3) empirical evidence in language learning researches basically does not support the simplistic theories and prescriptions found in approaches and methods.

Another criticism is in terms of its problematic nature of method (Kumaravadivelu, 2006). Compelling evidence indicates that it is difficult for teacher to implement particular methods or approaches in ways that entirely represent the underpinning principles (Thornbury, 1996; Nunan, 1987). This difficulty causes either misleading implementation of an intended method or the implementation of definitely different practice than what was intended earlier. As revealed by Brown in Kumaravadivelu (2006), teachers using different methods tend to be

distinctive at the early, but rather indistinguishable from each other at the later stage. Therefore, the deployment of method or approach is likely to follow a cycle of uniformity which is monotonous and less dynamic from time to time.

Postmethod Pedagogy

The decline of method is a subsequent reality of the extensive, reflective and evaluative studies conducted by scholars, at least some of the prominent, from 1989 to 1994 (Kumaravadivelu, 1994). Dissatisfactions of the concept of method were immediately addressed leading to critical views towards method and approach. This is called Postmethod Condition, which according to Kumaravadivelu (1994), is characterized by a search for an alternative to method rather than an alternative method, teacher autonomy, and principled pragmatism. Historically, this vision can be traced back to postmodernism movements that brought and legitimated *constructivism* as one of transformative responses to the modernism which upheld objectivism ideology manifest in top-down, transmission-oriented, and means-end pedagogy (Ahmadian, 2014). Thus, to generalize issues, conventional method-oriented teaching could represent modernism influence while postmethod is a product of postmodernism, as implied in Kumaravadivelu (2003a; 2006).

Closing in on the Postmethod Condition, the first aspect namely the idea of “alternative to method” has become controversial. Some scholars are in a strong position to against the notion of method (e.g. Allwright, Kumaravadivelu) while other believes that there is a dialectic relationship between method and post-method (e.g. Bell, 2003). Bell asserts that post-method pedagogy is “a further manifestation of the search for method and so is subject to the same criticisms” (2003b: 326). In this debate, perhaps Bell’s position is more desirable to the whole context of the search for more effective ways to teach foreign language. To argue, dichotomous perspective between the two represents provocative and unwise way of thinking. Even though the majority of the constituent of postmethod pedagogy signifies inevitable developments or changes toward excellence in English Language Education methodology, one cannot deny the contributory evidence of methods regardless of the constraints result from them. On the other hand, fanaticism in method could mean rejection of the reality that English Language Education has undergone invaluable journey and found the centrality of teacher agency for dynamic and effective pedagogy.

In the second, postmethod condition promotes teacher autonomy through the empowerment of the capacity to theorize from practice and to practice what have been theorized (Kumaravadivelu, 1994; 2003b; 2006). This is aimed to enable practicing teachers in their attempt to develop an appropriate pedagogy based on their local knowledge and local understanding. This condition recognizes the teachers’ potential to know how to teach, to develop critical approach in exploring their own practices, and to act autonomously within the academic and administrative constraints imposed by institutions, curricula, and textbooks.

The last attribute is principled eclecticism. Kumaravadivelu (1994) argues that principled eclecticism is different from eclecticism in that the later is constrained by the conventional concept of method. By referring to Widdowson’s works, he asserts that principled pragmatism focuses on how classroom learning can be shaped and managed by teachers as a result of *informed teaching* and *critical appraisal*. Informed teaching and critical appraisal are basically an open-ended and bottom-up concept where teachers are actively engaged in conceptualizing teaching on the basis of their sense of plausibility (Prabhu, 1990).

DISCUSSION

The notion of postmethod basically signifies an emerging shift of paradigm in English Language Education. The pedagogical mindset that commonly relies on the quest and the use of the best method is challenged with considerations to encourage the exploration of frameworks that are believed to work in specific context of teaching and learning. In light of method, theorizers construct knowledge-oriented theories of pedagogy in order to centralize pedagogic decision-making. While in postmethod pedagogy, teachers as practitioners are encouraged to construct theories of practice to enable them to generate location-specific and classroom-oriented innovations. In short, the conventional method-based pedagogy that is top-down in nature, is negotiated with teacher-generated pedagogy that is bottom-up. Therefore, the concept of postmethod intends to bring teachers into a strategic position, not only as the users of a method but also as the theorizers and the users of their own “method”.

In a survey to 147 academics (lecturers, teachers, and preservice teachers) from schools, colleges and universities in East Java, it was known that 93 (63%) of the participants were familiar with the notion of postmethod pedagogy and 54 (37%) believed that they were not familiar with postmethod pedagogy. Of 93 participants who were familiar with the notion of postmethod pedagogy, 51 (55%) were confident that the notion of postmethod pedagogy is invaluable and feasible to be applied in their contexts. Even, some have applied and developed creative postmethod pedagogy for their own practices which demonstrated that they were more

than just the users of a method but innovated their practices in line with the postmethod principles and frameworks. Some frameworks associated to postmethod pedagogy are those suggested by Stern (1983), Allwright (1993), and Kumaravadivelu (1994). Kumaravadivelu illustrates his frameworks by using the metaphor of “pedagogic wheel” that integrates and refigures the relationship between the periphery and the central, between the principle and the practice, between the global and the local, and between generalities and particularistic. In this concept, there is no need to dichotomize between the two, since in practice, they connect iteratively to each other and manifest in the teachers’ decisions. This framework is also known as a three-dimensional system which was considered beneficial to be implemented in any local contexts of the participants. On the other hand, with a reference of the same framework, 42 (45%) of the participants believed that postmethod principles are difficult and not possible to be implemented in educational context in Indonesia. More specifically, there were pessimistics in the tenet of teacher agency, in that, teachers are regarded not only the users of a method but also the theorizers and the users of their own “method”. Many indicated that dependence on *ready-to-use* instructional packages including the syllabus and the textbooks is inevitable in the setting of top-down educational policy.

Futhermore, the central part of the wheel is the three parameters of particularity, practicality, and possibility. The parameter of particularity sustains the idea that a language teaching has to be relevant and meaningful to the learners. In order to be so, pedagogy has to be “sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu” (Kumaravadivelu, 2001; 538). It means that postmethod pedagogy is local. Essentially linked to this is the parameter of practicality. This can be achieved by encouraging and empowering teachers to theorize their practice and practice what they theorize. The aim is to create a teacher-generated theory of practice which, to the local, is more practical and engaging as it is generated from practice than theorists’ theory of practice. In this, teachers need to invest more on developing their critical and reflective capability to feed their exploratory pedagogy. The third parameter is possibility. Postmethod pedagogy shall be sensitive to either sociocultural and sociopolitical contexts of learning or the individual identity of its participants. More than any other educational enterprise, English language pedagogy sustains social inequality and provides a continual quest for subjectivity and self-identity (Kumaravadivelu, 2001).

Another constituent of postmethod pedagogy, according to Kumaravadivelu (2003b) is Macrostrategic Framework consisting of macrostrategies and microstrategies. The first functions as a broad guideline to help teachers generate their situation-specific and need-based microstrategies in the classroom. Therefore, macrostrategies, as what is suggested by Kumaravadivelu (1994; 2003b; 2006), are made operational in the classroom through microstrategies. Even though it is possible for teachers to use studies that attempt to develop microstrategic framework based on Kumaravadivelu’s work or others’, it is important to note that the framework shall not be regarded as a fixed package of instructional design. Otherwise, since the core desire of postmethod is to encourage the development of social and professional capacity of teachers in order to be able to nurture meaningful, dynamic, and bottom-up pedagogical practices, “the ultimate worth of such a framework is to be found in how well it strikes a balance between giving teachers the guidance they need and want and the independence they deserve and desire” (Kumaravadivelu, 1994:43). It means that, in postmethod pedagogy, teachers have to be strategic and contextual in terms of either self-development or instructional actions. Kumaravadivelu (ibid) adds that strategic teachers spend a considerable amount of time and effort to: (1) Reflect on specific needs, wants, situations, and processes of learning and teaching, (2) stretch their knowledge, skill, and attitude to stay informed and involved, (3) extend macrostrategies to meet the challenges of changing contexts of teaching, (4) design appropriate microstrategies to maximise learning potential in the classroom, and (5) monitor their ability to react to myriad situations in meaningful ways.

Finally, at least there are three models of pedagogy may represent the reality of pedagogy adopted by the participants of the survey: *textbook-driven*, *method-driven* and *teacher-generated pedagogy*. The first is characterized by teachers’ dependence on the use of predetermined textbook. In this pedagogy, teachers and learners are less autonomous since instructional decisions and actions, as well as the learning actions are controlled by a package of textbooks, usually a series of commercial books. The second signifies pedagogical reality in which teachers apply particular method or approach in fidelity. Textbooks and other resources are treated as a springboard and are only used when relevant with the intention and underpinning theories of the method or approach applied. While the last, teacher-generated pedagogy is a postmethod pedagogy—the pedagogy of particularity, practicality and possibility, in which teachers are guided by a holistic framework, inter alia, Kumaravadivelu’s macrostrategic framework, in order to nurture teacher autonomy to generate local-based, bottom-up teaching.

CONCLUSION

This paper has attempted to portray the development of English Language Education Methodology, from method, beyond method, to postmethod era. The idea of “no best method”, “the death of method”, “beyond method”, and “postmethod” is not new. However, more importantly is to note that the reality of diversity and complexity of English Language Teaching demands dynamic pedagogy and it is necessary to sustain how solutions and anticipations have been identified, studied, and practiced. As rightly stated by Candlin and Mercer (2001:3), “Many learners don’t learn languages in classrooms. They learn them more or less well or badly, on the street, in the community, and in the workplace.” This is to imply that English teaching and learning is far from the notion of method and simplifying the process of teaching and learning and what counts for them might impose its social and individual meaning of the participants, especially the learners. It is necessary to be aware that a dynamic pedagogy might be difficult to nurture when teachers are staying in the box of method since it tends to restrict them from being autonomous as what is implied in this paper. Nevertheless, “an approach or a predetermined method with its associated activities, principles, and techniques may be an essential starting point for an inexperienced teacher, but it should be seen only as that since in most cases, novice teachers are far from fulfilling postmethod promises” (Richards and Rodgers, 2001, p.251).

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GAMIFYING DIGITAL ENGLISH GRAMMAR MATERIALS FOR THE SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

There are plenty ready-to-use digital English modules in the market today to fulfill the need of schools which are competing to provide the best English language learning experience for the students; however, only few are relevant to the English syllabus of the primary or secondary schools. In developing the modules, the developers focus on the four language skills. Moreover, the modules are, to keep in mind, developed for general audience, and an issue of inappropriateness should arise when elaborated for formal classroom setting. On the other hand, the more important issue is that grammar is seldom presented as a part of the English lessons; but only when needed to support the mastery of the four language skills. The absence of systematic design of English grammar lesson makes the grammar mastery of our students, in general, very weak. Meanwhile, Chou presents the theory of Octalysis Framework concerning the eight basic psychological drives; meaning, development and achievement, creativity and feedback empowerment, sense of belongings, influence and social relationship, scarcity, unpredictability and curiosity, and finally loss and the strategies to avoid them. Chou claims that the gamification of educational materials approaches the “human side” of the learners, and does not merely focus on the task function. This becomes the reason why the products have to assure that students are more involved, and only in such a way, they will be subconsciously driven by their psychological drives to compete for the best results. Based on the writers’ previous study, the majority of the students are excited when the idea of gamification is presented to them, and the purpose of gamifying these learning materials are to make the materials not only fun to follow, but also “addictive” in a positive way.

Key words: *English grammar, gamification, game elements*

INTRODUCTION

This paper reports the development and the use of English grammar exercises in the digital game format developed for Indonesian learners of English, especially the senior high school students. The game format is chosen based on two things: the feedback from students as the users, and emerging theories.

In the previous study, we developed four grammar software modules which were disseminated in 4th ELTTLT Conference Proceedings (UNNES, 2015). The two topics that we developed are Active-Passive Voice and Gerund Phrase. The users of the modules found the modules motivating, easy to use, fun and interesting. Furthermore, Most of them suggested that the exercises be redesigned in game formats.

In addition to that, there are now emerging theories and concepts about utilizing games as an effective teaching technique (Reinhardt, 2016). Responding to that, we gamified the topics of the exercises whose report is presented throughout this paper.

The theories and concept about using games as teaching techniques were coined in the year 1990 (Reinhardt, 2016), which has been more than two decades ago. In the 1990s, however, the response of the experts and stakeholders alike was not as massive as today since

the use of computer around that time was mostly limited to do office work and there was limited software that supported the massive development of games in the market since games were mostly played in consoles. In the next one decade after that, games that were console based were mostly played for entertainment purposes, and not anywhere further than that.

Not until 2012 has the use of games developed rapidly and fully dedicated to learning purposes. Experts in education have worked hand in hand with games programmers to create educational materials, and the time was perfect since more and more people have started to have access to personal computers, laptops, and the most recent smart phones. Right now, what is accessible via personal computers and laptops alike are also available on the screen of smart phones despite of different sizes.

We can now see that smart phones have no longer become a mere accessory, but a need although it also carries the element of prestige to some extent. Almost all young people do their activities with the assistance of their gadgets, including playing games. This confirms that using digital games will be not only interesting, but also interesting for the Y generation who were already born digital natives.

Meanwhile, people who are addicted to games are considered to be seen with one eye. Games are often considered useless for the players are looked down upon by non-gamers for the claim that gamers are not able to make good use of their time. On the other hand, games of today are just too tempting for not playing them. As such, we have been made to be aware of the unavoidable impact of games in this digital era.

Instead of confronting against games, we take the position of making peace with them while the writer, at the same time, make use of them as media to teach by delivering the learning materials in the form of games. This is what is today termed as gamification of learning materials. The attachment of young people to their gadget creates a way-in where we, as educators, can slip in.

One leading expert in the field, Chou who has researched and written about the gamification of learning materials as to attract young people to learn. Chou claims that most of the teaching and learning materials are merely focused on how to get things done efficiently and accurately without paying attention to the students' enjoyment while doing the exercises Chou emphasizes that the function focused educational systems drive the learners away from enjoyment which she, in the long run, believes, detrimental to students' achievement. Chou makes an analogy of it by taking an example of labors working for a factory. It is always taken for granted that the success of the factory is when it produces goods in certain amount of quantity within allotted time.

Whether we realize or not, we have directly or indirectly been doing so in the name of completing the materials, and this is what Chou is trying to remind us. We have been forgetting about the human side of the people, specifically our students, which are involved.

Yu-kai Chou assures that a design that is human-focused, meaning that people in the system should be addressed as human being. Neglecting their human side would only cause them to feel insecure, and they, thus, are likely to do things just for the sake of accomplishing tasks while doing otherwise will optimize their feelings, motivations, and engagement. Chou proposes that once the human side of the learners is catered through those games, learners can learn meaningfully.

In the previous study, we develop digital learning modules for the reason that young people like to work with their computers and gadgets which are mainly Android and Apple-based and that learning is an individual activity to strengthen learners' independent study. In the current study, we gamified the exercises. The gamifying of the learning materials is closely related to the feedback of the users. The users were of the opinion that the material is interesting. However, they lack of fun and competitiveness. In order to prevent that, they suggested that we reformat the modules into games. This is in line with the claim of Huan and Dilip Soman (2013).

First, they state that the learners do not necessarily achieve incredibly better when they learn using games. However, the stress free nature of the exercises liberates the occupied, frustrated, or even cynical mind about what is going on, the mind of which, should it occur, would be harmful for learning process and goal achievement. Second, one prefers to receive

direct award for his or her involvement in an activity, and this will influence how motivated one will be.

Gamification

Yu Kai-Chou, the guru of gamification, states that gamification is 'the craft of deriving all the fun and addicting elements found in games and applying them to real world or productive activities'. He assures that people will achieve more far beyond his capability when playing games than when doing their routine tasks. Using gamified tasks in a learning program means changing the mundane task of doing exercises by just answering questions. The game elements inserted in the program will make the task a more fun way of learning. Based on this concept, using games can be viral; and thus, influencing others to compete doing learning tasks.

Based on Yu-kai Chou's and Yuan Han's and Soman's principles, gamification in the educational system are as follows:

- 1) Games have objectives, such as saving a princess, rowing a boat to a destination, solving a case, betting for prizes, winning a sport competition, eliminating monsters/alliens, racing, etc.
- 2) Games have the great ability to keep people engaged for a long time, build relationships and trust among the players.
- 3) Games develop the players' creative potentials in such a way that they do not realize they reach much greater achievement than conventional learning.
- 4) Games can eliminate the stressful feelings and frustration in the players.
- 5) Games support the learners to study intensively due to the addictive power that they possess. As such, educators can expect that learners are more than just willing to spend a great deal amount of time on the task since they enjoy the activity.

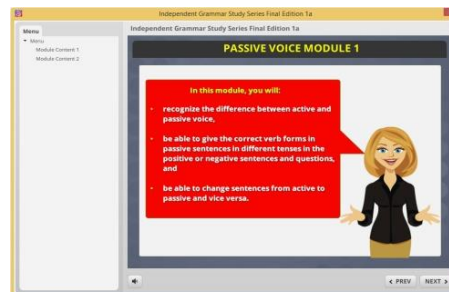
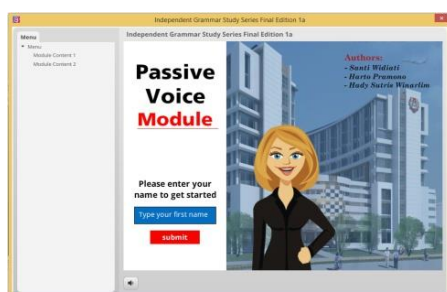
METHOD

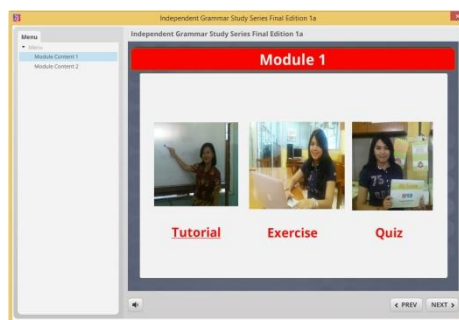
The gamification of the grammar exercises were executed by implementing the inputs from the results of the previous study.

The Result of the Previous Study: The Four Modules

We developed four module prototypes in the previous study for the two grammar topics: passive voice and gerund. The two topics were chosen based on the result of the needs analysis with the English teachers of 6 senior high schools in Surabaya, Sidoarjo, and Malang. Each topic was developed into two modules in such a way that each can be used by learners flexibly based on their time availability and pace.

Each module comprised of (1) the tutorial part providing explanations on meaning, use, and pattern, (2) the exercises, and (3) the quiz to measure learners' achievement. Each module was equipped with objectives to clarify what learners were able to expect when learning with each module. Articulate Storyline 2 software was used to develop the modules. Three screen shots below are the examples of the appearance of the module.

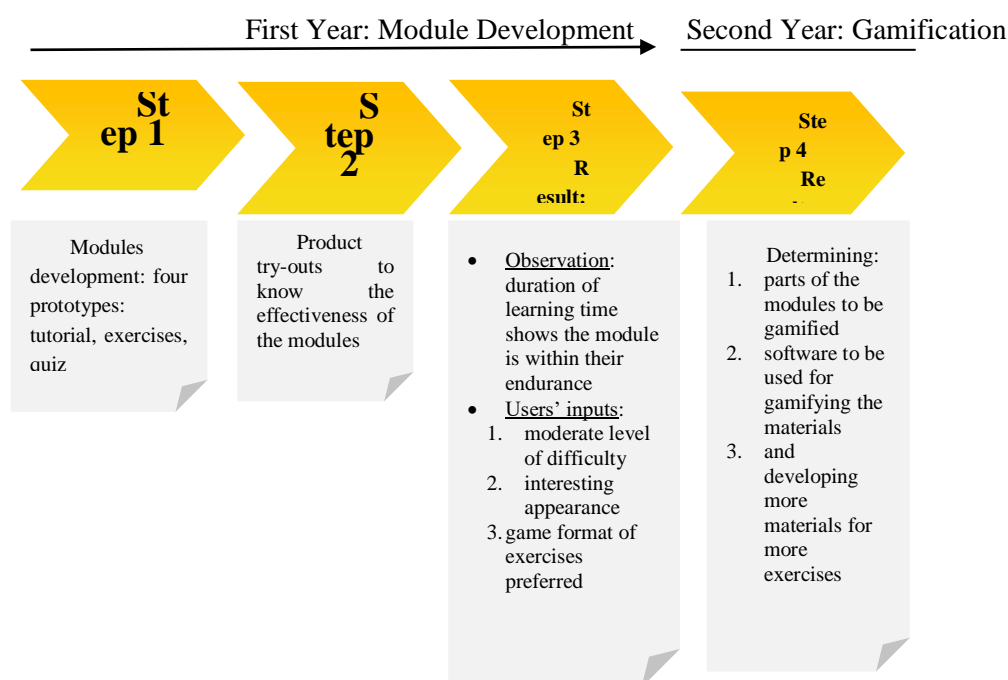




The Gamification of the Exercises

We started the stages of gamification by, first, analyzing the parts of the modules that could be gamified. In addition to that, we also took the learners' suggestions about the form of games they would like us develop. Last, we, with our expert judgment, chose the part of the modules to be gamified, decided the software and the suitable game templates to be used, and finally developed more exercises as to give the learners more exposure to the topic they chose to learn.

The following steps present the process of the module prototypes development and the gamification steps.



We made use of Articulate Storyline 2 to develop the earlier four modules, and eLearning Brothers game templates for gamifying the materials. We gamified 2 exercises from the modules and we also added more sentences for the exercises. We initially tried around 36 available game templates before four game templates were finally decided to be used. The four templates; Casino Challenge, Trivia, Beat the Bankers, Line It Up, are chosen since these corresponded best to the objectives of the modules by which the games were developed. The elements considered in the development of the games are: motivation, challenge, fun, rewarding, addictive, engagement, competitiveness, productivity.

It is to bear in mind that all games that besides having to have the the above four elements, games that are converted to the teaching and learning materials must have clear learning objectives, activities, and challenges, and the three components have to be present. Here are the brief descriptions of the games:

Casino Challenge:

Learning Objective : Identifying active or passive voice

Activity : Learners read the sentences, and after that they have to drag a card to either the active or the passive box.

Challenge : Learners get scores for each correct answer and gain more scores for their identifying correctly in shorter amount of time.



Beat the Banker:

This game basically uses the system of 'Who Wants to Be a Millionaire'

Learning Objective: Identifying the V-ing form whether it is gerund phrase, progressive form, or participial phrase.

Activity : Learners eliminate tasks or questions by clicking the case. Later, the case will be opened, and the learners are presented with a sentence which they are to decide whether the V-ing containing sentence is a either gerund phrase, progressive form, or participial phrase.

Challenge : Learners choose a task (questions) with a higher prize to gain more money for answering more questions, deciding whether to continue/stop playing the game by refusing/accepting the banker's offer.

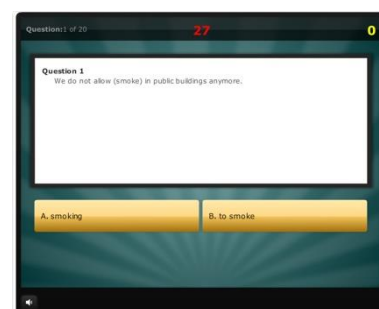


Trivia

Learning Objective : Deciding the correct forms of verbs that follow the main verbs whether (to V1) or (V-ing)

Activity : Learners choose the correct answer buy clicking on the options.

Challenge : Learners are restrained by the ticking of the clock.

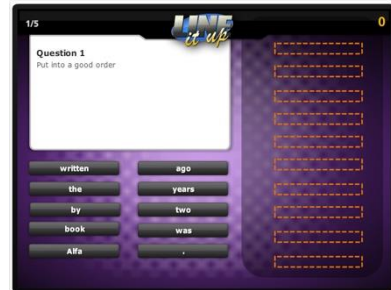


Line It Up

Learning Objective : Making sentences

Activity : Learners observe a list of words from which they make a meaningful passive sentence by dragging the words in the vertical lines provided.

Challenge : Learners are constrained with the time they have to answer the questions.



Skills Structuring

In developing our digital modules, we considered the complexity of the activity required from the users to determine the order of exercises presented. With the reference of Bloom taxonomy, identifying the correct form of verbs in the passive voice, for example, is considered simpler and easier than arranging words to make passive sentences. For the gerund modules, identifying the functions of gerunds is easier than identifying whether a V-ing is a gerund, present progressive, or participial. Based on these considerations, we structured the skills as follows:

The passive voice:

1. Identifying passive and active sentences
2. Making sentences from scrambled words
3. Changing from active sentences with one object into passive and vice versa
4. Changing from active sentences with two objects into passive and vice versa
5. Identifying the focus of the message whether it is better active or passive, and
6. Changing active sentences to passive sentences in different sentences.

The Gerund Phrase:

1. Identifying the position of Gerund Phrase in sentences; subject, object, object of preposition, subjective complement, or appositive
2. Deciding whether to use 'to infinitive' or 'gerund' form after certain main verbs.
3. Differentiating gerund phrase from progressive form and participial phrase
4. Making sentences using Gerund Phrase in a number of positions, and
5. Making use of the the same V-ing phrase to form sentences containing gerund phrase, progressive form, and participial phrase.

THE RESULT OF THE TRY-OUT

In order to receive feedback on the game that we developed, we invited 40 users to play all the four games during their free session in the Self Access Center. After that, they filled out the questionnaire. We observed that the students were doing the exercises happily. Some of them also invited their friends to come along and stand behind them while they were answering the questions to the game. These students standing at the back did not just see what was going on, but they were also trying to answer the questions. When the players facing the screen were misled, some of them cried in disappointment, but they were content anyway. The result of the try-out, based on our observation, has approved the games elements that were proposed. Eighty percent of the users claimed that the games were fun, motivating, interesting, and easy to play. Sixty percent of the users also admitted that they did not only play games but learn English

grammar at the same time, and that they liked the scores they gained as the immediate reward in playing the games or completing the mission. They also said that they would love to compete with others in the play.

We, based on the observation, therefore, dare to claim that the gamified exercises can be expected to be effective learning resources.

CONCLUSIONS AND SUGGESTIONS

The principles of gamification in education have been applied in education and training to foster the process and achievement in education, and we, as educators, would like to initiate this project. We would like to strengthen the human-focused design beyond the function-focused design of learning, and therefore we put considerable amount of efforts to gamify the exercises in the modules which happen to be the passive voice and the gerund phrase.

In brief, when learners learn just any materials which have been gamified, their mind will not just be psychologically free of worries and hesitation, but also “addicted to the task”, and this will help them to perform their best. The direct reward, in the form of scoring or level up they get from successfully answering the questions correctly can be set not only to give them the sense of accomplishment but also competitiveness. When this happens, educators can rest assured that their students’ playing games shifts from not making use of their time efficiently to utilizing their time for productive activities.

Four game formats are used to develop the games: Beat the Bankers, Casino Challenge, Trivia, and Line It Up by using the eLearning Brother templates. Although no statistical analysis have been done on the effectiveness of the games, the result of the try-out shows that the users like the gamified exercises. This is to confirm that focusing on the human side rather than the function focus of the learning resources and program.

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Appendix:

Questionnaire

No.	Questions	Yes	No
1	The games are fun		
2	I want to play games like these to improve my grammar.		
3	The games motivates me to learn.		
4	Playing this game, I feel that I have learned grammar.		
5	I am happy that I get the reward before right after correctly.		
6	When I play the games, I want to compete with my friendsfor time trial and score.		
7	The appearance of these games is attractive.		
8	The games are easy to play.		

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MEDIATING THE STUDENTS' ENGLISH ACQUISITION THROUGH TASKS AND INTERACTIONS: ANALYSIS ON "THINK GLOBALLY ACT LOCALLY", A TEXTBOOK FOR THE NINTH GRADERS

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ABSTRACT

Despite numerous textbook content analyses, only few researches were carried out regarding to textbook analysis from the perspectives of second language acquisition theories. Since the English textbook Think Globally Act Locally for grade nine of Junior High School is a new compulsory textbook used, it needs revision in order to develop its content. This on-going study is aimed to investigate English textbook content to mediate students' English acquisition. This study is intended to explore the patterns of students' interaction proposed in textbook that promote students' English acquisition and to examine whether tasks of English textbook facilitate students' English acquisition. Applying minimally modified of content analysis proposed by Littlejohn (2011), this research provides qualitatively description about the textbook content seen from the perspective of SLA. The data are collected through task analysis sheet and observation check list to find out the frequency of appearance of the tasks elements that indicate English acquisition process. The result shows that most of the tasks in textbook do not mediate students' English acquisition. Since they pay more focus on one way information pattern, mechanical practice, written extended discourse as most of the input, aural extended discourse as the expected output. Textbook also provide the students with cognitive and social interaction. To sum up, this on-going research provides a new perspective of textbook analysis from the theoretical framework of second language acquisition in teaching English to students of grade nine and contributes the textbook content development to government, teacher and school.

Keywords: *Mediating, English acquisition, textbook, tasks, interactions*

INTRODUCTION

The aim of teaching English in Junior High School according to the decree of the Minister of Education and Culture number 58/2014 is to enable students of Junior High School to communicate properly. English is offered to build students' communicative competence, to be able to use the interpersonal, transactional and functional text accurately also to express factual and procedural knowledge. However, in order to be able to perform such communicative competence, learners must acquire the language first. Brown (2007, p. 162) states that communicative competence is actually the result of language acquisition. Students who acquire language achieve communicative competence automatically. In other words, communicative competence lies in the practice of language acquisition.

Unquestionably, Language acquisition can be established naturally or through language instruction (Altenaichinger, 2003, p. 8). Learners may acquire language naturally as when they pick up the language by being culturally active as participants in the target language society. In this case, learners are constantly in contact with the target language through normal daily routines. In the contrary, language can also be established through Instructed language learning as in a language instruction setting in a classroom environment. Learners attend the formal language learning program where teachers facilitate them to actively involve themselves in classroom interaction especially in using constructed textbook as language interaction guidance and learning resources.

Based on the elaboration of the practice of instructed language acquisition above, it can be assumed that one of the elements to support English acquisition through language instruction is English textbook. Gómez-Rodríguez (2010) postulates textbook containing few real communicative activities puts students' English at risk. Indeed, for language teaching and learning, it is necessary to provide suitable and proper textbook that present communicative and

interactive language content to the learners to enhance their English proficiency (Wen-Cheng, Chien-Hung, & Chung-Chieh, 2011, p. 93).

Referring back to the function of English textbook in language learning, English textbook must provide communicative and interactive language activities. Richards (2001, p. 162) emphasizes tasks are activities in which learners involve themselves in interaction of the language learning process. Tasks do not only create example of language use, but also offer students the alternative of interactions in target language. In addition, Language interaction helps learners to familiarize themselves to the target language in context to lead learners to acquire language. Consequently, English textbook *Bahasa Inggris: Think Globally Act Locally* serves as the compulsory book for grade nine Junior High School must be able to facilitate students' English acquisition through its tasks and interaction. The English textbook must contain tasks and interaction which supply learners with the opportunity to perform language interaction to achieve communicative competence.

The role of input, interaction and output is essential in language acquisition. Input is useful for language learners as they must catch the intake as much as possible. Those intakes are useful as the dictionary in their brain. On the other hand, interaction is also vital. Interaction is believed to facilitate input to become intake (which is already internalized). In the process of interaction, learners perform cognitive processing with the form and meaning of target language. Finally, as the result of processing input through interaction, learners may produce their language or known as their output.

Talking about input, it will be easier through looking at a set of five hypotheses proposed by Krashen (1982). Those are the acquisition hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis. Among those five hypotheses, it is one which elaborates the function of input in language acquisition, the fourth hypothesis which is called the input hypothesis. Learners acquire language when they understand language that contains structures little bit beyond the current competence level ($i+1$). This input can be gained through listening and reading. But Krashen (1982) also suggests that neither the input must go beyond too far from the current level competence nor so close. Otherwise it is useless and not challenged at all. In that case, Comprehensible input is necessary for learners to foster their language acquisition process. When learners are exposed to comprehensible input of a second language in low affective filter, they will acquire that language.

Among hypothesis and claims concerning to second language acquisition, there is one significant hypothesis which many experts believe to serve the process of language acquisition of learners. Long (1990, p. 658) states interaction and input are two major players in the process of acquisition. He proposes interactional hypothesis to supports Krashen's input hypothesis. It believes that comprehensible input is the result of modified interaction. While modified interaction itself is defined as the various modification of the speaker/interlocutor to transfer the meaning of the input to the learner through interactions. Furthermore, Long believes that conversational interaction can promote second language acquisition. He believes that conversational interaction plays important roles in connecting input, learners' internal capacities, certain selective attention, and output in productive ways. Long also claims that the best orientation of acquisition to occur in the interaction involves both form and meaning as well. Moreover, Wei (2012, p. 112) explaining Long's term modified interaction as the modifications of the interactional structures of discourse in form of clarification, confirmation checks, repetition and among others. He emphasizes on those three techniques of interactional structures.

Output theoretically plays important roles in second language learning. Output has relative role to the input itself. Swain (2000, p. 99) argues that the important of output to the learning process is that output pushes language learners to process language more deeply – with more mental effort – than does input. By producing output, in producing language, learners actually are in control. They need to create meaning and form. Output stimulates learners to produce the simpler semantic meaning to more complex and accurate language production. Likewise, Swain (2000, p. 99) also claims that output also plays roles in promoting “noticing”. The word noticing means to be aware of something. Learners notice something in the target language (form) as well as something which is the gap of principles mastered (the differences).

When learners produce language they notice the form they used and also the differences between what they have already known to what they want to express. That is why in the process of language learning, learners must be noticed to what they express incorrectly and what they express correctly as well. Those noticing can help learners avoiding fossilization. Another claim by Swain (2000, p. 100) is that by producing language, learners serves hypothesis testing. In producing language, learners actually test their belief to whether the words/phrases/sentences or even the rules they use correct or incorrect. To do hypothesis testing, learners must do something dealing with the language. They must say something or write something. The learners' sayings or writings are noticing by themselves or by somebody else as whether it is accepted or rejected. That acceptance or rejection (the judgment to what they have said or written) is then used as the stand point of further language development.

One of the most essential parts of language teaching and learning that enables learners to achieve language competence is task. Nunan (2004, p. 353) claims that the use of task in language teaching and learning strengthens the practice of content selection, it enables learners to communicate through interaction using target language, it enhances opportunities for learners to express their experiences/ideas, and it also provides chances to link classroom language learning with language use outside classroom. However, Seedhouse (1999, p. 153) implies that the interaction in task-based learning may emphasise too much on tasks and communicating meaning and this could have an impact on how to use the language with the correct form instead of the language competence. From those claims, it can be deduced that tasks are useful as the media to provide activities which promote second language acquisition. Tasks must consider both focus on meaning and focus on form as consideration for the central focus of the tasks so that the maximum capacity of tasks to provide meaningful interaction to learners through tasks interactional relationship is reached.

Interaction is fundamental in language pedagogy. Allwright (1984, p. 159) states that classroom interaction happens through process of face to face interaction between learners. In the process of interaction, learners are believed to do the effort of generating comprehensible output, which in the next stage the generated output will become input for the other interlocutor. In addition, Ellis (1997, p. 565) asserts the fundamental facts of classroom pedagogy is because every interaction in the classroom happens through person-to-person process. It creates opportunity to relate input with the interaction. Classroom interactions serve learners with the opportunity to perform interaction. Gil (2002, p. 273) states that while interacting in the classroom, learners are actually performing pedagogical interaction and communicative interaction. Pedagogical interaction refers to the process of cognitive mechanisms that may foster language development when learner perform their internal capacity to accomplish the task goal while communicative interaction refers to the process of building communicative environment which support negotiation and discussion among learners to support the accomplishment of the task goal. Pedagogical interaction would be more focus on form talk and communicative interaction would be more focus on meaning talk.

This research aims to provide description on the analyses of textbook tasks and interactions of whether textbook content fulfil its function to facilitate students' English acquisition. This research is an attempt to answer, also to seek evidence of whether tasks and interactions in textbook mediate the process of language acquisition. This study grants significances for teachers, educators, and government. The result of this research provides a better point of view for the teachers and educators about the actual condition of the development of English textbook especially on perspectives of second language acquisition theories. In addition, the method of textbook analysis applied in this research also provides another perspective of theoretical framework methods for enriching teachers' understanding on their teaching and learning material analysis. Further, the result of this research may provide the government the new practical implementation method of textbook analysis to develop and revise published English textbook. Moreover, the result of this research is also beneficial for teachers to enhance the process of selecting proper English textbook for their daily teaching and learning process.

METHODS

This qualitative study sought to investigate tasks and interactions on English textbook to see whether textbook content mediate the process of students' English acquisition or not. This research uses minimally modified material evaluation framework proposed by Littlejohn (2011). The data of this research are one hundred twenty nine tasks presented in the textbook. Those tasks are then analysed using seven types of checklist. Those seven checklists are used to count the appearances of tasks element to support language acquisition in term of interactional relationship (information transfer, goal orientation, and practice pattern), potential of input the students get, and potential of output the students produce. Furthermore, they are also used to expose the interaction types of students as cognitive interaction (potential of turn-taking system, focus of learning, and mental operation), and interaction opponent.

The first checklist is used to record the explicit information of the textbook which tells the external information of textbook package. Checklist 1 will see the general organisation of the textbook such as its identity elements, textbook package content elements, and distributions elements. Checklist 2 is used to seek the appearances of interactional relationship. Checklist 3 is used to see the potential of input provided in textbook. Checklist 4 is used to see the potential of output expected from learners. Checklist 5 is used to investigate the appearances of turn taking system and focus of learning. Checklist 6 is used to find out the expected mental operation performed by learners. Checklist 7 is used to see the interaction opponents of the learners in doing the interaction. The result of those seven checklists is then used as the basis of the interpretation.

FINDING AND INTERPRETATION

This on-going research will gain the complete result on June-July. This research is still in the process. The whole and comprehensive result cannot be presented well in this article. Therefore, the following are presented tentative assumption of the result from preliminary analysis.

The first analysis is the analysis on the explicit nature of the textbook. The result of the recording of explicit nature of the book shows that the book is published by the Ministry of Education and Culture in 2015. The book is divided into fourteen chapters. Each chapter is specified with different topics and followed by activities which are different based on the theme on each chapter. The sequence of activities reveals that many of the chapters consist of different pattern of work. In each chapters there are five segments (observing and questioning, collecting information, reflecting, associating, and communicating). The textbook consists of one hundred fifty three tasks in two hundred seventy four pages. One hundred and twenty nine tasks are considered to be language tasks and twenty four tasks are considered to be learning tasks. The materials in textbook are intended to aid learners of Junior High School grade nine students to learn general English. Principally, the materials are constructed for an age range of twelve to fifteen years old. All materials come as a set which include monolingual students' book and bilingual teacher's book. The distribution of other peripheral elements of the textbook is exclusively only for the teacher.

Next analysis is the analysis of the content of the textbook. The analyses are focused on the supportive elements of textbook tasks and also to the types of interaction in textbook. The supportive elements of textbook are seen from the interactional relationship, potential of input presented, and potential of output produced by students. Types of potential interaction (cognitive and social) would likely to be done by students.

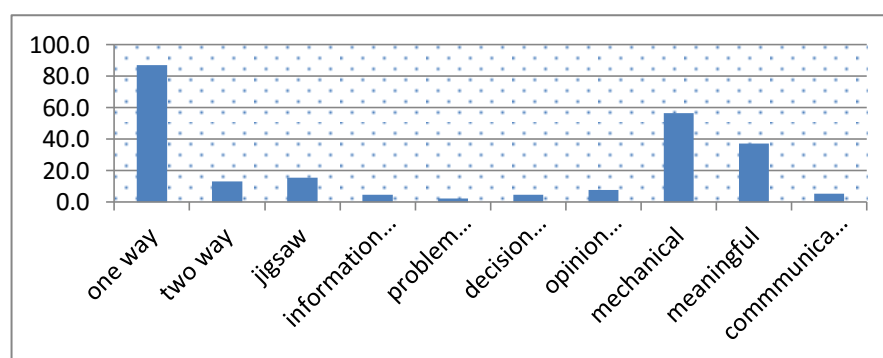


Chart 1. Interactional relationship of the tasks

The following is the analysis of the interactional relationship likely to be done by students. To see whether tasks support students' language acquisition or not actually can be seen from the supporting elements of tasks such as the types of information transfer, goal orientation, and practice patterns. The result of checklist 2 reveals that most of the tasks in textbook (86.6%) are in form of one way task while there are only 13.2% as two way tasks. Information transfer indicates that the process of interaction between students in doing the tasks. Two-way task is more supportive to the process of students' second language acquisition than that one way task. Two-way task pushes students to perform personal interaction between them. That condition provides more opportunity for the students to produce output and takes input of target language as much as possible. From the analysis of checklist two, the information transfer type in task, one way task takes higher mean of percentage than two way task. The result indicates that most of textbook tasks do not support students' language acquisition since they do not require students to perform two way interactions. One way task only requires students to perform an activity while the other students passively listen without doing any further language reaction. On the other hand, two way task requires students to perform activities and the other students actively involved by providing necessary language reaction.

Goal orientation of specifies the types of objectives of the task. Jigsaw task requires students to build complete information from detailed elements. This requires students to synthesis information to form the complete version of information. Information gap requires students to fulfil the incomplete information. Solving a problem through discussion between students is required in problem solving. Decision making requires students to make meaningful choices in language. Opinion exchange requires the students to exchange their thinking for a certain topic.

From those five goal orientations, opinion exchange and problem solving are believed to be more affective to the students' language acquisition. The result of checklist two reveals that in term of goal orientation of the tasks, jigsaw takes 15% of the overall mean of percentage, information gap takes 15.5%, and problem solving takes 2.3%, decision making takes 4.7%, and opinion exchange takes 7.8%, and unfortunately, 54.7% of the tasks which are the most tasks are not specified. Since the goal of language tasks determines the language process of the tasks, then each task in textbook must be set for a certain language goal. The data shows that most of the tasks are not specified for a certain goal. They are considered to be less useful to support students' language acquisition. Majority of textbook tasks do not support students' English acquisition process since most of them are not specified as jigsaw, information gap, problem solving, decision making and opinion exchange. It indicates that the tasks do not put specific objective of activities. Therefore, the activities will not provide affection to process of language acquisition.

Another component of tasks activities which support students' language acquisition is practice pattern. Practice pattern shows students effort in performing language whether it is mechanical which means students are only needed to perform repetition of language features orally or written without paying any further attention to the meaning (only focus on form). Mechanical practice is considered to provide less impact on students' language acquisition. There is also meaningful practice which means that students are expected to perform meaningful decision (paying attention both on form and meaning). The last is communicative

practice which means that students are put in real communication environment where they are expected to perform unexpected/unplanned language feature based on the real communicative situation. Communicative and meaningful practice provide more impacts on students language acquisition since they provide both focus on meaning and form and real situation. For the practice pattern of the tasks, the data shows that mechanical practice takes the highest mean of percentage with 56.6%, while meaningful takes 37.2%, and communicative practice takes only 5.4%. It indicates that textbook practices do not support students' English acquisition. They put support to the fluency process mostly.

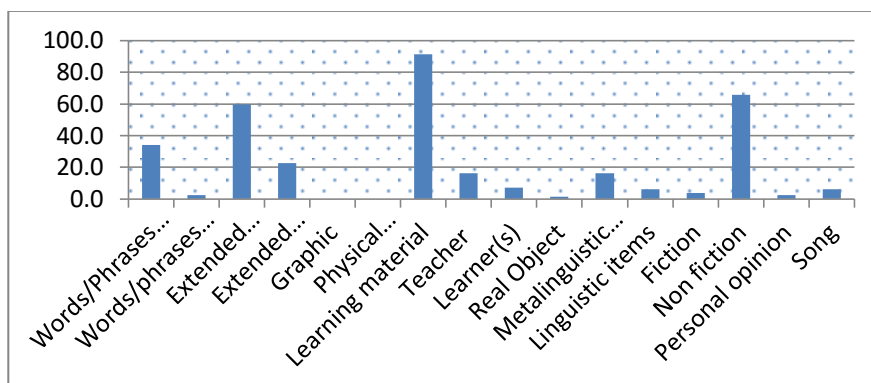


Chart 2. Potential of input

Textbook task are also served as input provider. Students may use the words, phrases, sentences or even longer discourse presented in textbook tasks as their source of input. A good textbook provide meaningful and useful input. The input presented must be comprehensible and not too far from students' current level of competences. The result of checklist 3 shows that the potential of input in textbook, written extended discourse takes the highest mean of percentage (59.7%) and then followed by written words/phrases/sentences (34.1%), while aural extended discourse takes only 22.5%, both graphic and physical movement takes 0% in appearances. On the sources of input, learning material takes the highest mean of percentage with 91.5%, input comes from teacher takes only 16.3%, input comes from other students 7.0% and input comes from real object takes only 1.6%. Next, the nature of the input provided in textbook, non-fiction takes the highest mean of percentage with 65%, and then metalinguistic information takes 16%, linguistic items takes 6.2%, song takes 6.2%, and fiction takes 3.9% of overall appearances. From the percentage of the appearance in textbook, it can be interpreted that textbook tasks provide students mostly with aural long discourse input. Junior High School students are students with the age range of 12 to 15. They are considered to be young learners. They need input in form of short aural input rather than the written longer input since they still struggle to understand the target language. The textbook tasks do not support students' language acquisition because they present more written extended discourse than the shorter aural one. The potential of input is also mostly comes from learning material. In some degree it is good since the textbook are mostly free from errors but it will be more useful when students are provided with more real input.

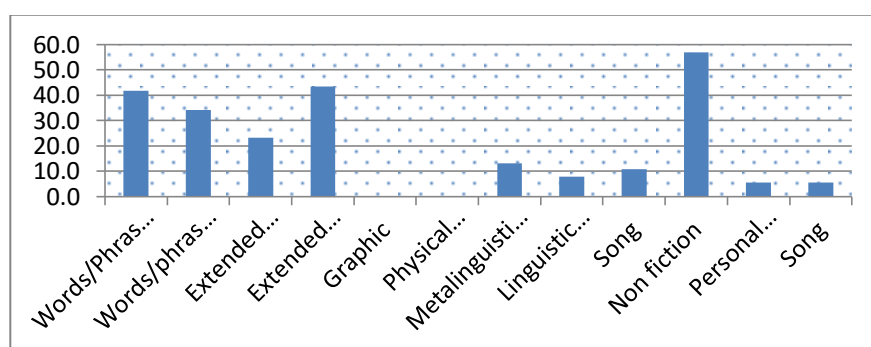


Chart 3. Potential of output

Tasks are also takes the function of output facilitator. In doing language tasks, students are led to produce aural or written product of languages. The result of checklist 4 shows that textbook provides opportunities for the students to produce output mostly in form of aural extended discourse (43.4%). Potential of output in form of written words/phrases/sentences takes 41.9%, potential output of aural words/phrases/sentences takes 34.1%, potential of output in form of written extended discourse takes 23.3%, both potential of output in form of graphic and physical movement take 0% of overall appearances. For the nature of the output, non-fiction takes the highest mean of percentage with 57%, followed by metalinguistic information which takes 13.2%, fiction takes 10.9%, linguistic items takes 7.8%, both personal opinion and song takes only 5.4% of overall appearances. From the data above, it can be concluded that most of textbook tasks provide the opportunity for the students to produce language. Even though, Textbook tasks put more emphasize on potential of aural extended discourse which means that the students are asked to produce long discourse meaning as their language product. But since most of the potential of output is in form of aural extended discourse than it will not give better impact on students. It is better to provide the students with aural words/phrases/sentences first. Shorter sentences are easier for them to produce rather than the longer one.

The next analysis is the interaction likely to be done by students in doing the tasks. The interactions are divided into cognitive interaction and social interaction. Cognitive interaction means that the interactions are happening in the head of the students by relating the language features with their internal capacities. Social interaction means the interaction is happening in the real situation of communication both in the classroom setting and in the real life setting.

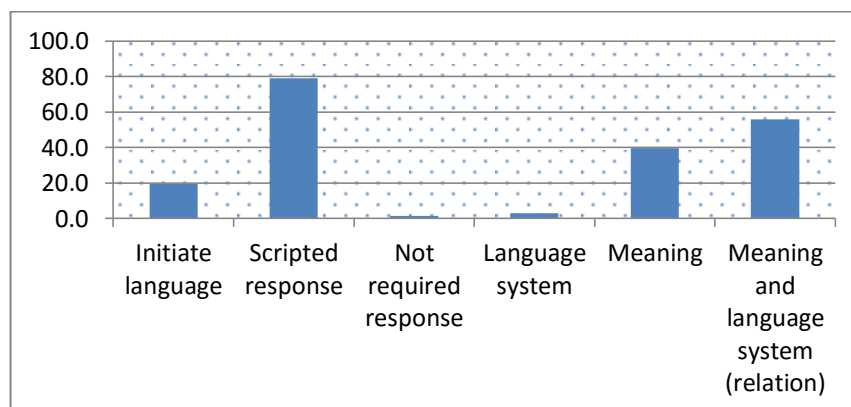


Chart 4. Turn-taking system and focus of learning

The result of checklist 5 shows the expected turn-taking system likely to be done by students. The result displays that in doing the tasks, students are expected to perform the scripted response mostly (79.1%), not required response takes 1.6% and initiates language with only takes 1.4%. from overall mean of percentage. In the learning process students are expected to focus mostly on the relation of meaning and form (55.8%), focus on meaning only takes 39.5%, and focus on language system in isolation only takes 3.1%. The data shows that in textbook, the turn-takings are mostly set as scripted response. This condition does not give better impact to the students' English acquisition. The students are expected to produce language based on the provided script or direction. This condition will not lead students' automation in producing language. They need to be facilitated to produce language without any script or any help so that they are able to produce language automatically. It is better to push them to initiate language. Initiating language makes them to automatize the production of language. On the other side, the data also shows that the students are asked to focus their attention mostly on the relation of meaning and form. Students will see the form in relation with the meaning. They will not see the form in isolation. This condition is good for the students since they will understand the meaning and the form of language in the same time. This condition is more useful and comprehensible for them to acquire the language.

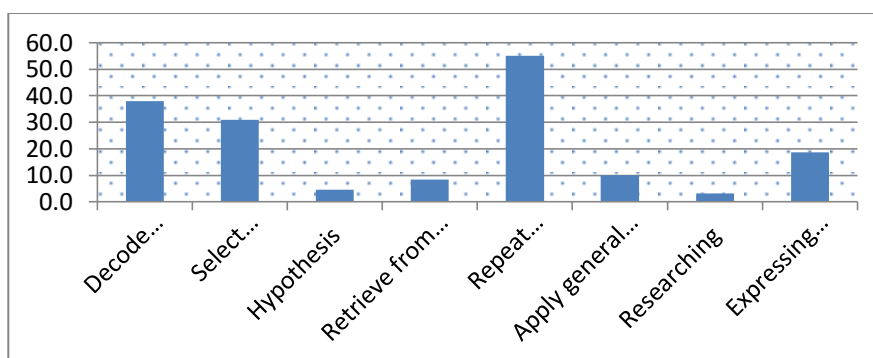


Chart 5. Mental operation likely the students do

Another cognitive interaction of the students need to be explain is mental operation. Mental operation shows the process of internal operation of the students in processing language. The result of checklist 6 displays that mental operation performed by students are mostly on repeating identically with 55.0%, decode semantic meaning takes 38.0%, select information takes 31.0%, expressing own ideas takes 18.6%, apply general knowledge takes 10.1%, retrieve from learning material takes 8.5%, hypothesize takes 7%, and researching takes only 3.1% from overall mean of percentage. The data shows that most of mental operations likely to be done by students are in form of repeating. Repeating identically does not support students' language acquisition. Repeating identically means that students only focus on form without paying any attention to the meaning. Repeating identically is useful only for the development of students' fluency. Tasks must put more emphasize on expressing own ideas. Expressing own ideas will push students to produce language.

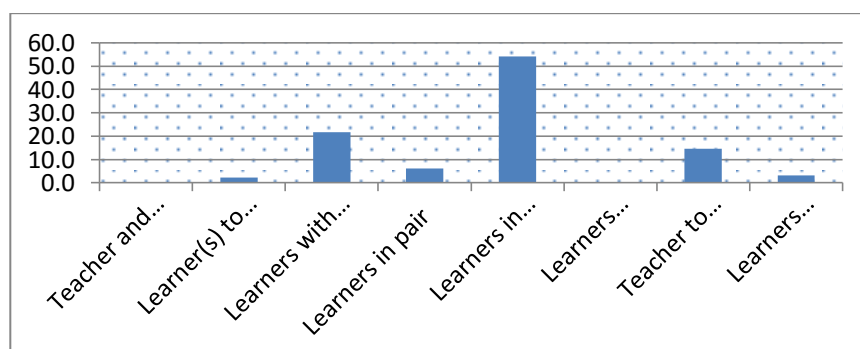


Chart 6. Interaction opponent

Social interaction of the students can be seen from interaction opponent of the interaction. Interaction opponent shows the partner of interaction of the students in interaction. The result of checklist 7 shows that mostly students do the interaction with other students in group (54.3%), then followed by interaction between teacher to the whole class which takes 14.7%, learners with the whole class takes 21.7%, learners in pair takes 6.2%, learners individually takes 3.1%, learner(s) to the whole class takes 2.3%, both teacher to a student while the whole class observing and learners outside the classroom takes 0% of overall mean of percentage. From the data, it can be interpreted that most of interaction likely to be done by students are in group activities. Group interaction provides students with the opportunities to interact with other students. In group interaction, students will perform more communicative interaction. This condition will provide students with real communicative situation. Real communication setting leads students to develop their acquisition process.

CONCLUSION AND SUGGESTION

Due to the related conclusion and suggestion to the finding, consequently this article will merely sum the tentative existed result. Overall, textbook tasks do not support students' language acquisition since most of interaction pattern of task are in form one way tasks. This condition does not provide students with the opportunity to perform two-way interaction. Next,

most of textbook tasks are not specified as either jigsaw, information gap, problem solving, decision-making, or opinion exchange. It means that most of the tasks in textbook do not emphasize on a specific goal of activities. Most of textbook tasks are also put more focus on mechanical pattern of practice instead of meaningful and communicative practice. This condition do not lead students to perform acquisition process since mechanical practice only focus on repeating the form without paying any attention to meaning. As one of input provider, tasks also fail to fulfil their function. Most of input form provided for students in tasks is in form written extended discourse input. It means that students will take written long input instead of short aural input one. Tasks are also takes the function of output facilitator. Tasks in textbook have fulfilled their function as output facilitator but in some degree they do not give more affective effect to students' English acquisition because most of the outputs expected are in form of aural extended discourse. Students are expected to produce long discourse meaning as output mostly.

English Textbook for grade nine is also present two types of interaction. For cognitive interaction, textbook pays more attention to facilitate students to perform scripted response mostly rather than to initiate language. Students are asked mostly to perform language based on certain script or direction. Textbook do not provide more initiation language process in turn-taking system. Most of textbook are also focused on the relation of meaning and language system. It is good for the students because they will focus to both the rule and meaning at the same time. Unfortunately, textbook pays mostly on identical repetition as their expected mental operation. Repetition operation does not affect more to students' English acquisition. Repeating is only useful for development of students' fluency and not acquisition in general. And the last, Textbook provide students with group interaction mostly. Group interaction facilitates students to perform communicative interaction in a real communicative situation between them.

English textbook *Think globally act locally* for grade nine is a compulsory English textbook for Junior High School, then it must be able to help students to build their communicative competence. Students cannot achieve communicative competence before they acquire the language. In order to be able to help building students' communicative competence, English textbook *think globally act locally* must be able to mediate students' English acquisition first. Some elements of the textbook specifically its tasks have fulfilled its function to mediate students' English acquisition but in most elements fail. Some of cognitive interaction in textbook must be focused more on the initiation language process and expressing own ideas of mental operation. Further revisions are needed to be done to provide more affective power on its function to mediate students' English acquisition.

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IMPROVING SPEAKING FLUENCY OF INDONESIAN ENGLISH FOR SPECIFIC PURPOSE STUDENTS BY USING SELF-VIDEO RECORDING

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ABSTRACT

English for Specific Purpose (ESP) students need to improve their speaking skill for their occupation need and for their additional skill as well. This present study attempts to implement the self-video recording technique which is currently trend among youths. This technique is considered as innovative technique for teaching speaking for English as Foreign Language (EFL) students. The purpose of this study in using this technique for teaching speaking is to achieve speaking fluency for ESP students. Since speaking fluency is considered as one of the current issues and as the initial goal in teaching speaking, it becomes appealing for the lecturer to create a new technique in teaching speaking in order to achieve this goal. Moreover, it explores the advantage of using this self-video recording technique to improve the students' fluency in speaking performance. This study collected the empirical data from the students' self-video recording and observation. The using of this technique is found to improve ESP students' speaking fluency.

Keywords: *ESP students, speaking fluency, self-video recording.*

INTRODUCTION

Using technology for English Language Teaching is as an innovation for English Teaching method that needs to be developed. Many of the variation of technology can be used for teaching and learning English such as podcast, websites, video recording, etc. In this era of technology, the students must be familiar in variation of technology. Thus, the using of technology for English Language teaching and learning can be appealing for the students and it can heighten their motivation in learning English. Simply, the using of technology for teaching English in the classroom is considered as the effective method to attain students' interest in learning English. Learning English becomes imperative for foreign language learners since the demand of modern age requires the learners to adapt in the development of language and technology.

The technique that can be used in the classroom is generally based on the needs assessment or needs analysis which is sufficient for the students. Needs analysis is the process for ascertaining the procedures in formulating language analysis to attain learners' reasons for learning (Hutchinson and Waters, 1987). The purpose in giving the ESP course for non-English department students is to provide the students with the proper use or proper function in using the language based on target situation and language features in that certain situation. Then, from the process in identifying the learners' needs in learning language, the teacher can derive the result of needs analysis or needs assessment. Based on the result from the need assessment, further the teacher can develop the proper material and/ or technique to be used for teaching and learning process. Learners are perceived to have different needs and interests influence their motivation in learning foreign language. Thus, the technique should be made innovatively and creatively in order to gain students' motivation and interest. However, the development of the material given to the students should be relevance to their needs.

The variation of technology that can be used for English Language Teaching and Learning demands the teacher to develop the technique for teaching English in the classroom. One of the most potential tools for teaching English effectively is by using self-video recording as the media. Richards and Renandya (2002) stated that most of the language learners interested in studying English because they are willing to speak English fluently despite of their main proficiency. Moreover, Harmer (2001) demonstrated that in order to able to speak English fluently the learners do not only need to gain knowledge of language features but also the ability

to process information and language at once. Although speaking is not the main goal for teaching ESP, still the ESP students need to acquire fine communication skill.

The type of classroom task which is given by the teacher influences the development of EFL learners (including ESP students) speaking performances which usually relates a lot to their linguistic and personality factors (Widiati and Cahyono, 2006). Common personality problems enclosed by EFL learners are encouragement and motivation in learning English. It also becomes the common problems for ESP students in which their main subject of study is not English. ESP teachers should provide the students with an interesting task that can gain students' encouragement and motivation in developing their speaking skill. Thus, an authentic task is needed to be offered to the students, and self-recording video task seems to be a promising authentic task that can expand students' encouragement and motivation to speak English.

Fluency in speaking English can be achieved if it meets with three conditions; the activity is meaning focused, the learners take part in activities which are related to real life situation, and there is support and encouragement for the learners to perform in higher level than they are used to perform (Nation and Newton, 2009). With regard to those notions, self-video recording task is the appropriate task to improve students' speaking skill. By making a self-video recording, students can involve in real life situation which is familiar for them and it can gain their encouragement in doing that activity without feeling anxious and nervous.

In another literature, Tomlinson (1999) also proposed that the materials that should be given to the ESP students have several criteria;

1. The teaching materials use authentic text.
2. The teacher should give students authentic task.
3. The teaching and learning activity should be in the form of communicative approaches.
4. The goal of learning language is to achieve communicative competence.
5. The materials should be in the form of concordances.
6. Use corpus to teach the linguistic form of the text.
7. Use textbook as the materials based.
8. The teacher should create discovery activity in order to make the students actively involved in real life situation in learning language.
9. The learning way should be experiential.

Related to those proposals which are proposed by Tomlinson (1999), the using of self-video recording as a task given to the students for improving their speaking skill involves in those criteria. Self-video recording is an authentic task that triggers the students to be more actively involved in practicing and improving their speaking skill. Moreover, it is also as the application from communicative approaches which the goal is to achieve communicative competence of the students. This technique is also such an experiential learning which the students can directly engage to the real life situation of the learning process. In conclusion, self-video recording task given to the ESP students is essentially a sufficient task to improve their speaking fluency because this sort of task is able to facilitate the students to encourage and motivate themselves to learn English actively.

METHOD

In conducting the research, first the researcher did preliminary observation. In the preliminary observation, the researcher observed the method that the lecturer used in the class and the students' motivation and skill in speaking English. After conducting the preliminary observation, the researcher went through the steps of planning, action, observation, and reflection (Latief, 2013). These four steps were used to improve students' fluency in speaking English by using effective technique in teaching speaking. This research was conducted in Muhammadiyah University of Malang which the class was chosen as the subjects were in Indonesian Language department. The subjects were 20 students of Indonesian Language department who were in their first semester in Muhammadiyah University of Malang. The researcher chose this class because most of the students were passive in the speaking activity (less fluent in their speaking activity in the class). From the observation, the students also found

to be less motivated in doing speaking practice inside the classroom. Therefore, the researcher conducted those four steps to create an innovative strategy to teach speaking more effectively.

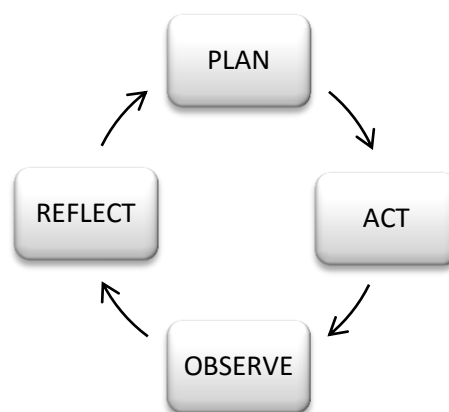


Figure 1. Steps in doing Classroom Action Research

The researcher did collaborative classroom action research with the lecturer of Indonesian Language department in Muhammadiyah University of Malang. The researcher observed the students in that class in order to recognize the students' ability in speaking. Further, there were some students who were low motivated in learning English. Then the researcher chose a technique to trigger students' motivation and encouragement in speaking by using self-video recording as the given task. The researcher asked the students to make a self-video recording with the topic that is used is describing place. The students have to record the video at the actual place that they were described in order to search out the real-life situation to practice speaking. The researcher indeed wanted to know if the self video could improve the students' speaking practice in such a challenging learning. Before giving the self-video recording task to the students, the lecturer gave the example of a video recording recorded by a native speaker in order to give a model video to the students. By giving a model of a self-video recording made by native, it is expected that the students could trail how the native's way in speaking fluently.

The data of the research were taken from the self-video recording created by the students and interview. The unit of analysis of this study is the students' activities to practice speaking. In the speaking task in which the researcher wanted to know the influence of speaking practice to the students' performance, the unit of analysis is focused on students' fluency. The researcher also made qualitative analysis from the observation. From the observation, the researcher did qualitative analysis on the responses of the students to the use of the self video to improve the students' fluency in speaking. The data analysis was taken from the collection of self-video recording recorded by the students and from the observation which had been done by the researcher through the collaborative classroom action research with the lecturer.

FINDINGS AND DISCUSSION

The result from the inquiry done by the researcher regarding to the using of self-video recording to improve ESP students' fluency in speaking English revealed that the students chose various places to describe. The various places that the students chose to describe shows that the students prefer to choose a place that they are familiar with. Since describing a familiar place is deemed as easier to describe than a place that they are not familiar with. From 20 students who were asked to make a self-video recording, there were five students who chose to describe their dormitory room, five students who described their campus facility, two students chose to describe Malang town square, two students described their own house, and the rest students chose to describe Bung Karno cemetery, Besuki square, her grandmother house, a park on Bukit Cemara Tujuh housing, and the environment in Oma Campus housing.

The findings will be explained based on the criteria of speaking fluency adopted from Yang (2014) and there are 5 specific criteria that demonstrate the improvement of students' fluency in speaking;

1. Linguistic knowledge eg. grammar, vocabulary and pronunciation is increase and become more accurate.

By using self-video recording as the given task to improve the ESP students' fluency in speaking, the students' ability in using grammar, vocabulary, and pronunciation are deemed to be more accurate than their ability when they speak inside the classroom. This condition can be rooted by the real-life situation of learning that makes them more relax and less anxious while speaking. However, the students still made some mistakes while speaking through the video recording. Since the self-video recording task required them to describe a place, then it is only required them to use simple present tense as the sentences form. Accordingly, they made few mistakes in forming sentences for their speaking through video, for example;

Hello, now I'm in Blitar city. Now I want to describe *you* the Bung Karno *grave*.
Bung Karno *grave* is located in Ir. Sukarno street. Now I want to tell you about Bung Karno *grave*.

In the case of vocabulary richness, the self-video recording technique showed that it helped the students to learn a bunch of new vocabulary through the real-life situation learning. Although the self-video recording helped them to enrich their vocabulary class, their vocabulary collection was still quite limited. It may because they are not English department students, thus they are not have as many vocabulary retention as English department students. The students' pronunciation was slightly unclear but generally it was fair since they are EFL students who are in the process in learning English. Thus it is quite difficult for them to speak like native completely.

2. Pragmatic and logic is in structured sentences and sequences.

The result from the self-video recording was indicated that the students' pragmatic competence and their ability in uttering logic sentences were good. They were able to convey the intended message by describing place through self-video recording. Considering that the self-video recording was taken in the actual place, the real-life situation for speaking practice may help them to deliver meaningful message. Most of the students were only produce simple sentences to describe the place but they managed to form structured sentences and sequences according to the place that they were described in the video. To sum up, the real-life situation in learning speaking triggered them to improve their pragmatic ability and their ability in forming logic sentences, for example;

Hello, I will introduce my dormitory. This is the female dormitory of Muhammadiyah University of Malang. It has white color and has four floors. This dormitory is located in near UMM back gate. The street near the dormitory is very cool and quiet.

3. Speaker can control his/her expression with fewer pauses while speaking.

The result from the self-video recording showed that most of the students were able to manage to control their expression while speaking. The using of self-video recording as the given task for their speaking practice helps them to speak enjoyably. From the observation done by the researcher, the frequency of pause while speaking was found to be less than when they were asked to speak in the class. Throughout the result of self-video recording, all of the students were found to have bright expression while describing the place. It can be indicated that the students seem to be less anxious and nervous than they were asked to speak inside the classroom. Thus, because of this real-life situation of learning, the students were able to manage their expression while speaking and they also made fewer pauses than they had to speak inside the classroom.

4. Fluency in speaking and word articulation.

Self-video recording triggers the students to speak more fluent since it facilitates active participation from the students and offers real-life situation to practice speaking. In the case of word articulation in speaking, the result showed that most of the students were able to improve their velocity in speaking. The students seem to enjoy and more relax to speak in front of the camera with supporting environment. The students' fluency in speaking is essentially also influenced by supporting environment or the real-life situation. For example, when several of the students talked about their dormitory room, they seem to get pleasure the whole activity to speak because they talked about something that they found to get pleasure from that place. The supporting environment is needed for the effective learning which is considered to improve

students' fluency in speaking (Brown, 2007). Furthermore, it triggers the students' motivation and interest to participate in active learning by using self-video recording. In the case of word articulation, the result showed that the students still not be able to produce the exact word articulation as the native speaker. The students still need to practice their word articulation in order to be similar as the native speaker.

5. Speaker is able to use conversational strategies for comprehension to maintain communication effectively.

Most of all the videos that have been collected by the researcher were made creatively and fascinatingly. First of all, they chose one place that they wanted to describe and they shot the video recording on that spot. Many of the students acted like a reporter to describe the place, they explained each spot in the video with certain description that is needed to explain. This manner to describe a place is regarded as an interesting and effective manner. Besides, this manner of describing place is the effective way to maintain the communication effectively with the audiences or the viewers of the video. The way that the students used to describe place is as their conversational strategy that they use to communicate with the viewers in order to maintain the communication smoothly and effectively.

Generally, the students seemed to be less anxious and nervous to speak in the self-video recording than when they asked to speak in the classroom. The real-life situation facilitates them to deliver meaningful message related to the place that they were described. Though the pronunciation was a bit far from the native-like speaking, the students were able to speak fluently in average speed. By using self-video recording technique the ESP students were able to trigger themselves to participate in active learning. Moreover, since the topic of the self-video recording is describing place, the students also were able to produce structured sentence in the form of simple present tense. In other words, this kind of topic helps the ESP students to improve their fluency in speaking for the initial goal of learning speaking. Thus, from the result of this study, it can be attained that the using of self-video recording can improve ESP students' fluency in speaking.

CONCLUSIONS AND SUGGESTIONS

From the findings it can be assumed that this current study successfully promoted an innovative technique for teaching speaking in ESP class. In the result of self-video recording created by the ESP students as the given task by the lecturer, the students showed their improvement in speaking ability, especially in their fluency aspect. The students seemed to be less anxious and nervous to speak in the real-life situation than when they asked to speak in the class. Moreover, this technique facilitates students' exposure in practice speaking with supporting environment. Besides, this kind of technique can trigger students' motivation in learning speaking. The using of self-video recording demands the students to be creative and to be active in participating in learning process.

Some suggestions have been made by the researcher regarding to the implementation of technology in the classroom for teaching speaking that can be followed by the other researchers. For the following research, the benefit of using self-video recording for teaching speaking could be integrated by other aspects in speaking skills such as grammar, vocabulary, pronunciation, and etc. The following researcher also can propose another way for teaching speaking using another kind of technology. One of the promising methods is using social media such as instagram, snapchat, and etc to upload their speaking video in order to trigger their motivation in learning and to improve their speaking skill as well.

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DESIGNING WEBSITE-BASED MATERIALS FOR SUPPLEMENTARY WRITING RESOURCES FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

*In facing the challenge of Curriculum 2013 and the minimum formal instruction hours in the classroom, there is a need to offer the students with independent study materials. This study is an attempt to fulfill the needs of free supplementary materials through the development of website resources for writing skills. Writing skill was selected as the focus due to the minimum attention given to this skill as well as the inadequate guidance in writing process in the existing materials. The final product of this study is a resource website named *Inglish* which was designed using Research and Development method with several stages such as needs analysis, planning, product development, validation and try-out of the product, and revision. *Inglish* website targeted to Grades VIII and IX students contains writing materials in the form of writing guidelines, exercises, and scoring rubrics. The exercises focus on composing, revising, and editing four long functional texts: descriptive, narrative, procedure, and recount as outlined in the basic competences of Curriculum 2013 to accomplish the functional level of literacy. Based on the results of validation and try-out of the product, the website and the materials were considered good for being used as supplementary materials in junior high schools. The final product can be accessed in www.i-english.com/go.*

Keywords: Website resource, supplementary materials, writing skill, writing materials

INTRODUCTION

The teaching of English in junior high school implies the needs for independent study. Within four hours of formal instruction in a week, the students are expected to master functional level of literacy set in the curriculum (*Minister of Education and Culture Decree number 22 year 2006*). The students need to be able to communicate in both spoken and written modes and to construct texts with various genres in their daily communication. Thus, teachers have to introduce and encourage the students in doing an independent study.

Materials are one of the essential elements in carrying out independent study. Green (2014) Souto and Turner (2000:385) believe that module and handbooks are one of the main vehicles in to get students engaged in their independent study. However, teachers need to be aware of some limitations of supplementary materials for independent study. Not all materials have suitable learning objectives and language level for the students. In terms of online materials, Jarvis and Szymczyk (2010) found out that students were not certain with the quality of web-based materials in the online websites. They preferred using textbooks instead of online materials in the website. In addition, the preliminary study which analyzed two official textbooks for junior high school under the titles *When English Rings the Bell Grade VIII* (2014) and *Think Globally Act Locally Grade IX* (2015) resulted that the official textbooks released by government for junior high schools do not provide a balanced portion of four language skill in the content and exercises.

This study is an attempt to cope up with the above limitations. This study intends to design a website compiling supplementary materials focusing on writing skill which is named *Inglish*. *Inglish* stands for *Independent study for English* or *Indonesian English*. The name indicates that the product in this study was designed for independent study that has been adjusted to English language teaching context in Indonesia. The materials were developed to accommodate junior high school students which can be used as the complementary materials

completing the use of official textbooks launched by the government. Besides, teachers can utilize the materials for ready-used tasks in their classroom.

The materials as the product of the study focus on writing skill due to the small portion and attention of teaching writing in Indonesian language teaching. There are only 3-5 multiple choice questions in the national examination allocated for writing (*Board of National Education Decree number 27 year 2014*). The preliminary study also revealed that less than 25% of all the exercises in both textbooks are intended for writing.

There are several distinctive features of *English* materials compared to other available materials. First, using the materials in *English*, the students are introduced to the process of writing, namely, pre-writing, drafting, revising, editing, and publishing. The students are also guided to do self-assessment in each process through the questions given in the worksheet. Then, each worksheet was designed using open material components which accommodate the students to do independent study. The materials in the website which are in the form of PDF files can be downloaded freely in the website without any prerequisites.

This study can be beneficial for several parties, namely students, teachers, teacher association, future researcher, material developer, and government. First, the students can make use of the materials in the website as free supplementary materials which accommodate them to practice writing. Then, the teacher can also use the materials as the ready-used materials in the classroom. The materials are also suitable to be introduced in teacher association. Besides, this study is an opportunity for other researchers to study the effectiveness the materials in developing students' writing skill and students' motivation in independent study. Lastly, the government can make use of the website as the national reference and resources in language teaching in high schools.

METHOD

This study was a collaborative study to design a website of material resource for independent study in writing. The researcher worked with a website developer in developing the website. In the study, the researcher was in charge of the research and the design of all exercise and non-exercise materials in the website. The website developer, on the other hand, was responsible for designing the website and uploading the worksheet in the website.

The model of development in this study refers to the R & D cycle offered by Gall, et al. (2003: 771) which elaborates several major steps in developing an educational product. The steps are studying research findings related to the planned products, developing the product, field testing in the area where the product is used, and revising the tested product. The cycles in this study were modified in order to match the needs of the future product with the processes of product development as well as the feasibility of developing the product. The modified steps turned out to be several stages such as pre-development of product, product development, validation and field test, and product revision.

In pre-development stage, the researcher conducted a needs analysis by evaluating junior high school textbooks to prevent the product from overlapping with other existing materials. As what has been mentioned previously, the two textbooks analyzed were *When Were English Rings the Bell for Grade VIII* and *Think Globally Act Locally for Grade IX*. The instrument used in the evaluation was checklists used in Imananda (2012). The criteria in the checklists concerned with the suitability of the textbooks with the curriculum and the availability writing guidelines and exercises in the textbooks.

After conducting the pre-development stage, the cycle continued with the product development that involved several processes like planning, developing, validating, and revising the product. First, in the planning stage that followed Rowntree's (1994) route map for material preparation, the aims and objectives and the layout of the materials were determined. After that, in product development, the researcher modified the guidelines and samples from the textbooks which then became non-exercise worksheets of the product. Next, the step continued with developing the writing exercise worksheets and the scoring rubrics. Once all of the worksheets were designed, the worksheets were submitted to the website developer to be uploaded in the website.

After that, an expert and a junior high school teacher validated the product to identify whether it has met the quality of open materials. Then, after validating and revising the product,

the developing product stage was continued with the final product development. The final product was tested to several junior high school students and teachers as the future users of the website. The try-out was intended to identify the usability of the future product. Finally, the stage ended with revising the needed aspects based on the feedback from the try-out stage.

Specification of the Product

Specification of the Materials in *English Website*

There are five kinds of materials that *Englishwebsite* offers, namely writing guidelines, writing samples, writing exercises, grammar exercises, and scoring rubric. Each material has different objectives which were formulated from the basic competence of junior high school Grade VII and VIII in Curriculum 2013. Table 1 displays the learning objective in each kind of material in *English website*.

Table 1 Learning Objectives of Materials in *English Website*

No	Materials	Learning Objectives	Position of Materials in the Website
1	Writing guidelines	Identifying the writing processes in various long functional texts	Process of Writing Sub-menu
2	Writing samples	Understanding the samples of good and bad writing products in composing various long functional texts	Leveled Writing Sample Sub-menu
3	Writing exercises	Composing various long functional texts with appropriate generic structures and language features	Writing Prompt Sub-menu
		Providing details to support ideas in a text	Revising Exercises Sub-menu
4	Grammar exercises	Applying the right forms of adjectives, adverbs, mechanics, tenses, and preposition in a text	Editing Exercises Sub-menu
5	Scoring Rubric	Understanding the scoring rubric and guide in writing	Scoring rubric Sub-menu

All the materials cover topics and activities related to the four long functional texts taught in junior high schools, namely descriptive, recount, narrative, and procedure texts. These texts were chose since the writing process can be implemented in composing them.

In *English website*, there are two types of worksheet namely worksheet for exercises which are available in *Writing Treasure* Menu and worksheet for non-exercises which are offered in *Writing Trick* Menu. To satisfy the criteria of good open materials (Sheerin, 1989; Rowntree, 1994; Reinder & Lewis, 2006), each worksheet for exercise was designed with uniformed components like (1) material identity consisting of material/ activity focus and targeted students, (2) learning time, (3) learning objective, (4) guidance, (5) instructions, (6) guidelines, (7) answer key/ expected answers, and (8) scoring rubric. Meanwhile, in designing the non-exercise worksheet, each guidelines or samples were equipped by several components such as (1) material identity consisting of material/ activity focus and targeted students, (2) learning objective, and (3) guidance. The illustration of the lay-out in the worksheet for exercises is illustrated in Figure 1 below.

Lay-out for Exercise-Worksheet 1. Material Focus 2. Targeted Students 3. Learning Objectives	Lay-out for Non-exercise worksheet 1. Material Focus 2. Targeted Students 3. Learning Objectives
4. Instructions 5. Examples 6. Guidance <div data-bbox="279 555 667 622" style="border: 1px dashed black; padding: 5px; text-align: center;"> Students' activities </div>	<div data-bbox="802 436 1241 672" style="border: 1px dashed black; padding: 10px;"> The content of the materials (it can be one of these): a. Writing guidelines b. Leveled Writing Samples c. Scoring rubric </div>

Figure 1 The Illustration of the Lay-out of the Worksheets in *EnglishWebsite*

The materials in *English* websites are designed based on the principles of language learning from Task-Based Language Teaching (TBLT), genre-based approaches, steps in writing process, as well as the principles in open materials.

Task-Based Language Teaching (TBLT) is the basis of the materials in the website. The materials are in line with the belief of TBLT that the learning process should be integrated into real tasks. The real tasks in the material here refer to the ability of the students in composing long functional texts which are necessary for their written communication.

Then, the product is formulated based on the features of TBLT (Nunan, 1991: 279). TBLT believes that learning should be emphasized on communicating through the target language. The learning situation should be also introduced with authentic texts. Then, the learners need to be given opportunities to focus on both language and the learning process. These features are adopted as the foundation of the product in which the language used in the product is mainly English. Besides, the materials are enriched with the provision of samples both in bad and good samples of long functional texts and the samples of long functional texts in each writing exercise.

Regarding the learning process sequenced in each material and exercise, the researcher integrated three principles, namely TBLT, Genre-Based Approach (GBA) and the writing process. TBLT has three principal phases of learning involving pre-task, during task, and post-task. In the pre-task, the students are prepared to perform tasks similar to the main tasks. Then, students perform some actions to complete the task in 'during task' phase. Lastly, it is optional for the students to reflect on what they have done after completing the task in 'post-task' phase.

Since the materials deal with the genre of texts in writing, the researcher adopted the learning sequence of Genre Based Approach and process of writing to decide the activities in each phase arranged by TBLT. Genre-Based Approach has four stages in the learning implementation (Badger and White, 2000), namely building knowledge of the text (BKoT), modeling of the text (MoT), joint construction of text (JCoT), and independent construction of Text (IoT). BoT and MoT are the stages that are best implemented in the pre-task because the schemata of the students are activated before performing the task and they are given a sample that assist them in completing the task. After the students are given the model, the students are directed to IoT stage. JoT stage is not adopted since it is not possible to be performed in students' independent study outside classrooms.

Focusing on writing process elaborated by Leki (1998), the materials have pre-writing, drafting, revising, editing, and publishing sequences. BKoF and MoT as the activities in pre-task are performed in pre-writing stage where the students are given the guidance and sample to think aloud of the prompt and the example of brainstorm in composing different kinds of long functional texts. Besides, in editing exercises, the students are reminded by examples and

explanation of certain language forms in the pre-task. Then, drafting is performed in IoT in 'during task' stage where the students have to compose their text. The stage is ended by post stage where the students have to do revising and editing activities. These principles are illustrated in Figure 1.2 below.

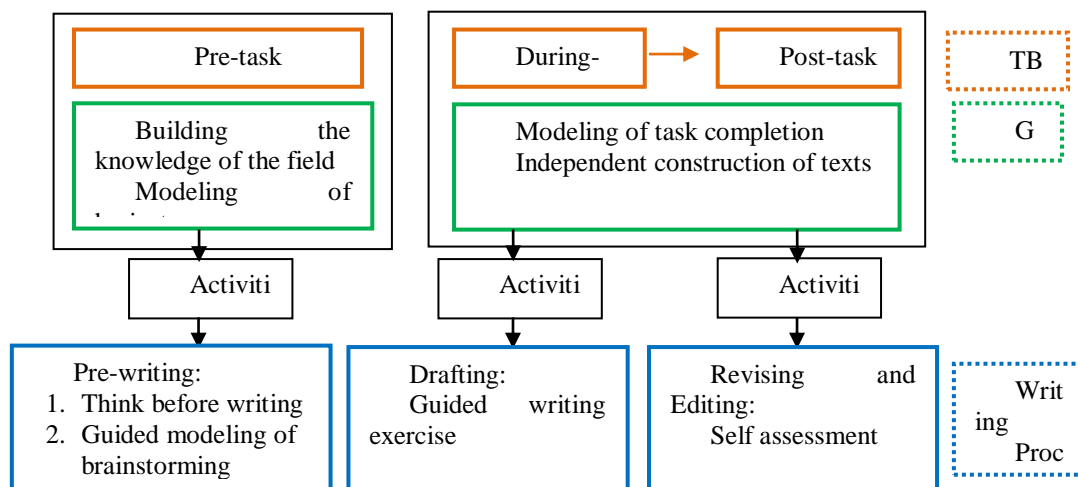


Figure 2 Design of Principles in Learning Sequence in *English Materials*

Since the materials are open materials, the materials in *Englishshare* not arranged in a unit. Each worksheet or exercise is independent. It means one worksheet is not related to another. This suggests that the users can freely access any materials without necessarily completing certain exercises before. The visitors or users can directly pick up any materials that are suitable with their needs in learning.

Product Development

Development of Writing Guidelines

Writing guidelines are non-exercise worksheet in *Englishwebsite* which elaborate questions leading the students to the process of writing in composing long functional texts. The questions in the guidelines were modified from several writing textbooks like Mifflin (no year), Leber (1997), and Spandel (2000). The percentage of modification of the content from the textbooks was about 40% which covered some modification of the language used in the guidelines, the density of information, and the degree of guidance in the guidelines.

Development of Writing Samples

Writing samples are available under *Writing Trick* Menu under *Leveled Writing Samples* Sub-menu. The samples here illustrate the bad and good samples of writing which ranges from 0-4 scales. The content of the samples were adopted from Mifflin (no year). The estimation percentage of modification was around 30% of the actual texts were in the aspects of the language and the length of the texts.

Development of Writing Exercises

Some prompts in the exercise were taken from the textbooks *When English Rings the Bell* (2014) and *Think Globally, Act Locally* (2015). Some others were taken from popular topics in students' daily life. Because the prompts in the textbook were not followed with adequate guidance and samples, the researcher completed the prompt with the guidance in the processes of writing proposed by Leki (1998).

However, different from the exercises for writing, the researcher herself developed the exercises in revising and editing the texts. The development of the exercises was carried out by transforming the texts available in the internet to become a text intended for exercises. Some texts were modified in order to be revised by the students or some others were changed so that the students can edit the language aspects in the texts.

Development of Scoring Rubric

The final product of *Englishwebsite* made use of analytic scoring rubric for the assessment tools for the students. The analytic scoring rubric was considered more appropriate for the final product because it is more suitable for obtaining formative feedback (Montgomery, 2001). Besides, each criterion can be weighted to reflect the relative importance of each dimension. In addition, the students are easier to identify their weaknesses and weaknesses from each aspect being assessed. In line with these advantages, *Englishwebsite* aims to help the students get formative feedback during their independent study. Besides, this scoring rubric is easier to be used in determining the strength and weaknesses of each criterion in the scoring.

Specification of *English Website*

The target of website

Englishwebsite offers supplementary writing materials for junior high school students especially Grades VIII and IX. There are several contexts of users so that the product can be optimally used. First, the students must be in their post beginning or in the beginning level of intermediate. Then, the students must be familiar with computer operation, especially in the internet. They have to have basic knowledge of internet literacy. Then, the students must understand the basic concept of long functional texts which they are going to learn.

How to access the website

The visitors can access *Englishwebsite* by writing the address www.i-english.com/go in the search page or simply write the key word *English* in the search engine. After the users write the address, they will be directed to *Englishhomepage*.

Menus in the website

There are three menus in *English* namely *Writing Trick* which focus on writing guidelines, *Writing Treasure* which contains exercises in composing, revising, and editing texts, and *Writing Stage* which displays the students' work.

VALIDATION AND TRY-OUT

Once the product was developed, it was validated by the specialists and consulted to the junior high school teacher. The validation in this stage was aimed to check the suitability of the open materials with the relevant theory and practical issues in material development. Furthermore, the consultation to the teachers in junior high schools which was intended to make sure that the future product suits the level of the students and the context of learning process in classes. The instrument used in the validation was a rater scale.

Then, the try-out of the product was conducted in SMPN 1 Malang in with 30 students of Grade IX. This school was selected because this school fulfills the context of users of *English* (see the target of users). The instrument used in the try-out was questionnaires which have several criteria of good open materials and good website resources. During the try-out, the teacher was also asked to observe the implementation of the product to the students.

The criteria in both rater scales and questionnaires are the criteria of good open materials and website resources which were taken from several experts Allwright (1981), Hutchinson and Waters (1997), Sheerin (1989), Rowntree (1994), and Reinders and Lewis (2006). The criteria are divided into several variables namely content, methodology, assessment, physical looks of the materials, and website resources.

FINDINGS

Findings from Validation and Try-Out

The validation resulted that the overall score for the product was 86.72% meaning that the product was classified as *good* with some revision needed. This overall score was from the average of scores from the expert and the teacher. The expert scored the quality of website and its content with 81.25% with some revision in the mechanics like punctuation, capitalization, and spelling in the materials. Meanwhile, the teacher scored the final product of *English* with score 92.18% which means no revision was needed after validation. The teacher commented that the product was ready to be used by the students. Then, the try out which was conducted in

SMPN 1 Malang resulted that the overall score for *Englishwebsite* was 3.35. This score implies that the product was valid and there was no revision needed for the website and the materials. Figure 4 displays all scores from validation and try-out in each variable.

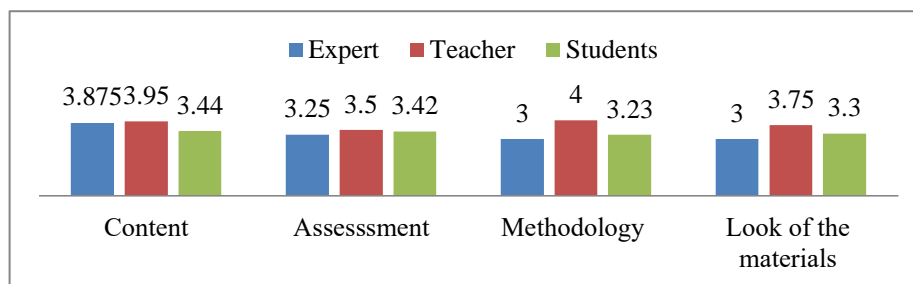


Figure 2 Results of Validation and Try-out

Based on the scores in validation and try-out, it is found that the materials in *Englishwebsite* are appropriate to be used by junior high schools students as their supplementary writing materials in writing. In addition to the above findings, the observation revealed that the students were not familiar with the writing guidelines, samples, and scoring rubric. They were only familiar with the grammar exercises in the editing exercises.

DISCUSSION AND RECOMMENDATIONS

Strengths and Weaknesses of the Product

Based on the results in the validation and try-out, there are several strengths and weaknesses of the product that could be found out. The strengths of the product were in the content variable and the neatness of the components in the materials. All parties in the validation and try-out believed that the materials have clear learning objectives, instruction, guidance, and examples. All of them are suitable with the students. Nevertheless, the expert and the students were not very satisfied with the illustration in the website. The students asserted that the illustration should be more interesting for them.

Regarding the illustration of the website, the students may expect that the website should be filled with more illustrations. However, the website developer is faced with the fact that the more illustrations in the website, the slower the website gets. This fact contradicts with the intention of website development in which the researcher wants to accommodate the students with wide range of internet access. Related to this issue, Clarke (2001: 137) asserts that the online material designer should be aware that the learners will access the materials through a range of browser which they will configure to meet their individual needs. He adds that the attitude of the learners toward online materials is much influenced by the speed that they can access. In light of this, the researcher decided to maximize the illustration in the worksheet instead of in the website. This decision was taken because the students will not use study in the website. Instead, they will download the materials and make use of them through worksheets.

Issues around Materials Development and Possible Constraints of Product Usage

Dick and Carey (2009: 228) focus the product development constraints on the cost of the development, duplication, and maintenance of the materials can be inevitably unaffordable for the developers. Similar as Dick and Carey's (2009:228) opinion, the development of the website in this study also needs high cost production in terms of buying the host domain for the website, hiring the website developer, modifying the existing materials, hiring the illustrator, etc. Consequently, the action taken to minimize the production cost is to make the website format as simple as possible. Like what has been discussed previously, the optimum design and look is carried out in the downloadable resource, not in the website. Besides, the researcher also referred to the available materials and modified them to save money, time, and energy.

The next constraint occurred in the implementation, but it is considered as the challenges that the practitioners need to think about the alternatives to deal with the issues. The challenges come from the students as the users of the product. The constraints from the students possibly come from two viewpoints; the students' ability in accessing the resource and students' attitude toward independent learning. In terms of students' capability, the students might be able

to access the materials in the internet by themselves. However, not all of them have the technology literacy to make use of the resources in the classroom. Rueda (2008: 55) asserts that there will be no good outcome if the students can make use of the technology, but they cannot value, extract the meaning, and engage the activities they do with the technology.

RECOMMENDATIONS

There are several suggestions addressed to several parties related to the implementation of this product. First, the teachers need to introduce and familiarize the product to the students as early as possible. The teacher can make use of the practice as the required self-study at the very first place. Then, the teacher gives the students guidance in making use of the writing prompts, the guidelines in writing process, self-assessment, and analyzing the samples available in the website

The third recommendation goes to the teacher association or commonly known as *Musyawarah Guru Mata Pelajaran (MGMP)*, it is expected that the teachers gather and discuss the implementation of independent study as well as the implementation of this product inside and outside the classroom. For future researchers, it is recommended to study the effectiveness of *English* writing materials in improving the students' writing skill. In addition, for those who are concerned with developing materials, it is suggested to develop writing materials in other genre of the texts or different skills. Then, the product can be integrated to *English* website so that this website can cover different materials broader skills.

The last suggestion is addressed to the government who can support the development, maintenance, and expansion of this website. The ultimate goal for this website is to create a big resource for English language teaching and learning in Indonesia. To reach this goal, the developer and material designer need production costs for the website development and maintenance. Thus, the support from the government is highly needed. In addition, the government is also suggested to assist the study in disseminating the website to schools and teachers.

DISSEMINATION

In disseminating the product, the website can be published and announced to the teachers through several ways, namely, teacher association in each area or commonly called *Musyawarah Guru Mata Pelajaran (MGMP)*, teacher conference, social media, and from the official websites of the government.

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THE CORRELATION BETWEEN READING COMPREHENSION ABILITY AND READING HABIT OF THE SEVENTH SEMESTER STUDENTS OF STIENAS SAMARINDA

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ABSTRACT

This research aims to know the reading comprehension, to know the reading habit and to know the correlation between reading comprehension ability and reading habit of the seventh semester students of STIENAS Samarinda. The research was carried out at seventh semester students of the STIENAS Samarinda. The class consists of thirty students. This research is a quantitative research with a correlation design. The results have shown that the reading habit of the student was good. It could be seen from the result of a questionnaire that have been given to the students. From 30 student sample, 3 student was categorized to excellent level, 16 students was categorized to good level, 7 students was categorized to fair level, and 4 students categorized was to poor level. It can be concluded that reading habit of the students was categorized to good level. And for the reading comprehension ability from 30 students, 9 students got excellent level, 21 students got good level, and 0 students got fair level. It can be concluded that the reading comprehension test of the students was categorized good. Reading habit has significant correlation with the result of reading comprehension ability. It had been proved by the coefficient correlation of the two variables that was questionnaire on reading habit and reading comprehension test. That the r computed (0.92) was higher than r table (0.374) with $\alpha = 5\%$ and $df = 33$. Based on these results, it could be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) is accepted. Therefore, there was a positive correlation coefficient between reading comprehension ability and reading habit of the seventh semester students of STIENAS Samarinda.

Keyword: *Correlation, Reading, Comprehension, Ability, Habit*

INTRODUCTION

Eyre (2005) says that reading is a key to a wealth of experience that links people in a way far beyond distance or time. According to Bolain (2008), the basic goals of reading are to enable students to gain understanding; for there is no reading when there is no comprehension. Many students can read fluently but when asked about what they have just read, they are unable to answer although. According to the statements above, the researcher concluded that reading is very important because by reading we find new words, and from reading contexts we can know what is the message of the text content and can makes people travel without motion. Also by reading, students can learn grammar, memorize new vocabulary, read fluently, and get new knowledge. We know that many students do not understand what they read. In this case, reading is not just understanding the words or the grammar. It is not just translating. Reading is thinking, reading is very important way to improve a language skill. From explanation above, the researcher concluded that habitual reading can develop more by reading.

The study had some purpose. The first purpose was to know the reading comprehension of the seventh semester students of STIENAS Samarinda in academic year 2014-2015. The second was to know the reading habit of the seventh semester students of STIENAS Samarinda in academic year 2014-2015. The last one was to know the correlation between reading comprehension ability and reading habit of the seventh semester students of STIENAS Samarinda in academic year 2014-2015. The research was only focused on investigating correlation between reading comprehension ability and reading habit of the seventh semester students of STIENAS Samarinda.

Alexander (2007) describes that reading is the ability to read a short passage and understand words. Rather more, Nordquist (2006) states that reading is process of extracting meaning from or printed text. According to Yale (2012) reading comprehension is an

intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. According to Gupta (2010) reading habit is an activity to spend on reading books to become the favorite activity or usually. Ganguly (2004) argue that reading habit could be said daily existence. Based on the explanation above, the researcher concluded that reading habit is a process on reading books related to individual interest where the aims of reading for pleasure becomes a natural part of daily existence.

According to Collins Dictionary (2013) ability is possession of the qualities required to do something, necessary skill, competence or power. According to Oxford Dictionary (2013) ability is a talent, skill to do something.

METHOD

The design of this study is a quantitative research with a correlation design. The instruments to collect data are questionnaire on reading habit, and test on reading comprehension. The questionnaire consists of 20 items which adapted from ERS orientation programmed (2003), Fitriana (2012) and Ramadhan (2009). The test of reading comprehension is multiple choice which consists of 30 items which adapted from Wardiman (2008). In this research, 30 students are taken as sample and as the respondent try out. Therefore, the main data of this research are scores on questionnaire on reading habit and test on reading comprehension. The sample was 30 students of seventh semester, the sample numbers determined based on Gay (2005) that states if the population below 100 people, we take all of the population as sample and if the population is above 100 people, we can take about 10-15% of it as sample. In collecting the desired data, this research used two different instruments. They are questionnaire and reading test. The following tell the functions of each instrument:

According to Kumar (2006), questionnaire is from which is prepared and distributed for the purpose of securing responses. Based on that explanation, the researcher obtained a description of the use of questionnaire. The researcher gave the questionnaire sheets to the students which consist of reading habit. Scoring items in the questionnaire used Likert scale. In this study, the researcher used 20 statements for questionnaire. The researcher used five levels of score range in scoring the questionnaire. The way in determining level of score based on Suprpto (2000) is as follow:

$$n = \frac{xn - xi}{K}$$

For the Reading test material, the researcher used multiple choice test type. The test consists of 30 items. The students answered the test in 30 minutes. To know whether the reading test give better result, the researcher used multiple choice test to score the items. The researcher used scoring formula. The formula is as follows:

$$S = \frac{\sum \text{Riht Answer}}{\sum \text{Test Items}} \times 100$$

The try-out of questionnaire was distributed to 30 students of the seventh semester students of STIENAS Samarinda. The questionnaire consists of 30 items. It presents in Bahasa Indonesia in order to help students understand and choose appropriate answer. The first step to do was determining validity. To know the validity of the instrument, the researcher used SPSS 17. To find the reliability in this study the researcher used the Alpha Cronbach by SPSS 17. The try-out of questionnaire reading habit consist of 30 items were only 20 items that could be used. Ten items omitted because they did not fulfill the criteria. They are number 1,5,6,10,12,14,18,22,26,27.

Before the test given to the subjects, it should be tried out first. The tried out of reading test was given to 30 students of the seventh semester students of STIENAS Samarinda. The researcher wanted to carry on the try out to find the difficult index, discriminating power, validity, and reliability. Difficulty index is to select and determine the degree of difficulty of the test, the researcher used the following formula:

$$P = \frac{B}{js}$$

There are no formula to fine out the construct validity but by the expert judgment. So the researcher asked her senior to measure the test. The step is reliability refers to the consistency with which a test measures whatever it measures, Gay (2005). To find the reliability in this study the researcher used the Split-half reliability. The researcher correlated the two sets of

scores of the odd items and the score of the even items by using product moment correlation formula:

To obtain the required data for this research, the researcher conducted the research at STIENAS Samarinda. The procedure of collecting the primary data as follows:

1. Prepared the item of questionnaire and reading test
2. Conducted the tryout of questionnaire and reading test
3. Selected the sample of the research.
4. Given a set of questionnaire and administering a reading test to the sample students of the fixed item as a certain time and classes.
5. Calculating the score of questionnaire and reading test
6. Calculating the score of V and reading test

The score of questionnaire and reading test analyzed by using Pearson Product Moment

formula:
$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

To determine whether the hypothesis of the research is accepted or rejected, the researcher employed two criteria based on the level of significance. First, the null hypothesis (Ho) is accepted when reading habit and reading comprehension does not significant correlation on reading comprehension. Second, the null hypothesis Ho is rejected when reading habit and reading comprehension significant correlation on reading comprehension does not significant correlation on reading comprehension.

FINDINGS AND INTREPRETATION

The main data of this study were reading comprehension ability and reading habit. After gained reading habit questionnaire score and reading comprehension test, the researcher analyzed the data. The following table presented the result of quantitative scores of reading comprehension test. The researcher arranges the scores from the highest to the lowest as follows:

Findings of Reading Comprehension Test

Students	Scores (X)	Qualification
1	85	Excellent
2	80	Excellent
3	80	Excellent
4	75	Good
5	75	Good
6	75	Good
7	75	Good
8	75	Good
9	75	Good
10	75	Good
11	75	Good
12	85	Excellent
13	80	Excellent
14	80	Excellent
15	75	Good
16	75	Good
17	75	Good
18	75	Good
19	75	Good
20	75	Good

21	75	Good
22	75	Good
23	85	Excellent
24	80	Excellent
25	80	Excellent
26	75	Good
27	75	Good
28	75	Good
29	75	Good
30	75	Good
Total	2310	
Mean	77	

The table above showed the reading comprehension test scores. So, we can see the highest score is 85 and the lowest score is 75 and the average score of reading comprehension test is:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2685}{35}$$

$$M = 77$$

And the percentage and frequency of absolute distribution is: Percentage and Frequency Score of Reading Comprehension

Interval Score	Qualification	Frequency	Percentage (%)
80-100	Excellent	3	30%
66-79	Good	8	70%
56-65	Fair	0	0%
40-55	Poor	0	0%
0-39	Failed	0	0%
Total		11	100%

Referring the ranging score formula, it can be concluded that the students' ability was categorized Good.

The following table presented scores of reading habit questionnaire which consisted of 20 items. The researcher arranged the score from the highest to the lowest. The researcher used Likert Scale to score questionnaire on reading habit of the students' as follows:

Findings of Reading Habit Questionnaire

Student's Reading Habit Questionnaire		
Student's Initial	Scores (Y)	Qualification
1	92	Excellent
2	76	Good
3	76	Good
4	75	Good

5	75	Good
6	75	Good
7	72	Good
8	70	Fair
9	68	Fair
10	50	Poor
11	49	Poor
12	92	Excellent
13	72	Good
14	70	Fair
15	68	Fair
16	50	Poor
17	49	Poor
18	92	Excellent
19	76	Good
20	76	Good
21	75	Good
22	75	Good
23	75	Good
24	72	Good
25	70	Fair
26	75	Good
27	75	Good
28	72	Good
29	70	Fair
30	68	Fair
Total	2150	
Mean	72	

Percentage and frequency score of reading habit questionnaire

Interval Score	Level	Frequency	Percentage (%)
20-36	Failure	0	0%
37-53	Poor	4	10%
54-70	Fair	7	10%
71-87	Good	21	70%
88-100	Excellent	3	10%
Total		30	100%

From the calculation above, it was found that the mean score of reading habit was 72. Referring the ranging score formula, it can be concluded that the reading habit of the student's is Good. Table below shows the score of reading habit and reading comprehension test.

Students	Score Reading Comprehension ((X)	Score Reading Habit (Y)
1	85	92
2	80	76
3	80	76
4	75	75
5	75	75
6	75	75
7	75	72
8	75	70
9	75	68
10	75	50
11	75	49
12	85	92
13	80	72
14	80	70
15	75	68
16	75	50
17	75	49
18	75	92
19	75	76
20	75	76
21	75	75
22	75	75
23	85	75
24	80	72
25	80	70
26	75	75
27	75	75
28	75	72
29	75	70
30	75	68
Average	77	72

Based on the table above, we can see the scores between reading habit and reading comprehension ability from 30 students, the highest score is 82 and the lowest score is 75 and reading habit score is 92 and the lowest score is 49. After obtaining two data, the researcher computed the data using person Product Moment Formula to find out weather is there any correlation between Reading Comprehension Ability and Reading Habit. X indicates of the Reading Comprehension Ability and Y indicates of Reading Habit.

The researcher found the following data:

$$\begin{array}{lll} \sum X = 2,310 & \sum X^2 = 178,200 & \sum XY = 167,565 \\ \sum Y = 2,150 & \sum Y^2 = 159,975 & N = 30 \end{array}$$

The data then consulted to the Pearson Product Moment Formula.

Based on the result of person r computation above found that r computed is 0.92 at $\alpha = 0.05$ and $df = 28$. Whereas, r table at $\alpha = 0.05$ and $df = 28$ is 0.374. It means r computed is higher than r table ($0.92 > 0.374$, this alternative hypothesis (H_a) is accepted and null Hypothesis (H_o) is rejected. According to the findings on reading habit and reading comprehension test, the researcher found that there were some students who got good scores in reading habit they got good scores in reading comprehension test too. Next, there were some students who got good scores in reading habit but they did not get good scores in reading comprehension test. And then, there were students that got poor scores in reading habit but in reading comprehension got good scores.

Based on this study, the researcher found that the reading habit of the student was good. It could be seen from the result of a questionnaire that have be given to the students. From 30 student sample, 3 student was categorized to excellent level, 16 students was categorized to good level, 7 students was categorized to fair level, and 4 students categorized was to poor level. It can be concluded that reading habit of the students was categorized to good level. And for the reading comprehension ability from 30 students, 9 students got excellent level, 21 students got good level, and 0 students got fair level. It can be conclude that be the reading comprehension test of the students was categorized good. This significant correlation in this research is supported by some similar findings conducted by some previous researchers as follows: Adetunji (2007) with titled "Factors Affecting Reading Habit of Secondary School Student in Osogbo Metropolis" indicated that reading of noel to improve spoken and written English Language, spending more time reading instead of watching video films are some of the suggestion that could improve the students reading habit and academic performance. In addition, it support by Brown (2009) that extensive reading is carried out to achieve a general understanding of a text.

CONCLUSION AND SUGGESTION

Based on discussion of the previous chapter. The researcher arrived to this conclusions. Reading habit has significant correlation with the result of reading comprehension ability. It had been proved by the coefficient correlation of the two variables that was questionnaire on reading habit and reading comprehension test. That the r computed (0.92) was higher than r table (0.374) with $\alpha = 5\%$ and $df = 28$. Based on these results, it could be concluded that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) is accepted. Therefore, there was a positive correlation coefficient between reading comprehension ability and reading habit of the seventh semester students of STIENAS Samarinda.

According to conclusion above, the researcher would like to give some suggestions concerning to the result of this study.

It is suggested to English teacher at the school to motivate students in reading habit. Such as give short stories, jokes/humors, fairy false, comics, and articles in the process of teaching with different topic. Next, it is suggested to students to improve their reading comprehension by reading more, and reading not only just for doing assignments.

If the students do not find books to be attractive and interesting, they will not read books only to please their parents and teachers. Therefore, more and more books and reading materials should be produced to arouse students' interest in reading. It should also be kept in mind that good contents alone are not enough to ensure the readability. Their design and presentation are also of prime importance to retain the interest of readers.

Library visit and people's reading habit are closely interlinked. That is why libraries should be developed to attract young people. At present, most libraries have Internet facilities. If these facilities could be strengthened even more, the younger generation will find another reason for visiting libraries. Besides, library collections should be strengthened so that people will not get frustrated or disheartened by not finding their required materials there.

Academic institutions should regularly organize events like study circles, debate clubs, seminars, essay competitions, quiz competitions, etc. to inspire students to gather knowledge and make their marks in these events. In this way, reading habits of students will improve. Future researchers who interested in the same field are suggested to various techniques of analysis which can promote reading habit as the object of the study in their research.

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COMPREHENSIVE ENGLISH LEARNING THROUGH SPEECH COMMUNITY-BASED LEARNING METHOD

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ABSTRACT

Learning English is usually conducted formally in the school or classroom. It is usually supported by many books to help the learners understand. It seems that their way of learning English is usual and a bit boring. This paper aims to describe how to study English very enjoyable and fun. Speech community-based learning is a method used in learning English in which the learners learn English like in the real native English speech community, but actually the speech community is only formed based on the learners' community. This method can run well by fulfilling such requirements, such as the speech community, the members of speech community, the commitment of the members, and the rules. The learning process takes place naturally in the speech community. The learners can study whatever materials they needed with every one in the community. In the Speech Community-Based Learning method, the learners can study all aspects of language, such as: the four basic skills of English (speaking, listening, writing, and reading), grammar, vocabulary, pronunciation, and the way of communication. In practice, the learners can apply and find things related to the language use.

Key words: *comprehensive, learning, speech community, method*

INTRODUCTION

Nowadays English becomes more important in all aspects of lives in the world. Most countries use English as their way of communication, whether it is as the native, second, or foreign language. In Indonesia, as a developing country, English also has very important roles, although it is only as the foreign language.

The role of English in Indonesia is more important as the gate for Indonesian people to know sciences that mostly in English. Besides, global communication is also conducted by using English. It means that written and oral English skills are very needed by Indonesian people. No wonder, if English has been taught in Indonesia for a long time, whether it is conducted formally at schools; Elementary schools, Junior High Schools, Senior High Schools, universities, and also Kindergartens or non-formally ones at English courses. There are also a lot of references used in teaching and learning English. Those are available at schools, bookstores, and also internet as books and eBooks that can be downloaded with free of charge or pay. Beside that, there are also webs for English learning and teaching consisting all English learning and teaching materials that make learners study English easily. Various learning and teaching approaches, such as structural and communicative approaches; method such as grammar translation method, direct method, bilingual method, reading method, and situation method; and techniques have been applied. The curriculum used at schools also causes the teaching and learning English does not develop very well. It limits the improvisations of learning materials, teachers' creativity, and teachers' teaching techniques. Although the curriculums change from time to time, the result of teaching learning is still unsatisfactory. Whatever the condition is like, now, English is getting important. So it needs additional learning and teaching English outside the classroom that can be conducted informally.

Teaching and learning English way that is usually used and often heard is communicative approach. It emphasizes communication as the basis to learn. It is still limited to do in the classroom in the form of pairs activity, and small group discussion. It also triggers to find another method. Inspired by the paper in Cotefl 7th entitled "Improving Speaking Ability through Speech Community-based Learning" (Pujiyatno, 2015) this paper discusses on "Comprehensive English Learning through Speech Community-Based Learning Method" is written. It explains a different method of learning and teaching English that is speech community-based learning method (SC-BLM). It has different sense and wider scope than

communicative one. It has been practiced at SMA Muhammadiyah Tambak, Banyumas Regency, Central Java Province until now.

Speech community is a term in sociolinguistics and linguistic anthropology for a group of people who use the same variety of a language and who share specific rules for speaking and for interpreting speech. While Corder (1973:53) states that a speech community is made up of individuals who regard themselves as speaking the same language; it need have no other defining attributes." It means that Speech community is a group of people who share the same language to communicate each other in limited area. The group of people is the learners who want to learn a language. The same language means the learners will use one language that is English in every communication situation.

The essence of this method is that language lives in a society and the society cannot live without language. Both society and language cannot be separated each other. Speech community, in this case, is only a miniature of real speech community. It belongs to a small speech community; therefore the learning and teaching process can be conducted comprehensively. Comprehensive means that includes everything or nearly everything (Horby, 1995). It means broadly or completely covering; including a large proportion of something. In this paper, the comprehensiveness includes all aspects in language learning, such as: four basic skills (listening, speaking, reading and writing), pronunciation, vocabulary, grammar, diction, and the way in communication.

There are some stages in implementing SC-BLM, they are preparation, implementation, supervision, assessment, and reflection.

Preparation covers making some regulations, determining the members, and forming the speech community. Implementation is the learning and teaching activities using SC-BLM. Supervision or controlling is an activity to control the process of learning and teaching process that is conducted by the teachers and mentors. Supervision is done during the implementation of the method. While learning the learners also are supervised by the teachers or mentors. Assessment is the tests conducted to measure the learners' learning achievement. Reflection is an activity to evaluate that all aspects of learning and teaching using SC-BLM run well. If there are some weaknesses and mistakes from the method, it can be discussed and revised.

There are some requirements to implement SC-BLM, they are aims, regulations, members of speech community, commitment, and speech community.

Aims may depend on the need that the learners want. It can be a single aspect of English or many aspects of English learning. It can consist of only one material or topic or many materials or topics. It means that the learning material can be single or integrated. The aim determines the learning activities that will be conducted. More aims mean more activities and more complicated.

Regulations are very important to govern that the activities in this speech community run very well. They consist of two kinds, namely; the authority regulation, such as from headmaster at school, dean at faculty or others depending on the condition; the technical rules to operate the method. The decree from the headmaster or the dean gives very influential impact for the sustainability of the program. The regulations also consist of some rewards and sanctions. The rewards will be given to the learners who make a very good achievement and the sanctions will be for the ones who do not commit to do the program. The forms of rewards and sanctions depend on the members' agreement.

Members of speech community are the persons who will learn the language. They can be students at school or faculty, the students who stay in a boarding house, the members of a family, etc.

Commitment is an intention of every member to join learning and teaching using SC-BLM. It can be as the soul in implementing the method. Without a commitment it will be very impossible that the method can run very well.

Speech community is the place to conduct the method. It can cover small areas or wide ones like class, school, faculty, boarding house, house, and so on. It depends on the members' agreement. It actually the same as the real community, but here it is made as if the members of the speech community or the learners live in a real native English speech community. So it has been conditioned.

In SC-BLM the learners can learn all aspects of language, such as four basic English skills; listening, speaking, reading and writing, pronunciation, vocabulary, and grammar. They also learn how to communicate well and to respect other people.

METHOD

Methodology is a systematic and scientific way of teaching any subject. It guides teacher "How to teach" and "How his teaching may be effective". It is very necessary for teacher to know various types of methods and techniques of teaching English. Method may also be defined as: "The process of planning, selection and grading language materials and items, techniques of teaching, etc." (Patel and Jain, 2008). While Anthony (1963) in (Patel and Jain, 2008) defines the term 'Method' as: "It is a particular trick, strategy or contrivance used to accomplish an immediate objective. It must be consistent with a method and harmony with an approach as well." A Method must include four things viz., Selection of Linguistic Material, and Gradation of Linguistic Material, Techniques of presentation, and Practice by people.

There are types of methods, such as grammar translation method, direct method, bilingual method, reading method, and situation method. Those types of methods are usually applied in learning and teaching practice. Method usually has relation to approaches, such as grammatical approach and communicative approach.

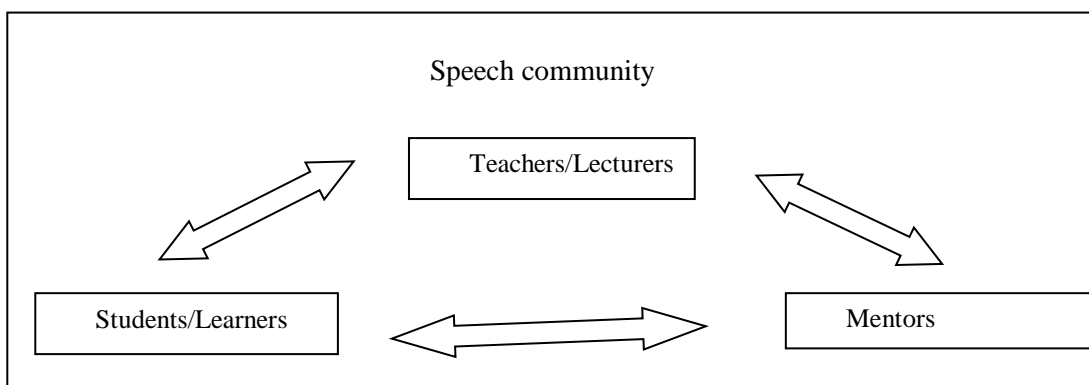
This study applies the speech community-based learning that actually is as a combination of those methods above. The difference occurs that speech community-based learning is applied mostly in outdoor. As if the learners live in a speech community that the people use English for communication.

FINDINGS AND INTERPRETATION

A. The Implementation of SC-BLM

After the requirements have been fulfilled, the members of the speech community have their roles. The roles can be categorized into three kinds; they are teachers, mentors, and learners. Teachers are the ones who teach the learners. They also guide the learners to learn. They are supposed to know everything about English. Mentors are the ones who will help the teachers teach and guide the learners and help the learners when they have some problems in learning. They are smart students or persons and know English well. Learners can be the students or persons who will learn English or whoever who wants to learn English. The teachers and mentors should be as motivators and the learners should always be motivated and spiritfull.

The teachers, mentors, and learners must work each other. They must commit to join the learning process until the program successful. The learners are eager to learn English, the mentors and the teachers help the learners' difficulties. They are like a chain. Principally, they cooperate during the process of learning. It can be seen in the following diagram:



B. The Process of Learning

The learning process in SC-BLM is conducted in the speech community. It is like in the real society. It can be done individually or integrately, so the activities can be individual, pairs, discussion, and presentation. All aspects of language can be learnt here. They are as follows:

1. The learning of pronunciation

The learners automatically learn to pronounce every word they use. When they mispronounce words, it can be revised by others. It works very well. At the beginning, some pronunciation mistakes are made by the learners, but then finally they enthusiastically ask the difficult pronunciation to the teachers or mentors. This condition helps them improve.

2. The learning of vocabulary

It covers the study of words' meaning and diction. It happens when the learners do not know the meaning of the word or when they want to know new word meaning. They can directly ask others about the meaning. If they do not use a correct diction, then the mentors or teachers will directly do some revisions. This method is very good to learn vocabulary, because the learners will try to find words which are suitable to the context. Besides, wrong dictions can be avoided because if the learners make wrong dictions it will be revised as soon as possible by the teachers or mentors. Difficult words or expression are sometimes found by the learners, especially the ones related to cultural words. If it occurs, then the others will help find the expression in English, at least the definition of the words.

3. The learning of grammar

The learners sometimes make mistakes in grammar. It usually happens when they are writing or speaking. The learners can ask directly about their problems in grammar to the mentors or teachers. Especially in speaking, the friends, mentors, or teachers they speak to, can directly revise the grammar mistakes. Grammatical sentences and utterances are very important for writing and speaking. The learners can revise the grammar mistakes step by step.

4. The learning of listening

Listening is one skill that seems easy to do, but it is actually difficult. It is difficult because the learners do not listen to their mother tongue. They listen to foreign language. The more frequent the learners join the conversation and discussion, the more they learn to listen. Not only that, they can also listen to someone's presentation, songs, movies, English news etc. They can begin listening simpler words to more difficult ones.

5. The learning of speaking

Speaking is actually the source of learning. It covers learning in pronunciation, vocabulary, listening, grammar, communication, respect, and behavior. The learners can begin by speaking simple utterances; such as simple instructions, to more complicated ones; such as presentation. Conversation is the most frequently used mode to practice speaking. They try to speak using correct pronunciation, good diction, and correct grammar. In speaking, they also learn how to conduct good communication, how to respect other people, and how to behave. Speaking often includes participants from different age, so these things should be considered.

6. The learning of reading

Reading is receptive skill. The learners can read whatever reading materials, such as notices, books, magazines, newspapers, or the ones from internet. By doing reading, they can learn vocabulary, grammar, diction, and writing. Those reading materials are available in our environment or those can be prepared by the teachers and mentors. It is very possible to manage learning materials based on the need of learning. The learners can begin from the easy reading materials to the more difficult ones.

7. The learning of writing

There are a lot of things to do by the learners in learning writing, for examples: writing a short instruction, notices, Short Message Service (SMS), announcements, notes, letters, memos, paragraphs, texts, etc. For more difficult practice the learners need the teachers' guidance. This skill is mostly conducted individually, but it can also be done in pairs or groups. The learners' writing had better be reviewed by others.

8. The learning of communication

Communication is very essential, so the successful communication should be achieved. The ability in speaking is not the only one aspect that make the communication succeed. There are other things should be considered, such as the way how it is done. The learners' opportunities in having communication make them know how to communicate. Not only verbal activities, but also non-verbal ones are needed to support the success of communication. They also learn how to respect others and how to behave. It can be seen from the way they interact each other. Not only among their friends, but also they sometimes interact with teachers. It means that they not

only interact with friends of the same age, but also with the ones of older age. The more active the learners learn in the speech community, the sooner they improve their English.

The learning and teaching process of the language aspects mostly are related to each other. The relations among them can be seen in the table below:

Learning materials	Pronunciation	Vocabulary	Grammar	Listening	Speaking	Reading	Writing	Communication
Pronunciation		√		√	√	√		
Vocabulary	√			√	√	√	√	
Grammar				√	√	√	√	
Listening	√	√	√		√	√	√	√
Speaking	√	√	√	√		√	√	√
Reading	√	√	√	√				
Writing		√	√	√		√		√
Communication				√	√		√	

Based on the table above, it can be seen that all language aspects related to each other. Pronunciation learning can be related to vocabulary, listening, speaking, and reading learning. Vocabulary learning is related to listening, speaking, reading, and writing learning. Grammar learning is related to listening, reading, speaking, and writing learning. Listening learning also learns pronunciation, vocabulary, grammar, speaking, reading, and writing. Speaking learning is also related to pronunciation, vocabulary, grammar, listening, reading, writing, and communication learning. Reading learning is related to pronunciation, vocabulary, grammar, listening, and speaking learning. Writing learning can be related to vocabulary, grammar, listening, reading, and communication learning. Communication learning can be related to listening, speaking, and writing learning. In communication learning, the learners can learn how to respect other people and how to behave. All process are done integratedly, relaxedly, and enjoyably. It can be concluded that SC-BLM is very effective to learn all aspects of language and improve their competence and performance. It can also be conducted for different students' levels. They enjoy the learning activities by using SC-BLM.

During the implementation of SC-BLM, there are also some obstacles. There are some learners who do not commit to do the regulations. They are reluctant to learn. They do not speak English and often avoid to speak when someone else invite them to speak. They sabotage the program by influencing the other learners not to obey the regulations.

Supervision or controlling is very necessary, but it is really difficult to do moreover when this speech community has a lot of members. The teachers' businesses also becomes one of the problems, because the teachers cannot control the learning activities. The absence of teachers disturb the program.

CONCLUSION AND SUGGESTION

SC-BLM is one of alternative methods in learning English aimed at improving the learners' English competence and performance. To apply this method, some requirements should be fulfilled, such as: aims, members of community, commitment, regulations, and speech community. Beside that, these stages should be done, such as preparation, implementation, supervision, assessment, and reflection. The roles of teachers, mentors, and learners should be on the right track. If one of them does not work, the method will surely not be successful.

SC-BLM is actually an integrated method that conducted mostly for outdoor activities. The activities can be like individual learning, conversation, small discussion, and presentation. This method is very helpful to help the English learners improve their English competence and performance. All aspects can be learnt by using this method, like pronunciation, vocabulary, grammar, listening, speaking, reading, writing, and communication. They think that learning by using SC-BLM enjoyable and refreshing because they feel as if they live in natural society,

whereas they are actually learning English. That is why SC-BLM is very recommended to apply in different speech communities. It is also good as the additional activity for English clubs in schools. Although SC-BLM has some weaknesses, but it can be anticipated.

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CONTRIBUTION OF MOTIVATION, LANGUAGE INPUT, AND MILIEU TO SECOND LANGUAGE ACQUISITION IN ENGLISH AS A FOREIGN LANGUAGE CONTEXT: AN EXPLORATORY PRELIMINARY CASE STUDY

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ABSTRACT

The goal of the present study is to explore the contribution of several factors that contribute to learning English. A case study is conducted to explore the factors under investigation. A primary school student of the ninth grade is involved in order to accomplish the present study. Successful acquiring English as a target language is the aim of second language acquisition. Besides, by selecting a unique participant rich with the data, this paper is expected to fulfill proper need of language elicitation that can ultimately be useful to collect data that will affect significantly on scrutinizing the acquisition English as a second language. The result of this study is used as a basis to conduct similar research to validate better an understanding on the theorizing on the role of several factors in contributing to learning English.

Keywords: *language input, conducive environment, motivation, English acquisition*

INTRODUCTION

Acquiring English in a second or foreign context has its own constraints for learners. Particularly in Indonesia where English is merely learned and mostly used in academic context as a formal school subject, English mastery is hardly ever accomplished satisfactorily by Indonesian learners as shown by studies, for instance a study by Sulistyo (2013) and other studies cited therein. Despite the fact that actually English is taught even from primary to secondary schools for about twelve years, the learners' English acquisition still cannot be thus categorized successful. It becomes a question to what happen in English language teaching in Indonesia. Therefore, it is essential to take a closer look at this case from the sides of empirical evidence and the insight of theories and research on SLA.

Studies in SLA have revealed that the success of acquiring second language, for instance English, are affected by numerous aspects, such as input and affective filter as well as environment (Krashen, 2003; Ni, 2012; Wang, Kong, and Farren, 2014). These studies believe that the aspects have contributed to learners' successful second language acquisition.

One of the aspects to consider is the availability of language input. Krashen (2003: 4) proposes his idea referred to this by using term *comprehensible input*. Krashen further claims that when one acquires language, this means when we understand what we hear, or what we read and what we understand the message (2003: 4). This theory attempts to underline that acquiring a language refers to subconscious and effortless learning; thus, all what learners need to do to acquire the language is to get engaged directly in communication using the language acquired through real-life messages conveyed in the language. By having comprehensible input and lack of affective barriers, language acquisition will take place naturally. Ellis (1985: 127) also states that language input refers to the language that is addressed to the learner either by a native speaker or by another L2 learner. In this case, Ellis delineates the language input can be in the form 'motherese' and 'foreign talk' (1985: 129-138). Motherese, in a broader sense, refers to the language a learner receives at her/his surrounding beginning right from her/his infancy. What language a learner often receives can be the input processed in his/her brain. Therefore, teacher and friend talk can affect learners' English acquisition in the way teachers and friends can provide a learner with ample chances rich with English elements to 'hear' English. Meanwhile, foreigner talk refers to the language used by native speakers that are received by learners. What is important by having foreigner talk is that native speakers provide a 'model' on how to use English as a means of communication in the real-life context. In English acquisition, thus, it is argued that foreigner and teacher talk are considered essential as the access to learners' *modified input* (Lightbown and Spada, 1991: 34).

Besides the language input, the conducive milieu also contributes to learners' English acquisition. Conducive milieu, here, encompasses the milieu that provides learners with the opportunity for them to be able to get English input and then use it for natural communication. According to Dulay, Burst, and Krashen (1999: 13), this may include a wide variety of situations—conversations with family and friends, watching television, reading English magazines, and newspaper as well as classroom activities and any other natural circumstances

that allow the learners to get in touch with English. Dulay, et al. claim that the conducive milieu that learners have plays an active role to success in learning a new language (1999: 13).

Affective factors (Brown, 2002) are also believed have contributions to the language learning, particularly motivation (Dörnyei, 2009; Gardner, 2011; Ushioda, 2012). This is because individual motivation determines the level of effort that learners expend at various stages in their L2 development and as a key to advance English proficiency. According to Saville-Troike (2006: 86), motivation can be delineated as a construct that at least has the following components. They are significant in compelling needs, desire to attain goal, and perceptions that learning L2 is relevant to fulfill the goal, belief in the likely success or failure of learning L2, and value of potential outcome/rewards. The most widely-known types of motivation are integrative and instrumental (Gardner and Lambert, 1959). Integrative motivation is based on interest in learning L2 because of a desire to learn about, associate with the people who use it, or because of an intention to participate in the L2—using speech community (Saville-Troike, 2006: 86). Further, Saville-Troike also explains that instrumental motivation involves perception of purely practical value in learning L2 such as increasing occupational or business opportunities, supporting prestige and power, accessing information, or just passing a course in school. It is worth noting that the relative effect of one or the other is dependent on complex personal and social factors.

The availability of language input, conducive milieu for learning English, and motivation are believed to have significant contributions to the successful English acquisition. Studies in SLA have revealed that the three aspects have major roles in affecting learners' language acquisition. Wang et al.'s study (2014) showed that environmental factors had greater effect on learners' second language acquisition. Meanwhile, Ni's study (2012) revealed that affective factors, such as motivation and anxiety had important role in learners' success of learning English. Krashen also concluded that comprehensible input affect students' language acquisition based on his previous studies (2003: 3).

In the context of Indonesia, exploration of these factors in the contribution toward learners' language acquisition is still worth investigating. The rationale is that not only are the previous studies conducted in milieu that are different from those of Indonesia, but also the findings of previous studies tend to fluctuate from a situation to another one. Therefore, this current study intended to conduct a study toward this issue. The focus of this study is to answer the following question: How do the aspects of the availability of language input, conducive milieu for learning English, and motivation contribute to the learner's second language acquisition?

By answering the question, the study is expected would give contribution on giving further empirical evidence on the aspects that might be beneficial to learners' second language acquisition, generally pedagogical implications in the area of English language teaching in Indonesia and particularly for the refinement of procedures of data collection on examining learners' second language acquisition.

METHOD

The study was a case study that is aimed at exploring the investigation on a single unit of subject to get deeper and detailed results. Thus, the study is to select only one participant rich with data needed in this study. The participant of this study is a junior high school student at the nine grade pseudo named as Z. He is fifteen years old who is at his upper intermediate level of English proficiency. To determine the level of his proficiency, he was given an interview test to measure his proficiency in English before conducting the study. Besides, the consideration of selecting this subject is because this study was aimed at focusing on a pre-adolescent learner. It is considered to be at the development stage, but he is mature enough to have individual motivation and beliefs toward the learning of English particularly in the Indonesian context. The subject has considerable motivation to learn English and good abilities in English at his age. Z, therefore, is considered to have met the criteria of this study.

In order to address the study question, the main instrument used was the researchers who are aided by three devices utilized in the present study. The main tool was an interview guideline to dig up the information related to the three aspects: the availability of language input, conducive milieu, and motivation. Meanwhile, the secondary tool was an audio recorder to help the researchers capture the interview with the subject, and an interview to measure the participant's English proficiency before the study was conducted. The researchers adopted the tools by referring to the theories of language input by Ellis (1985), conducive milieu by Dulay, et al. (1999), and motivation by Saville-Troike (2006).

There were two kinds of data collection, namely interview for measuring the participant's English proficiency and for exploring the contribution of the availability of language input, the conducive milieu, and motivation on the participant's English proficiency. The first interview was aimed at measuring the subject's English proficiency that was performed one time before proceeding to the second interview. The interview was conducted a

situation so casual and relaxed that the subject felt free to demonstrate his English and express his ideas. The first interview was held about 10-20 minutes and was recorded using the audio recorder. The second interview employed the same procedure as the first interview.

The data was audio recorder and then was transcribed. The raw data obtained from the second interview were coded and organized into categorized based on the research problem. Then, the data was described and presented descriptively by relating them to theories of SLA like Ellis, Krashen, and Dulay. The data irrelevant with the research problem were discarded since they did not belong to any category to answer the research problem. Since this was a case study, the data found were only described and explained deeply to get the general conclusion.

FINDING AND DISCUSSION

The purpose of this study is to answer the question about how the contributions of the aspect of the availability of language input, the conducive milieu, and motivation on the learner's second language acquisition. The findings from the interviews are presented in the sections that follow.

In the availability of Language Input, based on the interview, some findings were found. First of all, Z takes an English course as one of his efforts for supporting in acquiring English even though the tutor is a non-native speaker but he speaks English when teaching learning process. Three hours are spent by Z per week to learn English in the course. The process of learning, in general, in the course, is similar to the learning process in the classroom and the materials presented are equally designed the same as Z's English material in his school. Secondly, Z also likes watching English movies and listening to English songs. This was very obvious that by watching and listening English movies and songs helped him to get language input from the native speakers directly. Through the movies and songs, he could listen to the English used in the real-life context. In addition, sometimes, he also likes practicing speaking English with his friends talking about movies or songs in the class using casual conversations. Z, moreover, also practices to speak English with his sister sometimes in the afternoon or night. There is no certain topic discussed. He just conveys what was going on his mind at that time directly. Z, in his past, often watched English TV channel, such as Nickelodeon, cartoon network, and Disney channel. His family is actually not too far in supporting him acquiring English. They only provided him smart phone. There are no English books, novels, cassettes from his family. However, luckily, he can browse English sources (books, novels, audio listening materials, etc.) from the internet. By practicing to speak English all the time, this can accelerate his progress in acquiring the target language because he has someone to be talked to in English. In other words, the input that Z had in order to receive English are available, and that is his milieu particularly home where he spent his most of time also support the availability of language input. He also got an easy access to get the input facilitated by his family, one of sources he could use to get access to the native speakers was not only through English songs or movies but also audio listening.

According to Corder (1967) as quoted by Gass and Selinker (2008: 305), input refers to what is available to the learners. Thus, language input is what is available to the learner to be utilized for acquiring language. Considering this fact, one of foci to collect data with an instrument here is to observe language input of subject. Based on the findings, it can be explained that Z, has enough the availability of language input, such as watching and listening English materials and trying to practice it. This supports what Ellis (1985: 198) states that what is important by having foreigner talk is that native speakers provide a 'model' on how to use English in the real-life context. This why the component of English by the learner that got high scores was pronunciation because he got considerable inputs on the use of English by native speakers through songs, movies, or audio listening materials as explained earlier. In conclusion, the availability of language input for Z was categorized good.

Referring to the data for the conducive milieu, a number of findings were drawn. Firstly, Z sometimes speaks in English with her sister at home. Furthermore, he also uses his smart phone to access English books, novel, and magazines. He watches TV Channels in English at home such *Nickelodeon*, *Cartoon Network*, and *Disney Channel*. These showed that the people surrounding him and the facilities at his home allowed him to intake and use English.

In the classroom, he was active during the English class seen from his spirit when the teaching learning process was going on by sharing, discussing, showing, and practicing his competence and knowledge in all skills especially speaking skill, where there is a chance to make a conversation with his friend, he always shares information about movies and songs, for example. He also attempts to speak in English with his English teacher at school whenever the teacher also tries to speak to the students in English. Unfortunately, the teacher does not always speak English during the class. This might make Z's opportunities to get input and use English in the classroom was not optimal. All in all, home milieu was more on giving exposes him to English rather than in the classroom.

Oxford (1990 as quoted by Cohen and Weaver, 1998, in Richards and Renadya, 2002) differentiates learning strategies into the following categories; cognitive, metacognitive, affective, and social aspects. Conducive milieu is included in the social aspect because in conducive milieu, the students have ample opportunities to practice their skills in English. Z subconsciously used social category. By having a conducive milieu, Z practices his English with his sister at home and with his English teacher at school. Z also puts English novels in his smart phone and watch TV Channels in English.

Brown (2002: 192) states that the students are indeed profoundly affected by what they see, hear, and feel when they enter the classroom. The classroom is the milieu of learning English for the students in the school. How the teacher speaks in the classroom is one of what students see and hear during the class and it will affect them. In Z's case, his teacher sometimes speaks in English in the classroom. It is what he sees and hears in the class and it affects him to be a proficient English language learner.

What Dulay, et al. (1999) claim is that a conducive milieu would enhance learner's second language acquisition is similar to the condition of Z. In his home milieu, the conducive milieu was available and it supports him as well. However, the classroom milieu did not supply him with a very conducive milieu since the opportunities that Z had to use English was in English class, yet the teacher does not always speak English to the students. In conclusion, the contribution of the conducive milieu was categorized good on the learner's second language acquisition.

Dealing with the data related to the aspect of motivation, some findings were found. Firstly, Z said that what inspired him to learn English was his sister. He used to watched English cartoon movies with his sister, and because his sister had good ability in English, specifically her pronunciation. Besides, he also realized that by learning English, he could use it for communicating to foreigners just in case he wanted to go abroad. Look at the following data.

R : *Who encourages you to study English and please explain what he or she says to you?*

Z : *My sister. Her name is Nadia. When I was a kid e...we usually watching e...cartoon movie like cartoon network or Disney channel e...she is my e...motivated to learn English well*

R : *What did she say to you?*

Z : *Not say anything but her English is very doubtful. I wanna follow her to speak English well too.*

R : *Ok. Very good. E... What goals do you intend to achieve after you finish learning English language? what goals? do you want to go get scholarship to USA or UK or what?*

Z : *e..ehm...Ya.. if I'm get e... money I wanna go to example is USA, New York, e... Las Vegas and I'm gonna I'm wanna to have a conversation with people in there.*

Based on the findings, Z has two types of motivation intrinsic and extrinsic motivation which they are defined by brown Edward (1975) as follows. Intrinsically motivated activities are those in which there is no apparent reward except the activity itself. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences whereas the extrinsic motivated behaviors, on the other hand, are carried out in the anticipation of a reward from the outside and beyond the self. Typically extrinsic rewards are money, prizes, grades, and even types of positive feedback, in Z's case he is learning English to have a real conversation with native English speakers. This is considered as intrinsic. The other goal is to make his life better on the financial level by having a good career. Also Z was motivated by his older sister. This is considered as a motivational strategy in learning a second language with motivation being one of the key factors that determine success in L2 learning. Strategies in motivating language learners should be seen as an important aspect of the theoretical analysis of L2 motivation (2001b), therefore Z's sister applied apart of what is called a motivational strategy which is very important in the process of learning L2. Ellis (2008) considered the role of language input in SLA based on behaviorist, mentalist, and interactionist theories of language learning, Z stated that he sometimes speaks English with his friends and listening to English songs, that L2 input is crucial in the acquisition of L2. In sum, a motivation can be categorized influential because Z himself has both integrative and instrumental motivation showed by the result of the interview obtained.

CONCLUSIONS AND SUGGESTIONS

The availability of language input, conducive milieu for learning English, and motivation plays important roles in a successful language learner. In order to have a good language proficiency in speaking English, a language learner needs the availability of language input. Language input can be in the form of songs, movies, readings, and even by joining an English course. By having the input, the learner got vocabulary and exposed to the native speakers' pronunciation that help the learner to be proficient to communicate in English as what is concluded by Zhang (2009) in his study. Even, in the EFL context, a nonnative speaker is able

to have proficiency nearly as native speaker if there is a plenty of time to engage with English—adequate exposure to English, a real need to use English, and not treating English as a subject, but as a means of communication. In short, efficient and effective input are tremendously needed to be fulfilled to accomplish nonnative oral fluency.

Conducive milieu for learning English is absolutely necessary for the language learner. By having a conducive milieu, the learner gets opportunities to practice communicating in English. This mostly used by the learner at home because he had ample access to be exposed to English. However, here, the role of teacher was not too important in giving opportunities to him for using English more frequently.

Motivation has a very influential contribution to the success of a proficient language learner in speaking English. When the learner had available input and conducive milieu in learning English, his motivation came up. His family, teacher, and milieu supported him to learn English. By having both the instrumental and integrative motivation, the learner finally had greater effort to learn English and it impacted his progress on acquiring English.

Based on these conclusions, several pedagogical implications are pointed out. Teachers and parents have to help students to get the available input, conducive milieu, and motivation in learning English. By having the available input, conducive milieu, and motivation in learning English, the students will be successful in learning English.

On the other hand, the student also has to be aware of the available input, conducive milieu, and motivation surrounding them. The student has to use the available input to enrich their knowledge in English. The student has to use conducive milieu to practice his/her English. The last but not least, the student has to build, maintain, and improve their motivation in learning English.

To the government, this also can be the reflection to the betterment of English language teaching policy of Indonesia. The government can probably provide the schools with facilities that enhance learners to be exposed in English, such as completing the facilities in language laboratories.

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TEACHER'S CREATIVITY TO PROMOTE SECOND LANGUAGE ACQUISITION TO MATCH INEVITABLE FIRST LANGUAGE ACQUISITION SUCCESS

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ABSTRACT

L2 acquisition has numerous variations in its success whereas L1 acquisition will turn out well and achieve mastery. It is the creativity and adaptation of the teachers to try to tackle this varied success of L2 acquisition, especially in accordance with individual difference. In Indonesia this includes education and cultural background, personality, as well as the age to start learning English which is done intensely mostly by older students. This personal matters will contribute to learning style preference, which in the long run help to know the rationale of choosing learning strategies. Teachers need to help synchronising learning style with learning strategies. Learning strategies are 'typically problem-oriented', and function more as problem solving. Those of good language learners can help to solve the problem of the weak learners. Learning strategies can be employed to refute the myth that older learners have little chance to success, it can even be more effective by way of strategies training, and improving students' self responsibility. This paper aims to discuss the factors needed to be creatively adapted by teachers to facilitate the success of FL and L2 acquisition, and it is recommended to do strategies training like SBI.

Keywords: *Teacher's Creativity, Individual Difference, Learning Style, Learning Strategies, The Role of Teacher and Student*

INTRODUCTION

Lightbown and Spada (1999) mention an interesting fact about first language (L1) and second language (L2) acquisition, they claim that L1 acquisition will always be done well by normal children and finally master the language. The fact about the success of L2 acquisition is the reversed in that the success is highly varied; one of the factors that cause this is the characteristics of the learners which determine more or less successful they will be in learning the language. The factors that may affect L2 learners' effort to learn "Major influences which condition or shape the way learners think and study are: the educational system, the sociocultural background and personality variables" (Jordan, 1997, p. 95).

Hulya (2009) has reviewed several theories to compare, contrast and examine L1 and L2 acquisition. The result will bring great implications for language teachers in their effort to facilitate success in teaching-learning process; this is due to the fact that they can understand the process of learning of their students better. Since the variation in the success of L2 acquisition, it is worthwhile to get a clearer view about the process of L2 acquisition, specifically in relation to teacher's effort to boost learners' success by incorporating 'learning strategy training' in teaching and learning process. Moreover, teachers also need to adapt their teaching method by combining theoretical knowledge particularly of SLA (Second Language Acquisition) with the situation where the teaching occurs (Hulya, 2009).

This paper will focus on how to relate the notion 'learning strategies' and L2 acquisition. Its aims are to reveal the possible relationship between SLA and 'learning strategies', approach particular empirical evidence that demonstrate 'learning strategies' contribution to SLA, and the possibility that 'learning strategies' are able to help teachers in tackling older learners' problems. By reviewing factors that are crucial to SLA and their pedagogical implications, this will further lead to the kind of teaching practices that can be creatively adapted by teachers to increase the success of L2 acquisition, while at once try to justify the appropriate role of teachers and students relating to this effort.

Individual Differences

Zafar and Meenakshi (2012) portray the variation in L2 acquisition success, that the learning progress of some L2 learners is rapid and effortless while the others is slow and struggling. The rationale for this is individual differences that no one is homogenous, she/he has own distinct 'personalities and styles'. They claim that this fact about individual differences has big influence to the success of L2 acquisition.

Lightbown and Spada (1999, p. 51) point out that learner' characteristics have "five main categories: motivation, aptitude, personality, intelligence, and learner preferences".

While, Zafar and Meenakshi (2012, p. 639) mention that individual differences are relating to “age, sex, aptitude, motivation, learning styles, learning strategies, and personality”. Among these categories, Ellis (2001) advocates that language aptitude and motivation are factors that make an impact upon ‘the rate and level of L2 achievement’. His justification is that both guide ‘the nature and the frequency’ in learners’ learning strategies-usage.

Learning Styles and Learning Strategies

In discussing about learning styles, Brown (2000) emphasises the importance to clearly define the notion ‘style’, which he believes is unique to each individuals and can distinct each other. “When cognitive styles are specifically related to an educational context, where affective and physiological factors are intermingled, they are usually more generally referred to as learning styles” (Brown, 2000, p. 114). In general, learning style is approaches to learning (Jordan, 1997; Cohen, 1998). While, in short, it is “learners’ preferred ways of learning” (Ellis, 1997, p. 73)

Similarly, in discussing about learning strategies, it is clearly defined that the notion ‘strategies’ as “specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information” (Brown, 2000, p. 113). In addition,

Ellis (1997) proposes two definitions, “behavioural or mental procedure used by learners to develop their interlanguages” (p. 141) and “the particular approaches or techniques that learners employ to try to learn an L2” (p. 76). Ellis’ definitions seem to be more neutral compared to the following two definitions which tend to emphasise ‘consciousness’ concept. Cook (1991, p. 78) defines it as “a choice that the learner makes while learning or using the second language that affects learning”, in addition, Cohen (1990, p. 5) defines it as “learning processes which are consciously selected by the learner.”

Cohen (1998) affirms that there is ‘an inadequate linking’ between learning styles and learning strategies. He believes that learning strategies operation ‘directly tied’ to learners’ learning styles, other personality-related variables, and demographic factors. Cohen (1998) suggests that by employing Oxford’ Style Analysis Survey (SAS) can help learners to be familiar with their ‘style preferences’ which help them to know their rationale of choosing certain strategies in learning

In relation to the link between learning styles and learning strategies, Jordan (1997, p. 94) proposes this brief account that “learning style: in turn, will lead to learning strategies and learner training”. Ellis (1997) notes that learning strategies are ‘typically problem-oriented’, meaning that such strategies are engaged when learners experience problem in learning process.

Controversy about the Notion Strategies

In discussing the term ‘strategies’, there may emerge a debate about whether it involves consciousness or not. Brown (2000), Cook (1991), and Cohen (1998) agree to include the concept ‘choice’ in defining ‘strategies’. Cohen (1990) claims that “The element of choice is important here because this is what gives a strategy its special character. These are also moves which the learner is at least partially aware of, even if full attention is not being given to them” (p. 5). To try not to be deeply involved in this debate, Purpura (1999) prefers to consider ‘strategies’ as both conscious and unconscious techniques.

Confusion may also appear when dealing with whether to discuss the terms communication strategies and learning strategies discretely or not. Brown (2000) proposes clear comment in response to this, he points out that: in SLA field, there are two types of ‘strategy’: “learning strategies and communication strategies. The former relate to input-to processing, storage, and retrieval, that is, to taking in messages from others. The latter pertain to output, how we productively express meaning, how we deliver messages to others” (p. 123).

Learning Strategies and SLA

Chamot (2001) propounds that learning strategies play crucial role in L2 acquisition; she believes this is due to two bases. First, by studying L2 learners’ strategies: “we gain insights into the cognitive, social and affective processes involved in language learning. These insights can help us understand these mental processes as they relate to second language acquisition” (p. 25). The second reason is that research in language learning strategies can facilitate educators in their effort to help ‘less successful’ L2 learners to be ‘better learners’.

Related to the contribution of language learning-strategies research to SLA, there are three necessary steps in conducting this research

the first step is to gain a clear understanding of the learning strategies used by language learners and differences between learning strategies of more and less effective learners. The second step is to find the most effective approach

to teaching language learning strategies. Finally, we need to discover whether instruction in language learning strategies actually has an impact on proficiency and achievement in the second language (Chamot, 2001, p. 26)

Chamot (2001) argues that by identifying good language learners, the strategies operated will also be describable. As the result: “it may be possible to teach less successful language learners to use the strategies that characterise their more successful peers” (p. 25). Moreover, she claims that the characteristics of such learner as “one who is an active learner, monitors language production, practices communicating in the language, makes use of prior linguistic knowledge, uses various memorisation techniques, and ask questions for clarification” (p. 29).

Chamot (2001) argues that ‘less successful learners’, indeed, use strategies; with similar rate of recurrence, but they use differently. Her description is that “good language learners demonstrated adeptness at matching strategies to the task they were working on, while the less successful language learners seemed to lack the metacognitive knowledge about task requirements needed to select appropriate strategies.” (p. 32). She believes that Oxford’s Strategy Inventory for Language Learning (SILL) is one of the instruments to ‘measure’ learners’ strategy-operation.

Sarafianou & Gavriilidou (2015) conduct an experimental language learning-strategy research and employ Greek version of SILL to measure the strategy used by the students, the results show remarkable enhancement in the use of strategy particularly in self-reporting. They state that strategies are teachable. Moreover, explicit and integrated strategy training play role in EFL classroom.

Empirical Evidence of Explicit Strategies Training

Cohen (1998) draws a distinction between ‘language learning strategies’ and ‘language use strategies’, he states that “attending to language form and avoiding the use of translation” as the example for the former and “previewing language lessons, relating the material to previous knowledge, word-for-word translation, remembering words by their image, and using idioms” (p. 145) for the latter.

Cohen (1998) proposes detailed account about the benefit and implementation of so-called ‘strategy training’

If instructors systematically introduce and reinforce strategies that can help students speak the target language more effectively, their students may well improve their performance on language tasks. By preserving the explicit and overt nature of the strategy training teachers better enable students to consciously transfer specific strategies to new contexts. The study also seems to endorse the notion of integrating strategy training directly into daily language tasks. In this way, the students get accustomed to having the teacher teach both the language content and the language learning and language use strategies at the same time. (p. 19)

Brown (2000) addresses the increasing positive reception about the advantage of ‘incorporating strategies’ into learners’ acquisition process. He notes that “Two major forms of strategy use have been documented: classroom-based or textbook-embedded training, now called strategies-based instruction (SBI), and autonomous self-help training” (p. 124).

SBI is “a learner-centered approach to teaching” (Cohen, 1998, p. 114); whereas according to Brown (2000, p. 130), Strategies-based instruction (SBI) is “learner strategy training”. Cohen (1998) conducts a study at the University of Minnesota which focuses on strategies that are conscious raising and the ones that the participants manage to identify explicitly. The aim is to examine what possible advantage students can get from immersing formal SBI in EFL speaking classrooms. He claims that “explicitly describing, discussing, and reinforcing strategies in the classroom - and thus raising them to the level of conscious awareness – can have a direct payoff on student outcomes” (p. 19).

Other study which support Cohen (1998) is Sarafianou & Gavriilidou (2015), they also claim that explicit strategy instruction can make learners aware of possible strategy use benefits, do self reflection of how successful it is later on apply the strategy to other condition. By such treatment, learners are helped beyond just learning but more of maximising their learning.

Cohen (1998) argues that SBI is more effective than other programs, which are “various short-term interventions (e.g. periodic workshops for students on strategies for reading, learning vocabulary, speaking, and writing) had only short-term effects at best” (p. 114). The findings of Cohen’s study support his belief about the benefit of SBI and advocate that SBI, indeed, ‘should have a role in the foreign language classroom’ (p. 151).

Brown points out that Cohen's (1998) study is one of the researches that is able to demonstrate the effectiveness of SBI, other study by Sarafianou & Gavriilidou (2015) also mention that SBI triggers learners to play active role in that they are assisted to do self monitoring and evaluation.

The effectiveness of SBI is also true in the study of Rahimi (2014) who reveals that vocabulary learning is less being inputted to language and exposed, this condition takes place in ESL contexts compared to EFL ones. This fact causes potential hurdles in vocabulary learning, SBI is believed to play great role in facilitating success in vocabulary learning.

Teaching L2 and EFL to Older Learners

Zafar & Meenakshi (2012) believe that L1 acquisition has critical period, such normal successful acquisition by children is merely limited within few years. The rationale is there is lose of ability to fulfill the required brain capacity to learn language, namely brain plasticity lost. To support this, they point out a well-known case of Genie who is abused by keeping her isolated from all language input and interaction until the age of thirteen. As the consequence, linguistic knowledge and skills development of Genie's L1 (English) is never developed.

Moinzadeh, Dezhara & Rezaei (2012) mention that many researches show the fact that the brain develops and its left hemisphere has more control of language function, they portray this neurological changes play role in the process and nature of L2 learning. Relating to the superiority of children in learning a language, Zafar & Meenakshi (2012) pinpoint interesting fact "Are children more successful second language learners than adults? Many would say yes, if we commonly observe the ease with which children, especially young children slip into the role of second language speakers." (p. 639)

On the contrary, Marinova-Todd et al. (2000) do not consider this lost of brain plasticity as the ultimate factor, they claim that "Age does influence language learning, but primarily because it is associated with social, psychological, educational, and other factors that can affect L2 proficiency, not because of any critical period that limits the possibility of language learning by adults" (p. 28).

In dealing with older learners, Marinova-Todd et al. (2000) recommend that 'even though teachers can do little to "improve" a student's age, they can do much to influence a student's learning strategies, motivation, and learning environment. Thus, such teachers are justified in holding high expectations for their students and can give their motivated students research-based information about how to improve their own chances for learning to a high level.' (p. 30).

CONCLUSION AND SUGGESTION

By doing needs analysis prior the beginning of the course, teachers can try to adapt their teaching methodology to the needs, purposes, conditions, preference, and benefit of both the learners and sponsor-agencies (if any). Moreover, teachers need to be sensitive and prepared enough to deal with the fact that individual differences really affect the choice of available learning strategies to be the most effective ones. Factors such as: gender, age, subject, context, culture, educational background, and intended educational level (secondary or tertiary); should become consideration in selecting learning strategies.

Learning strategies is worth considering, because of its increasing role in teaching and learning process. Students always try to find the most effective and suitable learning strategies to improve their achievement, it will be beneficial if teachers also try to adapt teaching strategies to cope with their current students' needs and circumstances. Take for example, teaching adults. Brown (2000) mentions that styles are uniquely firm in adults, meaning their strategy selection maybe already appropriate for them.

The next factor is the benefit of fostering students to have bigger role and be more responsible in their own learning activities and process, they are facilitated and given the opportunity to 'choose' their preferred strategies. Teachers' role is to monitor the effectiveness and progress of students' learning process, if necessary and teachers feel that they can boost students' achievement more, as educators, they can suggest more effective strategies or better application of the strategies.

The other factor that needs to be adapted is education-level of current students, teaching different education-level will be approached with different methodology. For postgraduate students, teachers seem prefer to give students the responsibility for their own learning. Maybe only very little time will be allocated in helping students to choose the most suitable learning strategies. While, for teaching English for Academic Purposes (EAP) it is advisory to be approached with SBI. SBI has been proven empirically by many researches to be effective in facilitating the success of L2 learning. One of which is by Rahimi (2014) who postulates that students can be assisted by teachers to be more independent and self-monitored as the result of incorporating SBI in the learning process. Sarafianou & Gavriilidou (2015) confirm the

‘teachability’ of learning strategies even for SBI and suggest that by doing explicit and integrated strategy training; the result will be more outstanding.

Teachers’ creativity and adjustment will also help students to adapt their learning styles, more specifically their learning strategies in order to cope with students’ intended learning context and demand. In addition, teachers need to consider psychological matter so that they can modify their teaching methodology to suit individual differences of their students. Zafar & Meenakshi (2012) suggest that teachers have to do beyond than just being informed that there are individual differences, they should employ their knowledge and willingness to utilise these individual differences for L2 acquisition success.

Due to the fact that this paper only approach learning strategies in terms of their role in SLA and contribution to L2 acquisition, further survey will be sensible in getting more insight. One of them is to know whether there is relation between learning strategies and Krashen’s Comprehensible Input Hypothesis or not. Brown (2000) claims that learning strategies and input are linked.

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LEVERAGING TEACHER EXPERIENCE AND AUTONOMY IN BLENDED, IN-SERVICE TEACHER TRAINING

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ABSTRACT

This paper describes a proposed set of teacher training materials that were designed to be practical, have a principled balance of theory and practice, and have a focus on reflection and growth. Other key features are the proposed mix of collaborative and autonomous learning and the combination of face-to-face sessions and internet-based tasks. These materials take advantage of Edmodo, an intuitive, educational social media platform that allows for asynchronous communication which can promote participant involvement outside of workshops. The ability to participate in discussions during teachers' downtime is especially useful as a teacher's already full work-load is often seen as an obstacle to continuous professional development. The units in the materials were designed to be modular, so as to be flexible and react to the needs and interests of the teachers. These modules are delivered through a 'Reflection/Action Cycle' that spans the course of 4-6 weeks; after an initial reflection task, theoretical input is given at the start of the cycle through videos and games that can be easily accessed on teacher's own devices. After this, teachers discuss a reflection task online via a Facebook-like post system. These reflections will then be used to lead-in to the 90 or 120 minute practical workshop which uses simulations, task and learning analyses, collaboration, as well as further reflection so teachers can make teaching decisions based on the theories of teaching and learning tempered by their and their colleagues' experiences in their specific contexts. After the workshop, teachers will create a specific action plan to implement ideas that were surfaced during the workshop. These plans can be self-directed and monitored, or supervised by a Senior Teacher or mentor. It is proposed that these materials will provide structure and support that can increase teachers' autonomy and their capacity for self-directed learning.

Keywords: *in-service teacher training, blended learning, reflective learning, teacher autonomy*

INTRODUCTION

This paper details a set of proposed materials designed for in-service English as a Foreign Language teachers. Mann (2005) notes that the terminology used for these types of training (including teacher development, teacher training, teacher development, and continuous professional development) are often used interchangeably, however they are quite distinct. For instance, teacher development involves general growth, not focused on a specific job (Richards and Farrell, 2005); teacher training has been defined as transmitting knowledge of what makes a good teacher (Roberts, 1998); while continuous professional development is more utilitarian, oriented towards a specific career (Mann, 2005).

For this course, the authors endeavour to combine teacher training and development; in the former, teachers will be taught teaching concepts and principles, while the latter focuses on promoting general growth (Richards and Farrel, 2005).

The course will be delivered through a series of flexible, stand-alone modules that cover **systems** (lexis, pronunciation, etc.), **skills** (reading, speaking, etc.), **class types** (young learners, business, etc.), **materials development** (using authentic texts, designing tasks and materials, etc.), and **miscellaneous** (action research, learner autonomy, etc.). Malderez and Wedell (2007) claim that personal relevance is essential in teacher training, so teachers are encouraged to discuss and decide which modules should be taken and in what order.

Defined by Smith (2001) as having the capacity for self-directed learning, autonomy is also an essential part of the course. These materials help teachers to reflect on the given theoretical

input through the lens of their own experiences using the in-built 'Reflection / Action Cycle,' thus enabling teachers to construct their own theories of language learning and teaching, then implement them directly in classes. This use of teacher's own values, experiences, and reflections has been supported by many academics as a crucial element in learning and development (see, for example, Deyrich and Stunneel, 2014; Fandino-Parra, 2001; Roberts, 1998; Mann, 2005). These materials are designed to help teachers synthesise their own experience with the input of learning and teaching theories so they can construct their own theories, giving them teacher autonomy (Fandino-Parra, 2011; Aoki, 2011 in Smith, 2000).

Principles of Materials design

These materials were designed with the following principles in mind:

Be practical

However good a development course is, unless teachers are able to attend, it will be all for nothing. Resources and time must be allocated by managers and teachers to ensure that developmental goals can be achieved (Malderez and Wedell, 2007).

As such, each of the modules are designed to take 3-4 hours of teacher time per module (4-8 weeks, depending on circumstances), ensuring that teachers only need to put in on average less than 1 hour per week of time into their on-going development. This includes a 90 or 120-minute workshop in the middle of the module, as well as the reflection and input tasks given over the internet.

Have a balance of theory and practice

It is important that teacher development programs allow teachers to learn in integrated, relevant and personally meaningful ways (Malderez and Wedell, 2007). This means ensuring that all theoretical input is contextualised in a way that teachers can see a direct use of it in the classes they teach. This is echoed by Giraldo (2014), who also suggests that programmes such as this include practical activities around which teachers can discuss the theoretical issues.

According to Richards and Farrel (2005), workshops provide an effective way of presenting practical classroom activities. They go on to say that they also:

- raise motivation;
- encourage interactions and collegiality; and,
- provide opportunities for discussion and shared perspectives.

In order for the workshops to be practical, much of the theoretical input will be given two to three weeks prior to the workshops through videos, learning games, and short readings disseminated via the internet. Not only will this give teachers flexibility in accessing the materials (Murphy, 2004), but also ensure that teachers come in with some of the theory underlying classroom practice. This will help give teachers a more critical lens through which to view their own experiences and beliefs, leading to more lively discussions during the workshops.

A focus on reflection and growth

Another lynchpin in this course is reflection, which is defined by Mann (2005) as a way to develop awareness of teaching practice through an inner dialogue with oneself. Roberts (1998) argues that reflection is paramount in the process of learning and development, going so far to say that long-term change is only possible through these processes.

In this course, teachers will reflect before, during, and after workshops, both individually and collaboratively. This can help enable teachers to analyse, discuss, evaluate, and change their own practice by adopting an analytical approach towards teaching and learning (Calderhead and Gates, 1993, cited in Fandino-Parra, 2001:279).

The results of these reflections are then used in Exploratory Practice (EP), which Dar and Gieve (2013) describe as a form of on-going practitioner research that seeks out to find localised (non-generalisable) truths of learning and teaching. Here teachers try to understand teaching practices and then work to improve them collaboratively (see Allwright and Hanks, 2009, for more information on EP).

Have a mix of collaborative and autonomous learning

Richards and Farrell (2005) argue that learning with other teachers can enhance individual learning as it allows teachers to learn from others' experiences, both successes and failures. This form of collaborative reflection can help to promote the creation of a community of professionals, creating stronger bonds between colleagues and expediting development.

Given time and guidance, this community of professionals can then learn autonomously, which Smith (2001) defines not as learning without teaching, but having the capacity for self-directed learning. This can be achieved, he goes on to say, by providing scaffolding, structure and reflective learning.

One of the main aims of these materials is that teachers become autonomous through reflective practices, which Deyrich and Stunel (2014) describe as reflecting on their experience along with theoretical knowledge so teachers can make their own decisions regarding their teaching practices.

In other words, once teachers are trained, they should be trusted with another type of autonomy, what Aoki (2000, cited in Smith, 2001) calls teacher autonomy, or the freedom and responsibility for teachers to make their own decisions on their own teaching.

Include blended learning

As optimising time is paramount, this proposed course uses a Computer-Supported Collaborative Learning Environment (CSLE) to facilitate Blended Learning; which according to Rovai and Jordan (2005) complements face-to-face contact with the convenience of online learning by combining classroom with online learning. They go on to say that this mix of face-to-face and online learning allows for more interaction between the teachers, as well as between the teachers and trainers. This can create a more collaborative environment, and can promote communities of practice.

The CSLE chosen for this course is Edmodo. A social media site targeted to educators that is similar to Facebook, but is more private and secure (Kongchan, 2012). This site allows for asynchronous discussion, i.e. not occurring in real time; thus enabling teachers to access the pre-session input materials during their downtime and then to think about them for a few days before participating in discussions (Murphy, 2004).

Sample Materials and rationale

The following is an illustration of how the above principles are put into practice by the materials. Readers will see a module entitled “Using Authentic Materials” consisting of two pre-workshop tasks (one a reflection task, the other an input and discussion task), a 120-minute workshop, and a post-workshop Professional Development Task (PDT). This particular module has two input videos, one theoretical, the other practical. All materials can be seen in the Appendix, and readers are encouraged to have them at hand while reading the following.

Pre-workshop reflection and input

As suggested by Malderez and Wedell (2007), all modules start with a task that asks teachers to reflect on their experience and knowledge. This is done via Edmodo, and invites teachers to articulate their own thoughts before any input is provided (see figure 1).

After teachers have had enough time to discuss this task in-depth, perhaps 3-4 days, an input task is then posted (figure 2). This task includes discussion questions based around a ~7-minute input video on using authentic materials in language teaching.

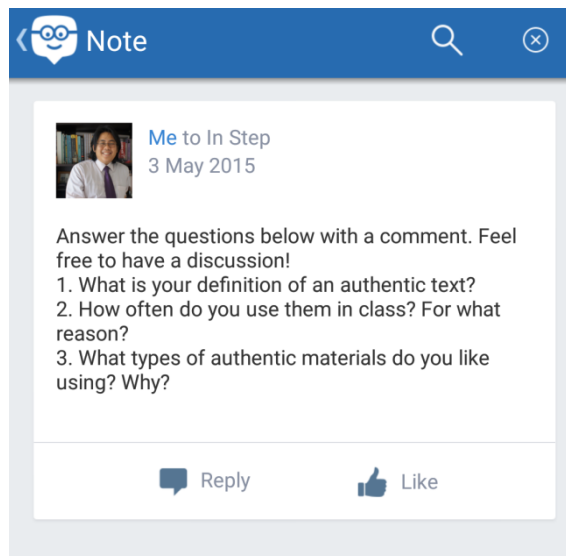


Figure 1 Pre-Workshop Task 1 as seen on Edmodo App on Android.

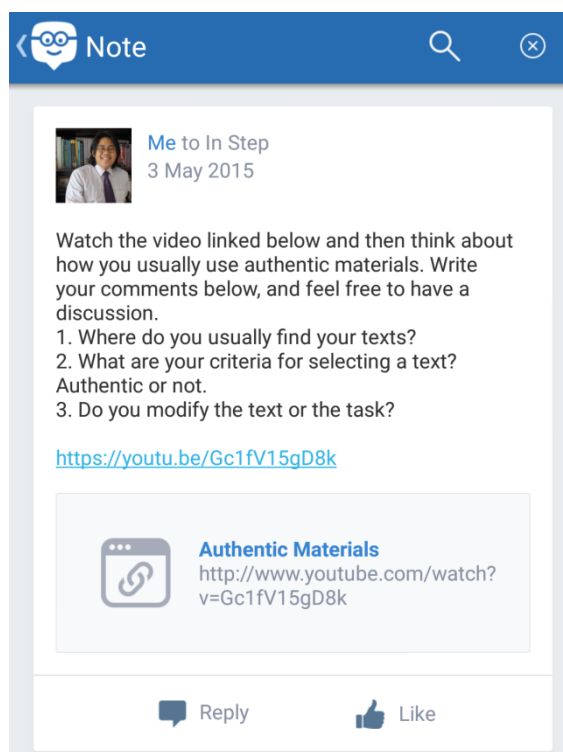


Figure 2 Pre-Workshop Task 2 as seen on Edmodo App on Android

Edmodo

CSLEs, like Edmodo, encourage the type of reflection central to this course (Shellens and Valcke, 2005). The rationale for using this particular CSLE is as follows:

- it is user-friendly and intuitive, creating a shallow learning curve. This is important as teachers will be a mix of digital immigrants and digital natives (Prensky, 2001) meaning that some may be more confident with technology having been surrounded by it from a young age, while others might find it more challenging as they did not grow up with it;
- it can be easily accessed using all operating systems both desktop and mobile, allowing pain free access from the comfort of teachers own devices;
- as it employs asynchronous discussion, teachers can discuss their experiences and development tasks during their free time, giving them a chance to think about their responses. This provides opportunities for in-depth discussion, allowing other members of the group to comment on and learn from others (Schellens and Valcke, 2005:960-661).

Videos

As instructional videos have been found to improve learner attitudes (Herreid and Schiller, 2013), these materials include videos that are used to deliver both theoretical input as well as show practical advice in terms of using online resources. Wiseman (2013) found that engaging the audience using learning videos can help retention by 15% when compared to audio only. Another benefit is that videos can be watched multiple times if teachers wish and teachers can choose when they want to watch it, providing flexibility. Teachers are also encouraged to comment on the video in Edmodo and answer questions surrounding the content (task in figure 2). Bishop and Verleger (2013) also note that learners come to class more prepared if given video lectures when compared to reading materials.

In this module there are two videos for teachers. The first (figure 3) is a simplified breakdown of a journal article entitled ‘Authentic materials and authenticity in foreign language learning’ (Gilmore, 2007) that is linked to a discussion task (figure 2). The second is a video tutorial that shows teachers how to use two tools for text analysis (figure 4). This video will either be shown during the workshop or be posted on Edmodo soon after.

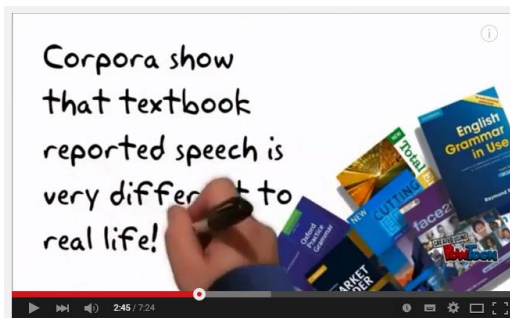


Figure 3 Sample video from authentic materials module

<https://www.youtube.com/watch?v=Gc1fV15oD8k>



Figure 4 Text checker video tutorial created in screencastify

https://www.youtube.com/watch?v=cGXfNjT_Fc

Games

While some teachers might see games as patronising and only for children, Prensky (2005) argues that as learning requires effort, digital, game-based learning can help keep learners motivated. This module doesn't have a game, but in the pronunciation module, there is a game in which teachers are familiarised with terminology relating to pronunciation (Figure 4). In addition, introducing teachers to these types of easily created multimedia resources might propel them to use them with their own classes.

Workshops

Workshops are 90-120 minutes long and start with a further exploration of the themes in the pre-workshop tasks (see Appendix). After this, teachers will play the part of language learners, as the trainer simulates a classroom task. In this case, teachers will do several tasks with an authentic text, the song ‘When I’m 64,’ by The Beatles.

Simulations are used as according to Tomlinson and Masuhara (2000), they help teachers:

- visualise how teaching feels from the student point of view;
- develop a repertoire of skills and activities that they can use in real life; and,
- understand the design principles of activities, thereby enriching their own teaching.

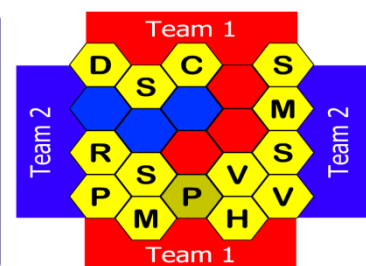
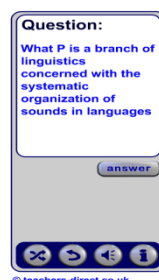


Figure 5 Blockbuster game for learning pronunciation terminology. http://www.teachers-direct.co.uk/resources/quiz-busters/quiz-busters-game.aspx?game_id=131317

Then, teachers will reflect on the simulation while keeping the ideas from the pre-workshop tasks in mind. Teachers will relate the simulations to their own practices and understanding of the theories of language learning/teaching; this is accomplished by asking teachers to discuss questions such as, “Would you use these tasks in class? Why?”, “Would you modify them? Why?”, or “Does this text fit your or what the video defines as an ‘Authentic Text’?”

This type of task can help teachers critically analyse their approach towards teaching and learning (Calderhead and Gates, 1993, cited in Fandino-Parra 2001;297). Also, the collaborative nature of the tasks will enhance individual learning (Richards and Farrel, 2005), as it provides opportunities for teachers to learn from each other’s experience.

Post-workshop professional development task

Giraldo (2014) argues that reflections are important after development sessions to see if the learning is having an impact. As such, there is an in-built Professional Development Task (PDT) for each module that gives teachers an opportunity to do so systematically (see Appendix). It also provides the structure and scaffolding that Smith (2001) claims can help teachers become autonomous learners. The task easily allows for supervision, either by a Senior Teacher or a mentor. In this particular module, teachers are asked to use an authentic text in class, describe their rationale behind its use, and then describe what text analysis tools they used. After that lesson, teachers then reflect on their lessons, answer the follow up questions in the PDT section 3 (see appendix) and then encouraged to share and discuss what they learnt on Edmodo.

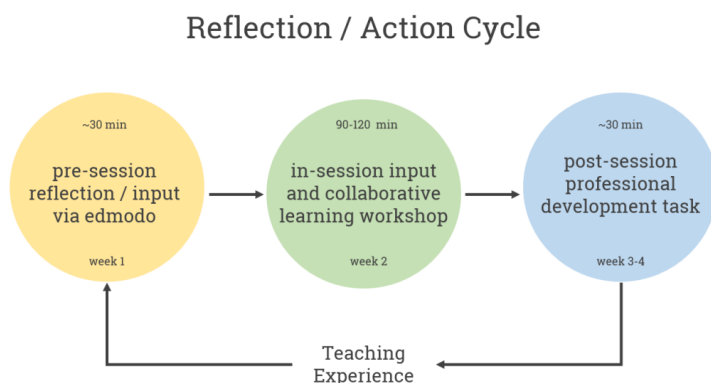


Figure 6 The Reflection / Action Cycle. Timing is flexible, the above is shown for 4 weeks but can easily be modified for longer or shorter time spans.

The reflection / action cycle

As can be seen by the structure of the materials, both before, during, and after the workshop, these modules build on teacher’s experience in what the authors call the reflection / action cycle (figure 6). The modules are structured in a way that:

- encourages reflection;
 - o both collaboratively and independently; as well as,
 - o during and outside of workshops;
- has a call to action that empowers teachers to use the theories and experiences surfaced during the workshops; and,
- can allow teachers to continue on-going professional development while still being able to maintain a full teaching workload.

CONCLUSIONS

Obviously, on-going professional development is important in all professions. One of the biggest issues with doing it while teaching a full workload is finding the time to do it in a way that is structured, in-depth, and well-supported by trainers. The authors propose that teachers and teacher trainers will be able to do just that by:

- leveraging teachers own experience;
- balancing theoretical underpinnings with practical applications;
- helping teachers increase autonomy; and,
- complementing face-to-face sessions with the convenience of CSLEs.

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Appendix

The following are QR Codes for the internet-based materials. Scan these with the apps Wallet (iOS) or Google Goggles (Android).



Authentic materials input video



Text checker tutorial video



Pronunciation terminology game

Workshop handout created in MS Publisher

14 Using Authentic Materials

1

In your group, discuss the comments given by the trainer.

- Which ones do you agree with? Why?
- Are there any differences in opinion in your group?

2

When I get older losing my hair
Many years from sending me a valentine,
Birthday greetings,
If I'd been out till quarter to three
lock the door?
still need me, still feed me, when I'm sixty-four?

You'll be older too
And if you could stay
I could be handy(1), mending(2) a fuel(3)
When your lights go for a ride
You can knit(4) a sweater by the fireside
go for a ride

Doing the garden(5), digging the weeds(6)
me, when I'm sixty-four?
still feed me, when I'm sixty-four?

Ev'ry summer we can rent a cottage(7) In the Isle of Wight
too dear(8)
We shall scrimp and save(9)
on your knee
Versa, Chuck & Dare

When I'm 64

3

With a partner, look at exercises a/b, and c, and discuss:

- Would you use all of them with the song?
- How would you order them?
- How would you change it?
- How would you adapt it for a higher/lower level?
- What other activity types would you do?

3a

First by yourself, answer these questions, then ask your friend to see if she has the same answer as you.

- How old do you think this person is?
- Who do you think he's talking to?
- Why is he singing it?
- Is he really talking to the person or is he just talking to himself?

3b

With a partner, discuss:

- Do you think this could be a good relationship?
- Is this a real situation?
- How would you change it?

3c

Match the words in bold from the song to a definition or picture below.

Definitions:

- Adj. Skillful, someone who can fix things
- Verb. To repair something
- Collocation. Doing the gardening
- Noun. Unwanted plants in a garden
- Adj. Expensive
- Idiom. Using little money and keeping some so you can use it later
- Verb. To rent a house, to need a note to, or call someone
- Verb + adverb. To shout/tell me exactly.

5

According to Brian Tomlinson (materials design guru), ask these questions when designing tasks :

Is it cognitively engaging?
Is it emotionally engaging?
Does the task allow personalization?
Does it have an outcome?
Does it provide an opportunity for genuine communication?
Does it allow the learners to make discoveries about the language for themselves?

6

Professional Development Task

Try out an authentic text with one of your classes at some point over the next

- Plan.
- Which authentic text? Which class will you use it with? Do you need to analyse and/or modify it? What types of tasks? Discuss your lesson ideas with a colleague, if you can.
- Do the lesson
- Reflect.

How did it go? What was successful? What would you change? Would you use it with different classes? Why?

Text analysis tools


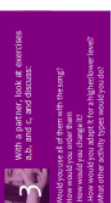

One of the biggest difficulties in using authentic texts is measuring how level appropriate it is for your students.

Google Oxford 3000 text checker, or English Profile text checker if you want to use them. Alternatively you can access tutorials in the tutorial bank on Edmodo.

EnglishProfile

CERF for English

Teacher notes (3 pages)

15	<p>The aim of the input is to demonstrate one way of using authentic materials in class.</p> <ol style="list-style-type: none"> Do a quick 3 minute warmer with the song. See appendix for an idea, but feel free to use your own. We recommend you only demonstrate with the first verse and chorus. Direct teachers attention to the lyrics gap fill in their workshop notes. Play the song again and ask the teachers to fill them in. There is no need to do the whole song, we recommend you only demonstrate with the first verse and chorus. Ask teachers, in pairs, to briefly discuss what the activities were, and what they think their aims were. This can also be done as a whole class activity, if time is pressing. 	
15	<p>In this section, teachers are asked to analyse task types and are introduced to TASP/TALO/TAVI.</p> <ol style="list-style-type: none"> Ask teachers to look at task 3a, b and c and answer the questions in text box 3. Give approximately 10 minutes to discuss. If teachers are doing the task quickly, you could consider a pyramid discussion. But please allow ~5 minutes for whole-class feedback. Draw teachers' attention to task 4. The text is exploited differently in tasks 3a,b and c. In 3a it is used as a vehicle for information (TAVI), in 3b as a springboard for production (TASP) and in 3c it is used as a linguistic object (TALO). This terminology might be useful for teachers considering Delta/MA, you don't have to mention the terminology, but do highlight the different approaches to using authentic texts. 	 
30	<p>Here, teachers are asked to think about what constitutes good tasks and then to create some for an authentic text.</p> <p>*Select at least three authentic texts that might be relevant to your teachers and teaching context. Suggestions:</p> <ul style="list-style-type: none"> An article on macadamia nuts in simple English. https://simple.wikipedia.org/wiki/Macadamia_nut Lyrics to the song "Style" by Taylor Swift http://www.directlyrics.com/taylor-swift-style-lyrics.html Several examples of short one page stories, you'll have to choose one though. http://onepagestories.com/fiction_winter08.htm 	

Suggested Session Plan

Aims

At the end of the session, participants will:

- Have a greater understanding of the benefits of using authentic texts
- Have several concrete ideas for exploiting authentic texts in class

Delivery recommendations

Every trainer has a different style of delivery, however these materials have been designed to be used in an interactive manner. Research has shown that teachers need to feel comfortable and unthreatened if they are to take new ideas on board. Keep that in mind while you are training them.

Pre-workshop checklist

Remember to:

- Select interesting teacher comments
- Get the mp3
- prepare audio equipment
- Select, and have enough copies of three authentic texts that might be relevant to your teachers and teaching context. Suggestions are given below".
- Print enough copies of the PDT pro forma

Time and Procedure

5	<p>Give the teachers five minutes to arrive and settle at the session.</p> <p>Remember teachers might enjoy a short opportunity to catch up with colleagues they might not see every day.</p> <p>Once all teachers are ready feel free to move on the the next stage.</p>	
15	<p>Feedback on pre-session tasks.</p> <p>Choose a few interesting teacher comments from the Edmodo that display different viewpoints and use them as a springboard for discussion. Perhaps you could print them off and give them to participants in small groups to discuss, or just project them on the board.</p> <p>Finish with, 5-minute, whole-class feedback.</p>	

	<p>1. Draw teachers attention to Brian Tomlinson's questions to ask yourself when designing tasks. Put teachers in pairs and ask them to rank the 3 most important for them. Then feedback in small groups.</p> <p>2. Put teachers into pairs or groups and give each group one of the authentic texts*. You can, if you want, give each group different ones.</p> <p>3. In their group, teachers design one or two tasks that they could use with the authentic materials. Ask them to think about whether or not they are going to modify the text.</p> <p>4. Separate groups into different ones and ask teachers to present their ideas to each other.</p> <p>5. Quick whole-class feedback to point out varied, interesting ideas. Discuss the issue of comprehension vs input response questions, as well as writing questions that don't allow "lifting" answers directly from the text.</p>
5	<p>Introduction to text analysis tools</p> <p>1. Ask teachers whether the texts they were given would be appropriate to their classes. Ask them how they would know?</p> <p>2. Mainly teachers use intuition to guide them here, but we should be able to use ELT research to help us. There are now free online tools that can help you analyse texts for difficult vocabulary. English profile even gives you the CEFR band of a word, and it's many definitions.</p> <p>3. Direct teachers to Edmodo where they will find a screencast video showing them how to use the tools.</p>
15	<p>Wrap up and PDT</p> <p>1. Ask teachers to write two things they have learnt from the session and pre-session.</p> <p>2. Set PDT and talk teachers through the form (Appendix).</p> <p>3. Let students pair up, and discuss initial ideas for sources and types of authentic texts. Trainer should monitor and support where necessary. Encourage teachers to take out phones and/or tablets to look for ideas if they want to.</p>

Professional Development Task

Using Authentic Materials

1. Plan

Class: <i>Georgetown (Friday 200 GE R2)</i>
Text name and source: <i>Tacky - Song by Weird Al Yankovic</i>
Task aim: <i>To learn some new vocabulary (e.g. fluorescent, plaid), and discussing tackiness and making a list of do's and don'ts on tackiness.</i>
Task breakdown (mention analysis tools and type of modification of text/tasks, if used): <i>First students discuss 'fashion' - to activate schemata Then they listen to the song and gap fill the lyrics Third they discuss questions raised in the song Then they look at different types of tackiness (not related to fashion) and then discuss and create a list of do's and don'ts</i>
Brainstorm with: <i>Hannah!</i>

2. Do the class

3. Reflect

Did you meet your aim? <i>Yes, to an extent.</i>
What went well? <i>They loved the song as it was a send up of a famous song by Pharos Williams. They also really liked discussing Tackiness in general. It was a very generative activity.</i>
What would you change? <i>The activities were quite difficult, and they needed a lot of new vocabulary. I think it would be better if they discussed it in pairs as a gap activity. They did it in larger groups and some were left out of the conversation.</i>
Appropriate for higher/lower levels? <i>I think it's difficult for lower levels as the vocabulary in the song is pretty difficult. I guess if I did use it for lower levels the listening task would have to be really simple. Perhaps instead of a gap fill, it could be rearranging lyrics?</i>

EFL WRITING CURRICULUM IN A PRIVATE UNIVERSITY:AN EVALUATIVE STUDY USING A SYSTEMATIC APPROACH

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ABSTRACT

The overall aim of this study is to evaluate EFL writing curriculum, especially a syllabus of a writing course, in a private university whether this curriculum is needed to improve or not using a systematic approach. This approach provides both a set of stages for logical program development and a set of components for the improvement and maintenance of an already existing language program. The components are needs analysis, goals and objectives, testing, materials, teaching, and evaluation. These elements are interconnected by bidirectional arrows to each other and to never-ending process. In this paper, this approach is used as a framework to analyse or evaluate the EFL writing curriculum. The findings are the existing writing curriculum (syllabus) needs to be evaluated gradually because this syllabus has several shortcomings based on the theoretical concepts. The concepts are 1) theories and principles underlying syllabus design; 2) Formulation of indicators; 3) Selection of materials; 4) Selection of learning activities; and, 5) Selection and development of assessment or testing. This study is seemingly in surface area because of several weaknesses such as limited data collection tools. Therefore, for the further researchers, they should collect or gather information from other data collection tools such as interviews, tests, teachers' or students' notes in order to comprehensively and confidently assess the EFL curriculum will be developed or not.

Keywords: Curriculum, EFL writing, Systematic approach

INTRODUCTION

English language curriculum has witnessed substantial developments over the past decades. The process of curriculum development is a dynamic process involving interrelated elements of needs analysis, goals and objectives, testing, materials, teaching and evaluation (Brown, 1995:29). The evaluation of the existing curricula has been argued to have many benefits. According to Brown (1995) evaluation is the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved. The all relevant information is gathered and analysed in a systematic manner and that only relevant information should be included.

In general, there are two purposes of evaluation, formative and summative (Nation, 2010; Ornstein and Hunkins, 2009; Brown, 1995; Print, 1993). Formative has the purpose of forming or shaping the course to improve it. A summative evaluation then has the purpose of making a summary or judgement on the quality or adequacy of the course so that it can be compared with other courses, compared with previous summative evaluation, or judged as being up to a certain criterion or not. Regarding this, this study focuses on formative purposes in analysing an EFL curriculum, particularly syllabus of writing for academic purposes that is used in the third semester in a private university in Lubuklinggau. The reason is to provide the improvement of the writing syllabus than judge it.

To facilitate the improvement of the writing syllabus, this study uses a systematic approach as a model or framework recommended by Brown (1995) to evaluate or analyse the existing syllabus. This model involves both a set of stages for logical program development and a set of components for the improvement and maintenance of an already existing language program. The components are needs analysis, goals and objectives, testing, materials, teaching, and evaluation. Those elements are interconnected by bidirectional arrows to each other and to never-ending process. In so doing, this approach is relevant to the purpose of this study in analysing or evaluating the EFL writing syllabus because the elements of this approach are broader sense of syllabus. Another reason is it is also in line with process standard mandated from National Standard in Higher Education (SNPT) to evaluate the existing curriculum (e.g. a syllabus) to improve it.

In fact, several research results in relation to syllabus showed that teachers of English in a senior high school find lesson plan is difficult and did not have time to construct it, therefore she modifies lesson plans from the internet (Jasmi, 2014). Moreover, Petrus (2013) found several problems related ESP course program and one of the results that the EFL teachers do not do students' needs analysis. The results indicated that the teachers are not aware of the important roles of syllabus. Moreover, in my institution, a syllabus is only as a requirement to

be submitted to the study program before they teach their students without revising and improving it. Therefore, the evaluation is expected to notice to what extent EFL writing syllabus follow the theories or principles of language and learning and the students' needs.

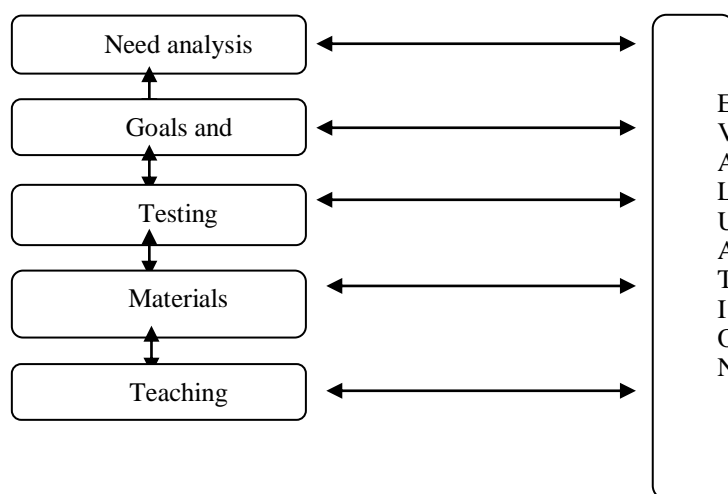
METHOD

This study utilized an evaluative study, especially curriculum evaluation. According to Richards (2001), curriculum evaluation focuses on collecting information about different aspects of a language curriculum in order to understand how the curriculum works (formative) and how successfully it works (summative). Because of the limited time in conducting this study, the writer focused more on formative rather than summative evaluation. Therefore, this study evaluated the existing writing syllabus in which 'syllabus is an integral part of curriculum' (Krahnke, 1987) and aimed at improving it without assessing how successfully it works.

The participants of the study were the fourth semester students who had taken a writing course (writing for academic purposes) in a private university in Lubuklinggau, South Sumatera. The students involved in this study are 20 students to answer some questions in a questionnaire. Their answers were expected to justify the analysis.

Moreover, the data collection techniques used in this study were namely document and questionnaire. The questionnaire was used to triangulate the data from document (a writing syllabus). As stated by Cohen et al (2007), triangulation is a way of combining several techniques of data collection and data resources. The questionnaire was adapted from Petrus (2012) that is relevant to the elements of systematic model suggested by Brown (1995) and the writing theory such as the aspects of writings such as format and content, organization and coherence, and sentence construction and vocabulary (Hyland, 2003) to find out the students' difficulties in writing an academic essay. Actually, the technique was not enough to justify the analysis. Therefore, the future researchers should gather the information through several other data collection tools such as interviews, tests, and so forth to make the evaluation more comprehensive.

After the data were collected, the data were analysed based on a systematic model proposed by Brown (1995) and then it was developed by involving several guided questions for analysis (Sundayana, 2015). The model can be seen below - Figure 1. A systematic Approach (Brown, 1995).



Then, the data were coded and categorized in relation to the elements of this model. The reason why the researcher used this model because this model is relevant to the components of syllabus such as course description, objectives, teaching and learning activities, instructional materials, and assessment. Then, The further processes of the data analysis were interpreting and reporting the results.

This study had several shortcomings. First of all, the limitation was related to data collection. This study only used two the data collection tools, document and questionnaire. Those data were not enough yet to provide in-depth information in this evaluation. The future researchers should gather the information through other data collection tools such as observation, interviews, and so forth to justify their data. The second was the time limitation. The researcher did not conduct in which the existing syllabus was implemented. A longitudinal study may be needed. One of the reason is to find out to what extent the elements of curriculum are interrelated among other not only in the syllabus design but also the implementation. The next one is the instrument might also be considered limited. Specifically validity of responses might been affected by the fact that the EFL students' perceptions were collected through a short self-

report questionnaire that consists of two up to five items from various aspects of the syllabus. The questions might be insufficient and difficult for students to express their views of the syllabus implementation. Students might not been aware of how a syllabus should be designed. Moreover, there was not data from the observation to validate their perceptions in relation to the existing syllabus might also be regarded as the limitation. Regarding this, observation is needed to crosscheck the students perspectives in relation to syllabus.

FINDINGS AND INTREPRETATION

1. Theories and principles underlying syllabus design

▪ Course description of the writing syllabus

“It is the last writing course taken by the students of English Education Program. This course aims at *familiarizing the students toward writing papers*. Since this kind of writing is considered more-expository, the students are going to be exposed to some examples of using outside references and concrete support as well as the conventions for paper writing through interactive writing”.

Guided questions for analysis:

- What theories or principles are used as the bases for EFL writing syllabus design?
- Does EFL syllabus follow students’ needs and characteristics?
- Does EFL syllabus follow tightly National Standards in Higher Education?

Based on the guided questions for analysis proposed by Sundayana (2015) above, the results showedthat the syllabus as the last writing course is used as a guide for students in English Education Program in a private university in Lubuklinggau, South Sumatera. This syllabus followed several principles and concepts such as language and language learning theories as well as the vision and missions of that program. Then, the theories or principles used as the bases for EFL writing syllabus design was process approaches. Those aspects could be seen from the statement “*Since this kind of writing is considered more-expository, the students are going to be exposed to some examples of using outside references and concrete support as well as the conventions for paper writing through interactive writing*”. Interactive writing , according to Button, Johnson, and Furgerson (1996), “provides a means for teachers to engage in effective literacy instruction, not through isolated skills lessons, but within the framework of constructing texts filled with personal and collective meaning”. This instruction involves rich, educative experiences for students so that it is expected to help students in learning how to write good academic writing texts. The reasons were supported by the results of questionnaire data in relation to students’ perceptions about the way how the teacher arranged the writing course in the beginning session. Eighteen students (90%) argued that the teacher organized it well. However, this EFL writing syllabus was still general and had several shortcomings such as: although this syllabus mentions the kind of writing is more expository, however it does not include explicitly what academic text types are used and their generic structure and features; it is not organized explicitly and systematically based on writing process from pre-writing up to finishing/publishing.

Moreover, the syllabus followed the students’ needs and characteristics. Most of the students like when they listen the teacher’s explanation, doing exercises or writing activity in group or individually, although these activities are in minor learning style preference. The statement was supported by questionnaire data of 20 students in relation to learning style preference below:

Learning style preference	Results		
	Major learning style preference	Minor learning style preference	Negligible
• Visual	4	16	-
• Auditory	10	10	-
• Kinesthetic	7	13	-
• Individual	6	10	4
• Group	5	12	3
• Tactile	4	16	-

Besides that, the syllabus indicated that it followed *SKL (KKNI)*, based on the description of the course, this course would be expected to familiarize the students toward academic papers. This description followed the outcome that the students should comprehensively master general and specific theoretical concepts and writing is one of language skills that should be mastered by the students in English Education Program. Then, the writing syllabus was in line with content standard mandated from *SNPT (Standard Nasional Pendidikan Tinggi)*. The content of this syllabus is used to encourage the students to master in writing academic papers. Next, the content was relevant to *SKL (KKNI)*. It could be seen from the content of this syllabus which consists of writing skills ('quoting, paraphrasing, summerising, synthesizing') and the generic structure of an academic essay ('introduction, body and conclusion'). Moreover, the writing syllabus was in line with the process standard mandated from *SNPT*. Then, several components of process standard were not mentioned explicitly such as criteria and indicators. Actually, these components are important to show to the students what aspects that should be mastered by them in this course and help them to focus in improving their learning in writing academic papers. Moreover, The writing syllabus related to the assessment standard mandated from *SNPT*. This syllabus involved the criteria to pass this course such as attendance, manner and participation 20%, tasks 30%, Mid-term test 20%, and final test taken from the project 30% and the scores, A = 80-100, B = 70-79, C = 59-69, D = 45-55, and E = <44, and the minimum of scoring that students should pass is C or 59 (see 'assessment aspects'). However, this syllabus did not consist of the scoring rubric how the teacher calculates the students' tasks and what aspects that should be assessed. NCTE/WPA policy paper asserts, "writing assessment should articulate and communicate clearly its values and expectations to all stakeholders, especially students." It means that the assessment tools that the teacher used should be explicit. Regarding this, Crusan (2010) names this *transparent assessment* – students know the assessment criteria and the scoring mechanism for the assignment.

2. Formulation of indicators

"Goal" – by the end of the lesson, the students are able to write paper writing academic.

Objectives:

- Expressing meaningful ideas quoting accurately, fluently, and acceptably (meeting 2)
- Expressing meaningful ideas paraphrasing accurately, fluently, and acceptably (meeting 3&4)
- Expressing meaningful ideas summerizing accurately, fluently, and acceptably (meeting 5&6)
- Expressing meaningful ideas synthesizing accurately, fluently, and acceptably (meeting 7)
- Expressing meaningful ideas writing an introduction and reviewing accurately, fluently, and acceptably (meeting 8, 10, & 11)
- Expressing meaningful ideas writing conclusion and reviewing accurately, fluently, and acceptably (meeting 12&13)

Guided questions for analysis:

- a. Does indicators formulation base on analysis of learning domains and students' prior knowledge?
- b. Do indicators formulated reflect variation in terms of learning domains?
- c. Are indicators graded?

The guided questions for analysis above showed that the writing syllabus generally focused on the analysis of learning domains. It could be seen from the goal of this syllabus, 'the students are able to write an academic paper'. This goal was in line with creating level in learning domains as the hardest aspect of Bloom taxonomy (Basuki and Hariyanto, 2014). The students were expected to write or create an academic paper. Before the students were able to write an academic paper or essay, the students should master writing skills such as quoting, paraphrasing, summarizing, and synthesizing. Moreover, this syllabus indicated that it was designed by considering previous writing courses. However, the teacher did not mention indicators explicitly from each objective. This case made the students and teacher difficult in learning and measuring what indicators should be achieved from each meeting of this writing course. Therefore, the questions in relation to indicators could not be answered.

3. Selection of materials

Teaching materials	
Meeting 1: Introduction to the course	Meeting 9: Mid-term test
Meeting 2: Quoting	Meeting 10 & 11: Writing a body paragraph and reviewing
Meeting 3 & 4: Paraphrasing	Meeting 12 & 13: Writing a conclusion and reviewing
Meeting 5 & 6: Summarising	Meeting 14: Quiz
Meeting 7: Synthesizing	Meeting 15: Conferencing all papers
Meeting 8: Writing an introduction and reviewing	Meeting 16: Final Exam

Guided questions for analysis:

- Does materials selection follow SNPT?
- Does materials selection base on a set of criteria?
- Does materials selection follow a particular type of syllabus (or combine different types of syllabi)?
- Does materials selection consider character education?

Based on the learning materials, this syllabus actually followed *SNPT*. It could be noticed from the materials. The materials were used to enhance the students skills in writing an academic essay. It was relevant to the purpose of the writing course. Then, the materials were based on a set of criteria of academic writing skills such as quoting, paraphrasing, summarising and synthesizing. These skills supported the students to write academically well. Moreover, this part also involved the generic structure of essay such as introduction, body and conclusion. However, the teacher did not include the way how to organize their idea in academic context (Oshima and Hogue, 1991), what types of academic essay (i.e. analytical exposition, hortatory exposition or dicussion), and their generic features as well as significant lexico-grammatical features (Rose and Martin, 2012).

Moreover, this syllabus combined different types of syllabi. It could be seen from the topics above such as skills-based (quoting, paraphrasing, summarizing, and synthesizing), tasks-based (writing an introduction, a body and conclusion) (Brown, 1995). Besides that, for character education, the teacher did not explicitly mention what aspects of character education should be included in this writing course. This case could be seen from the goal and objectives of this syllabus. It more focused on cognitive aspects rather than students' affective aspects.

4. Selection of learning activities

"Learning activities" – pair work, interactive, Conference

Guided questions for analysis?

- Are learning activities chosen on the basis of a certain approach and method?
- Are learning activities designed on the basis of process standard?
- Are activities selected on the basis of learners' characteristics?
- Are learning activities designed (especially in main activity) to help learners attain the indicators?

The learning activities were chosen on the basis of a process approach by using interactive writing as the method. This approach was reflected in teaching materials (from the introduction up to the conclusion). The teacher also provided the students with the writing skills (i.e. quoring, paraphrasing, summarizing, synthesizing) needed in academic context before the students wrote an academic essay. These skills were expected to make them easy in organizing and writing their academic essay. Then, the learning activities were chosen on the basis of process standard mandated in *SNPT* and learners' characteristics. The learning activities consisted of pair work, interactive, and conference. These activities were related to the students' characteristics where the students like learning in group or individually. Moreover, the learning activities actually were designed to help the students attain the objectives although the teacher did not mention the indicators that should be achieved by the students. Therefore, it could be concluded that the learning activities were designed to encourage the students achieved the learning goal and objectives in relation to the materials.

5. Selection and development of assessment

Test: paper writing

Assessment

Attendance, manner and participation	20%
Tasks	30%
Mid-term test	20%
Final test taken from project	30%

- Does assessment follow indicators formulated?
- Does assessment reflect variation in terms of skills assessed as indicated in materials and method of assessment?
- Does assessment provide appropriate gradation?
- Does assessment provide scoring guide?

In assessment, the teacher did not explicitly mention what aspects or indicators that should be assessed. This problem could be seen based on the assessment aspects above. Those aspects were too general as the bases to measure the students' performance in writing academic paper. Actually, the teachers should include the scoring rubrics to show the way how to assess the writing project. Therefore, it was difficult to know the relevancy between materials and the assessment tools.

Moreover, this assessment generally provided appropriate gradation (attendance, manner and participation 20%; tasks 30%; mid-term test 20%; and final test taken from project 30%). The statement was supported by questionnaire data. The data (90%) showed that the teacher designed the assessment clearly enough. In achieving the purpose of the syllabus designed that is to help students be able to write good academic essays, the teacher should consider the way how to assess writing. Writing experts such as Crusan (2010), Ferris and Hedgcock (2014), agree that assessment of writing should not rely on one score of one type of writing to draw conclusions about a writer's overall ability. Ideally, teachers should use multiple measures and engage multiple perspectives to make decisions because the goal of writing assessment is actually to improve students writing skills.

CONCLUSION AND SUGGESTION

Based on the explanation above, this study can conclude that the existing writing syllabus needs to be evaluated gradually because this syllabus has several shortcomings based on the theoretical concepts. They are: (a) theories and principles underlying syllabus design - the analysis result of this part shows that the theories and principles underlying syllabus design is process approach (e.g. interactive writing). But, the teacher did not describe explicitly the teaching ways in the syllabus; (b) Formulation of indicators - the result shows that the teachers formulate the goal and objectives appropriately. But, the teacher did not include the indicators of each meeting; (c) Selection of materials - Based on the analysis, the result shows that the selected materials are coherence with the academic context. But, the syllabus did not explicitly include the materials; (d) Selection of learning activities - the analysis indicates that the learning activities follow the students' needs. However, the writing process is not shown explicitly, when the students edit, revise and publish their writing. Writing is a process activity therefore it needs to be explicitly discussed in that syllabus; and, (e) Selection and development of assessment or testing - the result shows that this syllabus has the criteria and scores to pass this writing course but not to evaluate or assess the students writing. This syllabus requires the scoring rubric to assess their writing. If it is explicitly discussed, it will help the students understand what aspects should be achieved in learning how to write an academic writing text.

Actually, this study has several weaknesses such as the data gathered. The collected data are not enough to judge or make decisions. It will be better if the further researcher collect or gather information from several data collection tools such as interviews, tests, teachers' or students' notes and some other related resources to evaluate the EFL curriculum or program; the analysis of this study is still in surface area, the writer did not analyse or evaluate the program in-depth and comprehensive because the researcher only focuses on the writing syllabus without observing the implementation.

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TEACHING ACADEMIC WRITING USING AUTHENTIC MATERIALS: A CASE OF WRITING A RESEARCH ARTICLE ABSTRACT

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ABSTRACT

In Indonesia university settings, there is probably little formal training of writing abstracts despite its significance of being the overview of a research article. Overlooking this particular section in a research article might result in amplitude of its clarity. This article explores the use of authentic materials in teaching research article abstract writing using a genre approach, in which learners are exposed to examples of abstracts, guided to discover the rhetorical structure and eventually to construct their own abstracts. The examples used in this article are from the Modern Language Journals (2013-2014 editions), analysed using a framework developed from Swales' seminal work to determine the move patterns. In what follows, the rhetorical structure of the abstracts is presented. Then, a set of pedagogic procedures to use the textually authentic materials and its suggested structure is recommended. Lastly, the benefits for learners are outlined.

Keywords: *authentic materials, abstract writing, genre analysis*

INTRODUCTION

Abstracts play a significant role in research traditions as they provide a snapshot of the full research articles (RAs). That is to say, for a researcher to decide as to whether a journal article is related to their current study, they can simply look at the abstracts. Hence, abstracts tend to be the first part of an RA to read (Salagner-Meyer 1990). Investing less time to review what has been done in literature like this may contribute to research being completed more efficiently.

While experience researchers might find it relatively easy to write abstracts, it can be a different case for undergraduate students with little research experience. This results in the disparity of RA abstracts clarity, which leads not only to the difficulty for readers to grasp the overview of the research but also lowering the chance of publication per se. The quality of abstract writing by undergraduate students might be caused by the lack of formal training for abstract writing. As pointed by Ventola (1994), the knowledge of both textual organization of an abstract and linguistic realizations of it is essential for inexperienced writer to be able to write an effective abstract.

To provide a solution, written communication skills as well as critical thinking skills need to be integrated in the day-to-day teaching for students to be able to derive a rhetorical structure of a certain genre. Doing so not only helping students with their writing skills but also allowing them to engage in validating their existing knowledge and abilities and thus helping them move from passive recipients to active generators of ideas. That is to say, students are taught to analyse sample texts and derive the rhetorical structure themselves instead of being given rigid formula on how to structure their own writing.

To do this, the RA abstracts selected need to be authentic. One of the main ideas of using authentic materials in this sense is to expose the learner to real language as much possible and not artificial language in textbooks, which tend not to contain any incidental examples. This should also inform students that language is real and not only studied in the classroom (Berardo 2006). Second, as further suggested by Berardo, is that the materials will give students the opportunity to gain real information since they most likely to have something to say compared to what is written in textbooks. Lastly, the materials give a sense of achievement. The challenge provided in extracting information from a real text in a second language should be motivating for students.

Informed by genre analysis, this article is to provide an example of RA abstracts analysis to discover their rhetorical structures with which students are expected to be able to

construct their own abstract. The materials used were taken from the RAs in Modern Language Journals (MLJ). These data were then analysed using Swales' move analysis to determine which move is obligatory, conventional and optional in the abstract writing. The results show that the obligatory moves are: *Stating the purpose of the study*, *Stating the methodology* and *Summarising the finding*. Using this framework, students can be taught how to write a more succinct and effective abstract.

LITERATURE REVIEW

Genre analysis which is stemmed from Swales' CARS model (1990) has become an important approach to text analysis, especially in the field of English for Specific Purposes. This model has been used in analysing the structure of sections in RAs such as: introductions (Bathia, 1993), data and methodology (Peacock, 2011), results (Williams, 1999), discussion (Peacock, 2002; Hopkins and Dudley-Evans 1988). Research in this area comprising not only the structure analysis of a single genre but also a comparison of related genres. One of the latter includes those between abstracts and introductions. While Bathia (1993) points out that the two genres have nothing in common, except that they occur one after another in the same academic context, Samraj (2005) argues that there is a certain degree of similarity in both communicative purposes and the ensuing rhetorical organization between the two. The main difference is that the move realization in abstracts tend to be tightly worded due to the demand of it being very succinct.

Previous studies of RA abstracts focus on the schematic structure of the abstract (Hyland, 2004). Others focus on the linguistic features such as the investigation of the thematic structure of the rhetorical moves (Lorés, 2004) and the distribution of modality and verb tenses across the moves (Salagner-Meyer, 1992).

Research has also been done in various discipline such as the structure of abstract of RAs in biology and wildlife behaviour by Samraj (2005) and RAs in science by Cross (2005). Meanwhile, Santos' study (1996) focuses exclusively on the field of applied linguistics. The main focus of his study is on the move structure using Swales framework. He suggests an additional move *Situating the research*, to account for the structure of abstracts in applied linguistics, which appears at the beginning of abstracts and consists of two sub-moves, statement of current knowledge and statement of problem.

Another study specific to the identification of abstract structure in applied linguistics has been done by Pho (2008). Similar to that of in Santos', the analysis is done in a bottom-up approach, which means distinguishing moves is based on the certain linguistic signals while at the same time rely on the intuitive interpretation of content. Pho's study (2008) was based on 30 abstracts from three journals in the fields of applied linguistics and educational technology. One of the aims of this study is to explore the rhetorical moves of abstracts. The results show that there are three obligatory moves in abstracts in these two disciplines – *Presenting the research*, *Describing the methodology*, and *Summarizing the results*.

In sum, research has been done to discover the rhetorical structure of RA abstracts, but there should be a more comprehensive description of the linguistic realizations in order to give novice writers a better understanding of the abstract writing. This study is to examine the structure of abstracts using the framework similar to the studies mentioned above and to develop tangible pedagogical implications based on the findings.

DATA

The RAs in applied linguistics, beside being still relatively under-researched, they are of particular interest for pedagogic reasons (Yang and Allison, 2003). Thus, the data of the current research were selected from Modern Language Journals (MLJ). The rationale of choosing MLJ is because of its relatively high ranking in the Journal Citation Reports and its impact factor for the year 2014 (Jcr.incites.thomsonreuters.com: 2014).

Ten RAs were taken from MLJ (2013-2014 editions), excluding the RAs with combined sections of discussion and conclusion. They were coded using arbitrary numbers: RA 1 – RA 10 (see Appendix 1). The moves were identified based on Swales' (1990, as cited in Pho, 2008) bottom-up approach. The framework used to analyse the abstracts is Santos's (1996) model because it has been applied to abstracts in applied linguistics.

The criteria of obligatoriness is similar to Kanosilapatham's (2006), with the cut-off point being 60 %, yielding three categories, namely: 100% is obligatory, 60-99% conventional and below 60% optional.

FINDINGS

1. The rhetorical structure

The rhetorical structure of the abstracts in this study is in line with Santos' framework, with most RAs abstracts consisting more than 4 moves (only 2 abstracts having 3 moves). The detailed occurrence of moves is presented in the following table:

Table 1. The patterns of Occurrence of moves in the abstracts (adapting Santos' framework)

moves	RA number										total
										0	
Move 1: Situating the research											5
Move 2: Presenting the research											
Stating the purpose of the study											10
Stating research questions and hypothesis											1
Move 3: Describing the methodology											10
Move 4: Summarising the finding											10
Move 5: Discussing the research											
Interpreting the finding											4
Giving Recommendation											1
Implication/application											1

As shown in the table, the obligatory moves are *Presenting the research*, *Describing the methodology* and *Summarising the finding*. The obligatoriness of *Presenting the research* and *Summarising finding* is in line with the finding in the study of RAs in done by Pho (2008), by Samraj (2005) and by Cross (2006). *Describing the methodology* is obligatory as well in Cross' study, but it is quasi-obligatory in Pho's (96%) and occurred only 50% in Samraj's. *Discussing the research* is conventional (70%) and *Situating the Research* is optional. Overall, the findings in this study seem to orient to the existing model in the literature. The complete analysis is available in Appendix 2.

2. The linguistic realizations

The following are the examples of each move found in the data (emphasis added):

Situating the research

- 1) **Existing literature** (e.g. Shen, 2010; Taft & Chung, 1999) **suggests that** radical knowledge facilitates character learning. (RA 2)
- 2) **Conversational intersection studies have typically focused** either on second language (L2) learners participating in native speaker-non native speaker (NS-NNS) dyads. (RA 3)

As shown in the examples above, the writers of the abstracts start with a reference to the previous studies to introduce their own research. The use of simple present in (1) seems to indicate a general topic in the field, whereas the present perfect in (2) is more to indicate what has been done so that the writer can introduce the novelty of their own research.

Presenting the research

- 3) Using conversational analysis approach to code-switching (CS; Auer, 1984, 1998), **this study examines** the participants orientations to two class interactions... (RA 5)
- 4) **This study examines** the anxiety profiles of 87 CHL learners, enrolled in a separate heritage-track courses at two U.S universities... (RA 9)
- 5) **The article answers** three current questions concerning L2 motivation: (a) Is there a L2 motivation, (b)... (RA 1)

This move is clearly indicated by the grammatical subject referring to the study itself. All of the realizations of this move in the data are in present simple, unlike the findings in the study done by Pho (2008) in which a differentiation between the use of past simple and present simple was apparent. 'The use of 'this article' or 'this paper' was to give sense of physical object in front of the reader and thus takes a present tense form, whilst 'this study' indicates what the research is about and so takes a past tense form' (p.241).

Describing the methodology

- 6) In this project, **we selected 48 compound characters in eight radical groups** and examined how grouping characters based on their radicals effected the form, format... (RA 2)
- 7) **Participants were 98 Turkish late adult learners** of English as an L2 with moderate proficiency... (RA 4)
- 8) **The study applied in-depth qualitative methods** to broaden the understanding of how foreign language learners use mnemonics... (RA 7)

The methodology covers the subjects and the approaches of the study. As shown in the above examples, the tense is predominantly past simple, which is sensible as it refers to the methods used to conduct the study. The use of passive was prevalent, but personal pronouns might also be used as exemplified in (6).

Summarising the finding

- 9) **The study found that** while mnemonics are useful to memorise kanji and kanji components when applied in meaningful way... (RA 7)
- 10) **We found that** beginner learners, learning radical-sharing characters in groups consistently led to better recall... (RA 2)

As shown in the above examples, the move is signalled by a reference to the writer or the writer's own work (we, the study, the research etc.). Meanwhile, the grammatical subject of the subsequent clauses is the objects of research and their attributes (mnemonics, beginner learners, etc.)

Discussing the research

- 11) We **concluded that** there is a benefit to presenting learners with recurring radicals in compound character learning... (RA 2)
- 12) The **analyses suggest that** a gesture-speech interface is a potent mediational tool is a potent mediational tool... (RA 10)

Similar to summarising the findings, the moves began with a reference to the study and then the grammatical subject of the subsequent clause is the objects of the study. The most common reporting verb used in this move is 'to suggest' which is in line with the findings in Pho's study (2008).

Overall, most sentences have distinctive discourse markers to signify each move as exemplified in the bold print above. In most cases, each move realization is distributed in a relatively equal proportion.

Needless to say, this is not always the case. For example in RA 8, *Describing the methodology* took up the majority proportion of the abstract, covering even the study limitation. Meanwhile in RA 9, the article outline was foreshadowed, which does not fit in to the categories. In RA 1, both research purpose and research questions were presented. The extract of RA 1 abstract is as follows:

Extract 1:

[...] In this study we micromap the motivational dynamics of 4 language learners during their language lessons over a period of 2 weeks, using a novel instrument—the Motometer—combined with classroom observations and a questionnaire on motivation and attitude. The article answers three current questions concerning L2 motivation: (a) Can we demonstrate variability in students' L2 motivation in class [...]

MOVE 2: Presenting the research: Stating the purpose
MOVE 3: Summarising methodology

MOVE 2: Presenting the research: Stating research questions

Setting those differences aside, the move sequence in these abstracts is linear adhering to the order of the moves presented in Table 1. The sequence comes in order and each move is manifested in a sentence or two. In some cases however, some moves are embedded in others. For example, in RA 3 and 9, *Interpreting the finding* is embedded in *Summarising the finding*, while *Describing the methodology* is embedded in *Stating the purpose of the study*. Frequent occurrences of move embedding can also be found in Cross' (2006) and Pho's study(2008). These hybrid moves contribute to such a condensed text, a genre that Graetz (1985) characterizes as tightly worded, with the avoidance of repetition, meaningless expression and redundancy.

The instances of the embedded moves can be seen in Extract 1 as well as in the following:

Extract 2:

[...] Interestingly, L2 learners used the target language significantly more with HL learners than they did with other L2 learners, suggesting that different conversational norms may be at play in the two pair types. Furthermore, posttask questionnaire data indicated that L2 and HL learners alike saw the interaction as a greater opportunity for the L2 learner's development than for the HL learner's, calling into question whether classroom contexts like this one meet the needs of HL learners.

MOVE 4: Summarising the findings
MOVE 5: Discussing the research: interpreting the findings
MOVE 4: Summarising the findings
MOVE 5: Discussing the research: interpreting the findings

It is also worth noting that the communicative purpose in Move 5: *Deduction from research* is mostly to interpret findings, and not to give recommendations and state the implications. This absence is in contrast with the high occurrence of *Drawing pedagogic implications* and *Recommendations of further study* in the conclusion section.

Pedagogic Implications

The pedagogical implications of the study is that the rhetorical and linguistic features of RA abstracts should be incorporated into academic writing courses for university students for them to be able to participate in the world of publication. Students need to be made aware of not only the structure but also the linguistic realizations of the moves in the abstract writing. This is not only beneficial for students in their study but also in the academic career later on.

Most textbooks do not provide thorough explanations on how to write abstracts. They only provide general description of an abstract and provide a sample. Inexperience writers will find it hard to produce the same quality of abstract without knowing the structure and how to realise each move in the structure. In what follows, suggestions on how to teach abstract writing using genre analysis approach is outlined.

The structure analysis

The procedure can be started with a structure analysis to get students familiar with the moves in writing an abstract. For example, students can be asked to match the highlighted phrases that introduce each move in the text with the labels. Subsequently, they can make a generalization of the move sequence to decide which moves are obligatory, conventional and optional.

a. matching labels

Motivation as a variable in L2 development is no longer seen as the stable individual difference factor it was once believed to be: Influenced by process-oriented models and principles, and especially by the growing understanding of how complex dynamic systems work,

Move 1:

researchers have been focusing increasingly on the dynamic and changeable nature of the motivation process. **In this study** we micromap the motivational dynamics of 4 language learners during their language lessons over a period of 2 weeks, using a novel instrument—the Motometer—combined with classroom observations and a questionnaire on motivation and attitude. **The article answers three current questions** concerning L2 motivation: (a) Can we demonstrate variability in students’ L2 motivation in class; (b) Is there a detectable stable level of students’ in-class motivation; and (c), If both of these are demonstrated, can they be accounted for by the classroom context? **The results affirm that** student motivation can be successfully explored using a dynamic systems framework. **Our findings demonstrate** how motivation changes over time on an individual level, while also being characterised by predictable and stable phases, and how it is inseparable from the learner’s individual learning context. **The data also show that** motivation can be meaningfully studied at different interacting time scales.

.....

Move 2:

.....

Move 3:

.....

Move 2:

.....

Move 4:

.....

- a. stating the purpose
- b. describing methodology
- c. summarising the finding
- d. stating the purpose
- e. stating the research question(s)

b. deriving the rhetorical structure

moves	RA number										total
										0	
Move 1: Situating the research											
Move 2: Presenting the research											
Stating the purpose of the study											
Stating research questions and hypothesis											
Move 3: Describing the methodology											
Move 4: Summarising the finding											
Move 5: Discussing the research											
Interpreting the finding											
Giving Recommendation											
Implication/application											

Practice

Further practice to consolidate what students have learned can be done by asking them to analyse a text on their own, which can be done by taking away the labels. Meanwhile, a more challenging task can be given to students by taking away both the highlights in the text and the labels.

To get students familiar with phrases needed to introduce the move, a task that exercises their ability to use the language can be given as a follow up activity. The following is an example. The instruction is to fill in the gaps in the text with the suitable phrases to introduce each move. The phrases can be provided by the teacher, like

exemplified in the box below; or students can be asked to discuss and come up with their own answers.

Conversational interaction studies _____ (1) either on	Move 1:
second language (L2) learners participating in native speaker–non-	Situating the
native speaker (NS–NNS) dyads or in NNS–NNS dyads.	research
_____ (2) the task-based interactions of 26 naturally occurring	
learner dyads in an intermediate-level, university Spanish language	Move 2:
classroom, 13 of which were matched L2 learner dyads and 13 of which	Stating the
were mixed L2 learner–heritage learner (HL) dyads.	purpose
_____ (3) the two dyad types to determine whether they differed in their focus on	Move 3:
form or in the amount of talk produced during interaction.	Method
_____ (4) the two types of dyads were largely similar,	
although instances of focus on form were more likely to be resolved in	Move 4:
a target-like way by mixed L2–HL pairs than by matched L2–L2 pairs,	Summarising
and there was significantly more target language talk in mixed pairs.	the finding
Interestingly, L2 learners used the target language significantly more	
with HL learners than they did with other L2 learners,	
_____ (5) different conversational norms may be at play in the two pair types.	
Furthermore, post-task questionnaire data _____ (6) L2 and	
HL learners alike saw the interaction as a greater opportunity for the L2	Move 5:
learner’s development than for the HL learner’s, calling into question	Interpreting the
whether classroom contexts like this one meet the needs of HL learners.	finding

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> a. indicated that b. results revealed that c. have typically focused d. the study analyzes e. specifically, the study compared f. suggesting that |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Various other class activities can be designed to get students familiar both with the rhetorical structure and the linguistic realizations of the move sequence, such as arranging jumbled sentences into an orderly abstract or classifying sentences into move categories. The bottom line is, these activities should be designed as a scaffolding to the student’s own production of abstract.

Production

The final step, which is for students to write their own abstract, can be done by presenting them with a RA and then asking them to write the abstract. The exercise can be made restricted by providing the requirement to include all the moves or be made enabling by letting students include only what they consider as essential.

THE BENEFITS

The benefits can be seen from the point of view of using authentic materials and genre analysis in teaching academic writing. First of all, from the learner’s viewpoint, authentic materials are motivating, interesting, and useful (Young 1980: 224) since extracting information from a real text in a second language provides challenge for students; something beyond student’s current competence. Krashen (1988) maintains that for optimum learning to take place, comprehensible input should be slightly beyond learner’s current competence. In other words, the use of authentic materials provides this kind of input and thus promote student’s engagement with the tasks. Secondly, the use of authentic materials give the opportunity for students to be aware of the conventions of communications, which will enable them to choose

an appropriate style for different communicative context (Bacon and Finnemann 1990). Lastly, the use of authentic materials such as RA abstracts specific to learner's field of study allow students to actually learn something about the research traditions and what has or has not been done in the existing literature, which may promote critical reading and thus lead to potential novelty in their own research.

In the point of view of genre analysis, students will benefit from having the examples they can refer to. This is particularly beneficial for students with lower level of English or those with low exposure to writing in English as it can help releasing anxiety which is connected to the level of motivation in the learning process. From the teacher's vantage point, Hyland (2004) suggests that using genre approach are beneficial in that it is explicit in showing practical steps on how to construct a text and thus what is to be learned to facilitate the acquisition of writing skills; systematic in providing the framework for both the language use and the contexts; needs-based as it ensures that objectives and content are derived from students; supportive as teacher can scaffold the activities to help students discover patterns and promote creativity; empowering as it gives access to the real use of language and the patterns and the possible variations of their realizations; critical as it provides resources to understand and challenge discourses; consciousness raising, as it increases teachers awareness of texts and thus they will be able to advise students (p. 10-11).

CONCLUSION

The rhetorical analysis of RA abstracts from MLJ shows that there are obligatory, conventional and optional moves in the structure and that there are observable linguistic signals to introduce each move. In most cases, the move sequence is linear and each move realization takes up relatively similar proportion of the total text. However, some move might take up more proportion than the others and some might be embedded in another.

The findings can be used to develop class activities to teach academic writing to novice writers. This can be done by starting the procedure with a move analysis, followed by a practice for the linguistic realizations, and eventually the production of abstract.

Some limitation in this study might regard to the data, which are specific to empirical RAs, and thus the structure may only be applicable to this particular genre. Other RA abstracts like theoretical articles might have different structure and thus different linguistic realizations.

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APPENDIX 1

The source of data:

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- RA 2. Xu, Y., Chang, L. and Perfetti, C. (2014). The Effect of Radical-Based Grouping in Character Learning in Chinese as a Foreign Language. *The Modern Language Journal*, 98(3), pp.773--793.

Appendix 2

R Motivational Dynamics in Language Learning: Change, Stability,
A1 and Context

Motivation as a variable in L2 development is no longer seen as the stable individual difference factor it was once believed to be: Influenced by process-oriented models and principles, and especially by the growing understanding of how complex dynamic systems work, researchers have been focusing increasingly on the dynamic and changeable nature of the motivation process. In this study we micromap the motivational dynamics of 4 language learners during ~~their language lessons over a period of 2 weeks, using a novel~~ instrument—the Motometer—combined with classroom observations and a questionnaire on motivation and attitude. The article answers three current questions concerning L2 motivation: (a) Can we demonstrate variability in students' L2 motivation in class; (b) Is there a detectable stable level of students' in-class motivation; and (c), If both of these are demonstrated, can they be accounted for by the classroom context? The results affirm that student motivation can be successfully explored using a dynamic systems framework. Our findings demonstrate how motivation changes over time on an individual level, while also being characterised by predictable and stable phases, and how it is inseparable from the learner's individual learning context. The data also show that motivation can be meaningfully studied at different interacting time scales.

Move 1:

Situating the research

Move 2:

Stating the purpose

Move

3: Method

Move 2:

Stating research question

Move 4:

Summarising the finding

R The Effect of Radical-Based Grouping in Character Learning in
A2 Chinese as a Foreign Language

The logographic nature of the Chinese writing system creates a huge hurdle for Chinese as a foreign language (CFL) learners. Existing literature (e.g., Shen, 2010; Taft & Chung, 1999) suggests that radical knowledge facilitates character learning. In this project, we selected 48 compound characters in eight radical groups and examined how grouping characters based on their radicals affected the form, sound, and meaning representations of characters and radical knowledge development. We found that for beginning learners, learning radical-sharing characters in groups consistently led to better recall and better radical generalization than learning in distribution. For intermediate level learners, the grouping factor did not lead to significant differences, while participants in both conditions made improvement in radical perception and radical semantic awareness generalization. We concluded that there is a benefit to presenting

Move 1:

Situating the research

Move

3: Method

Move 2:

stating the purpose of the study

Move 4:

learners with recurring radicals in compound characters in groups in character learning and in the autonomous generalization of radical knowledge. **We also noted** the differences between beginning and intermediate learners in their character perception and learning, and put forward implications for CFL pedagogy.

Summarising
the finding

Move 5:
Interpreting the
finding

R A Comparison of L2–L2 and L2–Heritage Learner Interactions in
A3 Spanish Language Classrooms

Conversational interaction studies **have typically focused** either on second language (L2) learners participating in native speaker–non-native speaker (NS–NNS) dyads or in NNS–NNS dyads. **This study analyzes** the task-based interactions of 26 naturally occurring learner dyads in an intermediate-level, university Spanish language classroom, 13 of which were matched L2 learner dyads and 13 of which were mixed L2 learner–heritage learner (HL) dyads. **Specifically, the study compared** the two dyad types to determine whether they differed in their focus on form or in the amount of talk produced during interaction. **Results revealed that** the two types of dyads were largely similar, although instances of focus on form were more likely to be resolved in a target-like way by mixed L2–HL pairs than by matched L2–L2 pairs, and there was significantly more target language talk in mixed pairs. Interestingly, L2 learners used the target language significantly more with HL learners than they did with other L2 learners, **suggesting that** different conversational norms may be at play in the two pair types. Furthermore, **post-task questionnaire data indicated that** L2 and HL learners alike saw the interaction as a greater opportunity for the L2 learner’s development than for the HL learner’s, calling into question whether classroom contexts like this one meet the needs of HL learners.

Move 1:
Situating the
research

Move 2:
Stating the
purpose

Move 3:
Method

Move 4:
Summarising
the finding

Move 5:
Interpreting the
finding

R Effects of Variations in Reading Span Task Design on the
A4 Relationship Between Working Memory Capacity and Second
Language Reading

Relationships between working memory (WM)—measured by reading span tasks (RSTs)—and second language (L2) reading **are explored by** probing the effects of differences in secondary task design (semantic vs. morphosyntactic) and the language of the task (first or second). **Participants were** 98 Turkish late adult learners of English as an L2 with moderate proficiency in the language. They completed a reading comprehension test in English and four RSTs (two in Turkish, two in English) whose processing tasks required

Move 2:
Stating the
purpose

Move 3:
Describing the
methodology

judging whether there was an anomaly, morphosyntactic or semantic, depending on the RST. Exploratory factor **analysis indicated that** the storage component of span tasks loaded on the same factor, suggesting that storage is task- and language-independent. By contrast, L2 learners' processing was affected by the linguistic nature of the task and the language in which it was presented. Additionally, findings point to a significant relationship between L2 reading and learners' storage capacity. As for processing, resources underlying L1 and L2 semantic and L2 morphosyntactic processes contribute to L2 reading, unlike those underlying L1 morphosyntactic processes. **These findings attenuate the notion** of construct equivalency in WM measurement through RSTs, dependent on secondary task type and language used.

Move 4:
Summarising
the finding

Move 5:
Interpreting the
finding

R Codes-switching and Participant Orientations in a Chinese as a
A5 Foreign Language Classroom

Using a conversation analysis approach to codes-switching (CS; Auer, 1984, 1998), **this study examines** the relationship between participants' orientations to two in-class interactions and their CS practices in a Chinese as a foreign language classroom. Specifically, **the analysis focuses** on a teacher and one focal student's converging ~~and diverging orientations towards two different types of classroom~~ interaction: assessment talk and an instructed language learning ~~activity. When a mismatch in their orientations occurs, the teacher and~~ student deploy CS as an interactional resource to achieve a common pedagogical goal. **CS is thus shown to be** a constitutive interactional practice through which the teacher and student accomplish foreign language teaching and learning. Moreover, **the close observation of teacher-student interaction in this study encourages** language teaching professionals and classroom researchers to consider how CS indexes students' understanding of the pedagogical focus in different classroom activities and how its strategic deployment might foster language learning.

Move 3:
Method

Move 2:
Stating the
purpose of the
study

Move 4:
Summarising
the finding

Move 5:
Interpreting the
finding

R Representing Language, Culture, and Language Users in
A6 Textbooks: A Critical Approach to Swahili Multiculturalism

Using a framework of critical multiculturalism and contrasting it to liberal and conservative approaches to multiculturalism (Kubota, 2004), **this article offers** a critical analysis of the representations of ~~Swahili users and their cultures in five widely used introductory~~ Swahili as a foreign language textbooks. **Findings indicate** that while one book takes a conservative approach to multiculturalism, the

Move 3:
Method

Move 2:
Stating the
purpose of the
study

liberal approach dominates, with reference made to both coastal Swahili first language users and a variety of second language users. However, because all of the textbooks discuss a singular abstract culture without connecting it to any of the categories of Swahili users they identify, the result of both liberal and conservative approaches is a failure to teach culture. **The article concludes** with suggestions for using critical multiculturalism to help learners understand the diverse linguistic and cultural practices and perspectives of language users rather than abstract notions of a (standard) language or a unified culture.

Move 4:
summarising the
finding

Move 5:
Giving
recommendation

R L2 Learners' Attitudes Toward, and Use of, Mnemonic Strategies
A7 When Learning Japanese Kanji

This study investigated kanji learning (the memorization of Japanese written characters) of university students of Japanese, in order to evaluate students' use of mnemonic strategies. **The study applied in depth qualitative methods** to broaden the understanding of how foreign language learners use

Move 2:
Stating the purpose of the study

mnemonics when learning kanji. **Data were collected** over the duration of a year in the form of interviews, stimulated recall sessions, and a questionnaire on mnemonic usage. **The study found that** while mnemonics are useful to memorize kanji and kanji components when applied in a meaningful way, an

Move 3:
Describing the methodology

over-reliance on this strategy can have negative effects for the learner. **The study highlighted** numerous accounts of the meaning of a kanji being lost in overly complex mnemonic strategies. Another limitation of mnemonic strategies was associations being made with the meaning of kanji and not with how it was read, causing an inability to read kanji in Japanese.

Move 4:
Summarising
the finding

R Form-Focused Instruction and Learner Investment in L2
A8 Communication

The purpose of this study is to examine the role of form-focused instruction (FFI) in relation to learner investment in second language (L2) communication. Although positive effects of FFI have been reported, **most of this research has been conducted from a cognitive-interactionist perspective.** Little

Move 2:
Stating the purpose

attention has been paid to the social factors of FFI, including learner investment—a desire to learn a second/foreign language taking into consideration learners' socially constructed identities (Norton

Move 1:
Situating the research

Peirce, 1995). **Drawing on second language socialization theory** (Duff, 2007) **and using discursive practices** (Young, 2009) as an analytic framework, **this study examines** how FFI influences learner investment in L2 communication in the classroom setting. Twenty-four high school students in Japan

Move 3:
Method

	<p>participated in a study, where two Japanese teachers of English team-taught four 50-minute lessons. Each lesson contained a 15-minute exclusively meaning-focused activity and a 15-minute form-focused activity</p> <p>that included attention to both form and meaning. All students completed both types of activities. Data were collected through classroom observations, video-recorded classroom interactions, stimulated recalls, interviews, questionnaires, and diaries, all of which were analyzed quantitatively and qualitatively. The results suggest that FFI created social contexts for learners to establish their identities as L2 learners, leading to greater investment in L2 communication.</p>	<p>Move 2: Stating the purpose of the study</p> <hr/> <p>Move 3: Describing the methodology</p> <p>Move 4: Summarising the findings</p>
R A9	<p>Exploring Heritage Language Anxiety: A Study of Chinese Heritage Language Learners</p> <p>The rapidly increasing population of heritage students within the recent expansion of Chinese language education leads us to explore anxiety levels specific to Chinese heritage language (CHL) learners. This study examines the anxiety profiles of 87 CHL learners, enrolled in separated heritage-track courses at two U. S. universities, from a larger sample of 192 Chinese language students. The results indicate that of the four language skill-based activities, writing provokes the most anxiety in CHL learners, and students' avoidance behaviour was found to be strongest in the three subcomponents of writing anxiety. At the same time, correlations with the other three skill-based anxieties were the weakest, revealing the complex construct of CHL writing anxiety. Factor analysis and regression procedures indicate that a large portion of CHL writing anxiety is explained not only by factors of the second language writing process but also by factors associated with the learners' heritage identity. Finally, suggestions for a Heritage Language Anxiety Scale and pedagogical implications for CHL writing instruction are provided.</p>	<p>Move 1: Situating the research</p> <hr/> <p>Move 2: Stating the purpose of the study</p> <p>Move 3: Method</p> <hr/> <p>Move 4: Summarising the findings</p>
R A10	<p>The Function of Gesture in Lexically Focused L2 Instructional Conversations</p> <p>The purpose of the present study is to investigate the mediational function of the gesture-speech interface in the instructional</p>	<p>Move 5: Implication</p> <p>Move 2: stating the</p>

conversation that emerged as teachers attempted to explain the meaning of English words to their students in two EFL classrooms in the Ukraine. **Its analytical framework is provided** by Vygotsky's sociocultural psychology (e.g., Lantolf & Thorne, 2006) and McNeill's (1992, 2005) theory of gesture–speech synchronization, in particular his notion of *catchment*—recurrent gestural features that perform a cohesive function. Although the interactions between teachers and students were brief, lasting a mere one minute and fourteen seconds, they were pedagogically rich and remarkably informative regarding the role of gesture in classroom instructional conversations. **The analyses suggest** that the gesture–speech interface is a potent mediational tool through which students imagistically display details of their understandings of L2 word meanings that do not always emerge through the verbal medium alone. **For their part**, the teachers integrated gesture into their instructional talk as a way of remediating and improving student understandings. **Finally, students** signaled their modified understandings by appropriating and using the teachers' gestures in their own expressive moves.

purpose

Move 3:
Describing the methodology

Move 4:
Summarising the findings

THE EFFECTIVENESS OF FLIPPED CLASSROOM SUPPORTED BY COOPERATIVE LEARNING TO IMPROVE STUDENTS' READING SKILL: A STUDY IN BRINGIN 1 SENIOR HIGH SCHOOL CENTRAL JAVA INDONESIA

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ABSTRACT

Flipped classroom has become a buzzword in many educational settings. It is an approach to teaching in which concept-attainment is shifted outside of the classroom, followed by teacher-facilitated concept-application activities in the class. This study seeks to investigate the effectiveness of Flipped Classroom supported by Cooperative Learning approach in improving students' reading skills. An experimental group of 31 students is given a reading treatment using Flipped Classroom supported by Cooperative Learning approach. Meanwhile, a reading instruction using a more widely-used approach of pre-reading, while-reading, post-reading approach is given to 30 students in the control group. A statistical analysis of the two groups' post-tests using SPSS is used to measure the level of effectiveness of the two approaches. While Flipped Classroom supported by Cooperative Learning approach is proven to be statistically effective in improving the experimental groups' post-test scores, no significant difference is found when compared to the control groups' post-test score. A majority of the students in the experimental group develops positive attitudes toward this approach suggesting that the use of Flipped Classroom can be an excellent alternative approach to teach reading. An improved further study which focuses on other language skills with an ample period of time is recommended.

Key words: *Flipped Classroom, Cooperative Learning, Reading Skill*

INTRODUCTION

The advancement of technology has undeniably influenced almost every aspect of life in this modern culture, and education is not an exception. More and more people who are involved in educational settings have tried to improve the quality of their traditional classrooms by utilizing educational technology. In 2007 two high school chemistry teachers in rural Colorado, Jonathan Bergman and Aaron Sams, recorded their slideshow lectures using screen capture software. They were concerned that their students often missed their classes to travel to other schools for competitions, games or events (The Flipped Network 2013).

The recorded slideshow lectures which are completed with demonstrations and annotations were then posted to YouTube for the students to download and access whenever and wherever it was convenient. Then, it was reported that after applying the Flipped Classroom model, students began interacting more in the class. In addition, it was also reported that students who were behind, received more individual attention while advanced students continued to progress. Based on their experience then, they presented their model throughout US. Furthermore, in 2012 both of them wrote a book entitled *Flip Your Classroom: Reach Every Student in Every Class Every Day*. They were then regarded as the pioneers of Flipped Learning. (The Flipped Network 2013).

The concept of Flipped Classroom has developed over time with many different names, such as *peer instruction*, *inverted learning*, and now it is known worldwide as the Flipped Classroom (Correa, 2015). The Flipped Learning Network (2014) defines Flipped learning classroom as:

A Pedagogical approach in which direct instruction moves from the group learning space to individual learning space, and the resulting group space is transformed into a dynamic, interactive, learning environment, where the educator guides students as they apply concepts and engage creatively in the subject matter.

The concept of Flipped Classroom as Han (2015) describes it involves providing students with electronic out-of-class instructional materials. Students are expected to read, study, and

review the instructional materials independently. In class hours are spent to practice and master the learning objectives.

The concept of Flipped Classroom as Han (2015) describes it involves providing students with electronic out-of-class instructional materials. Students are expected to read, study, and review the instructional materials independently. In class hours are spent to practice and master the learning objectives.

A conceptual framework of a flipped classroom is suggested by Strayer (2007) as described in the following figure.

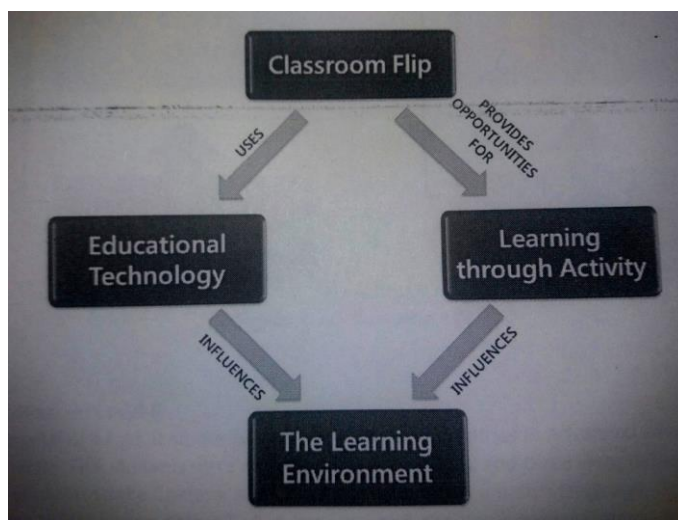


Figure 3 A conceptual framework of a Flipped Classroom (Strayer 2007)

As suggested by Han (2015) the Strayer model claims that the learning environment in the Flipped learning model is influenced by the “extensive use of educational and technology outside of class” and “active learning during class time”.

In the book entitled “Flipping your English Class” Cockrum (2014) defines the Flipped Classroom as

“Using technology to deliver asynchronous direct instruction with the intention of freeing up class time for student-centered learning.”

Cockrum (2014) furthermore explains that providing a student-centered Learning environment is the ultimate goal of Flipped Learning. By flipping the class Cockrum (2014) furthermore argues that teacher can practice project based learning, mastery, inquiry, peer instruction, constructivism and other student-centered model. In addition, Cockrum (2014) also suggests that recently there is a changing trend among Flipped Classroom proponents. The Flipped classroom is no longer defined as a flip of homework with lecture; instead it is a Flip of Bloom Taxonomy. By flipping, students are not only able to spend more time in the higher-level processes as described in Bloom taxonomy in the presence of their teacher in the class, but also more time in the lower-level of Bloom’s taxonomy outside the classroom.

In spite of its fame in other countries, the flipped classroom is rarely discussed let alone applied in Indonesian English Classroom setting. Therefore, a study that will shed a light on the effectiveness of the Flipped Classroom in Indonesian English Classroom setting is necessary.

Correa (2015) furthermore suggests that the Flipped Classroom inverts what has been taking place inside the classroom in the traditional class now takes place outside the classroom and vice versa.

J.L. Jensen et al (2015) defines the Flipped Classroom as a learning model in which content attainment is shifted forward to outside of class in an online format and then followed by teacher-facilitated concept application activities in class.

Furthermore, Correa (2015) distinguishes Flipped Classroom from other technology-enhanced courses by the fact that Flipped Classroom is designed not only to allow extra time for students to interact with each other but also to humanize the classroom.

The Flipped Classroom, which recently has become the buzzword in many countries' educational settings offers a new promising approach. Instead of giving homework after the lesson, the teacher films himself, puts the video online and asks the students to watch the video before the lesson even takes place. Hopefully, the students are familiar with the basic concepts and hence prepared to come to the class. In the class the teacher saves time to introduce the basic concept and can directly proceed to activities that will help students strengthen or enrich the concept they receive previously from the video.

In spite of its fame in other countries, the flipped classroom is rarely discussed let alone applied in Indonesian English Classroom setting. Therefore, a study that will shed a light on the effectiveness of the Flipped Classroom in Indonesian English Classroom setting is necessary.

This study aims to investigate the following research questions:

(1).Is flipped classroom facilitated by Cooperative learning effective in improving students' reading skills? (2).Is there any significant difference in the posttest results between the traditional approach and the Flipped Classroom supported by Cooperative learning? (3).How are the students' attitudes toward the Flipped Classroom supported by Cooperative learning approach?

This study will give teachers insight into whether or not Flipped Classroom, a new approach that has been empirically proven effective in foreign educational settings, is effective in improving students' reading skills. This study provides new insight for teachers especially because Flipped Classroom approach in English class is a new concept in the Indonesian educational setting. This study is expected to offer significant contributions to teachers of English, especially in a similar context, for the improvement of the quality of reading instruction.

METHOD

In order to answer the first and the second research questions, quantitative approach by using pre-test post-test experimental and control group research design was utilized.

The researcher conducted pre-test for all students in grade 11. Two classes that were statistically proven to have the same level of reading skill were selected as the participants of the study. Other than pre-test results, the researcher also paid attention to whether or not the students' owned a desktop, laptop, or smart phone in deciding the participants of the study. One class consisting of about 31 students was made the experimental group, and the other class consisting of 30 students was the control group.

Then, the researcher used flipped classroom supported by cooperative learning to teach reading to the experimental group. On the other hand, the researcher utilized a pre, while, post reading strategy to teach reading for the control group. Each group met the researcher for four periods in a week for 45 minutes each period. At the end the researcher conducted post-tests for both groups. The data from the pre-test and post-test were furthermore analysed statistically to see the effectiveness of the treatment.

In order to answer the third research question, at the end of the study the researcher distributed a questionnaire to the students in the treatment group asking about their attitudes toward the Flipped Classroom and Cooperative Learning approach, and the data were analysed qualitatively.

FINDINGS AND DISCUSSION

The Effectiveness of Flipped Classroom Supported by Cooperative Learning

The first research question of the study concerns with the effectiveness of Flipped Classroom supported by Cooperative Learning in improving students' reading skills. In order to obtain the answer to this question, the researcher conducted a study by providing a reading lesson to an experimental group of 31 students. This experimental group is a class of second

year students in Bringin I Senior High School majoring in Science. For the purpose of the study, in a week the researcher conducted a reading lesson for four periods, each lasted for 45 minutes.

Prior to the treatment given to the experimental group, the researcher conducted a pre-test for all classes in the Second grade that includes seven classes. Based on the school policy, all classes are claimed to have equal competence in all subjects. However, in order to ensure the equality of the English reading skill proficiency a pre-test is a necessity.

The result of the pre-test for the experimental group is shown in the table below:

Table 1

The Pretest Result of the Experimental Group

Test Score Range	100- 80	79- 60	59 – 30
Number of the Students (Percentage)	-	9 Students (29 %)	22 Students (71 %)
Average Score		54	
Highest Score		77	
Lowest Score		37	

Form the pre-test result; it is clear that out of 31 students, no one score 80 to 100. In addition, 71% of the students score below the minimal requirement of the school, which is 60. Furthermore, only 29% of the students score above the minimal requirement.

After conducting the pre-test, the researcher started to design a reading treatment for the students in the experimental group. The reading lesson conducted for the experimental group utilized the Flipped Classroom approach supported by Cooperative Learning. It basically consists of two parts, namely, out-of-class activity and in-class activity. The out-of-class activity refers to the activity done by the students before the meeting in the English class. On the other hand, the in-class activity refers to the activities of the students facilitated by the teacher in the English class.

In the out-class activity the students in the experimental group were given a teaching video to watch about the reading materials and also a worksheet accompanying the reading materials. Because of the fact that not all of the students in the experimental group have laptops to watch the video, those who did not were grouped with other students who have the laptops. There are six students in the class who have laptops. Therefore, there are six groups that consist of five to six students in each group. The groups are given the freedom to choose the time and place to watch the video and do the worksheet before meeting in the English class. However, most of the groups choose to watch the video and do the worksheet together in the school after all classes finish. The fact that their houses are located far from each other makes it difficult for them to do the group activities outside of the school. Based on Flipped Classroom literature in this stage the students are expected to grasp the concept of the reading materials by watching the teaching videos and doing the worksheet. As Cockrum (2014) suggests, this is the stage where the students engage in the lower-level thinking skills in Bloom taxonomy.

In the in-class activities the teacher uses Cooperative Learning activities in order to strengthen and enrich the concepts previously attained in the out-of-class activity. Firstly, the teacher checks the students' mastery of the concepts presented in the teaching videos. The teacher gives a chance the students who have mastered the concept in each group to assist those who have not. The students in the group work cooperatively to help each other and make sure all members in the group arrive at roughly the same stage of concept comprehension. In addition, the teacher helps this process by going to each group and confirming the concept attainment stage. Next, other cooperative activities are utilized to give students more practice as well as strengthen and enrich their concept comprehension.

These two stages of Flipped Classroom and Cooperative Learning approaches are offered to the experimental group to cover two units in the English Reading Curriculum namely the Narrative Reading Text, and the Report Reading Text. At the end of these two units, a post-test is conducted for the experimental group.

The result of the post-test of the Experimental Group is shown in the table below:

Table 2 The Posttest Result of the Experimental Group

Test Score Range	100- 80	79- 60	59 – 30
Number of the Students (Percentage)	19 Students (61 %)	9 Students (29%)	3 Students (10%)
Average Score		79	
Highest Score		95	
Lowest Score		55	

From the result of the post-test, it is obvious that most of the students, 61% of them, score high grade of 80 to 100. In addition, there are 29% of the students who score 60 to 79. Therefore, 90% of the students in the experimental group score above the minimal requirement of 60 in the post test. Only 10% of the students fall under the category of those who fail the course.

In order to know the effect of the treatment to answer research question number 1, a comparison of the pre-test results and post-test result is needed. Table 3 describes the comparison of the pre-test and post-test of the experimental group.

*Table 3
The Comparison of Pre and Post test result of the experimental group*

Test Score Range	100- 80	79- 60	59 – 30
Number of the Students (Percentage) in Pretest	-	9 Students (29 %)	22 Students (71 %)
Number of the Students / Percentage in Posttest	19 Students (61 %)	9 Students (29%)	3 Students (10%)
Average Score of the Pretest		54	
Average Score of the Posttest		79	

From the comparison of the pre-test and post-test results of the experimental group an obvious trend of improvement can be observed. In the pre-test, 71% of the students are under the minimal requirement grade of 60. However, it decreases drastically to only 10% in the post-test. It means that the treatment offered to the students in the experimental group can successfully help most the failing students in the pre-test to do better in the post-test. In addition, the pre-test results suggest that only 29% of the students score above the minimum standard of 60. On the other hand, the post-test results show that 90% of the students successfully score above the minimum standard compared to only 29% of the students in the pre-test. Moreover, no one score more than 79 in the pre-test. On the other hand, 61% of the students score more than 79 in the post-test. It shows that after being given the treatment, more students do better in the post-test. The comparison of the pre-test and post-test suggests that the treatment offered to the students in the experimental group by using Flipped Classroom supported by Cooperative learning helps most of the students to do better in the post-test. In addition, when looking at the comparison of the average of the pre-test and post-test, a trend of drastic improvement is also obvious. This trend indicates that the treatment conducted for the experimental group has shown positive impacts. In conclusion, the treatment of Flipped Classroom supported by Cooperative learning helps the students in improving their reading skill.

A statistical data analysis of the pre-test and the post-test results using statistical software was conducted. The Software was called SPSS (Statistical Package for the Social Science). The analysis of the data utilizes the so-called Wilcoxon Signed Rank Test. This test is the nonparametric test equivalent to the dependent t-test. The analysis using the Wilcoxon Signed Ranked Test results in the following figure

Test Statistics ^a	
	post- pre
Z	-4.846 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Figure 4 Wilcoxon Signed Ranked Test Analysis of Pretest and Posttest Result of the Experimental group

Under the heading of Test Statistics we can see that the Z value is -4.846b with p value (Asymp. Sig 2 tailed) of .000. This means that the p value is less than the the standard value of the significance which is .005. In other words, we can safely conclude that statistically there is a significant difference between the pretest and the posttest results. This finding brings us to the answer of the first reasearch question, that is whether Flipped Classroom facilitated by Cooperative Learning effective in improving students' reading skills. With the significant difference between the pre-test and post-test result, it is concluded that the flipped classroom facilitated by Cooperative learning is indeed effective in improving the students' reading skills.

Comparison of Flipped Classroom and Pre, While, Post reading Approach

The second research question of the study investigates the significance difference in the posttest results of the experimental group compared to the control group. The reasearcher conducted a study by giving dfferent treatments for two different groups called the experimental group and the control group. While the experimental group receives reading lessons with Flipped Classroom supported by Cooperative Learning approach, the control group receives reading lessons with pre, while, post reading appraoch.

In order to make sure that there is no significant difference in English reading fluency, a pre-test is conducted for both groups. Table below describes the result of the pre-test

Table 4 The Comparison of Pretest results of the Experimental Group and the Control Group

Pretest Test Score Range	100- 80	79- 60	59 – 30
Number of the Students (Percentage) in the experimental group	-	9 Students (29 %)	22 Students (71 %)
Number of the Students (Percentage) in the control group	1 Students (3%)	6 Students (20%)	23 Students (77%)
Average Score of the experimental group		54	
Average Score of the control group		53	

The table suggests that the main trend of the control and the experimental group groups is similar. For both group, more than 70% of the students score under the minimal standard of the school which is 60. Another similarity arguably applies for the middle range of score which ranges from 60 – 79. Less than 30% of the students in both groups score between 60 to79. In addition, there is one student (3%) in the control group who scores in the high range of 80 to 100. However, this does not seem to show any significant difference in the comparison of the average scores of the two groups. The average score for both groups is 54 and 53 for the experimental group and the control group respectively. In conclusion, generally the two groups do not show any difference in their reading fluency based on the pre-test results.

However, in order to obtain a solid evidence of the homogeneity of the two groups a statistical analysis using statistical software called SPSS was conducted. The analysis of the data utilizes the so-called Mann-Whitney Test. This test is the nonparametric test used to compare differences between two independent groups which are not normally distributed. The analysis of the data results in the following figure.

Test Statistics ^a	
	pretest
Mann-Whitney U	441.000
Wilcoxon W	906.000
Z	-.348
Asymp. Sig. (2-tailed)	.728

a. Grouping Variable: name

Figure 5

Mann-Whitney Test Analysis of the Pretest of the Control and the Experimental Group

As the analysis of the data shows, under the heading of Test Statistics, we can see that the Z value is -.348 with p value (Asymp. Sig 2-tailed) of .728 which is larger than the standard value of the significance which is .005. In other words, from this analysis we can safely conclude that statistically there is no significant difference between the control and the experimental group in the pretest results. It means that both the control group and the experimental group are homogeneous in nature without having significant difference in their reading proficiency.

Having the knowledge of the control group and the experimental group's homogeneity, the researcher moves on by giving the two different groups two different approaches of reading lessons. Both the experimental group and the control group cover the same two units in the English reading curriculum, namely narrative reading, and report reading. In addition, the same reading worksheets and the same in-class meetings are given to the students in both groups.

After finishing the two units of reading lessons, a post-test is conducted for both groups.

The comparison of the Post-test results of the two group is presented in the following table.

Table 5

The Comparison of the Posttest Results of the Experimental Group and the Control Group

Posttest Score Range	100- 80	79- 60	59 – 30
Number of the Students (Percentage) in the experimental group	19 Students (61 %)	9 Students (29%)	3 Students (10%)
Number of the Students (Percentage) in the control group	18 Students (60%)	10 Students (33%)	2 Students (7%)
Average Score of the experimental group		79	
Average Score of the control group		78	

The table suggests that the main trend of the control and the experimental group groups is similar. For both group, most of the students, 60% and 61% for the experimental group and the control group respectively, score in the high grade range between 80 to 100. Another similarity arguably applies for the middle range of score which ranges from 60 – 79. It is obvious as 29% and 33% of students in the experimental and control group respectively score in this middle range. Similarly, for both group, 10 % and 7 % of students in the experimental and control group respectively score under the minimal standard score of the school which is 60. The trend of similarity is also obvious from the comparison of the average score of the two group which is 79 and 78 for the experimental group and the control group respectively. In conclusion, generally the two groups do not show any difference in their reading fluency based on the post-test results.

However, in order to obtain solid evidence of the homogeneity of the two groups a statistical analysis using statistical software called SPSS was conducted. The analysis of the data utilizes the so-called Mann-Whitney test. The analysis of the data results in the following figure

Test Statistics ^a	
	VAR00002
Mann-Whitney U	442.000
Wilcoxon W	907.000
Z	-.333
Asymp. Sig. (2-tailed)	.739
a. Grouping Variable: id	

Figure 6

Mann-Whitney Test Analysis of the Pretest of the Control and the Experimental Group

As the analysis of the data shows, under the heading of Independent Samples Test, we can see that p value (Asymp. Sig 2-tailed) is of .739 which is larger than the standard value of the significance which is .005. In other words, from this analysis we can safely conclude that statistically there is no significant difference between the control and the experimental group in the posttest results. It means that the Flipped Classroom facilitated by Cooperative Learning approach for the experimental group does not result in significant difference from the traditional approach of pre-reading, while-reading, and post-reading approach for the control group. The two different approaches statistically prove to help the students in both groups to do significantly better in the posttest. This finding brings us to the answer of the second research question. It turns out that, statistically, Flipped Classroom facilitated by Cooperative Learning approach does not result in significantly higher reading proficiency improvement compared to the traditional approach of teaching reading generally used by Indonesian English teachers. Both approaches are proven to be similarly effective in improving students' reading proficiency.

Students' Attitudes toward Flipped Classroom Supported by Cooperative Learning Approach

The third research question of the study concerns the students' attitudes toward the Flipped Classroom supported by Cooperative Learning approach. In order to obtain the answer for this question, questionnaires were distributed to the students in the group to investigate their attitudes toward the treatment. In order to ensure the students' understanding of the questions and statements in the questionnaires, they are deliberately written in Bahasa Indonesia

Once the data were obtained, the analysis of the data in the questionnaires was done qualitatively. The discussion and the description of the data will follow the format of the questionnaires as described previously.

Firstly, the students' attitude toward English as a subject in the school is described in the following table.

Table 6 The Students' Attitude toward English as a Subject Taught in the School

No	Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	I think English is an important subject that will help me to do better in the future	51.6	35.5	12.9	0	0
2	I like the way how English is being taught in the school so far.	3.2	38.7	58.1	0	0
3	In English class I always try my best to do all of the activities or assignments given by the teacher	9.7	58.1	32.3	0	0

From this section of the questionnaires we understand that more than 50% of the students feel strongly that English is an important subject that will help them in the future. However, as item number 2 suggests, more than 58.1% of them are not sure whether they like the way how English has been taught as a subject in the school. From item number 3 we know that most the students work their best to engage in activities and assignments given to them. This finding suggests that although most of the students feel strongly about the importance of English for their future, they are not sure whether they have positive feeling with the approach used by the school so far. Therefore, the possibility of introducing new innovative approaches needs to be explored.

Next part of the questionnaire concerns the students' attitude toward the Cooperative Activities that are mainly used by the researcher in the In-Class stage of the reading treatment. The result of the questionnaire in Section II b is described in the following table.

Table 7 The Students' Attitude toward Cooperative Learning

No	Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
4	I enjoy learning English by working in group activities.	25.8	32.3	38.7	3.2	0
5	Learning English by working in a group helps me to understand the lesson better	12.9	38.7	48.4	0	0
6	In the future I want more English Classes to be conducted in group work activities	12.9	16.1	67.7	3.2	0

From this part of the questionnaire it can be observed that students' attitude toward the use of Cooperative Learning approach in the in-class meeting is almost equally diverse. A total of 58.1 % of the students admit that they enjoy the group work activities. Furthermore, a total of 51.6 % of the students admit that working in group help them to understand the lesson better. However, when observed as individual items, the majority of the students for the three items choose to be in the neutral side. It suggests that that class is almost equally divided into those who have positive attitude and those who are neutral. In other words, the use of cooperative learning approach in the in-class meeting has not resulted in strong positive feeling for the majority or all of the students. However, it is worth noting that the use of the cooperative approach also does not result in negative attitude for the majority or all of them. Therefore, a better and more carefully designed cooperative activities can certainly be an alternative approach in the future.

The students' attitude toward Flipped Classroom is reflected in Section II c of the questionnaire. The result of the questionnaire is described in the following table.

Table 8 The Students' Attitude toward Flipped Classroom

No	Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
7	I enjoy learning English by watching English learning videos before the English class	3.2	64.5	32.3	0	0
8	Watching English learning videos before the class helps me understand the lesson better	32.3	45.2	19.4	3.2	0
9	In the future I want to watch more English learning videos before the English class	25.8	29.0	41.9	3.2	0

From this part of the questionnaire it is observable that for the majority of the students, 64.5 % of them, admit that they enjoy learning English by watching a English learning videos before the class. Furthermore, 45.2 % and 32.2 % of the students agree and strongly agree that Watching English learning videos before the class help them to understand the lesson better. The number of the students who have positive feeling toward flipped classroom, as suggested by items number 7 and 8, obviously outnumber those who disagree or in the neutral category. It means that the introduction of Flipped classroom has positive feeling for the majority of the students. However, when asked about whether they want to watch more English learning video in the future, the students' responses are almost equally divided into those who have positive feeling and those who are neutral and disagree. The fact that not all of the students in the class have laptops or other video player devices and therefore need to watch the video after the class can be a contributing factor to this finding. In conclusion, a positive attitude toward the use of flipped classroom as reflected in items number 7 and 8 is observable for the majority of the students.

The final part of the questionnaires concern with the students' preference of Flipped Classroom supported by Cooperative learning approach over the traditional approach they experienced in the past. The result of the questionnaires are described in the following table.

Table 9

The Students' Attitude toward Flipped Classroom Supported by Cooperative Learning

No	Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
10	I prefer studying English by watching English learning videos before the class and working in group activities during the class to the traditional approach I have experienced.	6.5	64.5	29.0	0	0

From the above data the trend of the majority of the students is obviously perceivable. A total of 71% of the students admit that they prefer the Flipped Classroom supported by cooperative learning approach. Moreover, no students express their rejection of or disagreement with the approach. This means that the approach used for the treatment group has resulted in a positive attitude for the majority of the students, and the third research question is, therefore, answered.

CONCLUSION AND SUGGESTION

This study then aims to investigate the effectiveness of the Flipped Classroom approach supported by Cooperative Learning in developing the students' reading skill. By utilizing experimental and control group design in study, this research tries to see the effectiveness of the approach, the existence of significant differences between the flipped classroom supported by Cooperative learning approach and the traditional approach, and lastly the students' attitude toward the new approach.

As the statistically-analyzed data of the pretest and posttest suggest, there is a statistically significant improvement in the Posttest results of the treatment group over the Pretest. This suggests that the flipped classroom supported by cooperative learning approach is effective in improving student's reading skill.

The comparison of the posttest results of the experimental group, which receives the flipped classroom supported by cooperative learning reading lesson, and the control group, which receives the traditional reading lesson, suggests that there is no significant difference between the two groups. This means that both approaches are effective in improving the students' reading skill.

The results of the questionnaire distributed to the students in the experimental group shed light on the students' attitude toward the approach they receive in the reading lesson. While most of the students feel that English is an important subject that will help them in the future, the majority of them are unsure about their attitude toward the approach used by the teacher so far. It indicates that a new approach such as the flipped classroom supported by cooperative learning needs to be explored.

In addition, the questionnaire results also suggest that the majority of the students are under the category of neutral when asked about their attitude toward cooperative learning. On the other hand, students do not show negative attitude toward the approach. Therefore, more carefully-designed cooperative activities need to be explored.

When asked about their attitude toward Flipped Classroom, a majority of the students express their positive attitude. In addition, a majority of the students also think that they prefer the flipped classroom supported by cooperative learning approach to the traditional approach they experienced in the past.

One of the limitations of this study is the shortage of time. One and a half months time devoted to conduct this study does not seem to be sufficient. Considering the finding of the study, that majority of the students feel positive attitude toward the new approach of flipped classroom, a similar study with a longer period of time is worth doing. Sufficient period of time is needed in order to see the true effect of this approach.

It is also recommended that a study be conducted about flipped classroom which focus on the other three skills of speaking, listening, and writing. The fact that reading is a special skill to master for junior and senior high school students in Indonesia triggers the researcher to focus on the development of reading skill. However, a more extensive study which focuses on the development of other skills needs to be taken into consideration.

Another flaw of this study is the fact that this study does not use Flipped Classroom approach in its original form. Rather, this study utilises a modified Flipped classroom approach in order to fit with the condition of the students where the study takes place. As previously described, not all of the students in the experimental group have laptops or other video player devices which are vital for this approach to work properly. To solve the problem, the researcher modified the approach by having the students watch each video in groups after the school hours finish. For sure, this adds to the students' burden and makes them reluctant to do it which will probably influence the finding.

One of the key features of the flipped classroom is the chance it offers to individual students to understand the learning video at their own pace and convenience. Unfortunately, the students participating in this study could not take advantage of this feature for the problem mentioned above. Therefore, a more extensive study for a different population of students, which allow all features of the flipped classroom approach to be implemented, needs to be taken into consideration.

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DESIGNING ESP MATERIALS FOR BIOLOGY STUDENTS BASED ON NEED ANALYSIS

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ABSTRACT

Designing teaching material is the process of selecting, adapting and evaluating of teaching based on specific needs. The study aims at exploring the learning needs of 30 students and designing ESP materials for Biology students based on Need Analysis. The writer analyzed document and used questionnaire also interviewed the lecturer and the students. The findings describe the real needs of Biology students of ESP, the lecturers' view points on the practice of ESP instructions, and designing suitable materials. As the need analysis result learners' necessities and wants are writing but their lack is reading. In the other hand, the learners only focused on speaking skill. There was no need analysis, because only confirming and socializing material by lecturer before syllabus designed. For designing suitable materials, the writer proposed writing, reading and speaking could be taught by listening in the other words, integrated teaching. The writer concluded that need analysis could not be ignored as the first step to design materials so that an effective process of teaching learning could be applied.

Keywords: *Designing, ESP Materials, Need Analysis, Biology Students*

INTRODUCTION

One of the basic assumptions for designing English material teaching and learning process is need analysis. As mentioned by Brown (2001:54) that need analysis is the way to collect a lot of information about learners' needs in a particular group for getting basic information to design material. By knowing the learners' need, teacher or lecturer can make an effective and efficient ESP learning process. The term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students (Hutchinson & Waters, 1987). In this case, the writer conceives that need analysis is a foundation to design material because different learners have different language needs and what teachers taught should be restricted to what they need.

Materials should focus on the appropriate topic and include task and activities that practice the target skills areas. As stated by Noordin and Samad (2003) that materials and textbooks are the important resources for teachers in assisting students to learn English. In accordance to the materials which are going to be selected, Zhang (2007) stated that designing materials must follow some criteria such as the learners' needs, proficiency level and interest. The materials should relate closely to the learners' specific skills and content needs, which is an important precondition for full exploitation of the materials as well as the learners' needs. The important of material design in ESP class, teachers can design and create the material by themselves by matching with learners' needs, choosing the authentic textbook or material and also adapting the resources from the textbook or internet.

Material design is basically dealing with selection, adaptation, and creation of teaching materials, also as planning process which a teacher creates unit and lessons within those units to carry out the goals and objectives of the course (Graves, 2000:149). In practice, it focused on evaluation, adaptation of published materials and creation (development of teaching materials by teacher in line with the existing syllabus). Teaching materials in the process of teaching and learning function as the language input for learners and ideas for teachers in planning and teaching lessons (Richard, 2001). Teacher create own materials is the the effort to develop learning materials instead of adapting or supplementing the existing textbooks or authentic texts. There should be fundamental bases in order to create own materials, among others, teaching objectives or instructional goals, student's needs, and topic-based planning (Pinter, 2006:124).

METHOD

This research used qualitative methods and was carried out to explore the needs of undergraduate Biology Students on ESP materials and to design ESP materials for undergraduate Biology Students based on Need Analysis. To ensure validity and reability of the results, data were collected from multiple sources including Biology Students, ESP lecturer and ESP expert, which is called triangulation method, providing different viewpoints, which enables researcher to look at something from a variety of perspectives.

The participants of this research study were students in State Islamic University of Bandung. A total of 30 first-year students of Biology Education Department voluntarily participated in this study. Their ages ranged from 18-20 years old. All students were expected to be effective in answering the questions of questionnaire and interview in order to make easy to design the materials and the results of need analysis can be suitable with the materials design.

The instruments used to collect data were questionnaire and interview. The data collected from the need analysis were combined to design the new materials and experts evaluation served to improve it. Questionnaire was used in this research to get the data about present and target situation of learners. The reason of using questionnaire is to collect a lot of information and it is relatively easy to be answered by participants. The information to be collected are about analysis of learners' need, and material proposed. The instruments used to obtain compliments responses were firstly, questionnaires of *Target Situation Analysis*, *Present Situation Analysis*, *Wants and Subjective Analysis*, *Lack Analysis*, *Learning Need Analysis*, *Linguistic Analysis*, *Discourse Analysis and Genre Analysis*, and *Means Analysis* (Lowi, 2009), and secondly interview with the students individually and ESP lecturer. This research used structured interview to provide uniform information, which assures the comparability of data and to produce teacher and students' perception about the relevance of the existing materials with their need analysis result. The questions of the interview were generated into four categories: (1) general questions; (2) need analysis; (3) material design; (4) relevance.

The study had some limitations. The first limitation was related to sample site. The sample site was Biology Education Department Students of State Islamic University of Bandung. The researcher could not use the students of English Education Department because the study had to focus on english for specific major or purpose. A second limitation, materials and learning teaching process should based on students' needs because Biology Education Department should not use General English at class. And the third limitation was the validity of responses might have been affected by the fact of the result of students' need analysis. Some students did not express their view effectively. Students may have been reluctant to report what they thought because they would still have other ESP class in the second-year of the study.

FINDINGS AND DISCUSSION

Findings from Questionnaire

The following section the results from the questionnaire. The results are divided into two parts. Part one describes the subjects' personal information. Part two presents the data related to the students' needs and wants toward the course.

Table 1. Subject Personal Information and English Proficiency

		Frequency	%
Age	18	20	67
	19	7	23
	20	3	10
Studied English Previously	Yes	20	67
	No	10	33
Makes an effort to improve English	Yes	18	60
	No	12	40
Frequency of Practicing English outside schools	Not at all	10	33
	1-2 hours	15	50
	3-5 hours	5	17

As described in the table, the category of Biology students' age is divided into 3 categories, and the dominant percentage of students' ages is on the category of 18 years old totaling 67%. Most students had studied English before 67%, compared to 33% students had not ever studied English. According to the data, the writer considered that the learners had learnt English more than five years. Most of them admitted that they got vocabularies, grammar especially tenses. One of them admitted that after learning in the class, now she/he could understand English better also helping by practicing English outside schools. In contrast, some learners realized English was very important for them. However, they were not really interested. English was not their passion, some said they like English but they were too busy for joining English club/English course outside and the rest of them could not explain the reason why they could not join Free-English club for spending their spare time by practicing English outside schools. The question of the questionnaire is what they have got from English class before, because learners got in the English class could represent what they already about English. It is related with their subject knowledge they had. Some people argued that subject knowledge is a subject learners studied in varsity or college. Its definition brought the writer to consider English as their subject knowledge. However, in specific, subject knowledge comes in different forms.

Table 2. Students' Strength and Weaknesses towards English proficiency

Skills	Very weak (%)	Weak (%)	Fair (%)	Good (%)	Very Good (%)
Grammar	3	27	47	23	0
Vocabulary	10	48	35	7	0
Pronunciation	14	35	41	7	3
Speaking	6	23	43	17	10
Listening	10	21	53	17	0
Reading	13	37	43	7	0
Writing	13	40	44	3	0

The ability description of Biology students is shown up in the table above. In the use of English grammar, the highest percentage of students who are in the category of "fair" which was 50%. In the 'Vocabulary', the majority most Biology students have 'weak' category by 48%. In pronunciation, most students have 'fair' category as well as the ability of 'Speaking and Listening whereas in the ability of "Reading and Writing" most of them are in the category of "fair". This phenomenon might exist due to the process of learning ESP was only focused on the two language skills. The data illustrates what they know already about English, the writer assumed that most of them were in basic skill.

Table 3. The language Skills that Biology Students need most in their study

Skills	4	3	2	1
Speaking	38%	20%	10%	0%
Listening	18%	46%	30%	6%
Reading	50%	30%	16%	4%
Writing	70%	20%	10%	0%

Table 3 shows the interest percentage of students on language skills. Most of them are very interested in learning ESP writing activities (70%), followed by Reading activities 50%, speaking (38%). The result of the data made a great curious why most of the learners thought that writing is skill they need the most. To find out why writing becomes the most they need, the writer attempted to analyze in what situation English would be very helpful for them. From the data, the writer will know which one will be need, want, and lack of the learners. It is will be more specific by analyzing the target situation of learners which describes in next table.

Table 4. The situation where Biology students use English most

Situations	Frequency	Percentage (%)
Giving a presentation	20	40
Writing Essay/Report	30	60
Expressing an opinion	8	16
Concluding the information orally or written	10	20
Reading Journals	25	50
Journals Analysis	23	46
Comprehension Reading Text	19	38
Writing Procedural Text	7	14
Writing Descriptive Text	6	12
Being active in discussion session	18	36
Writing English words for adding vocabulary	3	6
Reading English books	12	24
Summarizing the material from the book	15	25
Getting points from Biology International Research videos	14	28

The above table describes the most commonly used opportunities of students in using English. The highest percentage is when *Writing Essay/Report* 60%, followed by activities *Reading Journals* and *Journals Analysis* which get a portion of 46%. However, doing activities *Writing English words for adding vocabulary* rank the lowest. The result of analyzing students' situation is they often get the assignment from some lecturers to write essays or journals in English. So, this is very helpful if the lecturer teaches the students about how write the English essay or journal well. By reading some essay and journal will be the foundation for them to write an essay or journal because they will know how the main idea to be constructed and to be written and also they will directly understand how to make a point in English essay or journal which describes Biology field. Another skill that they need to be focused after writing and reading is speaking. Some learners thought they need speaking because some of them hard to give English presentation or try to teach Biology subject in English. They thought it is important especially for their future who will be a teacher perhaps in bilingual international school or in abroad.

Table 5. The Difficulties of Learning English at Class

Difficulties	Frequency	Percentage (%)
Understanding what lecturer says	13	26
Writing lecturer's explanation	16	32
Understanding English instructions	19	38
Giving a presentation	24	48
Finding main idea of the text	12	24
Guessing meaning of uncommon words in some text	3	6
To comprehend the text generally	28	36
Arranging sentence structure	11	22
To express some opinion or argumentation	10	20
To write essay/report/journal	30	60
Pronouncing words clearly	20	40
Speaking fluently	22	44
Writing references and conclusion	6	12
Listening Biology International Research	8	16

In the table 5, the most difficult in learning English for Biology students is writing English essay/report/article (60%). The problem is some students do not know and understand how to write English essay/report/journal well because they are poor in grammar and structure. The

next difficulty is giving presentation (48%). Students are hard to speak English because they are poor in vocabulary and sometimes they do not know how to pronounce the words well. The easiest based on the result of the student's questionnaire is Guessing meaning of uncommon words in some text (6%). They think that they can guess uncommon word based the context of the sentence/text without knowing the exact meaning of the word. The chart above illustrates that listening is the most difficult skill for them. As particularly, the function of listening in second language/foreign language learning was for understanding the spoken discourse. Certainly, it is related also to their vocabulary. People got trouble in listening because they were low in recognizing word or limited vocabulary they had. In fact, their low frequency in listening gave big contribution for their capability in listening skill. Listening might be very difficult for second or foreign language learners because they had to effectively differentiate and recognize word to catch the idea. The sound of articulation can largely have influenced perception (Brown: 2001). Therefore, in conclusion the simplest thing that could be was 'practicing' a lot.

Table 6. The Biology Students Preference Regarding Useful Activities for Learning English

Activities	Frequency	Percentage (%)
Pair work	9	24
Whole class	5	14
Group work	18	49
Out of class work	3	8
Individual	2	5
Suggestions	0	0

Table 6 shows that the most desirable activities performed by Biology students in learning ESP are group work, pair work, and whole class activities. Students do not like individual activities in learning ESP for Biology students. By group work and pair work, they thought that they can work together to make collaboration and share their opinions each other. For the whole class, it will invite students' motivation to be active in the class. Studying out of the class will invite new inspiration and refresh their motivation to study, but they didn't choose it actively.

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

Topics	Frequency	Percentage
Analyzing and resuming journals	25	50
Teaching Biology in English	26	52
Writing a good Biology essay/article	28	56
Biology Vocabulary	9	18
Comprehension Biology text	21	42
Explaining the result of laboratory practice	23	46
Expression an opinion and argumentation	4	8
English discussion to criticize some issue	12	24
Presenting Biology materials	18	32

Table 7 shows the most frequent topic the students want to learn is writing a good Biology essay/article (56%). They think that writing is very important because they have some assignment to write Biology essay/article/journal. The second topic is about how to teach Biology in English (52%). Students are interested how to teach in English because some of them have intention to teach in International schools.

Findings from Interview

1. Students of Biology Education Department

The following outline the results of interview with 30 students of Biology Education Department. As the result, the reason why they study English is to study and to help their career and job in the future. Percentages of their improvement of English knowledge, students answered their English level is improving (60%), not improving (25%), and not sure (15%). The data shows that some of them are still confused in studying English. It is proven by the question of interview, "Do they face difficulty in English class?". Students face many difficulty (35%),

little difficulty (65%), and no difficulty (0%). In the class they still can learn English and follow the lecturer well. They really want to study how to write English well, because some lecturers in Biology subject give them the assignment that they have to make Biology essay/article/journal. It means that based on the result ESP practitioner should design the material include writing skill to help them do the assignments. Some of them thought that writing is difficult because they did not learn and comprehend the writing skill well. Writing skill needs high comprehension because students have to know English grammar and sentence structure first. That is the foundation to write English well. After improving writing skill, ESP practitioner should focus on reading skill because they also need to read and analyze some Biology articles/journals. Then, speaking also is very important because students have to present the result of laboratory practice or discussion of Biology material in English in front of the class. Speaking also needs deep comprehension, students have to know the grammar and how to pronounce English words well. For listening skill, they thought it is as complement for their studying to help them understand what native says or Biology foreign researchers' explanation.

2. ESP Lecturer

ESP lecturer was interviewed to have clear information about their experiences on teaching English for Biology Education. The lecturer said he did not have the curriculum for teaching ESP for Biology Education. The lecturer allocated the time to teach general English language skills; listening, speaking, reading, and writing with general topics. The ESP lecturer only distributed the material to the students without doing need analysis by using questionnaire or interview first. So, there was any misunderstanding between the lecturer and the students. The materials did not match at all with students' needs. It is important to know students' need analysis results because ESP lecturer will know which skill that have to comprehend and learn more in ESP class. Then, ESP materials should be adapted from the available books or internet in Biology sites. The ESP lecturer agree that there must be a special ESP training to improve their skills in teaching ESP for Biology Education.

Designing ESP Materials for Biology Students

After getting information from questionnaire and interview, the next step is to design learning materials of ESP Biology Education based on Need Analysis. In designing the course materials, the researcher followed the steps as figured out below.

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

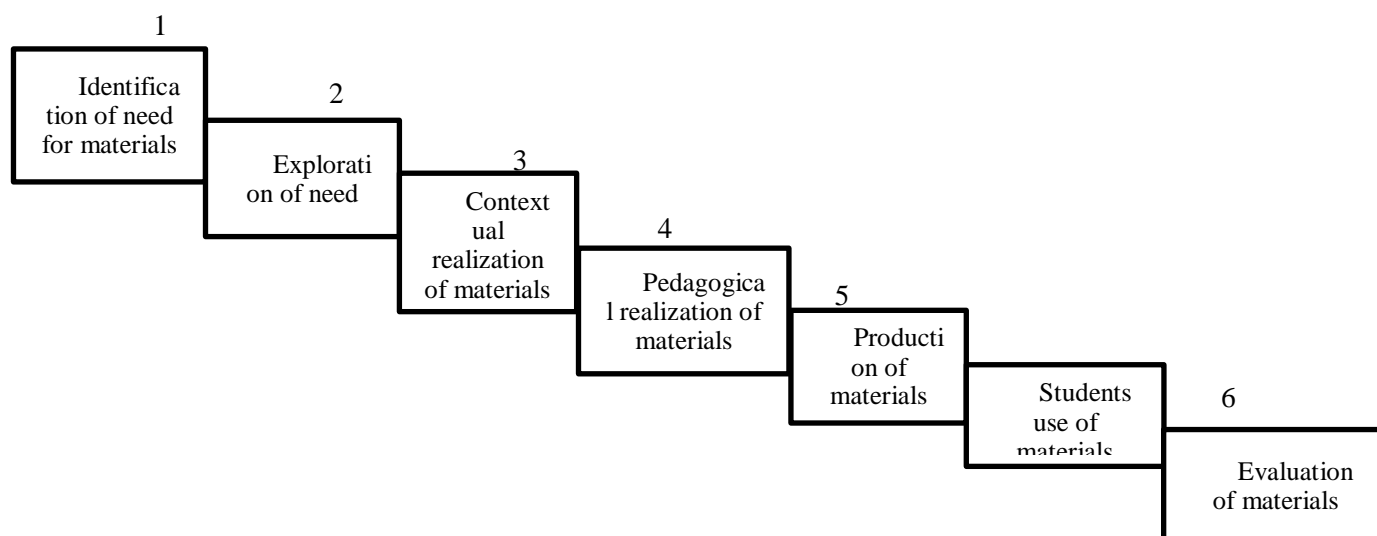


Figure 1. The process of material design (McGrath, 2002; Tomlinson, 2011)

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

Lesson Description Matrix

Below is the lesson description which summarizes the module, concerning the activity of students-students/teacher-students, the language skill emphasized in each chapter and the topics which is the titles of the reading texts. Below is the lesson description matrix.

Lesson	Activity	Language Skill	Topic
1.	Jigsaw	Summarizing	The work of traditional & modern medicine
2.	Murder Script	Note Taking	Global Warming
3.	Main-Mapping	Getting Main Idea	The effect of stress
4.	Pair Discussion	Make an outline	How to overcome stress
5.	Peer Correction	Resuming	Healthy Sleep
6.	Think-Pair-Share	Expression Opinion	Natural Disaster in Indonesia
7.	Group Presentation	Speaking	Food Preservation
8.	Group Discussion	Writing	Heart Disease
9.	Round robin	Giving Comments	OCD is an effective diet
10.	Watching Videos	Listening	The Discovery of Dinosaurs
11.	Individual	Drawing Conclusion	The Benefits of Walking
12.	Mind-Mapping	Compare and Contrast	Pollution in big cities and suburban
13.	Debate	Speaking	Plastic Surgery
14.	Mind-Mapping	Classifying	Mammals

Figure 2. Lesson Description Matrix

CONCLUSIONS AND SUGGESTION

The data from the students' questionnaire and interview have illustrated a number of issues which need to be considered as they offer significant implications for introducing curricular change. First of all, the findings of the study revealed the need for setting up a language course with a clear focus on English for Specific Purposes and on the target discipline, English for Academic. In addition, there is a call for a highly specific ESP course to be implemented in the experimental needs-based syllabus document as part of the curriculum process (Richards, 2001).

In conclusion, there were several important aspects from the needs analysis questionnaire, situational analysis and interviews that helped to shape a course, these are: the skills most needed for their job are writing and reading and the fact of the learning process focus on speaking, presentation activity. Among the topics related to the Biology Education field and they needed and wanted the learning to cover how to write a good Biology essay/article/journal, reading and analyzing journal, giving presentation well, being active in English discussion, comprehension of English text, getting point of English videos or texts. Although the

complexity of adopting a needs-based approach to ESP cannot be ignored, need analysis as a decision making process which informs course design specifications (Bosher&Smalkoski, 2002) is regarded as an indispensable component of any ESP course (Long& Crookes, 1992). Therefore, it must be performed before designing course materials of ESP.

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ENERGIZING FOREIGN LANGUAGE STUDENTS IN ENGLISH SPEAKING CLASS THROUGH THE USE OF TED-ED

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ABSTRACT

Nowadays, the teachers can incorporate the media of technology in the classroom. TED-Ed is one of the alternative tools that can be used creatively for the teachers to stimulate the students' motivation to speak up. This research aimed to investigate the use of TED-Ed in an advanced English speaking class, the difficulties faced, and the solutions provided. The method used was case study. In this research, the teacher used TED-Ed to spark discussion in speaking class. The students were asked to think critically about the video of TED-Ed they watched and discussed the big ideas alongside their own. The subjects were 8 students officially enrolled in the class. Data were collected through observations and interviews. The data revealed that TED-Ed gave positive reinforcement to students' speaking skill. The students were motivated and were trained to improve their critical thinking from the TED-Ed video. By using TED-Ed, the students actively spoke up because the topic of the video was interesting and they could engage with the discussion. In the other hand, there were some difficulties faced by both the teacher and the students, for example the incomplete facility in the institution and the students got difficulty in producing the target language.

Key words: *EFL Students, English Speaking Class, TED-Ed*

INTRODUCTION

Globalization is a term often used to describe the increasing flow of people, ideas, goods, and capital across national borders. In other words, globalization has been tied to new tools and technologies. Every technology has a philosophy which is given expression in how the technology makes people use their minds, in what it makes us do with our bodies, in how it codifies the world, in which of our senses it amplifies, in which of our emotional and intellectual tendencies it disregards (Neil Postman as cited in Gore, 2007). With Neil Postman's argument in mind, it is an undoubted fact that new technologies have played a significant role in many aspects, such as in social, economic, and education fields.

In the academic field, the use of technology and internet offers more opportunities for meaningful and authentic language use than are available in the classroom. As Lanksheer and Knobel (1997) and Jones and Hafner (2011) express, these learning opportunities are more likely to be interactive, social, and multimodal. English is being used to interact with people in all over the world. They can use some media found in internet to support their language learning outside the school hours. Those media generate the target language to be used, for example the students can communicate with native speaker in a chatroom and they may watch a video in English. These activities require them to understand and use English properly. It relates with two important dimensions to successful second language learning, namely what goes on inside the classroom and what goes on outside the classroom (Richards, 2014). In the last 100 years, the focus of language teaching has been on the design of syllabuses, materials and methods and how to exploit classroom as a source of meaningful input to learning as well as of opportunities for authentic communication and language use.

In the globalization era, internet is the biggest major source of a variety of spoken and written texts. Many teachers have been enthusiastic on the use of internet as a medium to support teaching-learning processes. Nowadays, wikis, blogs, online discussion forums, chatrooms, and online portfolios are widely used in EFL classrooms. Apart from those internet media, the online source known as TED-Ed is rarely used by teachers, yet very potential for

developing language skills. In TED-Ed there are highly interesting talks on almost every topic, with different lengths of talks, difficulty levels, and genres. Even though TED Ed is not designed for second language learners, it is very potential as a learning resource. Moreover, it presents innovative ideas and provides springboards for discussions.

As stated by O'Malley and Pierce (1996: 57), speaking is an important skill that a learner should acquire and one of the responsibilities of any teacher working with English language learners is enabling the students to communicate effectively through oral language. Speaking skill is a reflection of someone whether he/she can use the language or not. This is because the main purpose of learning a language is to transfer some ideas which can be received by other people clearly and correctly.

Speaking is a skill, just like swimming, driving a car, or playing badminton. For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Too often, in the traditional classroom, the learning of English has been relegated to linguistic knowledge only, e.g. knowledge of vocabulary and grammar rules, with little or no attention paid to practicing language skills. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach foreign language learners how to speak in the best way possible, a teacher needs to bring up such media in classroom settings to energize atmosphere, and hence, engage students to be actively involved in speaking activities.

THEORETICAL FRAMEWORK

The Nature of Speaking

Speaking is one of the significant skills that should be mastered by the students in learning English.

Speaking skill is the skill of someone to express the ideas orally. According to Lado (1977) as quoted by Flucher (2000: 488), "Speaking skill is described as the skill to express oneself in life situation, or the skill to report acts or situations in precise words or skill to converse, or to express a sequence of ideas fluently." It means that speaking skill is the skill of someone to express the ideas in a form of describing, reporting, conversing and telling the situation fluently. In accordance with this, Brindley (1995), gives the specific definition of speaking in oral way. From his definition, he states that speaking can be defined only in oral way. When someone can express what they want to say clearly, use sufficient and proper vocabulary based on context, and can interact with someone else fluently then it can be defined as speaking.

On the other hand, speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is often thought of as a 'popular' form of an expression which uses the unprestigious 'colloquial' register: literacy skills are on the whole more prized. This relative neglect may perhaps also be due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib. In fact, speaking is an oral expression of an interactive process of constructing meaning which involves phonological and grammatical system and requires the ability to cooperate in the management of speaking turn in order to give information and ideas.

Similarly to what is explained above, Burkart (1998:11) says that speaking is an activity which involves the areas of knowledge, they are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation. The functions (transaction and interaction); it is knowing the clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). And the social and cultural rules and norms (turn-taking, rate of speech, length of pause between speakers, relative roles of participant); it is understanding how to take into account who is speaking to whom in what circumstances, about what, and for what reason. Hence, it can be concluded that speaking is an oral activity when someone can express intelligibility, use sufficient and proper vocabulary based on context, interact with other speakers fluently and concern with some components of speaking.

Technology and the Teaching of Speaking Skill

The 21st century opened with unparalleled global connectivity and seemingly instantaneous information access. The breadth of reach and speed of interaction have resulted in new challenges and opportunities for teachers to prepare students for lifelong success. The educational models developed in the 21st century, primarily driven by access to static sources of

information and rewarding an individual's recall of this information, no longer apply to a world requiring continuous inquiry and remote collaboration. World languages and the study of languages that leads to the understanding of global culture are uniquely positioned to be brought to education through effective technology integration in language acquisition classrooms. Emerging digital tools and resources are opening the door for increased opportunities to efficiently and effectively both monitor student achievement and personalize the path to learning a new language.

The use of technology to teach speaking can be motivating for the students. In this case, teachers play a key role in determining which media of technology should be incorporated into the classroom. According to Liaw (1997), teachers should offer English language learners a language-rich environment in which they are constantly engaged in language activities. High motivation is a key to the success of learning. Students with high motivation can achieve a working knowledge of L2. One key feature of using technology in learning is that it allows language practice and study away from the confines of the classroom (Sharma & Barret, 2007). Therefore, teaching speaking should focus not only on classroom, but also on authentic communication and language use. Providing students with some opportunities to use technology will increase their proficiency in English.

By incorporating technology into a language course, teachers are adding value to teaching. The use of technology in structured ways offers students opportunity to work on specific tasks assigned by their teacher; however, in unstructured ways, they browse materials and gain extra exposure and practice in the target language. Many of benefits simultaneously contribute to a pedagogical reason for teaching English. In the area of productive skills (speaking and writing), nevertheless, the performance and students' product should be evaluated and graded by a teacher. Hence, it is important not to see the teacher and technology as interchangeable and to distinguish what each other can do that the other not.

TED-Ed

TED is a nonprofit forum devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). Coxhead and Bytheway (2014) describe the potential of TED for developing different language skills (<http://www.TED.com/talks>). TED began in 1984 as a conference where technology, entertainment and design converged, and today covers almost all topics — from science to business to global issues — in more than 100 languages. In addition to that, independently run TED events help share ideas in communities around the world. It means that TED is a place for sharing knowledge that attracts inspiring leaders from various fields to give a presentation at a conference.

TED has some programs, such as TEDx, TED Prize, TED Fellows, TED-Ed, Open Translation Project, TED Books, and TED Institute. One of the TED programs namely TED-Ed (TED Education) has been an issue to be explored by the teacher in the classroom, especially in language teaching classroom. TED-Ed is an online software program that allows teachers to create or use learning materials in TED-Ed using You-tube videos as the content (Bach, 2014). The aim of TED-Ed is to strengthen the voices of teachers and students from all over the world. TED-Ed wants to support teachers and spark the curiosity from the students around the world. Videos provided on TED-Ed are interesting because the videos are made by the educators and animators nominated by TED-Ed platform. Videos on TED-Ed can be downloaded as MP4s and streamed online. The users of TED-Ed can engage in many activities from the content provided, such as the comment function, TED conversations, and many more. TED-Ed is an easily accessible online resource; therefore, it is very helpful for autonomous learning. Each TED-Ed videos come complete with a verbatim transcript. Transcripts are available in multiple languages including English and all TED-Ed videos can be downloaded for free.

There are a number of benefits of using TED-Ed. TED-Ed might be a very good resource in teaching and learning because most of all TED-Ed videos make the teacher easier in providing a wide range of topic with interesting animation that attract students' attention. Furthermore, it gives a chance for the teachers to integrate technology into their lesson. In this case, there are two types of lesson in TED-Ed, such as the original lesson which is collaborated between animators, educators, and screenwriters. In addition to that, the lesson on TED-Ed can also be created by the website visitors. Then, TED-Ed also sparks the curiosity of the students. It is a way to get the students thinking about the video and the teacher can bring ideas from the TED-Ed videos into conversation or discussion in the classroom. Moreover, it can help the audio and visual learners to engage with the lesson. TED-Ed is also good to make a great network with all teachers and students all over the world because TED-Ed provides the discussion forum in its website.

Incorporating TED-Ed into Speaking Class

TED-Ed motto is “Lesson Worth Sharing”. It can be used in the classroom since sharing ideas is a fundamental for education. TED-Ed provides authentic materials for learning; the videos are relatively short and packed with interesting ideas, entertaining, and optimized for use in the classroom. TED-Ed videos are about 5 to 15 minutes completed with interesting animation made by animators. It is a good idea to energize or optimize the students’ skill in learning second language. Moreover, teachers may bring TED-Ed to spark discussions in speaking class. The students will think critically about the video topics and discuss other big ideas alongside their own. In this case, students will not memorize any dialogue at all like what happened in traditional speaking classes.

According to Bach (2014), there are three options for creating lesson through TED-Ed. First, the teacher may choose to use the video that has already been posted in TED-Ed website. Second, the teacher may use the TED-Ed videos that has been posted then customized it to match with their students’ need. Third, the teacher can create their TED-Ed videos by themselves in TED-Ed website. In this case, TED-Ed provides many videos. There are many videos on TED-Ed that are already created and used in the classroom. Therefore, a teacher needs to identify the students’ need in choosing the topic of the video. For example, teacher can look for a video which is, say, persuasive or debatable. The teacher shows the video and ask the students to identify the main point of what is being presented in the video. Then the teacher may ask them to discuss a topic related to the video. To make the discussion alive, the teacher should guide them in leading the vocabulary and delivering their opinion.

TED-Ed also provides some features in each of TED-Ed videos to give some ideas for the teacher in incorporating TED-Ed in the classroom, such as *Dig Deeper* providing some questions with short answers related to the videos. Then, TED-Ed also has *Discuss* and it also provides some questions with long answers which lead to open discussion in speaking class. The teacher may use both the question in *Dig Deeper* and *Discuss* section to guide the students in group discussion. Another way, teacher may create their questions by themselves related to the chosen videos to suit with the students’ needs or level.

Critical Thinking

Most importantly in today’s world, critical thinking skills are viewed as crucial for educated persons to cope with a rapidly changing world. In today’s changing information age, information to obtain, trust and apply is a cautious, apprehensive and critical process. Critical thinking is postulated to be essential to proficient clinical decision-making and competent professional practice (Giot 2000; Chenoweth 1998; Miller 1992). Most formal definitions characterize critical thinking as the intentional application of rational, higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving, inference, and evaluation. Much evidence indicates that these higher order skills are unlikely to develop simply as a result of maturation. Equally clear is the fact that students typically find these skills difficult to learn, even when provided with direct instruction. And, whatever their personal definitions may be, most students would probably agree that critical-thinking skills are notoriously difficult to teach and develop. They are difficult to teach, but not impossible. There is wide agreement that college students learn more and better when they (a) are actively engaged and personally invested, (b) receive comprehensible and timely feedback, and (c) work cooperatively with peers and teachers (Angelo, 1995).

Many educators believe that specific knowledge will not be as important to tomorrow’s workers and citizens as the ability to learn and make sense of new information (Gough 1991). The primary objective of teachers’ instruction is to develop students’ critical thinking. Unfortunately, most of the teachers do not realize that, to develop critical thinking, the students must pass through several stages, among of which are the unreflective thinker, the challenged thinker, the beginning thinker, the practicing thinker, the advanced thinker, and the accomplished thinker. Critical thinking here means how the students think, react, and act while learning. By having developed critical thinking, the students will be able to apply what they have learnt in their daily life, follow the directions better, and learn the content of the course better. Using TED-Ed videos, the students are trained to improve their critical thinking. They analyze the content of the video and discuss the topic related to the video.

Group Discussion

Kidsvatter (1996:242) states that a small-group discussion dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and become involved

in an alternative instructional approach. Similarly, Clark (1997:13) states that discussion is the process of talking things over among two or more persons, preferably face to face. He adds that the total discussion process ideally is a cooperative effort on the part of a number of individuals to work together as a group, through the exchange of thought orally, toward some group objectives. Risk states that discussion means thoughtful consideration of the relationship involved in the topic or problem under study. Ur (1997:2) says that thinking out some problems and situations together through verbal interchange of ideas is simply called as to discuss. From those definitions, it can be concluded that discussion is the exchange of information, opinion, and ideas. The positive effect of group discussion is to provide an opportunity for students to become more actively engaged in learning and for teacher to monitor students' progress better. It can also enhance students' cooperation and social skills (Ornstein, 2000).

Group discussion is closely related to speaking. A group discussion that works is primarily one in which as many students as possible say as much as possible. A further characteristic of a successful discussion is the apparent motivation of the participants: their attention to the speaker(s), their expression- that they are reacting to the humor, seriousness, or difficulty of the ideas being expressed (Ur, 1994). It is an open-ended forum among the students. The purpose of group discussion is improving students' thinking, understanding, and learning. While the ultimate goal in group discussion is get the students talking and keep them talking. Group discussion refers to the method of instruction which gives students an opportunity to express their views in certain issues. The teacher's role in group discussion is to guide the students in discussing the topic. The teacher can motivate the students who are shy to express their opinions and the teacher can be the facilitator in managing the motivated students to motivate the others who lack of motivation in speaking. Moreover, group discussion teaches interpersonal skills such as understanding and communication.

For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. According to Mc Gonnigal (2005), a large group discussion can limit participation, giving only a few students full opportunity to practice. The teacher needs to motivate the demotivated students to speak up in group discussion by keeping the teacher guidance in group discussion content-neutral. The group members can be either assigned by the teacher or the students may determine them by themselves, but groups should be rearranged in every discussion activity so that the students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

METHOD

This study employed a qualitative research design. According to Thompsons (2002), a qualitative research design uses systematic observation and focuses on the meanings people give to their social actions. A qualitative approach focuses on "naturally occurring, ordinary events in natural setting" (Miles and Huberman, 1994: 10). Qualitative research aims to get a better understanding through first hand experience, truthful reporting, and quotations of actual conversations. It aims to understand how the participants derive meaning from their surroundings, and how their meaning influences their behavior.

The method of this research was case study. Case study is a research where the purpose is to give in-depth description of a phenomenon. Similarly, a case study investigates phenomena as they exist in one point in time. It deals with describing the present actual condition of subjects or objects of research, i.e, person, groups, institutions, societies, etc (Gall et al, 2003). In this connection, Yin (2008: 18) states case study in term of research process: "A case study is an empirical inquiry that investigates the contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident". However, Wolcott (1992: 36) sees it as "an end-product of field-oriented research rather than a strategy or method. A case study uses triangulation technique to collect data in order to answer questions about the current status of a subject or topic of study and then describe the data.

In this research, eighth students enrolled in the advanced English speaking class were selected purposively as the participants of the study. In order to know the use of TED-Ed in English speaking class, the researchers used an observation checklist. The roles of the teacher and the students were also described in the observation checklist. Interview is the second step to obtain information on how the students interpreted their experience while using TED-Ed. DeMarrais (2004: 55) defines an interview as "a process in which a researcher and participant engage in a conversation focused on questions related to a research study". Patton (2002: 31) also explained that interview is used to find out the things those cannot be directly observed: feelings, thoughts and intentions. The purpose of the interview, then, was to allow us to enter into the students' and teachers' perspective. The form of interview in this research is the person-

to-person encounter in which researcher elicits information from the students one by one. The researcher asks open-ended questions to the participants. The researchers used interview to obtain information on how students interpret their experience while using TED-Ed, particularly on finding out students' difficulties during the activities.

FINDINGS AND DISCUSSION

TED-Ed can be used as a springboard for discussion in a speaking class. In this research, the researchers conducted a research which used TED-Ed as the springboard for thoughtful discussions in a speaking class. The TED-Ed video used was the video entitled "3 Tips to Boost Your Confidence". The video was selected because the researchers intended to provide an interesting topic for discussion and at the same time motivate the students through the topic given. The video was played once for 4 minutes 17 seconds. Before it was played, the teacher asked the students to pay attention to the video. Then, the students were asked about their first impressions and personal reactions to the content of the video. After that, the teacher asked the students to have a discussion in LGD style. LGD stands for leaderless group discussion where there is no leader in that discussion. In this type of discussion, the students are given the same chance to speak or deliver their ideas. The teacher gave a topic related to the video. The topic was "Have you ever worked diligently towards a success?", "When you got a success?", "How did you feel?", "Tell your story and how it affected you", and "What did you do to face the challenges?". During the discussion, the students actively participated to speak up, deliver, and exchange ideas to their peers. They spoke up as if they were not assigned by the teacher. They gave the opinion from teacher's questions without any hesitation and anxiety to deliver their opinion in English because the discussion topics were related to their real experience. When they ran out of ideas, the teacher motivated them by giving some clues. It can be seen here the role of the teacher as a facilitator.

In analyzing the teacher's and students' difficulties, the researchers conducted an open-ended interview to elicit information from them. The data used were derived from the teacher and the eight students enrolled in the advanced English speaking class. A variety of difficulties were identified. First of all, the teacher found it difficult to use technology because of the incomplete facilities in the institution. The stereotypical problem commonly faced by the teacher is the internet connection which suddenly disconnect. Moreover, the light from the projector was also the barrier for the classroom activities. Hence, the teacher felt that incorporating the use of technology into the class was not a straightforward process. Another difficulty faced by the teacher is that they need extra effort to find appropriate videos for the students' proficiency level. Since there are varied forms of TED-Ed videos; therefore, the teacher needs to carefully select the topic. She needed to consider topics which were entirely engaging and gave comprehensible inputs to the students. The topics should not go beyond students' level and it is better to select debatable issues to motivate them in giving opinion. By exchanging ideas with their peers, they can give a better understanding among others. Apart from the difficulties, she felt that the use of TED-Ed gave many benefits since some students who at first were reluctant to speak up were then, actively involved during the discussion. The students enjoyed the discussion activity since there was no forcement from the teacher in terms of turn-taking to speak up.

With regard to the students' difficulties, the first inevitable circumstance is that the students still faced some problems in producing the target language. Some students got difficulty in conveying their ideas effectively and accurately. They said that they really want to say something to contribute in the discussion process, but they were afraid of making mistake in grammar and sentence structure. In fact, they assumed that if they delivered their opinion in incorrect grammar, the teacher would decrease their score. And also, they felt ashamed to speak English grammatically incorrect in front of their peers. In addition to that, the students found difficulty in finding the proper vocabularies related with the discussion topic. In accordance with this, the data also revealed that most of the students still felt reluctant to exchange ideas because they were afraid that they would share wrong information as they had very limited knowledge about the topic.

CONCLUSION AND SOLUTIONS

Teaching speaking plays a pivotal role in foreign language learning. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers to pay great attention in teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities should be supported by digital tools which can contribute a great deal to students in developing basic interactive skills necessary for life.

Incorporating TED-Ed in speaking class can give positive effect on the students' speaking ability. Doing the discussion after listening and watching TED-Ed video makes students more active in the learning process and at the same time make their learning more meaningful and fun. It can be seen from the discussion that the students actively participated to speak or deliver ideas. Besides that, they were motivated by topic from TED-Ed video. When the students lacked of ideas relating to the topic, the teacher tried to motivate them by giving some clues. Another strategy that the teacher should do is that by asking the motivated students to boost the demotivated students to express their ideas. The aim of this strategy is to avoid the dominance participation by only some students in the discussion process.

Speaking activities can fail miserably due to some real problems in English classes, such as the vocabulary mastery. There are some solutions that can be taken by teachers, for example the teacher needs to lead a vocabulary building before the discussion process started. The vocabularies are those related to the content of the TED-Ed video and the discussion topic. The teacher may use some strategies in vocabulary building, one of the common is by asking the students to note some words or while watching the TED-Ed video. This will help the students in mapping what they are going to say in discussion activity. Furthermore, in order to tackle down the students' difficulty during the discussion, the teacher should be more creative in choosing appropriate treatments. For example, by stating clearly what is expected from each student and ensure that everyone in the group contributes towards the discussion. It is better for the teacher to give feedbacks from the discussion process in the end of the activity because if it is directly given to the students, they sometimes will lose their concentration and confidence to contribute in the discussion.

Meanwhile, there are various strategy for the students to ease the difficulty in speaking English. First of all, students may learn English outside the classroom by using other topics from TED-Ed videos. At home, they may enter TED-Ed websites and choose any topics they interested to watch. While watching, they can take some notes regarding the contents of the video and discuss it later with their peers. Some school usually have an English conversation clubs to enhance the students' motivation to learn beyond the teaching hours. They can share and talk about anything in English during that time. All in all, teachers should encourage their students to speak only in English during the class and give them more resources to learn English beyond the classroom in order that they can solve their difficulty in English.

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ENHANCING STUDENTS' SKILL IN ORGANIZING IDEA THROUGH GRAPHIC ORGANIZERS

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ABSTRACT

This research is focused on the use of Graphic Organizers to improve the students' skill in organizing ideas to write analytical exposition text and the class situation in writing class. The researcher applies a classroom action research which consists of two cycles with three meetings in every cycle. Collections of quantitative and qualitative data are gained from test, questionnaire, observation, and interview. The quantitative data obtained from the test is analyzed in order to find out the mean score. Furthermore, the qualitative data are analyzed by: assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The result of the research shows that Graphic Organizers could improve: (1) the students' competence in organization to write analytical exposition text in term of improving the students' text structure, paragraph development and cohesive devices; and the class situation in terms of improving students' good participation and their activeness in writing class. Hence, the finding of this research above can be a foundation to claim that the implementation of Graphic Organizers has beneficial effects to improve the students' skill in organizing idea and the class situation in writing class. Therefore, it is recommended for teachers to apply Graphic Organizers in teaching writing especially when they want to improve students' skill in organizing ideas and to improve the class situation in writing class.

Keywords: *Classroom Action Research, Graphic Organizers, Organizing Idea in Writing, Writing*

INTRODUCTION

Writing is one of language skills which has to be learnt by the students. Writing provides activities to express their ideas. Writing is a complex process that allows writers to explore thought and ideas to be visible and concrete. Writing is transforming thoughts into language (Ghaith, 2002: 1). Writing is one of the language skills that requires not only grammatical knowledge but also contents and organization of ideas in producing a good text. It means that the students need to think of the content of their writing; then, organize their ideas using the appropriate language (e.g. grammar and vocabulary).

Organizing idea is one of the important aspects in writing. The text will cause misunderstanding if it is not well organized. Stone et al. (2006: 564) state organizing idea is the process to compose the content of the text; so that, it achieves the writer's goals and has the desired effect on the reader. In the process of organizing idea the students have to give attention to the indicators of organizing ideas. According to MacIntyre (2007) and Erdosy (2004), organizing ideas requires some skills. In organizing ideas, the students are expected to present: (1) text structure (introduction, body and conclusion), (2) paragraph development (clear point, specific supporting idea and concluding sentence), and (3) cohesive devices. The writing organization is commonly begun with a paragraph of introduction, followed by several paragraphs explaining the details, and closed with a paragraph of conclusion. It should flow in sequence and appropriate length. Organizing idea has an important role in teaching writing of language learning. It should be given primary attention in the instructional process.

In fact, some students feel difficult in organizing ideas to be a good written text. The students have low ability in starting and arranging the text. Most of the students have some ideas, but they have difficulties to arrange and express their ideas into sentences or writing product. They need a lot of time to arrange their ideas. The teacher describes the students' writing as scratch ideas that are not developed and organized. Most of the students do not put the transitional signals for their texts. Consequently, the ideas are disconnected, and the reader lacks of guidance concerning with the movement of one idea to the others. The students also

have common problems related to technical writing skill, such as sentence structure, limited vocabulary, and grammatical problem.

On 3rd September, 2015, the researcher conducted a preliminary study at an Islamic Senior High School in Semarang. From the preliminary research, the researcher found that the students still have difficulties in organizing ideas. It was found that the students have fewer strategies in writing. The students have struggled to organize and arrange their ideas in English written text. The students have problems in organizing idea in English such as (1) no clear point and specific supporting idea, (2) no transitional signal, (3) do not have appropriate generic structure of Analytical Exposition text. By doing so, the ideas become not coherence and the flow do not run smoothly.

Based on the result of the students work, it could be concluded that students do not put the transitions signals for their texts. Consequently, the ideas are disconnected and do not flow smoothly since there is no enough guidance for the readers concerning with the movement of one idea to the next. The introductory paragraph does not have clear classification of what the text is going to describe. The paragraph that has been developed is not begun with the clear point and not followed by specific supporting ideas. Moreover, the sequence of the idea is not arranged in logical order, and it does not flow smoothly.

The problem above could be caused by the teacher, the students, and the teaching learning process. There causes from the teacher were: (1) the teacher gave less portion of teaching organizing idea than other sub-skills of writing; and (2) the teacher did not use appropriate media to teach organizing idea; and (3) the teacher focused more on acquiring the other skills such as reading and speaking rather than writing.

The causes from the students were: (1) they had poor knowledge of organizing idea; (2) they rarely practiced how to write a well-organized text; and (3) they only knew free writing strategies in writing a text. In addition, the causes from the teaching learning process was the time allocation for teaching writing in this school is not sufficient since most of the time is used for teaching other skills focusing on National Examination preparation.

The English teaching learning process in MA Al Asror Semarang focuses more on acquiring the other skills. The teacher thought that writing is complicated since it needs a long process. Automatically, the frequency of teaching writing is decreasing. The condition influences the quality of the students' writing skill. In addition, in teaching learning process in MA Al Asror Semarang, the students learn writing without using a good approach and treatment. The teacher also rarely uses media which help them to organize their ideas. The teaching learning process focuses on the text in the students' work sheet. They are just asked to write a composition based on the reading texts which have been learnt.

Moreover, the teaching of writing is focused on the teaching of grammar and vocabulary, and the students have no background knowledge about how to organize the ideas. Many teachers are aware that content and organization are important in writing. However, in the real teaching process, teachers usually give more attention to the language structure such as grammar, vocabulary, spelling, and punctuation. The teachers give such things for various reasons such as mistakes in spelling or grammar seem easily to be corrected than ones of content and organization. Although content and organization are difficult to teach and assess, organizing idea is one of the components which cannot be separated in the teaching of writing. The English teachers also need to teach organizing idea so that the students can write in a good organization.

The researcher discovered that the students are lack of writing strategies. They have limited knowledge about writing, including how to gather ideas, link the ideas together, and arrange them into good paragraph. They do not use strategy of outlining or plan their writing.

Dealing with these problems, the students need media that can help them to organize their ideas. One of the media that can be used in teaching organizing idea is Graphic Organizers. Graphic Organizers have their own characteristics that can help students to arrange their ideas.

Graphic Organizers is one of the media to enhance the students' writing skill in organizing idea. Herrell and Jordan (2012) state that Graphic Organizers are visual or picture created to represent idea, text, or connections between texts. Graphic Organizers are effective to brainstorm, plan, and organize writing. Graham and Perin, (2007: 18) state through this media, the students will make the outline of their writing. First draft or written outline often improves

the quality of the final written product. Based on their study, using pre-writing activities such as visual representations, Graphic Organizers, and prompts, had a moderate (32%) impact on the quality of students' writing (Graham and Perin, 2007). The outline itself covers how to create a good writing in order to deliver the idea.

According to Donovan and Smolkins' (2011), using outline-based formats to brainstorm and guide writing, students finished products were more developed and cohesive. Through using an outline to brainstorm facts for the writing, moving the facts into a couplet format, and then proceeding into the paragraph form, the outline guided the writers into the appropriate format.

Based on a case study on fifth grade students, Braun, Rajewski, and Wiesendanger (2011) implemented the Suggest-Plan-Choose strategy of writing in order to use outlines and charts to help students plan their writing eased the tension of writing and allowed for students to write well developed pieces of writing. Graphic Organizers such as outlines, webs, and lists proved to help students keep to the topic, organize information, and keep their writing in the correct sequential order.

In line with those experts' statement, Brown, Green, and Lorenz (2009), learned through their case study research of twenty four of fourth graders, using a Graphic Organizer during the prewriting phase in a writers' work shop environment caused significant improvement for both high and low performing students. This research study also found that students who used the Graphic Organizers to guide their pre-writing increased the quantity of their writing.

Grabe and Jiang (2007) conducted a case study of second language learning fourth graders. Using Graphic Organizers to pre-write, students who used the Graphic Organizers final writing piece was significantly better than those who did not use the organizer. The Graphic Organizers used prompted the students thinking. The organizational patterns of Graphic Organizers provide a scaffolding device that is beneficial to beginning writers. Graphic Organizers require students to think farther and deeper. In line with their opinions.

Based on the problem arising in teaching writing, that is, the unsatisfactory students' achievements of organizing ideas, the researcher considerate that organizing idea is one of the important skills to make a good paragraph. Graphic Organizers come up to the researcher's mind as the solution to improve students' ability in organizing idea. The researcher aims to investigate whether the teaching model by using Graphic Organizers can achieve the goal of teaching writing better. The researcher put eighth grade students of Al Asror Semarang as the target of conducting action. Based on the statement of problem above, the objectives of this study are: (1) to find out whether the Graphic Organizers can improve students' skill in organizing idea, and (2) to describe the classroom situation when Graphic Organizers media is implemented in the writing class.

METHOD

The research was carried out from September 2015 to November 2015 in class XI IPS-1 which consists of 28 students. The researcher was helped by a collaborator in designing lesson plan, determining the criteria of success, observing the teaching and learning process, and doing the reflection. The researchers acted as the practitioner who conducted the teaching writing in the class by using Graphic Organizers, while the collaborator played a role as observer who conducted the classroom observation during the implementation of the action.

design of this study belongs to Classroom Action research (CAR) which consists of two cycles with three meetings in every cycle. Every cycle consisted of four processes proposed by Burn (2010), namely planning, action observation, and reflection. Collections of quantitative and qualitative data are gained from test, questionnaire, observation, and interview. The quantitative data obtained from the test is analyzed in order to find out the mean score. Then, the mean score from a pre test, post test 1, and post test 2 are compared to see the improvement. The researcher also administrated t-test of non-independent to find the significance of that improvement. Furthermore, the qualitative data are analyzed by: assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes.

FINDING AND DISCUSION

The researcher divided the findings into two aspects: students' organizing ideas skill in writing and the class situation.

Graphic Organizers Can Improve the Skill of Organization in Writing Analytical exposition Text of Grade XI Students at MA Al-Asror, Semarang

The result of this research shown that the the implementation of project based digital storytelling could develop students' skill in organizing idea in general. It can be seen from the students' score of the test. The mean score of pre test was 68, and it increased on the first post test into 73, then it increased again on the second post test into 78. The development of students' skill in organizing ideas of writing can be seen in the chart 1.



Chart 1 The Development of Students' Skill in Organizing Ideas of Writing

The implementation of Graphic Organizers can improve the students' skill of organization in writing analytical exposition text. Graphic Organizers are the media to enhance the students' writing skill in organizing idea. Through the activities in Graphic Organizers, the students' skill of organizing ideas improved.

As the media used in the process of pre-writing, graphic organizers can help the students produce and organize the ideas before they start to write. In the process of pre-writing, Graphic Organizers provide diagrams or columns to organize their ideas and make the outline. The students can put introduction, body and conclusion in sequence correctly. After the students put the central ideas, the students put the sub ideas in the graphic. It can be seen in the process of making Graphic Organizers, the sub ideas will be occurred after the writer determined the central idea. It means that the ideas will be systematic and consistent with the theme that has been determined. Buzan (2009: 184) says that Graphic Organizers is the best tool to help you writing structured and focused essays. Hence, Graphic Organizers also can help the students to write systematically. It is also supported by McGrift (2000: 9). He says that Graphic Organizers is a powerful tool to help students overcome problems with the organization of their ideas and thoughts.

Moreover, Graphic organizers are tools that can be used to visualize and organize information. Graphic Organizers help the students to arrange their ideas. Graphic Organizers help students structure writing project. Graphic Organizers make the students easy to brainstorm the ideas and encourage students to organize essential concepts and ideas. This finding is supported by Herrell and Jordan (2012) who state that Graphic Organizers are visual or picture created to represent idea, text, or connections between texts. Graphic Organizers are effective to brainstorm, plan, and organize writing. In addition, the teacher can use conceptual organizers to make ideas within informational text more accessible to students. Students are required to think more analytically to lace individual characteristics and ideas in their proper position within the diagram. Moreover, Kohler (2009: 1) states that Graphic Organizers are visual representation of knowledge. Graphic Organizers are an effective tool for organizing idea. By the visualization of some ideas, the students are expected to write their ideas in correct order easily.

In the process or writing, the students can look for the graphic organizers. Therefore, they can arrange and develop their ideas easily and are not worrying to miss the ideas. The ideas will be connected and flow smoothly. Graphic organizers provide the better result of the students writing. The students' writing become more organized and coherent. This fact is in line with the research conducted by Lancaster (2013) who stated that Graphic Organizers are an effective

teaching technique in writing. Students' attitudes toward writing, their usage of word choice, and organization improved. Most students gain success in writing when using prewriting strategies such as Graphic Organizers. It is argued that even simple outlines improve the quality of students' writing and that certain prewriting strategies, such as brainstorming, can even be used with the youngest of students (Kellogg, 1987; Breetvelt et. al., 1994; and Voon, 2010).

In addition, Graphic Organizers can also improve the three aspect of organizing ideas. Those are text structure, paragraph development, and cohesive devices.

Cohesive Devices

The first organizing ideas aspect/ indicator is cohesive devices. In this aspect, the students seem to be hard to find the appropriate cohesive devices. Graphic Organizers can improve the students' skill in mastery the cohesive devices. The Graphic Organizers help the students to visualize, distinguish and memorize the cohesive devices material. Therefore, the students can easily recall and implement the cohesive devices in the sentence. Thus, the students writing becomes more coherent.

Graphic Organizers visualize the concept in Graphic Organizers. In the process of writing, the teacher can use Graphic Organizers to teach cohesive devices concept. The researcher explains the concept and the kind of cohesive devices by using Graphic Organizers. The researcher provides Graphic Organizers consists of several columns and gives "Cohesive Devices" word in the center of the graphic. Then, the researcher explains the kinds of cohesive devices and gives those columns name by using kinds of cohesive devices (spatial order, time order, numerical order, cause/effect order, comparison/contras order, and general/specific order). After that, the teacher adds the kinds of cohesive devices in those columns based on the kind of cohesive element. Hence, the student can easily understand the concept and kind of cohesive devices.

Graphic Organizers can be used as tools to facilitate students' understanding. Graphic Organizers are considered visual displays that enable the learner to understand information more easily (Dye, 2000). Graphic Organizers can enhance student's understanding of many lessons. Graphic Organizers is one visual tool that helping the students to visualize the concept of abstract knowledge. Moreover, Graphic Organizers decide what key components which are necessary for the students to learn and help the students see the connections by examining the information in the Graphic Organizers. In line with Dyne opinion, Kang (2004) defines Graphic Organizers as creative techniques used to present complex information and convert it into a simple and meaningful graphic display of the relationships between concepts.

In addition, Graphic Organizers help the students in memorize the kind of cohesive devices. Graphic Organizers make the concept of cohesive devices become systematic and practical. Therefore, the students easily remember the concept of cohesive devices. This finding is supported by the theory from McKnight. McKnight (2000) stating that the Graphic Organizers are visualizations of these mental storage systems, and serve to support students in remembering and connecting information. Since the students have remembered and understood the concept of cohesive devices, the students can easily implement the cohesive devices in the sentences.

Text Structure

The second aspect of organizing ideas is text structure. In this aspect the students are helped to arrange the ideas from the beginning to the end of the story based on the generic structure of Analytical exposition text. The generic structure of analytical exposition text is thesis, argument, and reiteration. Graphic Organizers make the students can easily organize their writing. By using Graphic Organizers, the students can make the outline. Therefore, the students are expected to put introduction, body, and conclusion in sequence correctly. They will understand the structure of the text. After they make the sequent diagram, the result is the writing product must be in logical sequence of idea. It can be logical because the ideas go from the beginning to the end. By using the structure of Graphic Organizers the students can easily arrange their ideas. The students can easily remember the generic structure of Analytical Exposition text.

In the process of writing, the students provide Graphic Organizers. The graphic provide column to arrange their ideas. Therefore, they could put there idea in the column introduction

(thesis), body (argument 1, argument 2), and conclusion. Hence, the students' writing become connected and coherent from the beginning, body, and conclusion. Moreover, the students' writing also have appropriate paragraph structure.

Lancaster (2013) stated that by using Graphic Organizers students will be able to organize their story with a beginning, middle, and end and learn to select words for their chosen topic. Moreover, Santangelo and Olinghouse (2009) suggest that the use of Graphic Organizers to encourage the generation of ideas and improve the organizational structure in students' writing. Graphic Organizers help the students to organize the idea from the beginning into the end of the story.

Paragraph Development

The third aspect of organizing ideas is paragraph development. Graphic Organizers guide the students to put the general idea, then, it is followed by supporting details. The students can easily accomplish their task when they know what the general ideas and the supporting details are. Graphic Organizers help the students to connect the ideas so that the ideas become flowed smoothly. Clustering/Graphic Organizers also allow the students to see graphically the relationship between sub-points and components of an idea. In the process of writing, the researcher provides Graphic Organizers which consists of several columns to arrange the topic sentence and supporting sentences. The students can connect between main idea and supporting ideas. By using graphic organizers the students can connect the topic idea and supporting ideas.

It proved that Graphic Organizers show the connection between main topic and its supported ideas (Gerson and Gerson, 2000: 99). It helps the students organize the ideas into good sentences. When the students have made the sentences, it make easier in arranging the sentences into a good paragraph. The connection of each idea also helps the students focus in the main topic and reduce unsupported ideas.

Graphic Organizers can Improve the Teaching and Learning Process in Writing Class.

This media is also helpful in dealing with some problems related to the process of teaching and learning in writing class. The problems which the researcher found when teaching writing in this class were: (1) the students' participation where some students were active and some others remaining were passive, (2) the teaching learning process needed a lot of time, and (3) the teacher cannot motivate the students and some of the students feel bored.

When implementing Graphic Organizers, the problems regarding to the process of teaching and learning can be overcome. First, the process become more encouraging since the students' participation in the activities increase. Before the treatment, few of them asks and responds to the teacher's explanation and the example of writing but it was much better when they practice the Graphic Organizers. All of the students became active in the teaching learning process. Graphic Organizers method emphasizes that the students must be active and also creative in the learning process (Sulistiyani, Desi Eka, 2013).

Second, the teaching learning process became efficient and effective. Graphic Organizers help the students to link between their knowledge and ideas into their writing. The students can easily organize their ideas so that the writing process became faster and got better result. This finding was supported by Dye (2000). She states that Graphic Organizers provide students with a road map to follow as they expand their schemas by linking them to existing knowledge. In addition, Iranmehr, A., Davari, H., & Erfanie, S. M. (2011) also states that Graphic Organizers help the students to organize the students' thought. The ideas cannot disappear easily when the students organize their ideas into Graphic Organizers. Graphic Organizers also helps the students remember the ideas that connect each other. As the result, the students will need less time to finish their writing when they have got the ideas fast.

Third, the students have high motivation in teaching learning process, they enjoyed the teaching learning process. The students are also more interested in following the process. In the steps of outlining and drafting, they draw Graphic Organizers and put their ideas in it. Then they develop the ideas into sentences successively. This finding is in line with the research conducted by Asri Fatimah (2014) who states that there is an interaction between Graphic Organizers and learning motivation. The students who have high motivation will get the better result if they thought by using Graphic Organizers. In Graphic Organizers the students are encouraged and

motivated to be active students. They are given task to make meaningful graphic. They are encouraged to write topic on their paper and brainstorm the topic into a good paragraph. By using Graphic Organizers the students having high motivation will be interested in learning writing organization. It is also in line with the research conducted by Ani Sulisty Rini (2012). The result of her research states that Honeycomb Graphic Organizers contribute to the development of the positive attitude in writing analytical exposition text. The students' positive attitude in writing analytical exposition text improved. The students become more attracted to write analytical exposition text. They positively respond to the lesson and enjoy it very well.

Moreover, this finding is also supported by Ausubel (1969). He states that the utilization of Graphic Organizer changes crucial behavior toward writing. Graphic Organizer makes meaning, and as an advanced organizer, it can make learning meaningful. Ausubel (1969) further express, that in order for "meaningful learning" to occur the individual must have established learning by determining if the information received is meaningful. If this information is meaningful, then the individual will process the information and this will strengthen his/her knowledge. Since positive result toward changing students' attitude is derived then each student experienced meaningful learning. From the orientation about writing requires serious efforts to be learned, it turns out that writing can be viewed as fun and exciting subject.

Based on the result of the research and the result of the other previous research, it can be concluded that this research proved the previous research. This research tries to clarify the other previous research. The other previous research said that Graphic Organizers is one of tools that help the students to improve their writing skill. The current research proves the previous research that Graphic Organizers is an effective tool to improve the students' writing skill. By using Graphic Organizers the students could prepare to write earlier. In the term of writing steps, Graphic Organizers help the students in the pre-writing stage, Graphic Organizers help the students to improve students' skill in organizing idea. The result of the current research justifies the other previous research findings, Graphic Organizers help the students to prepare writing earlier. By early preparation, the result of the students writing become more cohesive, coherent, and creative.

CONCLUSION AND SUGGESTION

From the findings of improving students' skill of organization in writing analytical exposition text, the researcher draws some conclusions. The major conclusion of this research is that the implementation of graphic organization has many advantages to help the students improve their skill in organizing ideas and to encourage them to be more active in writing class. Based on the result of the research, the conclusion can be drawn into two points as follows: 1. Graphic organizers can improve the students' skill of organizing ideas in writing. The results of pre-test, post-test 1, and post-test 2 show that there is improvement of the students' skill in organizing ideas. The improvement includes: a) The students can arrange their ideas in three parts of generic structure; they are thesis, argument, and conclusion (text structure); b) the students can write effectively the topic sentences, and add supporting sentence and concluding sentence; and 3) the students are able to implement cohesive devices.; 2. Graphic organizers can improve the class situation of teaching and learning in writing class. The class becomes more alive in which the students were always engaged in the classroom, they no longer daydreamed in the class, they "clockwatching" in the class, and paid attention to the teacher and involved in discussion. The students show their high learning motivation. All of the students become active in teaching learning process. The time management in teaching learning process become effective and efficient.

Related to the findings above, the researcher would like to give, some suggestions in order to improve the quality of the teaching and learning process in the future. This research has revealed that the use of Graphic organizers gave significant impact to the students' writing skill. Therefore, it's suggested to English teachers to use this media in teaching and learning writing, especially when they want to improve some aspects of writing like idea development and idea organization. Moreover, English teacher also can develop the activities in this media. However, in implementing it, teacher can design their own concept. The media can be designed based on the situation. This media is also good for improving the class situation. When teacher finds that students feel bored in writing, they can use and implement this media

The students should have high learning motivation, so that when they join the lesson, they feel comfortable. The most important thing is they have a will to study hard and to motivate themselves. Writing is interesting and challenging activity in English subject matter. This writing activity can not only be done at school, but the students can do writing activity at home. The students have to improve their organizing ideas skill in writing with various activities. Graphic Organizers facilitates students with activities that can be focused to improve their organizing ideas in writing, so they can produce the better writing product. The students are suggested to practice more in writing, not only inside the class but also outside the class. Therefore, it is suggested that students participate actively in teaching learning process for the sake of improving their own organizing ideas skill.

The researcher realizes that the result of this research is far from perfect, so the other researchers might improve this research to solve the same problems by using other methods or media of teaching learning process, especially for teaching writing. This research is just one effort to improve the students' skill in writing. The findings of this research are expected to be used as starting point to conduct further research in different field and different text types. For further research, this research can be additional reference, especially reference for other researchers who want to do further research related to the application of various methods, technique or media in teaching writing. Other researchers can make such an improvement by trying to use this topic of research with different subjects of research. Other researchers can also create a better research after they know the weaknesses of this research.

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EMPLOYING WRITING PROCESS APPROACH IN DEVELOPING E-MODULE OF THE ENGLISH WRITTEN REPORT

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ABSTRACT

The students of Food Processing Technology at one vocational high school in Jember must face apprenticeship program for the application of the theories that they got. After that, they must write their program result(s) in the English written report. As the result, the students need appropriate learning materials for their guideline in writing the report. This study is aimed to develop E-module of English written report for Food Processing Technology students of one vocational high school in Jember. This study was research and development study which was employed two phases, such (1) needs analysis and (2) developing materials. Needs analysis was functioned to explore the gap between the current situation and target situation (Hutchinson and Water, 1991) through interviews, material evaluation, and questionnaires. For developing materials phase, writing process approach was employed involving prewriting, drafting, revising and editing. Writing process approach was chosen since it is sequence process that helps the writer(s) in developing their ideas clearly and understandable (Langan, 2008). Moreover, the product of this study is beneficial for the students who join/will join apprenticeship program will write their written report easily.

Key words: *E-module, English Written Report, Food Processing Technology Students.*

INTRODUCTION

Vocational high school students are prepared to face professional fields or workplaces after they graduated. English is as lingua franca taking the roles for the students' ability. According to the curriculum structure, English in vocational high school belongs to Group A Subject that means compulsory. It mentioned that the students can communicate both spoken and written language in daily activities. Having English ability can help students to be ready in professional fields or workplace.

Dealing with the students' ability in professional fields, the students of Food Processing Technology (FPT) study program must join apprenticeship program. FPT study program is study program majoring on how to process the product from agriculture and fishery. Moreover, apprenticeship program is the program that the students must join in a company or industry to learn how the real world of workplaces is. It is as for the application of the theories that the students got. Based on the curriculum structure of FPT, the students join the apprenticeship program at the end of the eleventh grade and/or at the beginning of the twelfth grade as long as three months. The students miss the class (no meeting in the classroom) since they focus on joining the program. After that, they must write their program result(s) in the English written report. English written report is the students' result of apprenticeship program that must be wrote in English form. This task is resulted from the integration between the English subject and productive subject (FPT). It functions that the students have ability in both FPT and English subject.

The students who have ability in both FPT and English subject are expected be ready to face workplaces. It can be done by providing learning materials that can cover their needs. Based on the aforementioned information, the students need learning materials in how write the English written report. It is related to the students writing skill. Writing, as one of the language skills, is not easy to learn by foreign language students. They should express their ideas by involving their social context. It is supported by Tesema (2005) that learning to write in English as a foreign language is an uphill struggle for most of English language students. As writers, they have to generate and organize ideas and translate these ideas into readable text as well (Richard et al., 2002, p.309). It means that the writers should present ideas clearly by considering the appropriate vocabulary and grammar. To this difficulty, Nunan (1999, p.31) states that creating

a good piece of writing is a difficult task to do, even in their native language. Thus, writing is hard to master for English language students especially for EFL students.

Related to the difficulty of writing, writing process approach can be employed to overcome the students' problems. Writing is a sequence process (Calderonello, et al., 1983, p.5). It means that it is the development of the writer in exposing their ideas step by step. Moreover, Langan (2008, p.16-17) explains that writing process is the sequence learning that the writers think over on paper until the ideas written are clear and understandable. It is important for the writers to consider how the readers can comprehend the writers' perspective. Therefore, the writers go through a writing process that can help them develop their ideas successfully.

In case of writing process approach, there are some steps that are involved. Writing process involves three steps such as prewriting (generating ideas, planning, and organizing your ideas), writing (using your ideas to write a first draft), revising and editing (improving what you have written) (Blanchard, et al., 2004, p.11). In line with this, Wingersky, et al. (1999:4) agrees that writing process sets up the writers to compose, draft, rethink, and redraft. As a result, three steps are in writing process approach such as composing a plan, writing a draft, and revising and editing.

As has been mentioned previously, the students need the learning materials that cover in how to write the English written report as the result of their apprenticeship program. The materials were employed writing process approach that can support the students writing step by step.

METHOD

This study of this research used research and development approach that adapted from Borg and Gall model (1996, p.775). This study was research and development study which was employed two phases, such as (1) needs analysis and (2) developing materials. Needs analysis was functioned to explore the gap between the current situation and target situation (Hutchinson and Water, 199, p.53) through interviews, materials evaluation, and questionnaires. The interview was done by the English teacher that gathered the information related to general information, the ideal condition, the real condition, the students condition, the existing materials, and the expected materials. Then, the English books reviewed were done to find the gap between the existing books and the expected materials. Furthermore, interviewed with the man of Public Division Relationship was done to explore the information about how this school carries out the teaching and learning process and to gather the information whether the authorities' decisions are match with what the English teachers do. Last, giving questionnaire to alumni, it was to explore the importance of writing a report in the professional field. For developing materials phase, writing process approach was employed involving prewriting, drafting, revising and editing with the theme of FPT that be in line with the Basic Competency Program.

FINDINGS

Based on the result of needs analysis, some data was founded. The teacher informed that adaptive material (English) and productive (FPT) materials should be integrated and given based on the semester. However, the materials for the twelfth grade students cannot be delivered following the syllabus. This was due to the fact that the twelfth grade students did not have enough time to learn writing a report because they have to join apprenticeship program and national examination. In fact, after the apprenticeship was over, they were asked to make an English written report in which unfortunately they have not learned yet. Thus, they need to learn about how to write an English written report.

During the teaching and learning process, the English teachers used Electronic Book (e-Book) packaged from Kemendikbud to cover the students' needs. They also used the E-module that is written by the English teacher. Based on reviewing those books, in term of writing a report, the writing process approach was not employed. The students were asked to write rough draft in those books without the teacher's explanation on how to compose the draft. Those books consisted of some expressions to present a report, grammar used (reported speech), simple example of a report, and making rough draft. The E-module set the daily test in the form of multiple choices. In short, those books did not cover the students' needs in writing a report.

In addition, the researcher gave questionnaire to the alumni. Based on the questionnaire, it elaborated that writing a report in the form of English is important in the professional fields.

Writing reports in the form of English was a standard job in the company. Now, the reports are divided into two forms, English and Indonesia. He also stated that the writing reports are the system in the job. One division and another are interconnected with this system. Moreover, writing English reports are a skill that is required in the professional fields or workplace.

In order to the students be ready for professional fields, this school is starting to implement the IT based teaching and learning process. Based on the interview result with the man of Public Relationship Division, it was found that learning materials, students work, and assessments are conducted by online. This school tries to employ the online system following the government recommendation.

Result of the Material Development

Based on the result of needs analysis, providing e-learning materials was appropriate since the students joined the apprenticeship program and independent learning. It meant no meeting/class for the students. The materials were E-module of the English Written report in the form of *PDF File* for students of FPT study program who joined the apprenticeship program. The materials were integrated of the English syllabus and the curriculum structure (Group C. Interest Subject) of FPT so that the materials were in line. Since the students should be independent learning, providing module was applicable. A module is an instructional package dealing with a single conceptual unit of subject matter (Russel in Vembrianto, 1976, p.46). Module is a systematic learning materials for independent study covering materials itself, method, and evaluation (Hanum, 2014, p.49). Additionally, Vembrianto (1976, p. 48) defined that module is the smallest unit and complete providing lesson planning systematically, learning objectives explicitly and specifically, and learning material for self-instructional purpose. Therefore, module is the smallest conceptual unit that covers learning objectives, method, materials, and evaluation for the students' independent learning. Furthermore, it was expected that the students can write their report independently.

Dealing with the student independent learning, deductive learning was used to construct the format of E-module. According to Basturkmen (2010, p.131), deductive is an approach in which the model/description is presented first and the students then study examples and/or apply it to analysis of examples. Giving theories and examples at the beginning of the lesson can help students to have background knowledge before they write their report. The materials provided explanation and examples at the beginning, and then it was followed by the exercises in each unit. Thus, the format in each unit of the E-module provided the theory of writing process, examples or models of report, and exercises for students work.

Besides the format of E-module, writing process approach was employed in developing the E-module. In other words, it was employed as the whole structure in materials development by emerging planning, drafting, and revising and editing that were adapted and adopted from Blanchard and Root (2004), Langan (2008), and Leki (1998). The three stages of writing process approach were being the units. It meant that the E-module consisted of three units. Unit 1 was Planning. In this unit, three activities were provided, such (1) determining topic through free writing; (2) generating ideas through brainstorming; and (3) organizing ideas through making outlines. Then, Unit 2 was Drafting consisting of two activities, to be precise (1) composing topic sentence and supporting details; and (2) writing rough draft (introduction, body paragraphs, and conclusion). Last, Unit 3 was Revising and Editing that was divided into two activities, namely (1) revising a report, and (2) editing a report. Therefore, the E-module employed writing process approach by following the three stages, specifically planning, drafting, and revising and editing.

Writing process approach was employed in the E-module, some steps that were done by the researcher in arranging the materials development. The first step was designing the blue print by following writing process approach. In this step, the researcher also involved the curriculum structure of FPT. This step was important to make sure that the materials were in line between English and FPT subject. Based on the curriculum structure of FPT, there were three main topics (Basic Competency Program), such as agriculture processing technology, fishery processing technology, and quality control. Each main topic were also divided into some sub topics

The second step was collecting materials related to FPT theme, such as texts and images. The researcher searched from many available resources. Some e-books were downloaded <http://libgen.io> and <http://en.bookfi.org> and other articles and images were taken from www.google.com. Moreover, asking the main books that the teachers of FPT used were also done by the researcher.

The third step in developing materials was materials selection. After the researcher collected the materials at the previous step, the researcher selected the materials based on the students' level. In this step, the FPT materials should be appropriated to the FPT students.

Then, the fourth step was designing the materials by following writing process approach. The materials that have been selected were arranged based on the approach. Each unit consisted of some activities. The format was the explanation first that was taken from writing process approach, and then it was followed by example taken from the FPT materials. Last, it was exercises that taken from FPT and writing materials. After the materials of E-module were designed by the researcher, the researcher asked a graphic designer who could design the cover and lay-out of the E-module. It was expected that the good cover and lay-out could attract the students' motivation in doing the E-module.

DISCUSSION

The students of FPT study program, especially the students who join the apprenticeship program, needed the appropriate learning materials. The learning materials were provided that was E-module. Developing the E-module is based on the needs analysis results that the students should participate in a company/industry. The E-module was being applicable since the students focused on the apprenticeship program. Automatically, the students missed class or no meeting in the classroom. This condition by providing the E-module was supported by Russel in Vembrianto (1976, p.46), Hanum (2014, p.49) and Vembrianto (1976, p. 48) that module is consisted of the smallest conceptual unit covering learning objectives, method, materials, and evaluation for the students' independent learning.

For the students independent learning, writing process approach was employed in developing the E-module. Employing this approach was based on Calderonello, et al. statement (1983, p.5) that is writing is a sequence process. It means that it is the development of the writer in exposing their ideas step by step. Moreover, Langan's idea (2008, p.16-17) that is writing process is the sequence learning that the writers think over on paper until the ideas written are clear and understandable.

In developing the E-module, the writing process approach was involved planning, drafting, and revising and editing. It was in line with Blanchard, et al. (2004, p.11) that writing is prewriting (generating ideas, planning, and organizing your ideas), writing (using your ideas to write a first draft), revising and editing (improving what you have written). Wingersky, et al. (1999, p.4) agrees that writing process sets up the writers to compose, draft, rethink, and redraft. The materials were adapted and adopted from Blanchard and Root (2004), Langan (2008), and Leki (1998).

CONCLUSION AND SUGGESTION

This study is aimed to develop E-module of English written report for Food Processing Technology students of one vocational high school in Jember. This study was research and development study that adapted from Borg and Gall model by involving two phases, such (1) needs analysis and (2) developing materials. Based on the needs analysis, the students of FPT study program needed learning materials that could cover their needs, such module for independent learning, electronic materials for supporting the teaching and learning process, and employing writing process approach for helping student in writing the English written report. Since the students needed the learning materials, employing writing process approach in developing E-module of English written report was done. This finding is the response to overcome their needs in which are asked to write a report after the students join the apprenticeship program. It is supported by the statement of English teacher and the man in charge of Public Relationship Division. Employing writing process approach in developing E-module was done by the researcher that involved planning, drafting, and revising and editing. The E-module consisted of three units based on the process of writing. In each unit, the E-

module provided explanation and examples at the beginning, and then it was followed by the exercises. In other words, deductive learning, giving the students background knowledge, was provided for the students who learnt and wrote the English written report. Some steps in materials development was designing blue print, collecting the materials of FPT, selecting the appropriate materials, and designing the materials by following writing process approach. Additionally, the graphic designer was asked to design the cover and lay-out of the E-module. Therefore, further research could be continue the phase of the research and development study, such product validation and product try out, that is based on Borg and Gall model. The product of this study is beneficial for the students who join/will join apprenticeship program to write their written report easily.

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THE COMMON CLASSROOM TECHNIQUES USED TO TEACH ENGLISH IN JUNIOR HIGH SCHOOL

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ABSTRACT

Classroom techniques are used to support in every teaching process in the classroom. This research aimed to describe the common classroom techniques used to teach English in junior high school. The design of this research was naturalistic study. This research was conducted in one state junior high school in Surakarta, Central Java, Indonesia. Data of this research were gained from data sources, namely: the activities, informants, and documents. Technique of collecting data used was observation and field notes, interview, and document analysis. In analyzing data, Miles and Huberman's model was employed. Based on the research data, it was found that classroom techniques used are class discussion, reading aloud, dialogue performance, questioning, brainstorming, question and answer, filling gap, group discussion, and reading aloud. From those explanations, it can be concluded that the classroom techniques are enough varied and focus on the student-centered. English teachers at the school should be wise in choosing classroom techniques, so students will feel suitable with the techniques used in the classroom.

Keywords: *Classroom Techniques, English Language Teaching, and Naturalistic Study*

INTRODUCTION

Classroom techniques is considered as one of supporting things before teaching in the classroom. At this time, there are many kinds of classroom techniques which can be used by language teacher. According to Fauziati (2014: 13), technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practices done by the teacher when presenting a language program. Furthermore, Brown (2007: 14) adds that technique were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

Unfortunately, most of the existing classroom techniques cannot be used effectively in the classroom. There are many factors influencing it, such as classroom atmosphere, students' ability, and etc. Therefore, the researcher is interested in conducting a research relating to the classroom techniques used in the classroom in the form of a pole classroom techniques used.

In order to know, a researcher conducted a preliminary research in one state junior high school in Surakarta, Central Java. The school was chosen because: (1) English language is one of compulsory subjects at the school, (2) classroom techniques used at the school have not been explored by other researcher, and (3) The Minister of Education and Culture Regulation Number 160 Year 2014 suggests the school to keep implementing the 2006 curriculum. Surely, it gives impacts for classroom techniques used by teachers of the school.

Based on the preliminary research, the researcher found (1) classroom techniques used by English teacher are still common, (2) there is no motivation from the teacher in order to make students feel interested in learning, and (3) the ability of upgrading classroom techniques used is still low. In this paper, the researcher just focuses on classroom technique used in teaching English language in one state junior high school in Surakarta.

RESEARCH METHOD

Qualitative research was employed in this research. Fraenkel et al. (2012: 426) states that qualitative research is research studies that investigate the quality of relationships, activities, situations, or materials. For further research, the researcher considered qualitative research in the form of naturalistic study. Moleong (2012: 05) argues that naturalistic is based on

naturalistic approach and is aimed to investigate and to get deep understanding about natural phenomena in an entity context.

One state junior high school in Surakarta, Central Java was chosen as the research object. There are 671 students which consist of 366 male students and 305 female students. Reasons of choosing the school because the school (a) has a clear vision and mission in producing qualified students in science, technology, and communication, (b) uses e-learning-based education system, (c) has many achievements in English competitions, and (d) always tries to improve students' ability and achievement in learning English as a foreign language.

In order to collect data, data sources was employed by the researcher, namely: (1) the activities, (2) informants, and (3) document analysis which are explained as follows:

1. The Activities

The activities observed were the English teaching and learning process in the seventh and the eighth grade, namely (a) two classes in seventh grade which are handled by teacher 1, namely: Class VII-F and VII-G and (b) two classes in the eighth grade which are handled by teacher 2, namely: Class VIII-C and VIII-D.

2. Informants

Seventh and eighth grade Students and two English teachers (teacher 1 and teacher 2) were chosen as informants.

3. Documents

Documents were also considered as data sources, namely: syllabus, lesson plan, and the other documents.

In analyzing the data, qualitative descriptive method was employed. Miles and Huberman model was chosen to analyze it. It consists of (1) data reduction, (2) data display, and (3) conclusion (Sugiyono, 2012: 338). Furthermore, it can be seen on the figure 1, as follows:

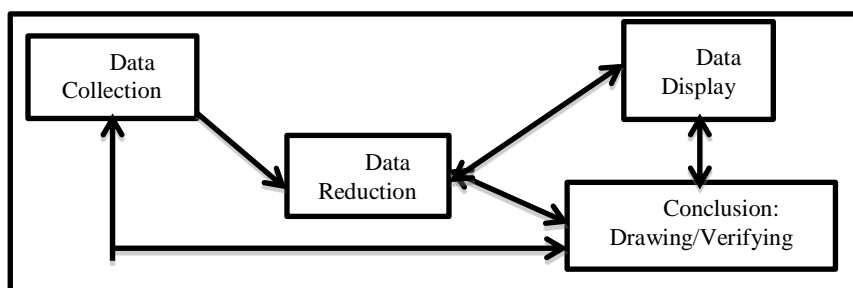


Figure 1 Miles and Huberman Model (Interactive Model)

FINDINGS AND DISCUSSION

a. Findings

In the school, there are several techniques employed by English teachers in the seventh grade and eighth grade. In addition, EEK (Exploration, Elaboration, and Confirmation) as the main procedure for teaching based on the 2006 curriculum. In order to classify classroom techniques commonly used at the school clearly, the researcher explains it on (1) classroom techniques commonly used in EEK for the seventh grade and (2) classroom techniques commonly used in EEK for the eighth grade, as follows:

1) Classroom Techniques Commonly Used in EEK for the Seventh Grade

In this grade, Classroom techniques are classified and described on (a) exploration, (b) elaboration, and (c) confirmation, as follows:

(a) Exploration

Two techniques used were identified in this stage are (1) brainstorming and (2) question and answer. In Brainstorming, teacher 1 taught English in class VII-G. She employed brainstorming to discuss about invitation in the class. She asked students to open students' worksheet on page fifty. Afterwards, teacher 1 continued her explanation by asking students about invitation. She asked about examples of invitation known by students. Meanwhile, in question and answer, teacher 1 taught English in class VII-H. She asked students about lovely surrounding. Students tried to answer teacher's question.

(b) Elaboration

Three techniques used were identified in this stage are (1) class discussion, (2) reading aloud, and (3) dialogue performance. One example of class discussion use from field note of observation is when teacher 1 taught English in class VII-H. She taught writing skill. She showed one text and asked students to pay attention on how to write an invitation. After that, they discuss it together. While explaining, teacher 1 tried to find out students' ability by discussing several questions relate to the topic. In reading aloud, teacher 1 taught English in class VII-H. One student was asked to read one text entitled "*Kampoeng Batik Laweyan*". The teacher corrected their pronunciation. In conversation performance, teacher 1 taught English in class VII-G. She asked two students to read the dialogue. The teacher paid attention and corrected the students' pronunciation.

(c) Confirmation

Two techniques were identified in this stage are (1) class discussion and (2) questioning. In class discussion, teacher 1 taught English in class VII-G. She taught writing skill on punctuation. She gave students five minutes in finishing it. Afterwards, she asked several students to write their answers on the whiteboards. After being written, teacher 1 discussed and corrected those answers with other students together. In questioning, teacher 1 taught in the class VII-G. She taught about procedure text. Before ending the class, she gave a chance to each student if they had questions related to the materials taught.

Based on the observation, it can be said that teacher 1 employs questioning in the confirmation stage is to ensure that students are understand or not on the materials taught. Besides that, if they have not understood well, they can ask teacher 1.

From those explanations, it can be drawn on the figure 2, as follows:

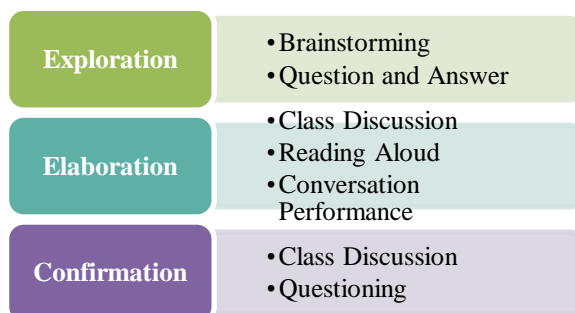


Figure 2 Classification of the Classroom Techniques Commonly Used in the Seventh Grade

2) Classroom Techniques Commonly Used in EEK for the Eighth Grade

In this grade, Classroom techniques are classified and described on (a) exploration, (b) elaboration, and (c) confirmation, as follows:

(a) Exploration

Three techniques were identified in this stage are (1) brainstorming, (2) question and answer, and (3) filling gap. In brainstorming, teacher 1 taught English in class VIII-A. She employed brainstorming to discuss about narrative text. Teacher 2 started the class by explaining material which would be learned. She reviewed last material and asked one students

about aim of narrative text. There was no any answer for the teacher' question, so teacher 2 wrote it on the whiteboard into a web and asked about its generic structure. Teacher 2 also classified language features of narrative text by drawing it on the whiteboard. In question and answer, teacher 2 taught English in class VIII-A. She asked students about reading story. In filling gap, teacher 1 taught English in class VIII-A. She asked students to open student's worksheet. In this activity, students listened to teacher 1 read a text and completed some missing words based on the read text.

(b) Elaboration

Two techniques were identified in this stage, namely: (1) group discussion and (2) reading aloud. In group discussion, teacher 2 taught English in class VIII-A. She asked the students made group discussions. There are seven groups formed in the class. There were seven groups shaped by students. Afterwards, teacher 2 distributed one exercise paper to each group. The paper discusses about how to make short message, invitation, and announcement. Teacher 2 explained instruction how to answer questions on the paper. She explained the instruction while asking students orally. Students discuss with their groups to answer questions on the paper for ten minutes, and the teacher only checked them by walking around the class. When they have finished the exercise, one representative of each group presented their answers by writing or presenting in front of the class. In reading aloud, teacher 2 taught English in class VIII-B. Three representatives of two groups in the class were asked to read the text. The teacher corrected their pronunciation.

(c) Confirmation

Two techniques were identified in this stage, namely: (1) class discussion and (2) questioning. In class discussion, teacher 2 taught English in class VIII-A. Teacher 2 gave students one exercise. They are asked to finish it. Afterwards, teacher 2 and students discussed the right answers together. Some students were asked to write their answers on the whiteboard. In questioning, teacher 2 taught in the class VIII-A. She taught about season. After correcting on the task given, she gave students a chance to ask several questions.

From those explanations, it can be drawn on the figure 2, as follows:

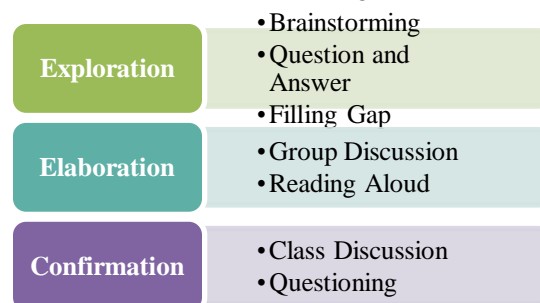


Figure 2 Classification of the Classroom Techniques Commonly Used in the Eighth Grade

Strengths and Weaknesses

Strengths

Based on the observation, it was classified several strengths of the classroom techniques used at the school, namely: (1) techniques used are enough varied in order to support classroom activity, (2) student-centered learning tends to be used in those classroom procedure found, (3) the English teachers and students are convenient to follow it, (4) in the classroom, English teachers feel helped in using classroom techniques, (5) students are more active individually or group, and (6) there are students' performances and classroom atmosphere is not boring by techniques used.

Weaknesses

Meanwhile, one weakness of classroom techniques used at the school is those classroom techniques cannot be employed effectively because the inability of students to engage in the classroom techniques used. Moreover, they are more passive during classroom activity.

b. Discussion

Classroom techniques are engaged in each step of classroom procedure for supporting any activity in the classroom. Each step of classroom procedure is furnished by some interesting techniques by teachers, so a close relationship is created between the teacher and students in the classroom. Brown (2007: 14) writes in his book that technique was manifested activities by using a method combined with one appropriate approach specifically.

Based on the observation, classroom techniques in the seventh grade and in the eighth grade at the school were classified to brainstorming, question and answer, class discussion, filling gap, group discussion, reading aloud dialogue performance, and questioning.

In the researcher's point of view, classroom techniques for the teaching English at the school are enough varied and student-centered is more focused in the classroom. Those techniques can benefit English teachers at the school during teaching and learning process. English teachers at the school should be careful in considering variety of classroom techniques used, so students will feel suitable on the techniques used. Fauziati (2010: 147) argues that not all learners will feel appropriate with the same way of learning, and learners may learn more effectively if they can choose a style of learning that most suit of them. In addition, Dick et al. (2009: 216) writes in their book that in creating each component of a strategy, characteristics of students should also be considered, such as needs, interests, and experiences as well as how to gain and maintain their attention from pre-instructional activities, content presentation, learner participation, assessment, and follow-through activities.

CONCLUSION AND IMPLICATION

a. Conclusion

The researcher can conclude that several techniques were combined by English teacher at the school for supporting teaching and learning process. In the seventh grade, (1) exploration includes brainstorming, question and answer, (2) elaboration includes class discussion, reading aloud, and dialogue performance, and (3) confirmation includes class discussion and questioning. In the eighth grade, (1) exploration includes brainstorming, question and answer, and filling gap, (2) elaboration includes group discussion and reading aloud, and (3) confirmation includes class discussion and questioning.

b. Implication

Classroom techniques used by language teacher is very needed in order to make his or her class can run well. Language teacher should be wise in order to consider classroom techniques used. As it is known, classroom condition in Indonesia is very different with foreign. It is a challenge to make attractive classroom. It is suggested to adapt what classroom techniques which will be used, so implication of the techniques appears effectively. Moreover, students can be engaged in every classroom activity actively.

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TEACHING ENGLISH FOR HEARING-IMPAIRED STUDENTS: AN EXPERIENCE AT SEKOLAH LUAR BIASA NEGERI TIPE B BLITAR, EAST JAVA

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ABSTRACT

Studies about teaching practices are mostly conducted to classrooms with non-physical impairment students. Few literatures can be found concerning theories and practices in teaching English for students with physical impairment like those who have sight or hearing impairment. In Indonesian education system, the government does not differentiate the teaching of English between physically impaired and non-physically impaired students. As seen in the document of the Standard of Content, the goal, core competence, and basic competence of teaching English are the same. However, the educational process for physically impaired students is intended more on making them self-independent. Classroom activities, therefore, are emphasized more on how the students acquire various life skills. The English teachers must work extra hard in meeting the goal of national education. The current paper is intended to share the experience of English teachers at a school for hearing-impaired students (Sekolah Luar Biasa Negeri Tipe B) Blitar, East Java in teaching English. Due to the physical condition of the students, strategies such as drilling, memorization, and modeling are considered as the best to be applied in such school. In addition, media like realia and miniature are helpful in the teaching process. At this context, the best means the easiest and the most effective strategies for the particular type of school. The attainment of the teaching objectives is mainly focused on introducing students to various words and sentences in English.

Key words: *teaching English, hearing-impaired student, school for hearing-impairment*

INTRODUCTION

The teaching of foreign language for the deaf and hearing-impaired students is not a new issue. However, so far not many methodologists and textbook writers are aware of a substantial group who does not get the benefit of the teaching of foreign language. The deaf and hearing-impaired students are not given sufficient attention in the teaching of foreign language. Even issue on teaching foreign language for them is seemingly marginalized. Until 1900s, deaf education is dominated by oralist approach which has firm conviction that deafness is a disability; a deficiency needs to be mitigated or overcome (Kontra and Csizer, 2013). Disability, according to Barbotte, Guillemin, and Chau (2001), is a condition in which a person is not able to perform activity within the range of human capability. The difference between deaf and hearing-impaired students lies upon the level of hearing loss. The range of hearing loss lies upon mild hearing loss, moderate hearing loss, severe hearing loss, and profound deafness (Kemdiknas, 2009). In the field of language learning, the level of hearing loss affects the acquisition of language skills. The milder the hearing loss, the easier the process in acquiring foreign language will be because spoken language input can be received with the help of the remained hearing ability.

In Indonesian context, the needs of education for learners with impairment are accommodated by the government by establishing schools for disabled --nowadays it is called as diffable-- students (*Sekolah Luar Biasa*). The schools are classified into several types, namely type A for students with sight-impairment, type B for students with hearing-impairment/deaf, type C for students with low intelligent, type D for students with physical impairment, type E for students with emotional disorder, type G for students with more than two impairments. The classification is worth doing as it can meet the needs of different type of diffability (Government Regulation No 72/1991). In practice, the establishment of such schools helps both the teachers and the students despite the issue of inclusive education where students with special needs learn together with ordinary school in one class. However, the language

policy for the students with impairment has no difference from “normal” students. Based on the Regulation of the Ministry of National Education number 64/2013, the standard of competence and the basic competence apply for both types of students. There is no dichotomy between curriculum for general students and those of special need. This means that the teachers at *Sekolah Luar Biasa* get harder responsibility in enhancing students’ communicative competence due to the students’ physical problem.

Teaching at school for disabled students requires teacher’s creativity and patience in addition to knowledge and teaching skill. The teachers also need to be able to understand the way the students communicate. Commonly, hearing-impaired students use two modes of communications, namely, oral and manual (Kemdiknas, 2009, p.34). Oral communication appears in the form of practicing vocal (speech), reading lip movement, and using the remained hearing ability. Meanwhile, manual communication includes the use of sign language and finger spelling. The sign languages in Indonesia which are generally used by the deaf or hearing impaired are of two: *Sistem Isyarat Bahasa Indonesia (SIBI)* and *Bahasa Isyarat Indonesia (Bisindo)*. The two systems are different. SIBI is made by changing Indonesian spoken language into sign language, in this case, translating one word with its suffixes. For example, the word *permainan* is translated as *per-main-an*. For the students who have never learned the structure of sentence, this sign language is difficult to learn. Bisindo, on the contrary, appears in the form of one word followed by an expression of what is going on. For example, the word mother is expressed by putting the right thumb on the chin while the other fingers are opened. Bisindo is considered as simpler and natural for the deaf and hearing impaired students, so it is proposed to replace SIBI (Arindra Meodia, October 23, 2014).

The current paper is intended to share the experience of the teachers teaching English in *Sekolah Luar Biasa (SLB) Tipe B Negeri* Blitar, East Java, a school for hearing-impaired students. The students in such school are mostly hearing-impaired, not deaf. So, the process of oral communication still can be conducted even though the teachers should repeat instructions or questions several times just to make sure that the students understand. Similar to any schools for the disabled students, the main goal of carrying out education that school is rather on helping the students to enhance life skills to live independently than on fulfilling the requirements of curriculum. However, it is a fact that English colors everybody, including hearing-impaired students, in all aspects of life. The least need of English for the hearing-impaired students is to be able to understand information written in English. The teachers are therefore expected to internalize the concept of second language as well as foster students’ independence in living a life. With regard to the differences of the characteristics of the students, investigating how the teachers practice teaching English is worth doing.

METHOD

This study sought to explore the practices in teaching English to the hearing-impaired students at *Sekolah Luar Biasa (SLB) Tipe B Negeri* Blitar East Java. The school serves the education for hearing impaired students starting from elementary level till senior high school level. The subjects of the study were two teachers; one was a teacher at junior high school level, and another was a teacher at senior high school level. The teachers rarely used sign language like SIBI or Bisindo because the students still have remained hearing ability. The investigation was done to the teachers of the high school levels since the teaching of English could only be observed at those levels. In the elementary level, English was not formally taught. In addition, due to the limitation of the students’ physical condition, the education process was focused on providing students with various life skills. Every day, the classroom instructions consisted of practices in making useful home appliances such as carpentry, sewing, farming, etc.

Under qualitative approach, the data were collected through three methods, namely interview, observation, and documentation. To get detailed information about the teachers’ practices, open-ended interviews were done. The purpose was to make the teachers feel free to the answers and give clarification to the posed questions. The interviews were done casually in Indonesian to make it easier for the teachers to express their experiences and to avoid any communication block. The questions were classified into four dimensions; teaching preparation, teaching strategies, teaching media, and kinds of evaluation implemented in the classroom. To confirm the teachers’ explanations about their teaching practices, non-participatory observations

were done. This was done as it was possible that their explanations did not match with their practice in the classroom. Prior to doing the observation, the writer told the teachers that there would be no intervention their practice of teaching English. So, the writer sat at the back row in the classroom observing the teaching and learning process while taking notes of what was going on. In addition to the two methods of collecting data, interview and observation, an analysis of the teachers' document was also conducted. The purpose was to check the teachers' preparation especially the teaching strategies. Once the data were collected, data analysis followed. Following Miles and Huberman's (1994, p. 10-12), the data analysis were done through three stages, namely, data reduction (reducing any data such as chunks or explanation irrelevant to the present study), data display (analyzing and classifying the assorted data), and conclusion drawing.

The present study has also some limitations. First, since the number of SLB Tipe B Negeri in Blitar municipality is only one, the information from the teachers cannot be compared and contrasted with other teachers from different schools. As a result, the information might not be as comprehensive as when the study is conducted in general schools. The second limitation deals with the capability of the writer in communicating with the students. Since the writer was not accustomed to using sign language, any information from the students cannot be understood well and included in the study.

FINDINGS AND DISCUSSION

The present study found some important information related to the practices in teaching English for hearing-impaired students. Following the stages of data analysis by Miles and Huberman's (1994) as mentioned previously, the process were initiated by assorting the relevant chunks. Only parts of conversations which were relevant to the topic of the present study were used as the data. The irrelevant ones were left. Then, the assorted chunks were classified into four dimensions, namely, teaching preparation, teaching practices, teaching media, and evaluation.

The findings of the study revealed that prior to teaching English the preparation was made similarly to the teaching of English in general schools. Since there was no difference in terms of the Standard of Competence and basic Competence to be achieved by the students, the development of the teaching preparation was done in the same way as teaching students without impairment in general schools. The process was initiated by breaking down the Standard of Competence and Basic Competence into indicators and teaching objectives. The teaching and learning activities were designed similarly to the design for general students. When it was confirmed to the teachers the reason of developing the same lesson plan with teaching English for general students, the teachers stated that this was because the standard of competence and basic competence applied to all types of students. This means that the hearing-impaired students were expected to achieve similar competence to the students without impairment both in spoken and written form. The government regulation number 72/1991 chapter VIII article 16, however, provides a space for the teacher to adjust the curriculum with the students' condition. At this point, it is understandable that in designing the classroom activities the teachers did not make it very specific. Even though in the lesson plan the classroom activities seemed to be complex in practice the teacher might simplify the activities depending on the students' condition.

The second dimension of the present study is the strategies employed in teaching English. Based on the interview and observation, the most frequently applied strategy was drilling. The teachers pronounced a word several times. The students watched, read the movement of the teachers' lips, and tried to imitate the teachers' pronunciation. A word was pronounced several times by the teacher and repeated several times. The teachers' effort was supported by the structural theory of language which views that language consists of structurally related elements for the coding of meaning (Richards and Rogers, 1998, p.17). According to Freeman (2000, p.42), one of the major roles of the teachers is to provide good model of second language to the students. In the current context of study, the teachers modeled the pronunciation to the students more intensively so that the students would get sufficient of input of the sounds in English. Since the students had problem with hearing ability, one word must be repeated many times. In addition, while drilling, the teachers visualized the word by using gestures, facial, expression.

Another strategies employed by the teachers was memorization. Memorization was considered as the easiest strategy to be implemented in the classroom because more complicated activities were difficult to be carried out. In practice, the teachers distributed list of words to be memorized by the students. The teachers also gave assignment to memorize words at home. According to the teachers the only homework that can be given to the students was memorizing the words. Even though in the document of curriculum it was clearly stated that the teaching objective is enhancing students' communicative competence either in written or spoken form, the attainment of such objective seemed to be difficult. The teacher of senior high level stated *"the students cannot be expected to be communicative--written or spoken—as mandated in the curriculum because they find difficulties in developing sentences using English. They can only develop simple sentences because it is very difficult to give explanation about compound or complex sentences, therefore, the homework given was only memorizing words. We cannot ask them to write texts or read complex text."* As much as possible, however, the teachers tried to initiate communicative classroom atmosphere. For example, by making simple game like matching game in which the students should compete with their friends to match the picture and the words.

The observed teachers stated that although teaching at school for hearing-impaired students was intended to attain students' various language skills but the fact showed differently. Some teaching objectives cannot be achieved especially the ones in enhancing communicative competence orally or written form. Students found difficulty to understand complex expression. Therefore, to make the students get more understanding on the words/sentences/expression they learned, the teachers modeled the action. For example, the teachers said *'open the door!'*, then walked to the door and opened it. There was also a time for the students to practice themselves. In turn, they gave command and perform the actions. The result of observation showed that the students' motivation increased as could be seen from the students' participation in commanding and performing the action. Within the perspective of Total Physical Response method such kind of action was useful because it was fun and can reduce students' psychological barriers in the classroom. The practice of modeling did have limitation since not all expressions can be modeled using actions. As a result, the teachers limited to teach expressions possible to be modeled.

The third dimension of the topic in the current study was the use of teaching media. To maintain successful teaching, using teaching media is a must. The same was true with the practice in the observed school. The interview with the teachers revealed that there were limited media which can be used in the classroom. Audio media like tape recorder and radio cannot be employed because they students would find difficulty to understand the spoken conversation without reading the lips of the speakers. The result of observation showed that the teaching of English is emphasized on mastering vocabularies with very limited communicative activities. In such case, the teachers looked for the most effective teaching media through which the students can learn well. Realia, then, was mostly used. The real thing or realia such as fruits or any things exist in the classroom were used media for teaching. Freeman (2000, p. 42) states that the use of realia can add the meaning of the new words. In other words, bringing realia into the classroom, as long as it is feasible, ease the jobs of the teachers especially in introducing new words of the foreign language. The observed teachers from the junior high school level stated that to foster students' motivation, she gave assignment to the students to bring realia to the class and find the English name of the realia. The students were asked to show the realia to their friends and told the English words of such kind of realia. This activity was fun and could be categorized as communicative activities even though the level of communicativeness was low.

In addition to realia, another teaching media employed was miniature. The teacher brought the miniatures of means of transportation such as bicycle, motorcycle, car, aero plane, etc. and drilled the names of such things to the students. The students, using the ability of reading the movement of the lips and the remained hearing ability, imitated the pronunciation of the teachers. In some cases miniature is merely suitable for young learners who can only understand information concretely. However, for the hearing-impaired students, it turned out to be appropriate too especially in the context of teaching English as a foreign (second) language. The hearing-impaired students whose native language is not English usually get limited access to English. By using miniature, they can see the things, so they understood what they learned. In

other words, more senses could be involved in learning. Lindsay and Knight (2006, p. 20) note that the more the senses were used the higher the probability of the success in learning second language. The implication is that prior to teaching, the teachers must be creative in designing the classroom activities. As much as possible, classroom activities should involve various senses like sense of sight, sound, touch, etc.

The fourth dimension is evaluation. Based on the interview with the teachers, to evaluate students' progress, pencil and paper test was often used. Such kind of test only measured students' cognitive competence, actually. However, the only feasible kind of evaluation to be applied in this kind of classroom was test. Authentic assessment such as peer assessment or exhibition was not the concern of the teachers. It was difficult for the teachers to select the suitable authentic assessment regarding the fact of the students were having hearing-impairment. Many instructions cannot be responded by the students because they could not understand what they should do. The teachers, therefore, find the easiest way to evaluate students even though it did not follow the mandate of curriculum which emphasized the need of doing authentic assessment.

CONCLUSION

To meet the requirement of curriculum which mandates the attainment of communicative competence of the students, teachers of the school for hearing impaired students needed to be creative. The condition of the students that need special attention required the teachers to select alternatives best for the students. In the current context, the definition of best is the easiest and most effective to be applied with regard to the physical condition of the students. The abovementioned strategies were the effective ones because they can improve students' memory and pronunciation. The students were not expected to develop high ability in using English communicatively. Rather, the teaching of English was limited to memorizing vocabularies and developing simple sentences. Therefore, it was recommended that any related parties revisit the goal teaching English for students with different types of impairment. The experience of the teachers showed that the teaching objective was difficult to be obtained since the limitations of students obstruct the process of enhancing their communicative competence. The same was true with the implementation of evaluation. Not many evaluation types could be practiced. Administering test might be the temporary solution for measuring students' progress. However, finding alternative assessment suitable for hearing-impaired students is a good idea.

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EXPLOITING STUDENTS WRITINGSKILL: A BLENDED LEARNING IN ACADEMIC WRITING COURSE

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ABSTRACT

Following worldwide current ELT trend, innovative teaching is needed. One big idea has been widely socialized to use. It is about enhancing technology in teaching. Blended learning is one of the ideas in exploring the advance of the technology. In this paper, the writer would like to share her experience in exploiting her students' writing skill through the so called blended learning – a certain way of enhancing the process of teaching and learning, making use of the integration of course design and ICTs, enabling the students and teachers to engage in ways that is different from their natural traditional learning. This kind of learning happen to be applied in academic writing course – a course that must be taken within four semesters in their study – which were taken by undergraduate students of Faculty of Teacher Training and Education majoring in English Language and Education. Maximizing the use of internet and weblog, students' writings are found improved in some ways. Additionally, theoretical rationales, the pattern of interaction, the learning sequences, the activities and exercises, the strengths, and the weaknesses of the learning will be exposed in this paper.

Keywords: *blended learning, writing skill, academic writing*

INTRODUCTION

The advanced of technology has changed the way people live to life. It has influenced how people communicate, work, and even learn. Firstly, smart phones and their messenger application tightly engaged people separated by distance (<https://appmakr.com/blog/mobile-messaging-apps>). Through facebook.com, it even helped years-separated-twins got together(<http://edition.cnn.com/2014/11/12/living/separated-a-t-birth-reunited-on-facebook-parents/>). Then it links businessmen to work fast in minutes without having face-to-face meeting. Finally, electronic mail helps students virtually meet the teacher to consult their final project cost-free. Those are the simplest example of how people and technologies unite.

The spread of various users and settings then make it possible for teacher and students from traditional teaching and learning style use it. Even the world-wide trend of teaching nowadays involves the use of technology in the classroom or outside classroom. Innovative teachers engaging with the technology are required.

In the effort of enhancing the use of technology in teaching, the term blended learning arises. This new way of learning enables the students and teachers cope with time and setting problems of learning. Obviously, it is certain way of enhancing the process of teaching and learning, making use of the integration of course design and ICTs, enabling the students and teachers to engage in ways that is different from their natural traditional learning. It is any time a student learns at least in part at a supervised brick and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace (Staker, 2011: 5).

Furthermore, the reasons presented below are the basis of why blended learning is applied. This way of learning: motivates the students to write which is cited in literature as one of the benefits of using Web tools such as blogs and wikis in courses of writing (for example, Turgut, 2009; Krebs et al., 2010). It should be mentioned that though using these tools for peer-revision does not necessarily automatically motivate students to write, they can, however, contribute to the students' motivation to write for a wider audience (Lee, 2010; Richardson, 2010), to encourage them to come up with ideas for their writing that can appeal to their peers and enhance their confidence in it (Turgut, 2009; Pinkman, 2005; Zhang, 2009). It creates a space for them to share their experiences (Davoli et al., 2009; Richardson, 2010; Solomon and Schrum, 2010). It gives the students opportunities to provide each other with feedback on their writing (Davoli et al., 2009; Richardson, 2010; Solomon and Schrum, 2010). It encourages informal communication (Richardson, 2010; Solomon and Schrum, 2010). It supports course management (Bonk and Graham, 2006; Davoli et al., 2009; Solomon and Schrum, 2010). It provides additional channels for interaction and opportunities for collaboration (Richardson, 2010; Solomon and Schrum, 2010). It finally provides better ways of supporting students in achieving the learning objectives and best possible learning and teaching experiences, as well as supporting teachers in their role as the manager and administrator of the course.

Traditionally the Indonesian system of education is more teacher than student-centered learning. Formally, the students listen to the lecture first before writing the outline of the

paragraph. Then the teacher would check the draft and approve the acceptable ones. The students would write the complete paragraph and submit it at the end of the class. The teacher finally would bring the pile of students' books to office or even at home to grade their work. It happened during the semester. The teacher would also bring the books back home to have final assessment on the students' writing progress.

Blended learning offers easier way for the former teaching and learning activity. The center role of the activity is on the students and their own pace. As one basic competence is completed within two or three meetings, the combination of traditional classroom meeting and online meeting are possible. Generally, the first meeting of one basic competence may be conducted in the classroom or online. The classroom meeting enables the teacher to do direct lecture of the teaching materials, conducting group discussion, and give instruction for the next online meeting. Meanwhile, the online meeting enables the teacher to provide more links on the writing resource while lecturing that can be accessed independently by the students. Group discussion may also be done in this method. So, generally, the design of this course allows for a variety of interaction patterns from those initiated by the teacher to those initiated by the student(s), as well as multiple opportunities for assessment and evaluation of the students' works both formally and informally.

There are six distinct clusters of blended learning model (Staker, 2011) can be applied:

Model 1: Face-to-Face Driver

The programs that fit in the face-to-face-driver category all retain face-to-face teachers to deliver most of their curricula. The physical teacher deploys online learning on a case-by-case basis to supplement or remediate, often in the back of the classroom or in a technology lab.

Model 2: rotation

The common feature in the rotation model is that, within a given course, students rotate on a fixed schedule between learning online in a one-to-one, self-paced environment and sitting in a classroom with a traditional face-to-face teacher. It is the model most in between the traditional face-to-face classroom and online learning because it involves a split between the two and, in some cases, between remote and onsite. The face-to-face teacher usually oversees the online work.

Model 3: Flex

Programs with a flex model feature an online platform that delivers most of the curricula. Teachers provide on-site support on a flexible and adaptive as-needed basis through in-person tutoring sessions and small group sessions. Many dropout-recovery and credit-recovery blended programs fit into this model.

Model 4: online Lab

The online-lab model characterizes programs that rely on an online platform to deliver the entire course but in a brick-and-mortar lab environment. Usually these programs provide online teachers. Paraprofessionals supervise, but offer little content expertise. Often students that participate in an online-lab program also take traditional courses and have typical block schedules.

Model 5: Self-Blend

The nearly ubiquitous version of blended learning among American high school students is the self-blend model, which encompasses any time students choose to take one or more courses online to supplement their traditional school's catalog. The online learning is always remote, which distinguishes it from the online-lab model, but the traditional learning is in a brick-and-mortar school. All supplemental online schools that offer a la carte courses to individual students facilitate self-blending.

Model 6: online Driver

The online-driver model involves an online platform and teacher that deliver all curricula. Students work remotely for the most part. Face-to-face check-ins are sometimes optional and other times required. Some of these programs offer brick-and mortar components as well, such as extracurricular activities.

The writer's experience in applying blended learning in writing course will be explained further. The course must be taken within four semesters in the study – which were taken by undergraduate students of Faculty of Teacher Training and Education majoring in English Language and Education. The use of internet and weblogs contributes plus and minus in the teaching and learning process.

As it concerns on the process and product of learning, the combination approaches are used. In the words of Pincas (1982) in Badger and White (2000) the product approach is primarily concerned with the proper use of the language, with the students producing a piece of writing after analyzing a model text first and imitating it next (1982, cited in Badger and White, 2000). Moreover, Tribble (1996: 37) emphasizes, 'Writing activities which move learners from the generation of ideas and the collection of data through to the "publication" of a finished text'. Meanwhile, the genre approach stresses the social nature of writing and thus focuses on producing pieces of writing ranging from letters to research articles and reports (Flowerdew,

1993 p. 307). Such a combination takes into account the students' prior experience in writing and their current and future needs, and helps to provide them with the necessary amount of guidance, while at the same time encouraging them to gradually become more independent and confident in their writing.

METHOD

This study sought to describe the implementation of blended learning in writing course. It also describes some findings about the difficulties the students faced during the learning and improvements that students gained from the learning. Survey method with the use of questionnaire was used for data collection. The questionnaire used open-ended question which did not provide any predefined options or categories. The respondents apply their own answers.

The population was 72 students of English Department taking writing course for four semesters. The sample was taken as many as 40 students to respond to the questionnaire. Copies of questionnaires were administered during the lecture hours.

FINDINGS AND INTREPRETATION

The table below shows the sequence of blended learning that had been applied in writing course.

Table 1: Pattern A

Activity		Setting		
		in Class	Online weblog	Outside class
Teacher	Students			
Lecturing	Sentence structure practice	√		
Guiding	Making paragraph outline	√		
Approving paragraph outline	Making draft of paragraph		√	√
Being available for consultation	Peer editing		√	
Direct assessing and grading	Commenting on peer's paragraph		√	

In the above pattern of interaction, teacher and students attend classroom meeting first. The lecturer lectures the material and gives some instructions for both in class or outside class online activities. After the lecture, the students are required to complete a sentence structure practice guided by the lecturer too. After being drilled with the correct sentence structure form, the students make the paragraph outline with given topics. The lecturer guides the students making the outline. Then the complete drafts of paragraph are made outside class submitted on the weblog. Meanwhile, the lecturer approves the posted by writing it in the comment box. Must be available for the online consultation, the lecturer let the students do peer editing online too. After all revised paragraph drafts are reposted, and the students comment on peer's paragraph, the lecturer then do direct assessment as well as grading.

Table 2: Pattern B

Activity		Setting		
		in Class	Online weblog	Outside class
Teacher	Students			
Lecturing (Video)	Self-accessing on the lecture's video		√	√
Being available for consultation	Discussion		√	√
	Self-practice on sentence structure		√	√
	Making paragraph outline		√	√
Approving paragraph outline	Making draft of paragraph		√	√
	Peer editing	(√)	√	(√)
Direct assessing and grading	Commenting on peer's paragraph	(√)	√	(√)

Otherwise, Pattern B of interaction do most online and outside class activities, while the in class activities are merely optional. This pattern is applied as the teacher cannot afford the in class meeting for some other educational reasons like conference, seminar, workshop, or

training that take the teaching times. Being on the weblog line, the lecturer posts a video of lecture self-accessed by the students. Must be available for online consultation, the lecturer instructs the students to conduct a group discussion on the topic using chat forum in the weblog. Furthermore, they must complete the exercise of sentence structure in the workbook before writing the paragraph outline. After checking the posted outline, the lecturer approves them before the students do peer editing. Peer editing, commenting on peer's paragraph, assessment, and grading can also done in in-class setting.

The English department does not supported by computer lab. There is no free internet connection that can be accessed by the students around the campus. The students must do some effort to get the internet connection. Some of them use home-internet access, while the others choose to go to internet cafes, and the rests choose to tether the internet from their mobile phone. This is the major problem in blended learning when applied to the students. As a result, the workspace that can be accessed by students is outside the campus area. They must find it on their own.

In having online meeting, either lecturer or students need personal computer or laptop. Internet connection is also the main thing needed in this activity. Beforehand, the lecturer and students have agreed to be online for 2 hours at given time.

During the weekly face-to-face sessions, for the duration of three academic hours students read and discuss a variety of materials. Then the students are offered a series of activities and exercises to help them to improve different aspects of writing and the language. Their choice is conditioned by the course syllabus. During the face-to-face sessions students do brainstorming and prepare their essay's outline. In addition, depending on time availability, the students are asked to work on their own to free write on the topic of their essay and then discuss what they have written with their peers. This work then continues to the weblog, hosted by blogspot.com, which students can access from home during the week. In the blog the students post their works. The students are asked to post their works in the blog at least one day before a face-to-face session to leave their peers some time for commenting on their work and the lecturer assessing and grading. After that the students revise their essay drafts based on the comments of their peers and the teacher. This way the students go through all the stages of the writing process and can continuously work on improving their essay drafts. It is very convenient to draft, revise and edit essay drafts in the wiki, which allows for an easy exchange of comments and for multiple ways of commenting both by editing the work and/or adding comments.

Based on the sequence and pattern of interaction, blended learning applied in this course is rotation (model 2). It allows the students and the lecturer to mix the face to face classroom meeting and online meeting. This model is felt more flexible than other models to be applied in the condition.

The results of the questionnaires show that most (87.2%) students say that they were excited in having weblog meeting in their writing course, yet 12.8% of them were not. Moreover, 64.1% find their writing has been improved through weblog writing, while the 35.9% did not. The aspects of writing they found improve are sentence structure (30%), paragraph format (26.6%), punctuation (18.1%), capitalization (15.3%), and grammar (8%). Yet they found less improvement in dictions (2). Some reasons of excitement are stated. They are excited learning writing through weblog as they get new experience in writing. Moreover, there is no need to attend the class when the online learning is conducted. The sense of competition in writing are felt as they submit and post the paragraph writing task in the blog. They also feel free when having the online course. They can do it anywhere at any time. As they are connected with internet, they find it is joyful to have a lot inspiration from the sources in the internet. It provides them wider ideas and support for their writing. They also are proud of their paragraph posted in the blog while the others are happy to learn the good things from their peers.

However, most students faced difficulties in having this kind of course. It takes effort for them to access fast internet connection. Teacher only does direct grading in from the posted tasks, rather than direct correction. They do not feel peer correction is satisfying.

CONCLUSION AND SUGGESTION

This study has presented the implementation of how blended learning applied in one certain course, writing course. This type of learning has provided new experience to the students to get engaged with the technology. As some improvements on the writing skill had been felt by the students, it is not possible to apply blended learning in other course.

Yet, the availability of internet connection in the campus area is strongly needed for better students' new learning environment, experience, improvement.

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INTERPRETIVE ITEMS OF ENGLISH SEMESTER TEST COMPOSED BY JUNIOR HIGH SCHOOL TEACHERS IN PADANG IN 2014/2015 ACADEMIC YEAR

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ABSTRACT

This research is based on the common phenomenon related to the test construction which composed by the teachers exactly for the interpretive items. Interpretive items refers to the test items that present introduction such as pictures, graph, illustration, or table in constructing the item. The phenomenon found related to the interpretive items is many items are not clear enough. As the matter of fact, many students sometimes get difficulties to answer the questions and get failure in the examination. Therefore, the researcher is interested to know the construction of the interpretive items of English Semester test of grade seventh composed by the Junior High School Teachers in Padang in 2014/2015 academic year. To get the answer, the researcher conducted descriptive research by collecting the document of English Semester test. Then, to analyze the data the researcher used document checklist which constructed by the theories about the guidelines in writing interpretive test items. After analyzing the items, the researcher found that 26 items from 50 items of English Semester test are included into interpretive items because they have picture, graph, table, illustration/scenarios to introduce the items. After that, the researcher also found that most of the items are categorized into perfect items because they have fulfilled the indicators in writing interpretive items, such interesting, clear, brief, readable and also relevant with learning outcomes. However, there are five interpretive items that are not clear or blur and readable. Hence, the students get difficulties to answer the questions.

Key words: *interpretive items*

INTRODUCTION

In education environment, exactly at schools, every teacher must evaluate the teaching and learning process. The process of evaluation can be done by giving a test or it is known as achievement test. The purpose of giving a test at school is to examine the progress and achievement of the students and also the teachers. For the students, a test can measure their mastering related to the teaching materials and for the teachers, it can be used as the evaluation instrument about the achievement of objectives for each unit of lesson. Then, there are several types of test items that can be used by teacher to evaluate the students, such as; Essay, Multiple-Choice, True-False and matching test. However, multiple-choice test item is the most common one used at schools, because this test is efficient and effective in assessing a wide range of knowledge, skills, attitudes and abilities. Besides, the other advantages of multiple-choice test are; this test provides several options or responses for the test-takers in choosing the answer, so it can develop students' critical thinking. Then, it will be easy to score and it can be used in all levels of students.

Furthermore, constructing an effective multiple-choice test is not an easy task, because there are some components that must be considered by the test makers in this case is the teachers. They are; stem, options, keyed answer and interpretive item. Stem refers to the root or the question that will be solved. Then, options are the alternatives that will be chosen by the test takers or students. Usually, an item has four or five options which consists of one correct answer and the others are distractor. Meanwhile, some items have picture, graph, illustration and so forth and they are called as interpretive items. It is supported by Miller, Linn and Grolund in Moore

(2014:469) who say that interpretive material requires a response based on introductory material such as a paragraph, table, chart, map, figure, poetry or picture. This theory emphasizes that pictures, graphs, charts and others mentioned before are used to introduce or provide information in writing the test items. In other words, the introductory materials gives clue for the test takers in choosing the answer. Therefore, the teachers as the test maker must be careful in designing the test items which are categorized into interpretive items, because some important points must be considered, such as the clearness and the suitability of the introductory materials with the stem.

However, dealing with the pre-observation that conducted by the researcher about the semester test used at schools in Padang, it is found that many items which are included into interpretive items are not well designed. Some items are blur and sometimes they are not appropriate with the stem. This finding is also supported by the researcher's interview with some students at schools. They complained that many items are not clear enough especially for the items that used pictures, graphs or charts because most of them only displayed with black and white colors and sometimes the size is small. Hence, they have difficulties to answer the question and as the effect they it influences their scores in examination. Because of these reasons the researcher is interested to investigate how are the interpretive items of English Semester test grade seventh composed by the English Teachers in Padang in 2014/2015 Academic Year. Through this research it is hoped that whether the interpretive items in English Semester test are well-organized or not and also give contributions to the students' score.

INTERPRETIVE ITEMS

Previously, it has been stated that the focus of this research is to analyze the interpretive items in the multiple-choice test composed by the Junior High School Teachers in Padang. To support the analysis, the researcher needs some theories about the concept of interpretive items and also the guidelines or suggestion to write interpretive items. The following paragraphs discuss about both of them.

Generally, interpretive items or exercises consist of a series of objective items based on a common set of data. The data may in the form of written materials, such as; tables, graphic, poetry, quotes, picture, scenario and paragraph. Nitko (1996: 138) states that sometimes, the test-makers may need to add information to make a question clearer, understandable and more authentic in order to deliver the objective of the test item. This theory emphasizes that the test-makers, for example, the teachers can use supporting information to point out the objective or stem of the item. The information can be in several types, such as; tables, graphs, pictures and so forth.

Furthermore, Nitko and Brookhart in Stobaugh (2013:60) give a detailed definition about the concept of interpretive items. He defines that interpretive exercise as items or assessment tasks that require the students to use reading material, graphs, tables, picture or other materials to answer test items. This theory strengthens the previous one because it explains that some interpretive materials mentioned before can be used as the ways to emphasize and deliver the core question to the test takers. In addition, this theory also informs that interpretive materials are used by the test takers to find the clue or the keyed answer of the items.

Dealing with the previous theories, it is known that interpretive items as the items that use interpretive materials such as graphs, illustration, reading materials, pictures and so forth in writing the question. The interpretive items can assess complex thinking skills such as reading ability, comprehension, mathematical thinking, problem-solving, and graph and table interpretation. Interpretive items also assess skills such as recognizing assumptions, identifying valid conclusions, interpreting relationship, differentiating between relevant and irrelevant information, and drawing inferences from reading. The students must make connections between introductory materials provide and the prior knowledge, which might include facts and terms to answer the question. However, writing interpretive items are not easy. There are several suggestions that must be considered by the test makers. The following paragraphs will discuss about the guidelines or suggestions for writing interpretive item or exercise.

Firstly, Suskie (2010) give four tips for writing interpretive exercise: first, keep the size of the stimulus in proportion to the question asked. It points out that the test makers have to consider the number of questions that will be asked for each of stimulus; reading text, graphs, pictures

and so forth. For example, the test makers can ask three questions if the stimulus is short, and five questions for longer one. Second, be on the lookout for interlocking items. This tip means that in designing the interpretive items, the test makers have to make connection one item with another for one interpretive material, in the other words one interpretive material can be connected with series dependent problems or questions. Third, give students realistic scenarios. It emphasizes that the interpretive materials that are used in the test must be logic, contextual and understandable. Fourth, Be creative. It means that in designing the questions, the test items must assess complex thinking skill such as reading ability, mathematical thinking, problem-solving and table interpretation.

Moreover, Linn and Gronlund in Blerkom (2013:133) say that there are four suggestions for constructing interpretive material: first, selecting introductory material that is relevant to the learning outcomes to be measured. It explains that the interpretive materials must be compatibility with the objective of the lesson. Second, selecting introductory material that is new to the students. It points out that the test makers have to find an up to date interpretive materials in designing the test items. Third, the introductory materials are brief and readable. It means that the introductory materials clear and quick to read or examine. Fourth, the test makers follow the rules of effective item writing that pertain to the type of items used. It states that the test makers have to know the rules for writing the specific interpretive items, for example; graphs, picture, and so forth.

In addition, Rebecca (2013:58) proposes two solutions to write interpretive material. First, interpretive exercise begins with introductory material like graphics, quotation, or scenario. It explains that to write the characteristic of interpretive item or exercise is started by displaying graphics, quotation or scenarios. Second, the introductory material may describe a situation. It is clearly stated that the introductory material that will be used in the test item or exercise must represent a condition so that the test takers can predict the answer of the items from the introductory material.

Moreover, Gronlund in Blerkom (2013: 134) explains four strengths of using interpretive materials. First, it is an efficient measurement to interpret printed information. Second, having more meaningful complex learning outcomes can be measured than with the single-item format. Third, the use introductory material provides a common basis for responding. Last, scoring is easy, objective, and reliable. In addition, Diane and Judith (2013:469) add three advantages of interpretive material: first, it measures a students' ability to understand printed information. Second, it can measure more complex cognitive processes. Last, scoring is easy and objective. The two experts explain the main benefit of interpretive items or materials in writing the question is to give a complex information about the question or the stem of an item so that the students have to use more complex cognitive process to answer the item.

Shortly, all the experts' theories above support each other. Hence, there are some important tips to write the interpretive items. First, the interpretive materials that are used in the items must be appropriate with the learning outcome. Second, the test makers have to consider the portion of the items with the stimulus. Third, the scenarios or interpretive materials must be clear, up to date, understandable and readable. Last, the test makers must be creative and need a complex thinking process. Those tips will be used to analyze the interpretive items in the English Semester test written by the English Teachers in Padang in 2014/2015 academic year.

RESEARCH METHOD

In this research, the researcher used descriptive research to analyze the interpretive items in English semester test written by the Junior High Scholl Teachers in Padang. Ary(1985:52) defines that the descriptive study is designed to obtain information concern the current status phenomena. They are directed toward determining the nature of a situation as it exists at the time of the study. Moreover, Gay and Airasian (2000:275) also say that descriptive research used to investigate a variety of educational problem and issue. They also state that descriptive research involves collecting the data in other to concern the status of the study. Then, the source of the data was the document of English Semester test from one of the English teachers in Padang. Creswell (2009:182) explains that document is one of qualitative data collection approaches which come from the participant. In other word, document referred to the data

which are collected from the participant. The data was the English Semester test written by The English Teachers in Padang in 2014/2015 Academic year which consisted 50 items. To analyze the document, the researcher used document analysis as the instrumentation. Document analysis is a technique of collecting the data in qualitative research project. It is supported by Yusuf (2007:252) who states that document analysis is one of techniques to collect the data or information in research. After that, to help the researcher in doing analysis, the researcher used document checklist as an instrument. Therefore, to use the document checklist, the researcher wrote the indicators below that were grounded from the theories of interpretive items. The following is the indicators of document checklist.

Table 1. The Indicators of Document Checklist

No.	Indicators	Sub Indicators	Yes	No
1.	Having introductory material as the stem or options	Paragraph		
		Table		
		Graphic		
		Poetry		
		Picture		
		Scenario		
		Quotes		
2.	Be creative	Assessing complex thinking		
3.	New/familiar to the students	Up to date material		
4.	Brief and readable	Easy to Read		
		Easy to examine		
5.	Relevant to the learning outcomes	Compatibility test with the objective of lesson		
6.	Keep the size of the stimulus	At least one or two questions for short stimulus		
		More questions for longer stimulus		
7.	Describe a situation	The situation or scenario must be clear		

Furthermore, in collecting the data, the researcher did several steps. First, the researcher went to the school and collected the document of English Semester test written by the English Teachers in Padang in 2014/2015 academic year for this research. After the document was collected, the researcher analyzed data by doing some steps. Gay and Airisian (2000:39) explain qualitative research analysis requires four interactive steps to analyze the data; reading/memoing, describing, classifying, and interpreting. Reading/memoing means that the researcher read the data or must be familiar with the data. In This research, the researcher read the data to know which items categorized into interpretive items. After reading the data, the researcher found that there were 26 items from 50 items belonged to interpretive items. Then, the researcher tried to analyze the interpretive items by using the document checklist above to get the specific description about those items. After analyzing the data, the researcher classified them to know how is the interpretive items written by the teachers in Padang. There are four classifications used in this research. The classifications are based on the indicators of interpretive items. They are; first, **perfect items** refer to the items which fulfilled all of the indicators (9 indicators). Then, **almost perfect items** refer to the items that fulfilled more than half indicators (more than 5 indicators). **Less perfect items** refer to the items which fulfilled less than 5 indicators and the last classification is **imperfect items** refer to the item that cannot fulfill all the indicators. After classifying the data, the researcher interpreted them to get the general conclusion about the result of this research.

FINDING AND DISCUSSION

Before presenting the finding of this research, the researcher will show the data analysis. First, the data analysis for the first indicator. The indicator is the items begin with the introductory material. Based on the theory, it is known that the items which categorized into interpretive items must be started with graphs, pictures, reading text, scenarios, and so forth. After analyzing 50 items of the test, it is found that there are 26 items categorized into interpretive items they

are; seven (7) items have pictures (6, 7, 13, 15, 23, 29, 40). Six (6) items have tables (10, 11, 19, 20, 21, 25) and thirteen (13) items have scenarios (3, 5, 8, 9, 14, 22, 26, 30, 32, 33, 43, 48, 50). The example of the item can be seen below

Interpretive item using table (Item no 25)

Husna' daily activities

Time	Activities
04.30-06.30	Get up, pray, go to school
07.00-13.00	At school
13.00-14.30	Have lunch and a nap
15.00-17.30	Practice tennis
18.00-20.00	Review the lesson
20.00-21.00	TV time
21.00	Go to bed

25. Based on the schedule, we know that Husna in the evening....

- a. Review the lesson
- b. Practice tennis
- c. Takes a nap
- d. Has lunch

Interpretive item using scenario (Item no 30)

Andi is a new student. He meets Bobby, his classmate for the first time.

30. What would he say?

- a. Are you OK?
- b. Hello, I am Andi
- c. Hi, how are you?
- d. What is your name?

The second indicator is the items must be creative. Based on the theory, this indicator can be achieved if the items can assess complex thinking skills such as reading ability, comprehension, mathematical thinking, problem-solving, graph and table interpretation. After analyzing the items, it is found that all items (26 items) are creative because they assess the students' ability in reading, mathematical problems, or interpreting something. The sample of analysis can be seen as the following;

Item no 8-9

Hi, my name is Santi Prawira. I am a student. I go to SMP 1 in Palembang. I was born in Palembang. 30 December 1994. My address is at Jln. Ahmad Yani No. 15. My phone number is 200001. I like jogging, bicycle and listening to music. My favorite color is green and yellow

8. From the text above we know the Santi is.....Years old

- a. 19
- b. 20
- c. 21
- d. 22

9. Where does Santi live?

- a. Palembang, 30 December 1994
- b. Jln. Ahmad Yani No.15
- c. SMP 1 in Palembang
- d. 200001

The analysis shows that the examples above assess the students' reading comprehension. After that, the item number 8 needs the students to solve the problem related to mathematical problem and reading comprehension. Therefore, the examples above fulfill the indicator number 2. Then, the data analysis is related to indicator number 3 that is the interpretive materials must be familiar or new to the students. This indicator explains that in choosing interpretive materials, the materials must be up to date and popular for the students. For example, the test makers can present the interpretive materials related to the students' daily activities, environment or famous people. The result of analysis proves that all interpretive items (26 items) used familiar and up to date materials. The following is the examples;

Item no 10-11

Dedi's Activities

Monday	Plays badminton at the Sport Center
Tuesday	Goes to bookstore
Wednesday	Watches a football match at the Stadium
Thursday	Visits grandma

Friday	Joins english course
Saturday	Watches movies
Sunday	Swims at the Borobudur pool

10. The table above describe dedi's activities in.....

- a. a day
- b. a week
- c. a month
- d. a year

11. Dedi visits his grandma.....

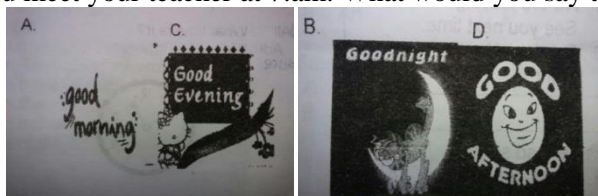
- a. Before Friday
- b. After Thursday
- c. Two days after Friday
- d. Two days before Thursday

Based on the examples above, it is known that the interpretive material for the items number 10 and 11 was about the daily activities. This is one of the materials in curriculum for grade seventh and it is about the students' life. Automatically, it is familiar for the students.

Furthermore, the result of analysis for indicator number 4 that is the interpretive item must be brief and readable. It means that the interpretive materials used in the items must be direct to the point and understandable. The result shows that 23 items fulfill this indicator, they are items number; 3, 6, 7, 8, 9, 10, 11, 13, 14, 15, 19, 20, 21, 22, 23, 24, 25, 26, 29, 32, 33, 40, 48 and 3 items could not fulfill this indicator, they are number 5, 43, and 50. The following is the examples of the analysis;

The item fulfills the indicator number 4

3. You meet your teacher at 7.am. What would you say to greet them.

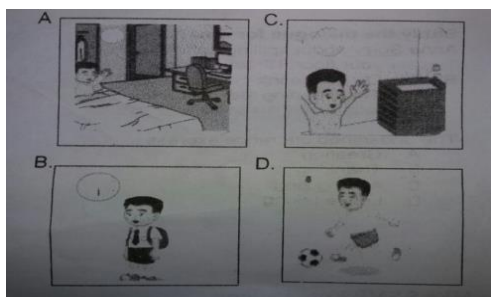


Based on the example above, the item is brief and readable, because the question above is direct to the point and the text in the introductory material is understandable, easy to read and examine. Meanwhile, the following item is the sample of item that could not fulfill this indicator.

The item that could not fulfill indicator number 4

50. The boy goes home at half past twelve.

The suitable picture for the statement above is.....



The item above is not readable because the pictures above ask about the time, but the time in the pictures are not clear and readable. It can make the students confused to answer the question.

The next analysis is for indicator number 5 that is the interpretive items are appropriate to the learning outcome. This indicator explains that the items represent the objective of the lesson. To analyze the items, the researcher checked the curriculum and the course design. The result of analysis shows that all items (26) can achieve the learning outcomes. After that, the

analysis is focused on the indicator number 6 that is the questions are appropriate with the size of stimulus or interpretive material. It means that the test takers have to consider the length of interpretive material with the questions. It is better to ask one or two questions for short interpretive material and more questions for longer stimulus. After analyzing the items, the researcher found that all items fulfilled this indicator that is short stimulus has one or two questions and long stimulus has more than two questions. The following is the samples of the item.

Introductory material for long stimulus.

Study the timetable to answer questions no 19-21

TIMETABLE CLASS VII/3

No	Time	Lesson	Teacher
1	07.00-07.40	Math	Mr.Dani
2	07.40-08.20	Sport	Mr.Edy
3	08.20-09.00	Sport	Mr.Edy
4	09.00-09.40	Indonesia	Miss.Evelin
Break			
5	10.00-10.40	English	Miss.Ester
6	10.40-11.20	English	Miss.Ester
7	11.20-12.00	Art	Miss.Asna
8	12.00-12.40	History	Miss.Asna

19. From twenty past eleven until twelve o'clock students learn.....

- a. English
- b. Art
- c. History
- d. Math

20. Students have a break for.....minutes

- a. Ten
- b. Twenty
- c. Fifteen
- d. Twenty five

21. Miss Ester teaches English from ten o'clock to.....

- a. Twenty five to eleven
- b. Twenty past eleven
- c. Twenty to eleven
- d. Twenty to ten

Introductory material for short stimulus

Husna' daily activities

Time	Activities
04.30-06.30	Get up, pray, go to school
07.00-13.00	At school
13.00-14.30	Have lunch and a nap
15.00-17.30	Practice tennis
18.00-20.00	Review the lesson
20.00-21.00	TV time
21.00	Go to bed

25. Based on the schedule, we know that Husna in the evening....

- a. Review the lesson
- b. Practice tennis
- c. Takes a nap
- d. Has lunch

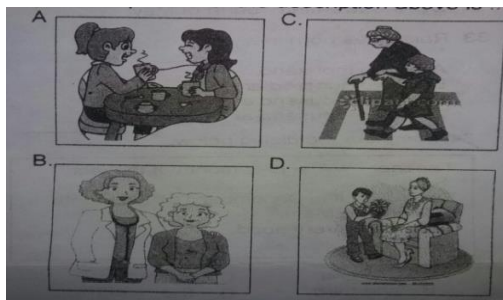
The samples above show that, the items number 19, 20, and 21 belong to the long stimulus, because the table consists of many categories, they are : time, lesson and teacher. However, the item number 25 belongs to short stimulus because the table only has two categories and also shorter than the previous table. The next analysis is about the indicator number 7 that is the situation or description of the scenario/interpretive material must be clear. This indicator explains that in writing the interpretive material, the test makers have to make sure that the scenarios, such as; the reading text, poetry, paragraph, picture, graph and so forth are match with the questions, because in some cases it is found that the scenarios do not represent the questions. After analyzing all the interpretive items, the researcher found that there are 21 items can fulfill this indicator and 4 items could not fulfill, they are number 5, 15, 43, 48 and 50. The samples of analysis can be seen as the following;

Item no 48

Chiko helps an old lady to cross the road.

She says thanks to Chiko.

The best picture for the description above is....

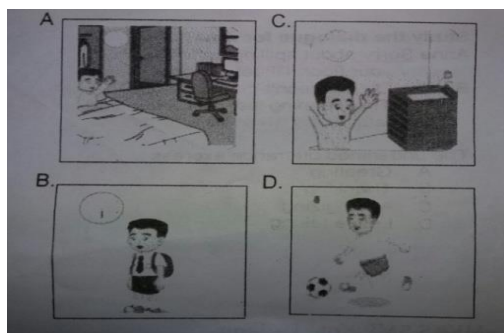


Item number 5 could not fulfill this indicator because the pictures could not represent the content of situation/scenario. The scenario explained that “Chiko helps an old Lady to cross the road and says thanks to Chiko”, but one of the options only described an old lady crossess the road without experession of thanks. As the result, the picture does not represent the scenario well.

Item no 50

The boy goes home at half past twelve.

The suitable picture for the statement above is.....



Based on the example above, the researcher analyzed that the scenario number 50 could not fulfill this indicator, because the pictures could not represent the description in the question. Dealing with the data analysis above, the researcher found some findings. They will be described in the following table.

Table 2. The Finding of Interpretive Item Analysis

Perfect items	Almost perfect Items	Less perfect items	Imperfect items	Analysis
3, 6, 7, 8, 9, 10, 11, 13, 14, 19, 20, 21, 22, 23, 24, 25, 26, 29, 32, 33, 40.	5, 43, 15, 48, 50	-	-	a) There are 5 items that categorized into almost perfect items because they can fulfill more than half indicators. b) There are two indicators that could not be fulfilled by the items number 5, 43, 15. 48, and 50; a) The items are not brief and readable. b) The items do not have good description or scenario.

Dealing with the findings above, there are 21 items belong to perfect items, and 5 items categorized into almost perfect items. This result shows that the teachers in Padang have good competence in writing the interpretive items. However, the teachers still have problems in writing the interpretive items. The problems related to how to make the items brief and readable and how to write good situation or description. Gronlund in Blerkom (2013: 133) proposes that a good interpretive item must be brief and readable. Brief and readable means that the interpretive material is clear or not blur, so that it will help the test takers in predicting the

answer of the question. However, this problem is not caused by the teachers only, because the quality of paper used at schools also gives contribution. Most of the tests used at schools in Padang are only photocopy and the colors are black and white. Therefore, the quality of the interpretive items, such as; pictures, graphs, and so forth are not good enough.

Furthermore, the problem related to the clearness of the description or scenario of the interpretive items. Stobaugh (2013: 58) explains solutions to make better interpretive items. One of them is the introductory material used in the test describes a clear situation. This solution emphasizes that in writing the interpretive materials, the test makers have make sure that the materials represent the questions. Hence, the test takers can analyze the items well and activate their critical thinking. It is supported by Stobaugh (2013: 60) who explains about the advantages of interpretive item. One of the advantages is interpretive item can assess higher-level thinking skills. The test takers thinking skill will be increased if the item has good description.

In brief, it can be concluded that the teachers of Junior High School in Padang have good skill in writing interpretive items even though there are two indicators that could not be fulfilled well. However, these problems can be solved if the government helps the teachers by giving training in writing a good test.

CONCLUSION AND SUGGESTION

After doing the research, it can be concluded that the teachers are able to design interpretive items. It is proved by the result of analysis which shows that there are 21 items categorized into perfect items and only 5 items categorized into less perfect items. However, the researcher suggests that the government can help the teachers by training them to write a good test through teachers association so that all teachers have the same skill in writing the test.

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FACTORS IN ENGLISH COMMUNICATIVE COMPETENCE FOR MATH AND SCIENCE TEACHERS

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ABSTRACT

The objectives of this study are to find out the factors that influence the communicative competence in spoken English, and to find out the solutions to the problems of communicative competence in spoken English for Math and Sciences purposes in teaching and learning process. The respondents are the Math and Sciences teachers in RSBI SMAN X Padang. This study applies a qualitative evaluation approach. Data were collected through observations, recordings, interviews. The findings of the research are (1) The interviews and observations result showed that the internal factors (motivation, attitudes, and learning strategies) and external factors (family, school, and local community) were the causes of the communicative competence problem of Sciences teachers in learning and teaching process. The problems from internal factors were negative attitudes, low motivation and bad strategy in learning English language complete with the lack of encouragement from family, and more specific from the school environment and the government that has cause of the problem of communicative competence of Sciences teachers in using English as a learning language; (2) The solution is by optimatizing the support both from internal and eksternal factors, like; improving good attitude towards English, it requires the awareness process, improving the motivation that needs support from external factors such as reward and punishment from school management, using the right learing strategy, it is needed the family as well as the government policy and society surrounding supports.

Keywords: *communicative competence, teaching Math and sciences in English, internal and external factors*

INTRODUCTION

There are several factors that should be considered to improve English communicative competence for math and science teachers since they taught using English language. These two factors, internal and external, of communicative competence determine the success of teaching-and-learning process in the classroom. The internal factors include attitude of teachers toward English, motivation to learn English, and the strategy of learning English. In other side the external factors include attention from school management and government in this case The Ministry of Education and Culture of Indonesia, attention from the family point of view, and society where the school exists. Both of these factors really play important roles in the success of math and science teachers in using English at prestigious international class.

The ability of someone using English communicatively is influenced by several factors, like: language competence and the capacity of using the competence in daily life. There are 2 things that are needed if someone would like to improve using English: increasing the ability of vocabulary, spelling, content and English grammatical structure; and also increasing the capacity of using it in daily communication.

According to Celce-Murcia, Dornyei, and Thurrell (1995: 10) that is concluded by the curriculum 2004 of English subject (Departemen Pendidikan Nasional, 2004:71) stated that the good communication happened if both the speaker and his speaking parther have mutual understanding, whether as communicator or as communicant, then also followed by the appropriate media. Moreover, there are several competences that are needed in doing communication; discourse competence is mentioned to be the main part.

The first communicative competence is linguistic competence. An individual who mastered the linguistic competence would have a good mastery of vocabulary, pronunciation, meaning, and grammar. A teacher, who teaches his students in English and masters these aspects, basically has fulfilled one fifth of his overall obligation. So naturally it's the duty of the teacher to take a really mature preparation and if not his knowledge will just slipped.

On the other hand, if the students already have the ability to use these elements in real communication such as shopping, acquaintance, etc., they have mastered the illucationary-act competence. In other words, as a follow-up of linguistic abilities that have been submitted by the teacher earlier, it is not difficult if this rule goes as it should, in the term of irregular or gradual basis.

Another competence that makes up the communicative competence is the socio-cultural competence. This means that a learner is not only required to master the elements of language and the ability to apply them in the active communication, but also able to perform such communication in the right socio-cultural context. Speaking in public spiritfully but if the speaker forgot the context of socio-cultural, shadowed or untouched, it will result in unacceptable or misunderstood messages. Last but not least, the learner must be able to maintain the pace of his communication to success in achieving the desired communication. This competence is called strategic competence. These stages of communicative competence must be passed correctly and precisely.

Further Hymes (1972: 283) describes the use of language as follows: a person is not identic to the performance of the behavior per se, in many respects depends on the interaction between competence, competencies mastered the science of language, the ability to use the language of science itself, as well as other competencies needed. The same thing also expressed by Savignon (1983: 8-9) concerning the communication characteristics as follows: dynamic, depending on the suitability of meaning between two or more people involved, occurred in a particular context. Communication occurs in a variety of situations, and its success depends also on an understanding of the context and previous experience (early) in the same way.

Canale and Swin (1980) says that there are four components namely Communicative competence: grammatical, discourse, sociolinguistic, and strategic competence. Furthermore, Canale and Swain added that, "In this case, Canale and Swin confirms that there are four components of communicative competence, such as grammatical competence, discourse, sociolinguistic, and strategic competence. Canale classifying grammar competence and discourse competence as language usage. Here, competence includes knowledge structure grammar phoneme, morpheme and syntax rules. While the discourse of competence includes the ability to connect between sentences to achieve communicative goals.

Clearly, these four competencies will be a solid foundation for the creation of discourse competence. For the success of developing these four competences (linguistic, socio-linguistic, strategic, illucationary-act, and discourse competences) is required to build communicative competence.

Bachman (1990:82) emphasizes the importance of context in the English language: "A more serious limitation of the skill / componens models was its failure to recognize the full context of language use-contexts of discourse and situation." This is supported by Van Dijk's (1977) who reveals the importance of the relationship of text and context, details the importance of introducing discourse relations in the context of the English language. In addition Hymes stressed the importance of sociocultural factors in addressing the situation, the context of the importance of the proper use of the phrase (1972, 1973, 1982).

Bachman (1990: 84) says there are several things that must be held by a person to acquire communicative language skills, namely, the science of language itself, and apply these skills to use it properly and contextually. He further added communicative capability consists of three components: language competence, strategic competence, and psychophysiological mechanism.

Categories of sociolinguistic competence and strategic competence belong to language use. Sociolinguistic competence includes the ability to use language well and with the right situation, including precise in their choice of words and knowing when to speak. The term competence is used as a strategy in the mental capacity to implement the components of language competence in the context of the communicative use of language.

This research is based on Bachman (1990) that was supported by Weir (1990). According to Bachman (1990), it is not easy to measure English communicative competence, but the following indicators: appropriatness, grammar, vocabulary, fluency, and pronunciation can be used. This oppinion is supported by Weir (1990: 147) by giving the criteria of assessment that are needed.

METHOD

This research belongs to descriptive qualitative. It describes the phenomenon in teaching and learning process in the classroom. Descriptive research included collected the data that is related to subject nowadays. (Gay, 1992). This research also belongs to qualitative because it tries to understand human being and his behaviors (Burn, 1995), that is to know what factors of English communicative competence in using English for math and sciences teachers. Subject of this research is math and sciences teachers at SMA A Padang. Data collected bu

using interview. The data is analysed by using descriptive qualitative, that is by describing the data based on research questions and explain it using words to get the meaning.

FINDINGS AND INTREPRETATION

1. The importance of English Communicative Competence for Teachers of Mathematics and Science Teachers

The importance of communicative competence in English for Mathematics and Science teachers who teach in the classroom is perceived internationally as teachers in their interaction with students and demanding equal understanding of the message delivered to the encoding of the communicator (Mathematics teacher) can be accepted in decoding by the communicant (students) well.

Based on the results it can be seen some problems in spoken English communicative competence in the teaching of Mathematics and Science teacher at SMAN A International Class Padang. Problems of spoken English communicative competence in the teaching of Mathematics and Science teachers located almost on all components of communication skills: accuracy, vocabulary, grammar, intelligibility, and fluency. However, according to the researchers the most problematic component is in the component of vocabulary, grammar and accuracy.

Among the three learning situations studied—pre-teaching, while-teaching, and post teaching—the problems of English spoken communicative competence of teachers of Mathematics is the biggest in the situation of while-teaching and post-teaching. In the situation when teachers is short in knowing vocabulary related to the subject matter, the teacher looked confused in using English grammar, frequent patterns looked out of control, while the teacher looks at the accuracy of the difficulties in the English language, giving rise to misunderstanding in the appropriate meaning. While in the post-teaching situation, researchers saw the main problem lies in the lack of teachers believe in their own English capability. This is due to the influence of the perceived difficulties of teachers in the while-teaching situation. In other words, the current problem of while-teaching gave a negative impact on teacher confidence in using the English language at the time of closing the lesson.

Required mastery of English vocabularies associated with the subject matter added problems to the selection of the right words in accordance with the demands of academic tasks. Teachers must know how to use the English language based on English grammar either by making a sentence that can be understood by students. Mathematics teachers are required to develop their ideas by not infringing the rules of English grammar so that students can catch the teacher's explanation. It is intended that all of the interaction between teachers and students must be good, so there is no mistake in interpreting what the teacher intended.

Inevitably sciences teachers must master English for Specific Purposes for each subject of sciences (math, biology, chemistry and physics). Admittedly, it is not easy to master the ESP for Mathematics and Science teachers before mastering English in General. In other words, the teacher must be able to speak English Mathematics in General first before mastering English for Specific Purpose in explaining the subject matter in the learning of Mathematics. However teachers who master the concept of communicative competence in English must be able to interact well with the students in the learning of Mathematics.

Of the four teachers teaching sciences, Chemistry teacher classified as the most problematic in communicative competence in English. Almost all of the components of communicative competence are problematic; accuracy, vocabulary, grammar, pronunciation, and fluency. Of the five components of communicative competence examined, it can be sorted most problematic components ranging from vocabulary, grammar, accuracy, fluency and pronunciation. Components of vocabulary, grammar and accuracy are the most visible component of the perceived problems in this teacher.

Disruption of the interaction between teachers and students in the lesson is explained due to problems between components in communicative competence in English. Bachman (1990: 84) said there are several things that must be owned by a person to acquire communicative language skills, namely; knowledge about the language itself, and apply those capabilities to use it appropriately and contextually. He further added communicative capability consists of three components: language competence, strategic competence, and psycho-physiological mechanism.

Hymes (1972: 283) described the use of language as the following: the performance of a person is not identical with mere behavior, in many respects depends on the interaction between competence, competence to master the science of language, the ability to use the language of science itself, as well as other competencies needed. The same thing also expressed by Savignon (1983: 8-9) with respect to the characteristics of communication as follows: dynamic, depending on the suitability of meaning between two or more people involved, occurs in a particular context. Communication occurs in varied circumstances, and its success depends also on the understanding of the context and previous experience (early) in the same way.

As said by Celce & Murcia Dornyei and Thurrel (1995: 10) that the communicative competence is necessary to gain "understanding" between the communicator (in the information) to the communicant (receiver of information). In this case the teacher is the information giver and the student is the recipient of the information. Teachers convey messages / information / explanation lessons can be well understood by the students as a communicant. If it does not happen, there will be a "misunderstanding", missing meanings of one's message.

Biology and math teacher had a similar level of problems. The main difficulty lies in the vocabulary of components, including grammar (grammar) and accuracy in while-teaching session. Other components are still problematic, such as; pronunciation and fluency. However, compared to the teacher of chemistry, biology and mathematics teachers can be categorized better. The use of the English language both more frequent and more of the message can be understood by students. While the physics teacher is a teacher who consistently used English in every situation of learning: pre, while and post teaching. The teacher hardly troubled on every component of communicative competence, even there are no significant errors. However, with notes, physics teacher remained also problematic components pronunciation, and fluency. The second Note: Data on the use of English in teaching by teachers of physics derived from CD recordings made in preparation for the Australian Sister School Program of SMAN 10 Padang.

All teachers of Mathematics and Science are almost no problem with all the components of language competence in pre-teaching situation. Basically, all the teachers of sciences have the same communicative competence problem, i.e. the components of vocabulary, grammar, accuracy, pronunciation, and fluency (in accordance with the order of difficulty). This problem is most prevalent on the situation while-teaching. As for the post-teaching situation, in which teachers interact more with the English in General, problems of Mathematics and Science teachers basically lies in the lack of confidence to use English, because of the influence of perceived difficulties in the situation of while-teaching.

2. Factors of Spoken English Communicative Competence for Teachers of Mathematics and Science in Learning and Teaching Process.

All of the Mathematics and Sciences teachers have problems in spoken English communicative competence. This happens because there are underlying factors, namely; attitude, motivation, learning strategies, as internal factors; coupled with a reduction in, or absence of another good external factors such as family environment, school either in the form of incentives, rewards, or punishments (families, schools and government, and society). These factors have reduced the spirit of Mathematics and Science teachers to increase the capacity use of English in teaching.

Internal factors, such as attitude, almost all teachers of Mathematics and Science were being negative or being half-hearted in their use of English. It is said behaving negatively because teachers are not happy to speak English, there is some reluctance to use it, not confident because students' English are better than the teachers' as experienced by chemistry teachers. This is all the cause of the problem in spoken English communicative competence of teachers in international class.

According to Oxford (1990: 140), the affective side of the learner is a very important influence on the success and failure of language learning. Affective factors associated with learning a second language or a foreign language is emotional, self-esteem, attitude, empathy, and motivation. Learning a second language or a foreign language is a complex task where many things related to the human side involved. Things like not feeling comfortable (less comfortable), frustration, embarrassment, fear of public speaking, these are the obstacles often faced by adults who learn a second language.

Mathematics teacher is said to be half-hearted towards the use of English because basically this teacher likes and able to communicate in English, but due to several reasons, including; difficulty achieving learning objectives, limited time, or because of student demand pretext that burdened the understanding of the material when the teacher speaks English lead teacher to prefers speaking Indonesia in the international class except at certain times, e.g.; any inspection (unannounced) of national education, for the purpose of recording a CD if at any needed time, or like when researchers conducted observations in the classroom. All of this is causing a problem of communicative competence in the teaching of Mathematics and Science teachers at international class. Likewise with the factor of motivation and learning strategies, the negative attitude of teachers of Mathematics and Science will affect the low motivation in communicating in English. It is the unconscious bad strategies teachers use in the classroom internationally, such as; easily switching to using Indonesian when hit with a certain vocabulary, less willing to practice English and not sparing time to increase the capacity use of English, more preferring reading and reference books in Indonesian language than English, etc..

While external factors that cause problems of communicative competence in the teaching of Mathematics and Science is the lack of encouragement from the environment, good family, school or government and of the local community. In the family, for example, lack of encouragement or financial support, disapproval when using English at home and reluctant to

use English because they do not respond very well cause the existence of problem in English communicative competence of teachers of Mathematics and Science. Rusyana (1989, 31-32) stated that the attitude of a language community or a language speaker that both are bilingual and multi-linguist will a tangible sense of pride or mock, reject or accept at the same time a particular language or a particular language user community, both the language controlled by any individual or by members of the public. It was something to do with the status of language in society, including the political and economic status. Similarly, the use of language associated with the lives of specific groups is often stereotyped as a language is not only a communication tool but also a social identity.

In addition to schools and government factors are no longer paying attention to the class international and government encouragement of the use of English in the teaching of Mathematics and Science teachers are the main causes of communicative competence in the teaching of Mathematics and Science teachers at international class of SMAN A Padang.

Klein (1986) divides the dimension of second language acquisition to six. They are: propensity, Language Faculty, Access, Structure, Tempo, and End-State. In this case, the need to be underlined is the propensity that is interpreted as a kind of insistence or underlying motive someone learning a second language (motivation). Klein propensity further divides into four kinds of social integrity, communicative needs, attitudes, and education.

Departing from international education plan, there should be a maximum boost of all stakeholders concerned. In this case the Ministry of National Government should motivate, encourage and monitor every program of international school up to the process of learning inside of the schools. Ideally it should be monitoring up to class. School management and all the elements in the school, such as school principals, school committee should support each program. There should be an effort to increase such programs; comparative studies, training, overseas to countries that use the English language, such as to Australia. Unfortunately all the supporting factors are no longer at the end of the program period of international school.

Learning Mathematics used English in SMAN A Padang relatively not running smoothly. Percentage of teachers who taught Mathematics and Science in English is very small and has not increased over the six years of international school. From 26, the number of teachers of Mathematics and Science in SMAN A Padang, only 4 people who taught English. They consist of 2 civil servant teachers (chemistry and mathematics) and 2 more from biology teacher (teacher salaries of non-civil servants) and a physics teacher (retired).

3. Solutions

It is required a deep understanding of the importance of communicative competence in English language learning of Mathematics and Science teachers since it was an international class. Person's ability to use English communicatively influenced by several things, such as; language competence, and capacity to use these competencies in everyday life. There are two things to note when someone wants to improve its ability to use the English language, which is to increase knowledge of language, including; improve vocabulary, pronunciation, meaning, and English grammar, as well as increasing the capacity of its use in everyday communication. There are several necessary solution to improve the communicative competence of teachers of Mathematics and Science in English language learning:

- a. It is a must to correct the factors that contribute to the improvement of oral English competency of teachers of Mathematics. They include to repair the attitude, motivation, learning strategies, support families, schools and communities. All it requires a process of awareness about quality of educational system as to obtain optimally support.
- b. The government should have a commitment to sincerely encourage to every program of international school and never did try and error of educational system related to learning English and make the whole places subjects lay English lessons.
- c. Governments must put English as a foreign language into a second language. In Indonesia, the position of English is still as a foreign language (English as a Foreign Language). English communication skills will be optimally achieved if English is used as a second language after Indonesian, not as a foreign language.
- d. There should be regulations / rules that bind the educational system to use English as a second language, as it is done by Malaysia or such use of the Dutch language before Indonesia independence.
- e. The use of English as a second language must take place so that there are circumstances that the systemic forces teachers to speak English fully.
- f. There should be a reward and punishment to English as a second language to obtain optimal drive of the system and management education.

- g. System of reward and punishment must be integral, which fosters a positive attitude, motivating to all users of the language, not temporal, incidental, and sincerely heart, which is only a fraction motivating speakers at infinite time, so that it can improve communication skills when reward and punishment performing well. This will make most people become optimistic and apathetic because they feel will get the chance.
- h. However, if the above cannot be reached, then the study is significant for the future of education in Indonesia so as not to confuse learning English as a foreign language with an increase in the educational system. Learning Mathematics + combined English is a job that weakens both. Learning Mathematics and English will never be optimal. Learning English in Indonesia should remain exclusive as learning a foreign language. Indonesian remains as an introduction to English language education and controlled participant is also optimal. In order for the educational system does not use English as a commodity image enhancement internationalization of education.

CONCLUSION AND SUGGESTION

The communicative competence of sciences and math teachers to teach in English is not optimalize even it has been done along 6 years more.

There are many factors that should be considered in communicative competence directly or not, like; the internal factors from both participants, teachers and students, such as, motivation, attitude, support, learning atmosphere and English study experience, while the external factors, like; support from the school managements, improve sufficient of learning resources, need an extra attention and more insentive from head master, local and central government, students' parents.

The solusion is by optimazing support both from internal and eksternal factors, they are; improving good attitude towards English, improving the motivation, using the right startegy, it is needed the family, giverment policy and society surrounding supports.

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AUTHENTIC MATERIAL: HOW DO I MOTIVATE MY STUDENTS IN ESP CLASSROOM?

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ABSTRACT

Developing material, especially for students having specific purposes, becomes one of the complicated stages in designing a course. To be able to help students achieve their learning objective, teacher should provide fascinating material which encourages them to learn enthusiastically. Many writers claim that authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials. Therefore, this paper investigates the use of authentic material on students' motivation in ESP classroom. Data are obtained from the observation and questionnaire taken from 80 students of economics education FKIP Siliwangi University. It focuses on using advertisement on conducting business presentation. It is used to enhance their motivation and speaking skill related to their context.

Keywords: *Authentic Material, Motivation, ESP*

INTRODUCTION

Providing suitable material for students is the teacher's responsibility to help students easily reach the learning objectives. There is no doubt that instructional material has an important role to convey the essential knowledge and skills of a subject for assigning information to students in the classroom. Giving and presenting the accurate material impacts to the development of students' aptitude in learning. Unluckily, the process of developing material is not easy for most of the teachers. To develop the material, they should consider several things which influence the design of course they make. It relates with the students' need, objectives and learning activities done in the classroom. Consequently, it should be well-prepared and thought out.

To develop the material, teachers can adapt, adopt or create it by considering the objectives of learning. Especially for students having specific purposes, the teachers should be able to afford the materials which provide a realistic context that relate with the students' need. Carver (1983) states that authentic material is one of the characteristics of ESP courses. Authentic material is prepared for native speakers and not designed to be used for teaching purposes. By using authentic material in the classroom, teachers will provide representative setting which will help the students easy to face the situation in their future. To use authentic material in the classroom, teacher should be able to set the classroom activities sensibly. Using authentic material is not as easy as using artificial material. Artificial material is well-prepared to use in educational setting. By using non authentic material, teacher will be easy to teach by following the procedure and activities published on it. Unfortunately, it doesn't provide a real context that will be faced by students having specific purposes. ESP students are encouraged to study English by considering their specific need. In addition, they have immediate requirement to use English for any real communicative purposes. As a result, the language used should be authentic and real.

In addition, using authentic material can influence the students' motivation. It can't be unheeded that many researchers have found that authentic material have positive effect on classroom condition. By utilizing authentic material, the students will be familiar with condition happening in the world. On the other hand, teacher will be able to make various activities in the classroom when he teaches using authentic material. It is happened because of characteristics of authentic material which can be used by numerous accomplishments. As a result, the classroom condition will be alive and interesting for students.

LITERATURE REVIEW

1. AUTHENTIC MATERIAL

Material is the most important thing that should be prepared by the entire teachers. Allwright (1990) states that material should teach students to learn, be resource books for ideas and activities for instruction, and give teachers rationale for what they do. In fact, not all the materials available in the market are suitable for learners. Consequently, selecting material is a must to do by the teacher

Moreover, there are two kinds of materials namely authentic and artificial material. Carter and Nunan (2001) argue that authentic materials are ordinary texts not produced specifically for language teaching purposes. Authentic material is produced by native speaker to entertain, give information or advertise a product. However, it is directly related to the students' real life and prepares them to face and deal with real world situations (Herrington and Oliver, 2000).

Authentic material is important to use by students to face a real communicative setting. It represents a fraction or the whole of a real piece of communication produced in a given situation, or an accurate copy of it. In addition, if authentic material is chosen to correspond to the learner's needs, it will help catch them considering their richness and variety, form an accurate and exhaustive syllabus (Cembalo and Regentin Riley's, 1984). Moreover, authentic material can produce sense of achievement. Teacher can make a various activities by using same authentic material in different setting and condition. The same piece of material can be used under different circumstances if the task is different. Moreover, there are some researchers who point out that more authentic materials are needed in the classroom because of the wide disparity that is often found between materials developed specifically for English language teaching and authentic conversation. Porter and Roberts (1981) show several differences between authentic materials and non-authentic materials in terms of spoken language. For example, conversations recorded for language texts often have a slow pace, have particular structures which recur with obtrusive frequency, and have very distinct turn-taking of speakers. Also, hesitations (such as "uh's" and "mm's") are often missing, and sentences are very well formed with few if any mistakes. In other words, what the language learners hear in class is different from the language in the real world. In many cases, the language heard in classrooms is a stilted use of spoken language, and authenticity is lost because of a need to teach specific language points in a way that some teachers feel would be more understandable for learners.

In contrast, it also has been found that there are many disadvantages of using authentic material in classroom, as follows;

- a. Authentic materials may be too culturally biased, so unnecessarily difficult to be understood outside the language community.
- b. The vocabulary might not be relevant to the student's immediate needs.
- c. Too many structures are mixed so lower levels have a hard time decoding the texts.
- d. Special preparation is necessary which can be time consuming.
- e. Too many different accents can be heard which can cause some confusion.
- f. The material can become outdated easily, e.g. news.
- g. There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background

Limitations of the authentic material occasionally make teachers afraid to use it while teaching. The main challenge faced by the teachers is the fact that it contains more unfamiliar language that learners can possibly cope with. Therefore, even when an authentic text is a reasonable length and level for students, lesson plans need to be written to turn it into something students can learn from. As a result, the appropriate activities should be utilized in order to maximize the use of those materials in the classroom.

2. AUTHENTIC MATERIAL IN ESP CLASSROOM

English for Specific Purposes is type of language learning which has its focus on all aspects of language pertaining to a particular field of human activity (Wright, 1992). Studying ESP can be different with the process of studying General English. Hutchinson and Waters (1987) state that all decisions as to content and method in ESP is based on the learner's reason for learning. In ESP syllabus, the teaching content is geared to the special language 'repertoire' pertaining to the specialized aims that are required of the learners. Students studying English for specific purposes usually have specific aims which encourage them to use English for any real communicative purposes. Subsequently, teacher should provide communicative tasks required of the target setting.

Developing materials for students having specific purposes is more difficult than the materials for general English students. It is because of the availability of the course book in the market is infrequent. Therefore, it is suggested that ESP teachers should develop their own specific materials for their own target language learners. In developing the ESP materials, every teacher can develop his/her teaching materials by applying the principles and procedures of language teaching materials including formulating their teaching objectives and syllabus, adapting and or supplementing the existing materials, and or creating their own materials. In addition, providing authentic material in the classroom will be beneficial to help them familiar with the real context in the target setting. Therefore, the process of teaching learning will be effective and efficient.

Utilizing authentic material in ESP classroom is very helpful for the students. It reproduces an immersion environment and provides a realistic context for tasks that relate to their needs. Authentic material can benefit problem-solving, project-based learning, case-based learning, role-play, and simulation and gaming methodology. Students and teachers can use authentic materials as a means to “link the formal, and to some extent artificial, environment of the classroom with the real world in which we hope our students will eventually be using the language they are learning” (House, 2008).

3. THE EFFECT OF AUTHENTIC MATERIAL ON STUDENTS MOTIVATION

It has been stated that using authentic materials can increase the students' motivation. Peacock (1997) argues that authentic material can motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials. By providing real life situation in the classroom, it will make the students curious to follow the procedure of activities in teaching learning process. Authentic material will show the target setting and representative situation that will be challenged in their future. It exposes them to the world of authentic target language. Thus, the knowledge they reach is usually up-to-date.

Motivation is one of key factors that influence the rate and success of second/foreign language (L2) learning. It can be described as factor affecting all human's doing and learning of whatever they need. Motivation can increase and decrease the vigor of an individual's activity, thus it determines the level of degree of his activity. Bochner and Duchesne (2003) say that the concept of motivation is linked closely to other constructs in education and psychology, such as constructs of attention, needs, goals and interests which all contribute to stimulating students' interest in learning and their intention to engage in particular activities and achieve various goals. It is believed that using authentic material can increase the students' success of learning. It is related with their attention and interest that will be improved by using authentic material. Moreover, authentic material is appropriate with the goal and need they have. It exposes the real language that can't be found in artificial material.

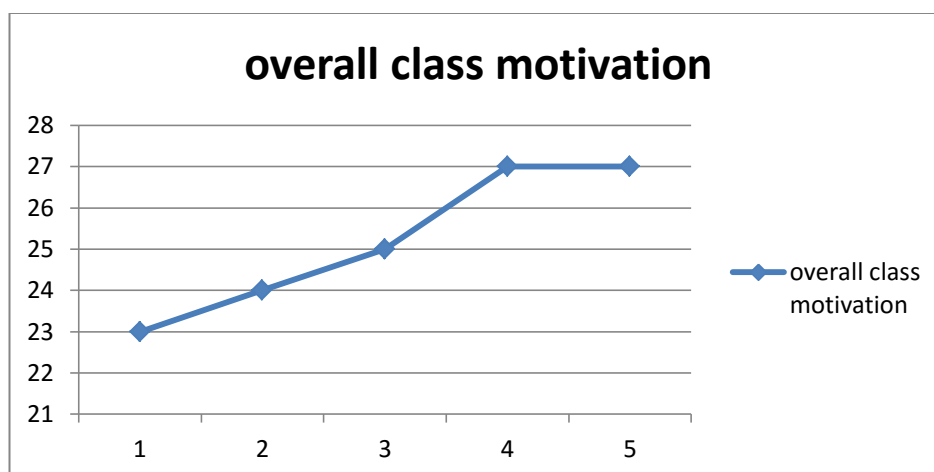
METHOD

This paper aims at investigating the use of authentic material on students' motivation. It is conducted in the first grade students studying English for specific purposes in Economics Education Siliwangi University. Eighty students are joined in this study. They are given authentic material in the form of printed advertisement in order to comprehend the general information published on it. They are encouraged to discuss the information from the advertisement and finally present it in the form of video.

To gain the data of students' motivation, observation and questionnaire are used. Firstly, observation sheet focusing on overall class motivation adapted from Nunan (1989) is utilized. It focuses on observing level of students motivation generally considering the material used. In addition, questionnaire is given to all of the students to measure the motivation of individual students. It is compiled considering the indicators of motivation stated by Bochner and Duchesne (2003).

FINDINGS AND DISCUSSION

The result of the study shows that the students' attitude on studying English for Specific Purposes using authentic material is satisfying. The observation sheet by Nunan (1989) was used focusing on investigating the level of students' motivation generated by the material in use.



The figure shows that the students' motivation is generally improved while learning using authentic material. It can be seen from the total of scores got from the observer while observing the condition of the classroom. In addition, a survey questionnaire was distributed to eighty students in order to measure the level of motivation of individual student. This questionnaire contained eight items consisting of the indicators of motivation stated byBochner and Duchesne (2003). Responses to the questionnaire were analyzed in terms of frequency and percentage provided in Table 1.

Table 1 Motivation Questionnaire

Statement	Answers	Frequency	Percent age
1. Using authentic material makes me interested in learning English	Strongly agree	28	35%
	Agree	47	59%
	Disagree	5	6%
	Strongly disagree	0	0%
2. I am not enjoy studying English using authentic material	Strongly agree	0	0%
	Agree	10	12%
	Disagree	64	80%
	Strongly disagree	6	8%
3. Using authentic material doesn't help me to increase my English ability	Strongly agree	0	0%
	Agree	6	8%
	Disagree	59	74%
	Strongly disagree	15	18%
4. Authentic material helps me achieve the learning objective of English	Strongly agree	2	2%
	Agree	6	8%
	Disagree	53	66%
	Strongly disagree	19	24%
5. I pay attention on lecturer's explanation while teaching using authentic material	Usually	14	17%
	Sometimes	56	70%
	Seldom	7	9%
	Never	3	4%
6. I try to understand English used in authentic material	Usually	21	26%
	Sometimes	53	66%
	Seldom	6	8%
	Never	0	0%
7. Authentic material helps me to increase my English ability	Strongly agree	31	39%
	Agree	43	54%
	Disagree	3	4%
	Strongly disagree	3	4%
8. Authentic material is beneficial for using English effectively in the future	Strongly agree	20	25%
	Agree	57	71%
	Disagree	3	4%
	Strongly disagree	0	0%

The table shows that authentic material has a positive effect on students' motivation. Most of students argue that using authentic material makes them interested in learning. The use of real context provided in the advertisement brought to the classroom makes them curious to find the information and gather knowledge more than using textbook or artificial material. From the students' perspective, authentic material is also beneficial for using English effectively in the future. Authentic material brought a real world in the classroom as a way to contextualize language learning. When lessons are centered on comprehending the advertisement, students tend to focus more on content and meaning rather than the language itself. This offers students a valuable source of language input, so that they are not being exposed only to the language presented by the text and the teacher. In addition, by comprehending the meaning accurately from the advertisement provided, students will also be helped to increase their communication skill to be used in the future.

CONCLUSION

Using authentic material in ESP classroom is very imperative considering the characteristics of ESP courses which prepares the students to face real communicative setting. Authentic material can bring the real world to the classroom and make the classroom condition alive and challenging. Therefore, the students are mostly active and inquisitive to follow the activities and procedure of the language learning.

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STORYTELLING VS. SPEAKING COMPETENCE: CONTEXTUALIZATION ON SPEAKING SKILL BY APPRECIATING LITERARY WORKS

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ABSTRACT

The research focused on contextualization of teaching speaking. It is because several pitfalls found in the pilot project which has done in Speaking 2 class, in The University of Muhammadiyah Purwokerto, such as: 1) the students understood about grammar, but they could not apply it in their utterance; 2) the students could not use good lexical resources for delivering their ideas; 3) the students did not have self regulated learning to improve their speaking skills. Therefore, short stories were used as aid to help the students. Besides, it is believed that the nature of a short story helps students acquiring a native-like competence, expressing ideas in good English, learning the feature of modern English Linguistics system, and learning idiomatic expressions. Moreover, storytelling technique was chosen since it was believed as a comprehensive device, a creative art that has been entertaining and informative across nation and culture. It also provokes students learn to apply structures while telling their own stories and give shape their experiences. Besides, the method was used in the research was mixed method, where test and questionnaire were used to gain students' problems and measure students' performance in speaking. Hence, some steps did such as 1) dividing students into 6 groups; 2) asking students to read the story; 3) asking them to discuss; 4) asking students to make a mind map; 5) asking students to retell the story. Those have brought about several findings. First, the result was based on speaking aspects in Aligu test. It has an upsurge on speaking skill improvement such as fluency focused and accuracy focused. Furthermore, several conclusions could be drawn from the interview that: 1) storytelling helped students to comprehend meaning that was conveyed in a short story; 2) short story gave a purpose as a bridge of information gap; 3) students got the choice of words, what to say and how to say it; 4) Students got good structures from the stories.

Key words: *storytelling, short story and speaking*

INTRODUCTION

Teaching English in Indonesia is a big burden to teachers. Some of them face several pitfalls in teaching and learning English in EFL classroom. The pilot project has revealed that 1) Curriculum in Indonesia focuses more on English grammar. It has brought about the condition of students in Indonesia that they understand what the English grammar is but they can not apply it as a language; 2) No example of proper vocabulary to convey their idea in the use of English. Therefore, students got lack of proper vocabulary to convey their idea in the use of English. Hence, they can not emulate the vocabulary for daily use.; 3) No domain, no practice. The third problem has made a worst situation since students do not have a proper time, place, and partner to learn and improve their English language. Then, an effective teaching English is needed to overcome students' problems. Furthermore, Sage stated that many teachers considered that the use of literature in language teaching as an interesting and worthy concern (1987:1). Scher added that literary text can be used for students at beginning and intermediate levels (1976). Moreover a teacher can use it for language practices, reading comprehension and possible aesthetic appreciation (Muysken, 1983:413). It can be concluded that the nature of literary works, for example is short story can be used as an aid in teaching English.

Story telling has been used for centuries as a powerful vehicle for communication. If you explore the construction of a story in literary texts, you are likely to find that it involves events, characters and what the characters say and do. A point of view signifies the way the story gets told and the mode established by an author by means of which the reader is presented with the setting, characters, dialogue, actions and events which constitute the story. Although this

description is useful I will suggest ways in which you may consider a story as a legitimate research product. The claim that we are all telling stories has led many researchers to move away from specific topics in favour of looking at how we put the research product together. Interpretive studies in nursing and social sciences are prolific. How can we secure readers and engage them in stories we tell? How can these projects move beyond the story into a better understanding, and if appropriate, action.

Stories can make us proud practitioners. Often core activities of nursing are taken for granted by nurses themselves and sometimes these activities are undervalued by its practitioners (Nelms 1996, Hendrick et al. 1996, Annells 1997). Stories can research health problems (Reitmaier 1992). Stories can show where we as health care professionals have gone wrong. Listening to the voices of clients may show us what to do to improve practice (Sherman 1994, Koch 1994, Koch et al. 1995). Stories can be used in evaluating community development (Rappaport 1993, Traynor 1993, Dixon 1995). Story telling can be therapeutic (Sedney et al. 1994, Heiney 1995, McDaniel et al. 1995). Stories can inform social policy (Van der Staay 1994). Stories can facilitate change in organizations (Gabriel 1995, Yanow 1995). Stories can allow marginalized groups to have a voice (Mellina 1992, Zinnecker 1994, Bartlett & Font 1994, Dean 1995, Biddle 1996, Turton 1997). Stories can address diversity through understanding (Harvey 1994, Debeljak 1994, Kelly 1996, Greene et al. 1996). Stories can facilitate self-help groups (Steffen 1995, Appel 1996).

The condition in Indonesia's curriculum, it focuses on grammar, reading, and listening as reflected in English National Exam, so it needs a more highlight on speaking aspect. Students' problem in university level is about how they deliver their idea using proper and good language. In this paper, a short story and storytelling were used as aids to help students in using a good language.

METHOD

The method was used in the research was mixed method, where test and questionnaire were used to gain students' problems and measure students' performance in speaking. Several steps did such as: 1) dividing students into 6 groups; 2) asking students to read the story; 3) asking them to discuss; 4) asking students to make a mind map; 5) asking students to retell the story.

RESULT AND DISCUSSION

Learning English language can be considered nowadays as one of the necessary requirements within the foreign languages learning. In this term, English is believed to take a monumental part since it is regarded as the international language of communication. Aside from the speaking and listening, learning a language can also be associated with the ability to read and write effectively in the target language. Hence, the process of learning is very significant. In this case, it is constituted of two main components; the first element is the acquisition of knowledge through listening and then verbalized through speaking. The second element, on the other hand, refers to the fact of gaining knowledge through reading then writing. Therefore, to achieve a better professionalization of teaching/ learning process, the language teachers are strongly invited to adopt/ adapt a set of aid and apply different method to help their learners develop, in a way or another, their English proficiency level.

Throughout this present article, the attention will be, chiefly, focused on the adoption of the contextualization teaching as an approach to language teaching while addressing one of the non-separated skills which is speaking skill as a key to accomplish definite purposes.

The claim that we are all telling stories has led many researchers to move away from specific topics in favour of looking at how we put the research product together. How can we secure readers and engage them in stories we tell? How can these projects move beyond the story into a better understanding, and if appropriate, action. This means developing tools for listening, seeing and writing. People live stories, and in their telling of them, modify them, and create new ones. Constructions of experience are always on the move. Stories, when well crafted, are spurs to the imagination, and through our imaginative participation in the created worlds, empathic forms of understanding are advanced. (Bartlett et al. 1993, Huggan 1994).

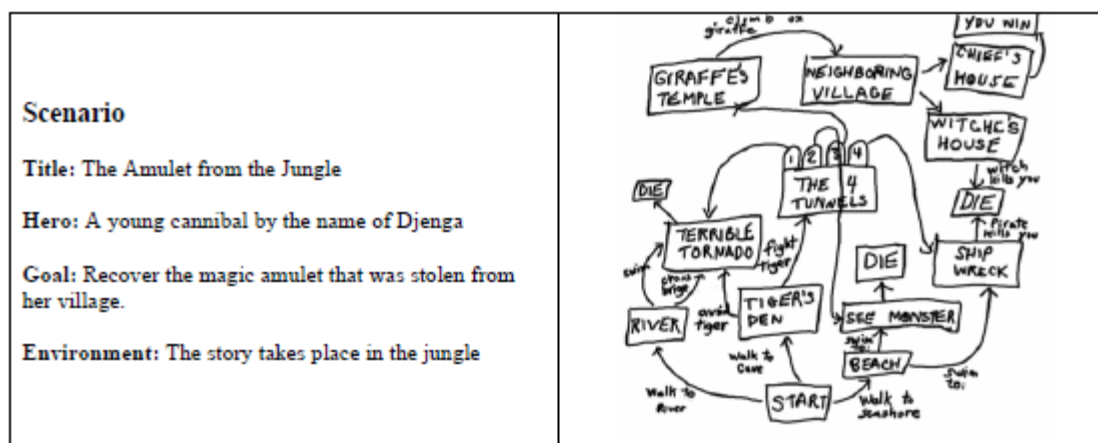


Figure 1a & 1b. A scenario for story a nodes and arcs network map for a story

Learning English through short story is designed to introduce learners to the world of short story, encourage them to read, write and tell them (NET, 2012:1). Four main reasons lead a teacher to use literary text (Collie and Slater, 1990:3). The four reasons are:

Valuable authentic materials as Students experienced on the daily communication

Literature is authentic material, since there is no purpose at all for teaching. It reflects on a real life. In classroom context, learners are exposed to have actual language samples of real life/real life setting. The benefit of teaching using literature, students are more familiar with many different linguistics forms, communicative functions and meanings. Here the students experienced on contextual language

Cultural enrichment as students got the proper choice of words

Literary works such as novels, plays, short stories and drama, facilitate understanding how communication takes place in that country. Short story presents a full and colorful setting in which characters from many social/regional backgrounds can be described. The foreign learners feel for the codes and preoccupation that shape a real society through visual literacy of semiotics. Literature perhaps best regarded as a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned. Literature gives a lot of the cultural grammar of the learners. Here, students learned a lot on dictions that used in the short stories.

Language Enrichment as students got good structures of English

Literature provides a wide range of individual lexical and syntactical items. Thus, a student gets familiar with many features of the written language, reading a substantial and contextualized body of text. A student learns about the syntax, discourse function of sentences, the variety of connecting ideas which enrich her/his writing skills. Therefore, students experienced on how to construct a sentence well as suitable in English pattern.

Personal Involvement as Students took reading as their new habit.

Literature can be useful in the language learning process owing to the personal involvement. A student begins to inhabit the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold to the climax.

Marley (1989:12) lists some of the reasons for regarding literature as a potent resource in the language classroom as follows: 1) universality; 2) non-triviality; 3) personal relevance; 4) variety; 5) interest; 6) economy and suggestive power; and 7) ambiguity. There are several pictures of the benefit in using short story revealed by NET (2012:14) such as: 1) the stories are beautifully illustrated; 2) the language is rich and authentic; 3) the plot structure is usually simple; and 4) the themes are often thought-provoking.

Besides, the disadvantages of using short story are as follows: 1) the books are expensive; 2) the language can be difficult for second language learners to understand and appreciate.

As far as the teaching of the speaking skill is concerned; the core of this article, Brown (2001) mentions the following points which should be taken into serious consideration: 1) Fluency; 2) Phonology clarity; 3) Strategies; 4) Being able to produce chunks of languages; 5) Appropriacy (register, etc); 6) Understanding elliptical forms; 7) Use of other cohesive devices. Considering this fact, the following table is an attempt at summarizing the main scores, which are proposed for the sake of improving the learners' speaking skill:

Table 1. Concerning on Speaking Skill Improvement

Fluency-Focused	Accuracy-Focused
<ul style="list-style-type: none"> • Using English as a tool for interaction with others and with oneself. • Interacting with teachers during the course. • Seeking opportunities to speak English. • Reading different texts in English 	<ul style="list-style-type: none"> • Repeating and memorizing words, sentences and phrases. • Reading and imitating native speakers. • Asking feedback from teachers

Some examples of how students tell the story



Figure 2. a thousand and one nights story

One student's story telling of a thousand and one nights story based on their speaking:

Storytelling traditions date back to ancient times in the Persian-speaking world, and are often passed orally from one generation to the next. The stories that are now known as "*A Thousand and One Nights*" are tales from China, India, Persia, and Arab lands that were first recorded in Arabic in Baghdad during the Middle Ages. These stories were so popular that in the Qajar Era in Iran they were compiled and translated into Persian verse under the title *Hizar Dastan* (A Thousand Stories). The Qajar monarch Nasir al-Din Shah commissioned a lavishly illustrated six-volume manuscript, which has been called the last outstanding example of the traditional art of the Persian book. This book, translated into Persian verse by Saif al-Shu'ara and illustrated by the artist Javad 'Ali-Khân is the only lithographic edition of the title. The open page illustrates the adventures of Jahanshah, whose escapades are apart of the story of Buluqiya and the Queen of Serpents.

Knowing what we know about how emotions effect people's reaction to speaking content, we can conclude that this is some research that warrants a *closer look*. Therefore the characteristics:

Delivery

Similar to how a good joke turns into a *great* joke with perfect delivery, Mazzoco and Green's research pointed to delivery in the courtroom being of the utmost importance. This translates to writing in a similar fashion: pacing and deliver of the story matter as much as the content. What does that mean? Well, it is largely determined by the author's ability to keep the "flow" of the story going and to deliver during pivotal moments, the same way a good prosecutor may begin to bare down on a witness that starts to show signs of "cracking". Memorability also matters as

well, check out this hugely viral story on Reddit entitled “Today you, tomorrow me.” You’ll notice the main line is delivered in a way that creates a lasting impression.

Imagery

Without very specific and stirring visual cues in a story, listeners (or readers) may not be as totally immersed as they could have been with something to “see.” If a prosecutor wants to convict a man of assault, he is (without a doubt) going to paint a picture for the audience of the suffering of the defendant, and will likely use *expressive language* to evoke a feeling of sympathy from the jury, who (as they listen) visualize the potential suffering of the man/woman in front of them. (Words like: victim, violated, abused, atrocious, attack, malicious, etc.). Many studies show that the brain “lights up” in reacting to imagery, truly *transporting* the reader to the events being described (recall any good story you’ve read or heard, you know that you placed yourself “there” during it’s telling).

Realism

As I mentioned, I love finding complimentary evidence because it helps us in being more certain that the strategies we are using are accurate. That being said, check out this quote from Dooney on the importance of realism:

*Even if you are painting a fictional picture with the story, its elements need to relate to the reality that the audience is familiar with, for example, basic human motivations. Doesn’t that remind you almost **exactly** of what I was talking about with the Lord of the Rings example? (in the earlier study)*

It seems that we can conclusively say that the human mind is able to relate to and absorb stories much better if there is a “**human elemen**” in the story that is easy for the audience to imagine, even when the actual tale may not be.

Structure

One example:

I can’t help but think for this point is the film Memento and it’s subsequent praise & criticism for it’s plot structure. The debate is over the telling of the main character’s story, which happens entirely in reverse (he has amnesia, and the viewer watches the ending of the movie and slowly views events preceding it). The critics of the film point to the fact that it is quite hard to enjoy the film a second time: the suspense is really just imaginary because the plot is so confusing when you watch it backwards.

Great movies, they would argue, can be enjoyed again even when you know what’s coming. That’s because they use an effective structure that keeps you glued to the screen to see what’s next, even if you already know (obviously losing it’s effect over time for most people). This research would agree, showing that people prefer stories that follow a logical manner, and that elements of suspense are most effective when established early to keep people engaged.

Context

Context can often have a significant impact on the persuasiveness of a story. If the teller of a story comes off as not being genuine, as incompetent, or as just an “unlikable” person, it can have an averse effect on the story itself.

I’ve often noticed that stories on places like Reddit tend to flop when they are over-exaggerated or use language that is too flowery (not “real”).

Dooney also addresses the importance of more basic surroundings (in a literal sense), such as the detrimental effects of a noisy courtroom or a [cluttered and messy website](#) for instances online. It is often a good idea to address these concerns of the audience by establishing the storyteller (be it you or someone else) as sincere and [credible enough](#) to listen to.

Audience

Certainly the factor that you have the least “control” over, both in the courtroom and for your content. People vary to such a great degree that the same story can have either a large or very minimal impact on them. Dooney mentions that jurors often go through a selection process and that lawyers are careful in keeping their eye out for “suitable” or “unsuitable” members.

CONCLUSION

The goal of this research has tried to convey students’ pitfalls in Indonesia and how a teacher has seek to find out the solvencies. Hence, the uses of short stories are applied in the classroom since the nature of a short story is suitable with the given problems in the classroom. Based on the research, several benefits are got such as students got the proper words which can be used in formal and informal language. Then, the students emulate good structures on English based on the text. A significant impact is reading nowadays has taken a part as a new habit for students. Besides, improvement on speaking skill has taken into account based on fluency focused and accuracy focused.

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HELPING STUDENTS WRITE NARRATIVE TEXTS USING SMS (STORY MODIFICATION STRATEGY)

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ABSTRACT

One of the problems faced by students in writing a narrative text (story) is that they have no ideas to develop into a full story. They usually spend so much time to think of what to write about that they finally run out of time to complete the task. Meanwhile, there is a fact that stories in movies are sometimes derived from fairy tales the setting of time and place of which have been made different. This has given me inspiration that students do not have to make a completely new story in order to write a narrative text. As students are familiar with tales, legends, or fables, what they need is only to make some modifications to the existing stories they already know. In other words, in order to be able to write a new story they actually only need to “cook” the “ingredients” they have in mind. Thus, there is no more reason for them not to write a story because of having no ideas to write. This paper will give a model of helping students using the strategy called SMS or Story Modification Strategy.

Key words: *narrative, modification, writing*

INTRODUCTION

Teaching and learning narrative text has been intensified since the 2004 curriculum in which the Genre-Based Approach is applied. This approach includes the teaching of transactional conversations, interpersonal conversations, short functional texts, monologues and essays for certain genres. In senior high school students study procedure, report, news item, narrative, discussion, explanation, exposition, and review texts, while junior high school students study procedure, descriptive, recount, narrative, and report texts. As we can see, narrative text is given in both junior and senior high school (Depdiknas, 2004). Therefore, in this basic competence, teachers may have adequate time to help the students to be competent in listening to a narrative text, speaking about it, reading it with comprehension, and create (compose) his own story.

However, in practice, the process of teaching narrative text is not running well. My problem came up when I was teaching writing narrative text to my eleventh grader students. The specific problem faced by most of the students was the difficulty to get ideas of what to write to create an interesting story. I assumed that students already had ability to write their own narrative texts. Unfortunately, most of them just wasted their time thinking of what to write about. Some students did write, but they only rewrote the stories they remembered.

Then I interviewed them to know why. Some students explained that their previous teachers never told them how to write narrative texts. Meanwhile other students admitted that their teacher taught them how, but then the teacher did not follow the writing process done by the students. Thus the writing strategy was the problem.

Many teachers have problems in teaching writing. There are some ways to solve this problem. Some teachers use picture or potograph as the media to help student to write recount text, such as Lutfiyah (2009). She used potographs to improve her students in writing narrative text. This media successfully helped students to generate ideas.

This paper aims to report the results of a narrative writing project done by students of XII Social 1, SMAN 1 Kediri using a strategy called SMS or *Story Modification Strategy*. This project was done to help students write narrative texts. As suggested by Yulianto (2013), “low achieving students must be taught L2 writing strategies explicitly”, this project is relevant to provide the students a solution to their problem in completing the writing task, while for good students, this will be good to provide an alternative strategy for themselves.

This strategy is inspired by the events in the world of literature, especially narrative. As the name implies, this strategy is making modifications to the existing stories. This strategy is inspired by the facts that stories can be made different by changing the setting of time, setting of

place, characters, or the plots. In real life this is acceptable. Let's take the story of "Cinderella" for example. The story that has French, Italian, dan, Russia versions (Wikipedia, 2016) has been made different in movies. It has been reproduced in different settings, plots, and characters such as *A Cinderella Story*. The 2004 movie directed by Mark Rosman is an American teen romantic comedy film. The movie is then followed by *Another Cinderella Story*, directed by Damon Santostefano (2008), starring Selena Gomez as Mary Santiago, a high school student. Like *A Cinderella Story*, this movie also retells the fairy tale *Cinderella* in a modern setting. As a modern Cinderella, Mary Santiago wants to be a dancer but she was disturbed by her step mother and stepsisters. Her only friend, Tami, acts as her 'fairy godmother' who is always available to help her in difficult situations. On Valentine Day, there is a ball at school in which the dancers have to wear a mask. Mary is not allowed to come. Helped by Tami, mary can come and dance with Joey Parker, an idol. Joey is impressed with Mary's talent in dancing. It's almost midnight and Mary has to go home. Mary and Tami hurriedly go home leaving Joey. But Mary drops her zune(mp3 player) that is then found by Joey. Joey tries to look for the owner of the zune. In short, he can find the owner then they become lovers. The movie is happy ending when finally Mary gets scholarship from Manhattan Dance Academy. This fact leads to an inspiration in teaching writing narrative text: Why not assign students to make modifications to a text they already know to make up a new one?

To my experience, this strategy is easy to apply. Students simply need to make some modifications to the story; the setting of place, setting of time, the characters, and the plot, partly or wholly. They can change the stories they already have in their memory. We believe that they know stories from other countries like *Beauty and the Beast*, *Snow White*, *Robin Hood*, or *Little Red Riding Hood*, or the local ones like *Malin Kundang*, *The Rabbit and The Crocodiles*, *Timun Emas*, etc. They also know movie stories like *Harry Potter*, *Lord of the Ring*, or *Oz The Great and Powerful*. What they need is only to be skillful in using it and teacher's guidance related to the language problems. In short, just like cooking, students already have the ingredients, what they need is a skill to cook them to make a good food.

PROJECT DESIGN

Based on the background above, this paper aims to investigate how the *story modification strategy* can help them write a narrative text. In order to provide the answer to the question, three instruments were used; observation, interview, and product analysis. Observation was done during the writing process in the classroom especially to see how they were completing the writing task using the strategy. During the writing process, I did the interview to find out how they liked the strategy. Product analysis was done during and after the process. During the process, the progress writing from their rough draft to full texts were analyzed, given feedbacks, and scored.

The participants of the project were students of Year XII students of Social Program of SMAN 1 Kediri of the Academic Year 2014/2015. They consisted of 12 females and 10 males.

The project was done in four meetings in the first semester of Academic Year 2014/2015. The stages of the project are as follows;

- 1) Making the lesson plan. Since the project was done as regular classroom activities, to guide the steps of the implementation, well-designed lesson plan was prepared (see Appendix 1)
- 2) Explaining the procedure of the strategy to students. This is important as clear explanation would avoid misunderstanding and misleading among the students.
- 3) Implementing the strategy. The implementation is the core of the project. It consisted of four meetings. In this stage, the role of the teacher was very important to motivate, guide, help find out students' writing problems, and give feedbacks
- 4) Evaluating the process and products of the project. During the process, students' works from making the rough draft to the complete texts were always observed and given feedbacks so that they produced interesting stories.
- 5) Publishing the texts. When the texts were done, the students texts were then compiled into a book and sent to the library.

Procedure of the Strategy

Though the main step in the strategy is *modification*, the procedure was divided into three common steps;

- 1) pre-writing, consisting of *motivating*, *modelling*, and *simplifying*,
- 2) whilst-writing; *modifying*, *drafting*, and *revising/editing*,
- 3) post-writing; *publishing*.

1. Pre-writing

a. Motivating

Since not every student like writing, especially writing narrative texts, giving motivation is very essential in order to succeed in the writing class. Motivation could be given in any form, but in this project I preferred to show them the importance of having skills in writing stories by presenting successful writers like Andrea Hirata with his *Laskar Pelangi* or JK Rowling with her *Harry Potter*. I chose them as they are good examples of popular writers who are commercially successful. Also, I reinforce to enjoy the writing activity as their writing products would be put in the school library. Students were also informed that they could express feelings and retelling experiences in their stories (Brown, 1997: 400).

b. Modelling

In this step, the procedure of the strategy was explained. I asked the students to mention all stories they already knew. They could be in the forms of fables, legends, myths, fairy tales, novel stories, or even movies. I chose two stories entitled *The Rabbit's Revenge* and *Charm of Charity*. The two titles were available in their hand out book (Arini & Kurniawati, 2014) and had just been discussed in reading comprehension activities.

c. Simplifying

Simplifying means extracting the outline of an existing story, just like cutting the leaves off a tree in order to see the shape of the tree. Let's see the following samples of simplifications. There are two levels of simplification. In the first simplification, the original text was summarized into 8 sentences. The eight sentences cover the orientation, complication, resolution, and resolution. This summary is then simplified again according to its plot, and settings of time and place. See the simplifications of the two stories below.

Example 1:

The Rabbit's Revenge

Long, long time ago a rabbit and a lion were neighbours. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbours, the lion looked down upon the rabbit, and used to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day she went to the lion and said, "Good day, respected elder brother. Imagine it, I met an animal over there who looked exactly like you, and he said to me, 'Is there anyone in the world who dares stand up to me/ if there is, let him come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!'" "Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can't even light on anyone!" added the rabbit. "Oho," the lion said. "Didn't you mention me to him?" "Yes, indeed," the rabbit replied. "but it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!"

The lion flew into a rage and roared, "Where is he? Where is he?" So the rabbit took the lion behind a hill and, not going too near herself, pointed to a deep well from a distance, and said, "He is down there, in the well."

The lion hastened to the well and glared angrily into it. Yes there as his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion became so furious that his hair stood on end. So did his enemy's in the well. The lion showed his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

In the first simplification, the original text was summarized into 8 sentences below;

1. A rabbit and a lion were neighbors.
2. The lion was very proud, looked down upon the rabbit, and used to bully and frighten her.
3. The rabbit could stand it no longer and wanted to get her own back.
4. An animal challenged the lion.
5. The animal was in the well.
6. The lion roared, and his enemy roared back.
7. In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well.
8. The result was that the proud lion was instantly drowned.

In the second simplification, the first simplification is summarized into some points below:

Plot	<i>A proud lion, looking down the rabbit, an animal challenging him, the lion fell into the well, drowned/dead</i>
Setting of time	<i>in the past</i>
Setting of place	<i>forest, well</i>
Moral value	<i>Don't be arrogant</i>

Example 2:

Charm Of Charity

A poor young man was helpless, homeless and hopeless. He lost his job and had no one to help him. Depressed and dejected, he decided to commit suicide. He collected all the coins he had with him and bought from a shop a ripe banana wrapped in an old newspaper. He opened the packet and started to eat his last food when an old beggar approached him. With trembling lips, the beggar told him that he has not had anything to eat for several days and was too weak to walk. The young man felt pity and gave the banana to the beggar. He ate it with great joy and thanked him. While leaving, the beggar gave him a very old coin, saying, "Thank you very much. You gave me everything you had. Kindly accept this coin as my humble gift."

When the old man departed, he carelessly glanced at the piece of paper used to wrap the fruit. There he saw an advertisement from an agency dealing with old coins. Any one possessing old coins was invited to visit the agency and receive suitable price for their old coins on the spot. Out of simple curiosity, he carried the coin to the agency, which was quite close to him. He showed the coin gifted by the beggar. The person managing the agency stared at it and exclaimed in excitement, "What a surprise! It is very rare and several centuries old. It is worth a fortune!" He was given a hefty sum of money as the price of the rare coin. Jumping with joy on receiving the unexpected amount of money, he searched everywhere to find the old man who gifted him the coin. He wanted to share his joy and the money with the beggar. But he could not find the beggar anywhere. On the way he saw a church. He had abandoned all religious practices for months. But now he entered the church and thanked God for His generous gifts. He started a new life with renewed hope and enthusiasm.

Kindness cannot be given away. It always comes back!

First Simplification

1. A poor young man was helpless, homeless and hopeless
2. A ripe banana was wrapped in an old newspaper.
3. The banana was given to an old beggar.
4. The old beggar gave a coin
5. Advertisement in the newspaper dealt with old coins
6. The young man was given much money for the coin
7. The old man was gone
8. The young man started a new life

Second simplification

Plot	<i>a young man, unfortunate, gave a banana to a beggar, given a coin, sold the coin, rich, started a new happy life</i>
Setting of time	<i>in the past</i>
Setting of place	<i>some place (not stated clearly)</i>
Moral value	<i>kindness cannot be given away. It always comes back!</i>

2. Whilst-writing

a. Making modifications

In this step, I explained how to make modifications and with the students made the possible modifications of the two stories. In fact, there are various ways of making modifications. It can be done to the plot, characters, setting of time and place, wholly or partly. Here are the modifications of the two stories made in the project. There were two activities in this stage. First, example of making modification to *Charm Of Charity* was given. Second, the students and I made the modification to *The Rabbit's Revenge* together.

Possible modification of *The Rabbit's Revenge*:

The original story	The new story
Plot	
<i>A proud lion</i>	<i>A proud cat, a beautiful cat</i>
<i>looked down upon the rabbit</i>	<i>Looked down upon the mouse</i>
<i>there was an animal challenging him</i>	<i>There was a more beautiful cat</i>
<i>he fell into the well</i>	<i>The more beautiful cat attacked her</i>
<i>drowned</i>	<i>broken face</i>
Setting of Time	
<i>In the past</i>	<i>In the past</i>
Setting of Place	
<i>In the forest, well</i>	<i>In the house, in the yard</i>

Possible modifications of "Charm Of Charity":

The original story	The new story
Plot	
<i>a young man</i>	<i>a young woman</i>
<i>unfortunate</i>	<i>fortunate, rich, beautiful, etc</i>
<i>gave a banana to a beggar, given a coin,</i>	<i>looked down other women</i>
<i>sold the coin, rich</i>	<i>robbed, raped</i>
<i>started a new happy life</i>	<i>started a miserable life</i>
Setting of Time	
<i>In the past</i>	<i>Present time</i>
Setting of Place	
<i>In the forest, well</i>	<i>In the city</i>

b. Drafting

The next step is to start writing. Students develop the points above into complete sentences, paragraphs, and complete texts.

c. Revising/Editing

The last step of writing activity is revising or/and editing. Revising is done to change the plots, characters, etc, while editing is done to edit small problems like mechanics.

d. Post-writing

As stated earlier in the motivating stage, the end of the project is publishing the students' narrative texts. The texts are compiled into a book of narrative text collection and put in the school library.

FINDINGS

Writing process

The result of the observation shows that students were very enthusiastic in completing the task. They were very enthusiastic to follow the presentation about the successful writers. Also, when given the chance to make modifications together in class, students gave various modifications. However, when they had to make modifications individually, some students still

could not decide which story to modify. They needed longer time than the others to decide what stories to be given 'treatment'. I came to him or her and asked the stories they were already familiar with. When s/he mentioned one, s/he was guided to rewrite the story shortly. When it was done, s/he spent some time to think and give some alternatives in making the modifications. When s/he could find his/her way to make modifications, I moved to other students. Those who did not ask questions usually already had a story in mind. They just continued to make drafts for their stories. This process was done in the second meeting as the first meeting was used to explain the strategy and practiced to discuss and make a new story together in the hope that the students would really understand the strategy before they worked individually. While doing this, I interviewed them by giving questions to find out their attitude towards the strategy. All of them responded positively. They enjoyed the writing activity using this strategy.

The target in the second meeting was that the students could pick up a story, summarized it and had a plan (rough draft) to make modifications to the story and they could continue to develop it at home. In the third meeting, most students already did their job. Third meeting was used to continue their job in class. I circulated and checked one by one to see whether they wrote long enough, made adequate modifications as sometimes students only made minor modifications such as changing the names only. Previously, to make those who had finished busy, students were told to 'decorate' their stories with supporting illustration. They could browse relevant pictures in the internet. In this session I answered questions about grammar, vocabulary, or gave necessary comments on their stories. Sometimes I asked students to give longer description of place or person. For example, when a student wrote "*One day, an ugly old woman came to his castle...*" I suggested that he should give more description on the 'ugliness' of the old woman. He could add "*...she had wrinkles on her forehead, yellow teeth and bad smell!*" Or I also gave suggestion to this "*He was surprised to see her because she was his lost fiancée, Callista!*" He could add "*His heart bit faster, he held his breath. He could not say anything....she was his lost fiancée, Callista!*" In this meeting, students had to submit their works in the form of soft files for feedbacks and deeper observation. In fact some works were rejected as I was convinced that they were just copy pasted from stories in the internet; such as *Mouse Deer and Tiger*. Another work was also returned, such as *The Princesses And the Peanut Seed*. The last story was considered still very similar to the original story *The Princess And The Pea*. In this case, I just showed the original story and let her compare. Therefore she was asked to revise it and made more changes in some parts of the story. After giving feedbacks, comments, and corrections, the files were returned so that students could revise/edit their work and return it to me as their final work.

Writing products

There were 22 narrative texts produced by the students (see Table 1). They were varied in terms of length, origin of the story (local or foreign), level of modifications (small parts and big parts of the original story) and complexity of the story. The new stories created by the students were the modifications of the the stories as remembered by the students. However, the stories can be put into four categories. Here are some examples of expected modifications in the project.

Category 1: Modification of some parts of a story.

One good example of this category is *Jasmine and Arabic Shoes*. This story is a modification of a story that many that people have known, that is, *Aladdin*. This story can be found in different languages, different versions, published by different publishers. Student who made modification to this story told that the original story is about a young man called Aladdin. He was a poor young man who lived with his mother. A man who introduced himself as Aladdin's uncle left him in a cave because he didn't want to give an old lamp he had found in the cave. By chance he rubbed the lamp with his hands. To his surprise, a genie came out and would grant his wish. In the end, it is known that by the help of the genie of the lamp he became rich and married a king's daughter. In short, the components of the Aladdin's story is Aladdin, as the main character, his mother, his father Mustafa, a man who told Aladdin as his uncle, king, king's daughter, and an old lamp with magical power and genie.

The story of Aladdin was changed by the student in some ways. In her narrative text entitled *Jasmine and Arabic Shoes*, she admitted that she was inspired with the story of Aladdin. However she created a different character instead. She had Jasmine, a young woman, instead of Aladdin. Jasmine gave her necklace to an old woman. The old woman gave her Arabic shoes. The shoes helped Jasmine. a genie came out of the shoes and would grant her three wishes. The genie made Jasmine rich. The owner of the shoes, Aladdin, came out of the shoes. He was a handsome prince. Later they got married and lived happily ever after.

ARD, the writer of this story explained that she knew the story of Aladdin very well. Since she was interested in the story, she made some modifications to the story. In her story, the main character is not Aladdin, but Jasmine. ARD treated Aladdin as a prince, while in her story, the girl, Jasmine takes the position as Aladdin. Then, instead of using lamp as in the original story, ARD chose shoes as the place where a genie came out (see Appendix 2).

Category 2 : Modification to create a legend of a local place.

An example for this category is *Kalasan Lake*, written by DYP. She simply adopted the legend story Toba Lake into her story. She tried to create a story for a small lake near her house. The name of the place, which is located in Kediri, is called Kalasan. Thus the title is *Kalasan Lake*. In her story, she told about a farmer named Kala. He lived alone in a hut in a farm. One day he took home a golden snail which later on became a beautiful girl. He married the girl with one condition that he had to keep the secret that she used to be a snail. Unfortunately, the girl, named San-san was not a good girl. She ate up her father's food. Kala was so angry that he called San-san as the daughter of a snail. Knowing this, her mother was angry and changed the place into a lake. From then on, people called the place as Kalasan Lake. The two stories shared the similar plots. The differences are on the place where the legend is addressed to and the use of snail instead of fish (see Appendix 3).

Category 3 : Combining more than one stories

Some students preferred to combine more one stories into a new story. Let's take the story *Klotok Mountain* written by FAA for example. In Kediri, Klotok is the name of a hill located on the west side of the town. It does not have a popular story like Mount Tangkuban Prahua with its *Sangkuriang*. FAA was interested to write a story related to the hill. He creatively combined the ideas in stories of *Sangkuriang* and *Jaka Tarub*. The story starts with a daughter of king of Daha Kingdom who was drowned in a deep river while she was running away from the enemy of her kingdom. While she was drowning, she promised to herself. If there is a man who could save her, she would marry him. And if there is a woman who could save her, she would take her as a sister. So far this is inspired by *Sangkuriang* story. Then she was saved by a male dog. As she had promised, she married the dog and had a son, named Krisna. But then the Krisna killed the dog. His mother was angry and the son ran away. On his way in the forest, he saw seven girls (angels) taking a bath in a river. As in *Joko Tarub* story, he took one of their shawls. One of the girl could not go back to heaven. Krisna showed up and then he married the girl. One day when cooking, the wife found her shawl that was hidden by Krisna. She took the shawl, wrote a letter saying goodbye to her husband. She put the letter on the cooking pan and left to heaven. Knowing this, Krisna was angry and kicked the pan hard. Then the cooking pan turned into Klotok Mountain. The story ends up with the ideas from *Sangkuriang* (see Appendix 4).

Category 4 : Creating a story of animal's habit

An example of this modification is the one written by ANG. The title is *Why did Female Mosquitoz Bit Human?* This story was inspired with the story entitled *Why does the Cock Eat the Millipede?* ANG told that the original story is about a dragon who borrowed a rooster's golden horn. Guaranteed by a millipede that the horn would be returned, the rooster lent his golden horn to the dragon. Unfortunately, the dragon did not return the golden horn. That's why every morning the rooster looks up in the skies and calls out loud, "Bring back my horns" and eats the millipede he meets.

In her story, ANG writes a story about a fisherman and his wife. One day an old woman gave his wife an apple that made her fainted. A fairy told the man to give her a drop of his blood to his wife to wake her up. But then she ran away and lived with a prince. The fisherman came to

the prince's kingdom to pick up his wife. Unfortunately his wife denied him and returned his blood. Suddenly the wife became a mosquito. That's why mosquito always bites to get human blood to return to be a woman again (see Appendix 5).

Table 1. The titles of the stories composed by students

No	Original Story	New Story
1	<i>Snow White</i>	<i>Fake Snow White</i>
2	<i>Beauty And The Beast; The Smartest Animal; Barbie And The Nutcracker.</i>	<i>The Buffalo</i>
3	<i>The Dog And Its Shadow</i>	<i>A Cat And Its Greediness</i>
4	<i>Pesut Mahakam</i>	<i>Bader Story</i>
5	<i>Tangkuban Prahua And Jaka Tarub</i>	<i>Klotok Mountain</i>
6	<i>Jack The Giant Slayer And The Dwarf Races</i>	<i>The Brotherhood Of Dwarves And The Giant</i>
7	<i>Phinoccio</i>	<i>Caroline</i>
8	<i>Robin Hood</i>	<i>Robin Hood From Java</i>
9	<i>The Smartest Parrot</i>	<i>The Old Man And His Parrot</i>
10	<i>Timun Mas</i>	<i>Semangka Mas</i>
11	<i>Manik Angkeran Story</i>	<i>The Legend Of Malaka Strait</i>
12	<i>The Legend Of Toba Lake</i>	<i>The Story Of Brantas River</i>
13	<i>Why Does The Cock Eat The Millipede</i>	<i>Why Do Female Mosquitoz Bite Human?</i>
14	<i>Three Pigs And The Wolf</i>	<i>Three Brides And One Groom</i>
15	<i>Timun Mas</i>	<i>Jasmine And The Witch</i>
16	<i>The Prince And His Best Friends</i>	<i>The Journey Of The Prince</i>
17	<i>Little Mermaid And Red Hiding Hood</i>	<i>Little Pink And The Heart Hunter Fox</i>
18	<i>Legend Of The Toba Lake</i>	<i>Kalasan Lake</i>
19	<i>The Old Woman And The Sparrow</i>	<i>Joko Who Married A Parrot</i>
20	<i>The Sleeping Beauty</i>	<i>The Sleeping Baby Ant</i>
21	<i>Aladdin</i>	<i>Jasmine And Arabic Shoes</i>
22	<i>The Old Woman And The Sparrow</i>	<i>The Two Twin Girls And The Pigeon</i>

DISCUSSION

The project was aimed at helping students write narrative texts (creating a new story). The findings above suggest that, students could produce various stories based on the stories that are already there in their memory. Indeed, the stories may be interesting to some people, but uninteresting to other people. At least, they could already produce the stories after long process of writing under the guidance of the teacher as stated in the procedure of the strategy. Thus, instead of practicing the normal procedure to give a writing task, collect the stories, return them for the students to revise the errors or give marks on the stories, as in product approach, teacher tended to practice process approach in this writing project. In this approach, teacher's involvement is essential; giving motivation and helping students in the development process. I believe that motivation is a very important weapon to attack the students' reluctance in completing the writing task. I agree with Montero (2005) that students should not see this writing activity as merely a "school work", but as the skill building that they will possibly need for their future career. That is why, 'talking' about the success of Andrea Hirata and JK Rowling at the beginning of the classroom activity is considered to be helpful in making the students motivated and interested to write. Although I learned that some students were already had motivation to write, motivation was still necessary for others. Renandya (2015) suggests that "teachers should look inward, reflect on classroom-specific factors that are within their reach and expertise, and take on a larger responsibility where student motivation is concerned."

As the students got motivated, a model of narrative text was given. The text was the one the students were already familiar with. Modelling in this is very important for students in writing. It's not only to make students familiar with the text type, but also give the model of the

process of simplifying the available text and how to make modifications to the text. In other words, teacher was also demonstrating the strategy. According to Cunningham & Allington (2007), demonstration usually involves modeling and explaining along with demonstrating the thinking that occurs while reading and writing. Besides, demonstration “gives children the chance to see that skillful strategy use is flexible and always requires thinking, not rote memory of rules”. The model of making simplification and graphic organizer makes it easier for the students to comprehend the strategy. This way, I have provided students with the scaffold to help them have foundation before they completed the writing task independently.

Composing the text independently started when a student simplified the text that he planned to modify. Simplification is just like cutting leaves off the trunk. Similarly simplification makes it easy to see the form of the body of the text. Thus it was also easy for the students to choose what parts of the story they planned to modify. Students did not need to find a text from a book or other sources but from their own memory. What they need is to restore the story(ies) they had read or heard before. In other words, the writing process is based on the memory that is already stored in their brains. Thus, the theory of schemata worked here. This is in line with the study by Sun (2014). He concludes that students make great improvement in their English writing after experiencing the schema-oriented instruction. He suggests that it necessary ro students to have rich schemata. This means that those who had ‘adequate’ schemata would indeed have a chance to write better. Adequate or rich schemata mean that students have already read or heard lots of stories. Thus they have more possible ways of modifying a text. In the process of simplification (pre writing), teacher helped the students activate their schemata by giving them sometime to select the stor(y)ies from their brain to modify.

Since the schemata here refers to a story the students have read, there must by synergy between reading and writing. Pearson (2002) exemplifies that when students are working on writing stories, “there's a natural hook-up to those they read”. Pearson argues that the students use the stories they read as models for their writing. Models can be in the form of (1) generic structure, (2) ideas, and (3) language features such as the use of opening sentence "once upon a time" and "they lived happily ever after".

When a story is selected, students write the simplification and then modify it. Sun (2014) mentions that “writing is a cognitive process in which students have to understand what to write and how to write”. Since in this project teacher was applying process approach, prior to whilst-writing, students were already helped to activate their schemata of “what to write” by selecting the story to be modified. Students learned “how to write” when teacher was demonstrating how to modify a text. Thus when students had to make modifications, they just restored their experiences in making the modification as they did with the teacher. In short, in the process of writing, students should combine various kinds of schema; linguistic, content, and formal schema (Sun, 2014). This needs creative thinking. Students may coose the same story, but may also have different levels of creativity and imagination. This is as suggested by Lutfiyah (2009) that teacher should provide text model and procedure that help students to develop imagination to in ideas generation.

Since this is individual work, the collected stories may be very simple, but may also be very complicated. Also it depends on their motivation. Yulianto (2013) explains that students write narrative texts differently. Students who usually achieve high scores apply the writing stages differently than those who achieve lower scores. The high achievers involve their imagination in the inventing stage. They plan better and draft in order to be able to “produce interesting narrative texts while the low achievers intended to just complete the texts easily”. Last, the high achievers do the revision and edition more frequently and thus less mistakes are found in the their texts.

CONCLUSION AND IMPLICATIONS

It is conclusive that story modification strategy can help write narrative texts successfully. In the project that applied process approach discussed above, many components are involved to succeed in the writing task completion; *motivation, scaffolding, reading and writing connection, schemata activation, and creative thinking*. It is noted that students may complete their writing task when they have ideas to develop and have the skills to do it. The result of this project indeed gives the evidence that when we provide a writing strategy to complete the task of writing narrative text, students may present to us interesting stories. I admit that the strategy used

in this project is not the best one. However, this strategy can be applied by both teachers and students in completing the task of writing narrative text. It is also evident that this strategy is not difficult to apply as students only manipulate ideas they have in their memory. In short, writing narrative text is just like 'cooking' the ingredients that are already stored in our minds. In line with Sun (2014), the results of the project give implications that to succeed in teaching writing, a teacher should assign his/her students to read a lot to enrich the schemata and improve their competence to process all the schemata in order to create a qualified composition.

To end this paper let me quote the principle from our father of education; *Momong, Among, Ngemong* (Tauchid, et. al: 1961: 13). *Momong, Among, Ngemong* that is known as Amongsystem is "*menyokong chodrat alamnya anak-anak yang kita didik, agar dapat mengembangkan hidupnya lahir dan batin menurut chodratnya sendiri-sendiri*" (supporting the natures of our students, so they can develop their lives spiritually and physically based on their own natures). This gives a deep message to us that teacher should not leave students in the process of finding the knowledge alone. Instead, a teacher should be available beside his students to make sure that they are on the right track in finding knowledge.

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STUDENTS' PORTFOLIOS THROUGH WINDOWS MOVIE MAKER IN EVALUATING ORAL PERFORMANCE IN SPEECH CLASS

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ABSTRACT

Students' creativity in giving judgment to oral performance in speech class is truly needed. It is not only about forms or checklist but also software program as a part of technology. Through the software (windows movie maker), the students are expected to be able to evaluate their own progress and set goals for future learning. Thus, this research is aimed at analyzing the strengths, weaknesses, and the future goals of students after learning speech subject. This study is qualitative research. The participants of the research are 35 students in 9 groups in 2014 B session. In organizing the data, the information related to the students' testimony or comments toward their strengths, weaknesses, and future goals are categorized into a table of sources.. The findings of the research show that the participants still had problems in controlling the nervousness. They could not control their shyness and had lack of confidence. Even though this feeling was normal but they needed to challenge themselves. On the other hand, a small number participants who were confidence to be excellent speakers. At last, a few participants who expected to be better in next presentation did not retell their comments more details.

Key words: *Students' portfolios, Windows Movie Maker, Oral Performance*

INTRODUCTION

Speaking in a public needs huge efforts instead of daily conversation. The speaker has great responsibility in delivering message to the listeners or audience. One of the big concern is stage fright. The speaker becomes frightened during standing in front of audience. Not only becoming frightened but also feeling nervous is normal for unexperienced people. Thus, controlling nervousness and fear are considered as huge efforts for unexperienced people.

Suppose the speaker is able to defeat fear and nervousness, the message would be delivered smoothly. In speechmaking, the speaker is intended to construct idea systematically, use formal language, and know a different method of delivery in order to gain desired response from audience. Furthermore, those three things in speechmaking are taught in speech class at STKIP PGRI SUMBAR. The objective of this speech class is to train students to give speech in terms of informing, persuading, and entertaining audience.

Giving speech is one of oral performance activities or tasks that can be scored reliably. There is a must for lecturer to conduct regular and ongoing assessment to see the students' progress in oral language performance. No one can deny that students' response toward the tasks is a part of students' reflection on how well or bad their performances. Therefore, the students need to do self-assessment to evaluate their performances by analyzing their strength and weaknesses and also have future goals.

Engaging students in self-assessment is the key to use portfolios. Tierny et all in O'Malley and Pierce (1996:32) state that portfolio assessment is very much learner centered. The students has input not only what goes into the portfolio but also on how the contents will be evaluated. In addition, the student has a role in assessing his or her own progress in the classroom. Portfolio includes content validity which reflects authentic activities that have been done by students as long as teaching learning process. Then, the portfolio can encourage the students to reflect on their work, analyze their work, their progress, and set improvement goals.

Meyer et al in O' Malley and Pierce(1996:35) add that a portfolio is unique opportunity for students to learn to monitor their own progress and take responsibility for meeting goals set jointly with the teacher. The students are free to give comment or even judge their performance based on the goals of speech class. The goals of speech class at STKIP PGRI SUMBAR expect the students to give speech in front of the public by controlling nervousness and avoiding podium panic. Meanwhile, the students are demanded to write a speech script by following some steps in writing such as pre-writing (brainstorming activity), drafting, revising and editing, and publishing. After completing a speech script, the students memorized it and utilize visual aid to support their speech and convince audience whether ideas are beneficial or not. The consideration in choosing memorizing method in delivering speech is the capacity of students' knowledge is limited if they are asked to deliver speech spontaneously as it is called speaking impromptu. Thus, the students have no preparation at all in delivering speech and need to speak up related to the topic given by the lecturer. The problem is the students' intelligence and knowledge are not the same. It is considered that the more the students gain more knowledge, the more the students can deliver a good speech. As a result, this method is not appropriate with the students' condition.

In addition, speaking extemporaneously is not suggested for students since they have just a little preparation and need to brainstorm the topic in a short time. Moreover, most of students have no idea and prefer to be silent. It makes the lecturer allow them to sit. Another method of speech delivery is reading from manuscript. The script is arranged systematically by professional people. This method is often used for president or even professional people. In this case, most of the students get terrible script due to inconsistency of ideas, lack of grammatical knowledge, and mistake in diction. Hence, this method is not used for lecturer to assess the students' ability in delivering speech. Those perspective are supported by Lucas (1992:237), he assumes that reading from manuscript requires professional people to deliver word for word and in such situation, absolute accuracy is essential. Although it looks easy, delivering a speech from a manuscript needs great skill.

Besides speech, the students are trained to deliver ideas in oral presentation. The scoring rubric is explained in advance in order to make sure the students' performance meet the target goals. There are three categories of components in assessing oral presentation that is delivery, content/organization, and enthusiasm/audience awareness. First, delivery, it indicates that the students should be able to hold attention of entire audience with the use of direct eye contact, seldom look at notes, and speak with fluctuation in volume and inflection to maintain audience interest and emphasize key points. Second, content/organization, the students have to demonstrate full knowledge by answering all class questions with explanations and elaboration, provide clear purpose and subject including pertinent examples, facts, statistics, supporting conclusion/ideas with evidence. The last, enthusiasm/audience awareness, it should trigger the students to demonstrate strong enthusiasm about topic during entire presentation, significantly increases audience understanding and knowledge of topic, convinces an audience to recognize the validity and importance of the subject.

To see how far the students' progress in doing oral performance either in oral presentation or impromptu speech, the researcher asks the students to collect, assess, and evaluate their work through portfolios. Johson, David .W and Roger T. Johson (2002) define that a portfolio is an organized collection of evidence accumulated over time on a student's or group's academic progress, achievements, skills, and attitudes. Portfolios can cover one semester, one year, or several years. They may represent student work in one, several, or all subject areas. They include the work of one student or a group of students. They may be represented in file folders, notebooks, boxes, or video disks. In this research, the students evaluate their oral performance by creating video in windows movie maker so that the students are free to give comments and judge themselves. In addition, it improves their ability to think more deeply and creatively and analyze the strengths and weaknesses of their work.

In this research, the students develop cooperative group portfolio. According to Johson, David .W and Roger T. Johson (2002), cooperative group portfolio is the organized collection of group work samples and individual samples of each member accumulated over time. A group contains heterogeneous members who join during one semester. It aims at giving support, help encouragement, and assistance. Each member needs to make good academic progress and

develop cognitively and socially in healthy ways. The students work together to finish their portfolios by creating and designing a video in windows movie maker. Windows movie maker is video editing software by Microsoft that offers ability to create and edit the videos and publish in You tube or Facebook. Then, the researcher describes and analyzes the students 'strengths, weaknesses as well as future goals by looking through cooperative group portfolio through video in windows movie player. There are nine groups who give comments and judgments toward their oral performances including individual presentation and impromptu speech during one semester. Meanwhile, panel discussion and debate which belong to another oral performance activities are not included in this portfolio.

METHOD

This research employed qualitative study. The purpose of this research was to describe and analyze the strengths, weaknesses, and the future goals of students after learning speech subject. The students evaluated their oral performance in doing oral presentation and impromptu speech during one semester. The students were given opportunity to give oral presentation related to the course materials such as speaking in public principle, types of speech delivery, speaking to inform, visual aids, speaking to persuade, and self-control. Furthermore, the students were asked to stand in front of the class to deliver speech impromptu without any preparation at all. This was a mid-test. The topics were as follows; *Do you like cheating?*, *Do you know bullying?*, *Do you know cyberbullying in social media?*, *Do we need art in our lives?*, *Do you like watching rich people on television?*, *Does Facebook ever make you feel bad?*, *Can cellphone be educational tools*, *Do you spend too much time on smartphone?*, *Does technology make us more alone?*, *What should we do to fight sexual violence against young women?*, *Is cheerleading a sport?* *Is a lottery a good idea?*, *Are we dependent on computers?*, *Are beauty pageants exploitive?*, *Is competition good?*, *Is homework harmful or helpful?*, *Is the cost of college too high?*, *Should gay couples be able to marry?*, *Do violent video games cause behavior problems?*, *Are cell phones dangerous?*, *Same-Sex Marriage - Is this a problem or a non-issue?*, *Selfish and Social Media Images - Is self-image becoming a mental health issue?*, *Violence in Movies - Is it harmful?*, *Violence in Music - Is this art?*, *Texting While Driving - Should it be illegal?*, *World Hunger - Is it our obligation to feed others?*, *Teen Depression - Who is in danger?* *Sex Trade - How can we stop this?*, *Legalization of Marijuana - What is the impact?*, *Internet and Gaming Addiction - Are teens at risk?*, and *Should there be limits to teen access?*.

Meanwhile, the reasons why the researcher chose these topic were based on some consideration. First, the topics were familiar with the students' lives. Second, the topics encouraged the students to think critically and give their own argument. The last, the topics looked easy but they cover much contradictory issues that let the students to be in one position. Then, the students were asked to pick up one of these topics and deliver speech for about several minutes. The students did not have a chance to imitate their classmates' word since the topics were prepared for each student.

The participants who were involved in this research were English education department students in 2015 B Session. There were 35 students who took Speech subject. The source of the data was the students' portfolios through windows movie maker. The students explored their thinking by evaluating their oral performances activities such as oral presentation and impromptu speech. They gave statements by showing off their strengths, weaknesses, and future goals. 35 students belonged to groups. The total number of group was 9. They created, edited, and published their cooperative group portfolios.

Furthermore, in preparing and organizing the data, the information related to the students' testimony or comments toward their strengths, weaknesses, and future goals in doing oral presentation and impromptu speech are categorized into a table of sources. There were three columns which presented information for students' strengths, students' weaknesses, and students' future goals. Then, that information including sentences or even several words were transcribed while listening to the video. Next. Coding data was needed to make sense out of text data, divide into text or image segments, label the segments with codes, examine codes for overlap and redundancy and collapse these codes into broad themes. Thus, this is an inductive process of narrowing data into a few themes (Creswell, 2012). After reading the data, the

researcher coded the students' statement or comments about strength, weaknesses, and future goals. The researcher ignored the sentences which did not belong to those categories. For instance, "I make new information and new message in conclusion" was one of student's comments in telling the strength. The students' weaknesses represented in this video was "I feel very nervous, I forgot so make my presentation so bad". The future goals showed that "I will improve myself". Having the data coded, the data were read and described in order to visualize the information. Finally, the researcher represented findings by creating comparison table and reported findings by using personal reflection of researcher about the meaning of the data.

FINDINGS AND INTERPRETATION

The result of this study would like to answer the research question. The research question was "What are the students' strengths, weaknesses, and future goals in evaluating oral performances in speech class by using students' portfolios through windows movie maker?" The data description which represented the students' comments and judgments was as follows:

Table 1. The students' comments and judgments in evaluating oral performance

No.	Group	Strengths	Weaknesses	Future Goals
1	I (Participant 1)	"It's very nice because we got material that is very familiar with us when I studied in Senior High School"	"What I feel in my presentation is nervous because I didn't prepare it before. It's because I have many class at that time. I also present in another subject. It use English. It really makes me confused what I must focus. "	
	I (Participant 2)	- (the background of the song blocks the students' voice. the voice is too soft so that the researcher can't get the information)	-	-
	II (P. 3)		"I feel little nervous"	"I will improve myself for next presentation"
	II(P.4)	"I feel my discussion is good. My group is perfect".	"I feel little nervous"	
	II(P.5)	"My presentation is good"	"Speech impromptu make me nervous, shy in front of the class"	"I feel be better"
	II(P.6)	"Our presentation is good. I make conclusion and make new message and new information in conclusion"		"I will make the better presentation"

	III(P.7)		"I am very nervous. I used to Bahasa maybe I am not healthy at the day so I use Bahasa".	
	III(P.8)		"I am so nervous. I don't read the book. I don't study at night"	
	III(P.9)		"I feel very nervous. I forgot so make my presentation so bad"	"I try to learn from my experience so make me better"
	III(P.10)		"I am very nervous when I explain visual aids"	
	IV(P.11)	"I so appreciate about my perform"	"I feel, of course very nervous"	
	IV(P.12)		"It was scared. it makes me angry with my feel."	"I'm trying to study harder"
	V(P.14)	"I am very happy. I get good mark from my lecturer. I knew my mistake"	"When I presentation, I am nervous because so difficult talk and give information to audience"	"I must improve my English in the future"
	V(P.15)	"I feel so amazing"	"I feel so nervous"	"I hope in the future, I'll improve my perform to be better"
	V(P.16)		"I really really nervous because I don't have many vocab. When I am presentation and speech, I am sick. I really disappointed with myself. My pronunciation is bad"	
	VI(P.17)		"I feel so nervous. Maybe I'm very <i>terkejut</i> "	
	VI(P.18)	"Our presentation is so far so good. My first performance is not so bad"	"I feel so nervous what I think about presentation two weeks ago, I am very nervous"	"I hope next time I'll be better"
	VI(P.19)		"My group is so bad. I feel so nervous "	
	VI(P.20)	-	-	-

	VII	- (There is misunderstanding among the group members in representing the video, the video does not cover the students comments toward their oral performances)	-	-
	VIII(P.21)	“When explaining material, my feeling is so good. I share information funny, clearly pronunciation, grammatically”. “My audience/listener listen to me. My sound is louder”		
	VIII(P.22)	“This is the first for me to use full English in my presentation. I can do it”	“When the first time, I really really nervous”	
	VIII(P.23)		“I was so nervous”	
	VIII(P.24)		“I feel really nervous because this is my first time for me to speak full English”	
	IX(P.25)		“I feel dag dig dug. I feel very very nervous”	“Insya Allah next day I can do it”
	IX(P.26)	“I feel happy when I deliver my speech. Thank for my friend, give good comments”		
	IX(P.27)	“I enjoying the experience. I feel so excited”	“I was so nervous”	
	IX(P.28)	“I am enjoyable with my presentation”	“For the first, I really really nervous. I make mistake”	“I try to more confidence and enjoyable. I try to more comfortable to speak in front of the class”

Note: P = Participant

As seen in Table 1, the distribution of students' comments about their weaknesses was huge. The students could explore their thinking after doing several oral performance activities such as individual presentation and impromptu speech. The same comments appeared in this table. The

student feel nervous or even so nervous while delivering ideas in front of the class. It was caused by this was the first performance for them to speak full English at that time. Meanwhile, they accustomed to speaking mix languages by combining English and Indonesian Language. Accordingly, 20 statements from 28 participants which revealed that they couldn't control their nervousness while speaking full English in front of the class. In addition, only one participant who said: "It was scared. It makes me angry with my feel." It indicated that this participant was so awkward while standing in front of the class and feel disappointed with his/herself.

On the contrary, only 12 participants who satisfied with their effort and saw the progress. Those participants could praise and enjoy their work. It was supported by the mark given to them. Those participants got good mark and could conquer their anxiety and nervousness. Besides, they could convince audience about their ideas during presentation. Thus suppose the participants judge their work good, the same judgment came from the lecturer and audience.

After evaluating the strengths and weaknesses, the future goals expected the students to have the best performance for the next presentation. Only 10 participants who had intention to be better in doing next presentation and speech. Their weaknesses inspired them to learn from the mistakes and knew the tips and tricks to handle the obstacles while speaking full English. Hence, they still have good motivation to speak u in front of public.

The findings of this research were the participants still had problems in controlling the nervousness. They could not control their shyness and had lack of confidence. Even though this feeling was normal but they needed to challenge themselves. They were not suggested to worry about their weaknesses such as lack of vocabulary, poorness in grammar, and poorness in pronunciation.

As Lucas (1992) stated, actually most of people tend to be anxious about doing anything important in public. Actors are nervous before a play; politicians are nervous before a campaign speech; athletes are nervous before a big game. The ones who succeed have learned to use their nervousness to their advantage. On the other hand, a small number participants who were confidence to be excellent speakers. It indicated that those participants were being fully prepared in presentation and speech. They did many rehearsals to perform their ability in speaking. At last, a few participants who expected to be better in next presentation did not retell their comments more details. One of the participants conveyed that gaining confidence was beneficial since confidence was mostly well – known power of positive thinking.

CONCLUSION AND SUGGESTION

This study is aim at describing and analyzing the students' strengths, weaknesses, and the future goals after learning speech subject. The findings of this research are the participants still have problems in controlling the nervousness. They cannot control their shyness and have lack of confidence. Even though this feeling is normal but they needed to challenge themselves. They are not suggested to worry about their weaknesses such as lack of vocabulary, poorness in grammar, and poorness in pronunciation. On the other hand, a small number participants who are confidence to be excellent speakers. It indicates that those participants are being fully prepared in presentation and speech. They do many rehearsals to perform their ability in speaking. At last, a few participants who expect to be better in next presentation do not retell their comments more details. One of the participants conveys that gaining confidence is beneficial since confidence is mostly well – known power of positive thinking.

Furthermore, it is suggested for educator such as teacher or lecturer to conduct good approach to the one who get terrible in delivering speech or presentation in front of the class. The students are suggested to follow some tips and tricks to be an excellent English speaker and

not try to be someone else. Since feeling nervousness is a big problem, the educator should find out the best way to heal that. Then, deep research dealing with this nervousness are welcome.

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EMPLOYING SELF-REFLECTIVE VIDEO IN FOSTERING STUDENTS' ACCURACY AND FLUENCY IN SPEAKING

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ABSTRACT

Fluency and accuracy are regarded as two major obstacles faced by the EFL students in speaking. They are not going to be able to perform well in speaking, particularly in formal situation as they still do not overcome these problems. Therefore, these problems require solving immediately. A number of researches relating to accuracy and fluency have been recently conducted. However, most of which are merely emphasized in one problem, only accuracy or fluency. As a result, it is suggested to apply self-reflected video in healing these problems concomitantly. Self-reflected video is utilized as a media to advance students' accuracy and fluency in performing spoken English. Through the self-reflective video, the students will do evaluation for their performance and find out their strengths and weaknesses. It also enhances students' reflection, cooperative learning and self assessment skill. This paper assists to discover the possible causes and depict how self-reflective video promote learners' accuracy and fluency.

Key words: *Accuracy, Fluency, Public Speaking, Self- Reflective Video*

INTRODUCTION

The issues remain the trending topic to be discussed in speaking are accuracy and fluency. The question that is always generated regarding to this issue is whether accuracy or fluency should be preceded to be mastered. Accuracy and fluency constitute two clear goals for speaker in learning English. Accuracy is related to clear, articulate, gramatically and phonologically correct, while fluency is connected to flowing and natural (Brown. 2015). It will be best that these goals are gained in concomitance. However, most of teachers teaching english merely prioritize one of them and postponing or omitting the other due to not having strategy emphasizing both of them in concomitance. Because of that reason, both of them are necessary goals requiring pursuing concomitantly in order that the english achieved by the learners is the good English.

Nowadays, technology has been vastly developed. It is advanced to assist human beings in their life. It prevails in education field. Utilizing technology in education has been conducted in many researches. One of the product of technology frequently used by educational researchers is video recording. However, little to no research has examined whether employing video recording treats speaking difficulties encountered by students. Thus far, video recording is merely used as a media in collecting data of a research by the researchers. In addition, it is also used as a media to evaluate students' performance by the teachers.

Therefore, this paper aims to employ video recording as a treatment in solving speaking problems encountered by students. It will give a solution to overcome the teachers' problems related to teching speaking for accuracy and fluency by using video recording called "self-reflective video". Self-reflective video are proposed as a media assisting the students to cope with their accuracy and fluency in speaking, especially in public speaking class. It also provides the explanations about benefits obatained by self-reflective video and its implementation in the classroom. In order to achieve the purpose of these paper, the following sections will be elucidated are accuracy and fluency, public speaking, self-reflective video and its implementation in the classroom.

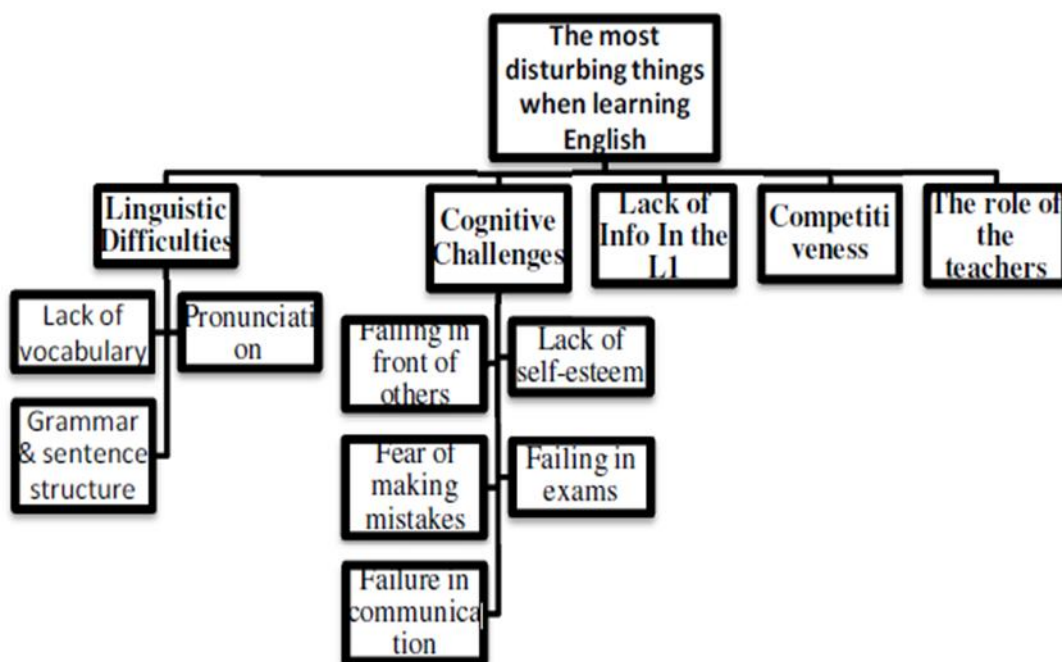
ACCURACY AND FLUENCY

It is agreed that accuracy and fluency are the crucial goals of speaking that should be gained. Accuracy is linked to fluent language, whereas fluency is linked to comprehensible language. Both of them have to be reached unless something is going to be lack resulting speaking skills had by the students is not perfect.

Kayaoglu and Saglamel (2013) state that factors influencing accuracy and fluency are linguistic difficulties, cognitive challenges, role of the teacher and competitiveness. Mean while, Anandari (2015) claims that factors fazing accuracy and fluency are anxiety, shyness, and discomfort. Henceforth, it can be induced that there are two aspects affecting accuracy and fluency; psychological aspects and cognitive aspects.

Anxiety is the psychological aspect possessing the most impact in accuracy and fluency (Anandari. 2015). The feeling of anxiety can give potential problems to the students. First, feeling anxiety hinders the students to deliver the intended message successfully in front of the audiences. Fear of not being able to convey the message well and unpreparedness are impeding the students' performance. Moreover, the researchers for many years have considered the anxiety has profound effect on the students' potentiality and performance (Horwitz at al. 1986). Second, the anxious students are reluctant to speak due to the fear of negative evaluation given by other students. They tend to think what their friend will think if what they say is wrong. Therefore, they prefer not taking a part in classroom participation.

There are a lot of factors triggering foreign language anxiety among the students. Horwitz et al. (1986) claims that most of the learners' anxiety comes from their self-concept of ability. Individuals having high levels of self-esteem are less likely to be anxious than are those with low self-esteem. Furthermore, Young (1991) categorizes the sources of language anxiety into six; 1) personal and interpersonal anxieties, 2) learners' belief about language learning, 3) instructor belief about language teaching, 4) instructor-learner interaction, 5) classrooms procedures, 6) language testing. She further explains that the most discusses issue among those resources is personal and interpersonal cause which include the self esteem and competitiveness. The students tend to compare themselves to an idealized self image. In addition, Marwan (2008) also mentions three factors causing the foreign language anxiety; insufficient preparation, lack of confident and fear of not passing the class. Finally, Kayaoglu & Saglamel (2013) draw the diagram showing possible causes of language anxiety in speaking classes according to the students.



The other facet playing an important role in accuracy and fluency is cognitive aspect. It is related to knowledge owned by the learners. In cognitive aspect, the linguistic difficulties is the main problem faced by the students (Kayaoglu & Saglamel. 2013). According to them, there are

3 components of linguistics becoming the major problems in speaking; vocabulary, grammar, and pronunciation.

PUBLIC SPEAKING

Speaking is one of the very essential skills that should be mastered in learning English having function for effective interactions amongst people across the world (Hamad ; 2013). According to Asakereh and Dehghanezad (2015), speaking is a difficult skill to be mastered due to demanding complicated and multi-faceted skills. It is stated as a complicated skills owing to two conditions possessed (Bygate in Asakereh and Dehghanezad ; 2015). The reciprocity condition refers to the idea that in speaking and, time pressure refers to the lack of preparation and planning in spontaneous speech. It is pointed out as a skill demanding multi-faceted skills because several skills is needed to master this skills, such as knowledge of vocabulary, grammar, culture, genre, speech acts, register, discourse, and phonology (Scrivener in Asakereh and Dehghanezad ; 2015). Generally, teaching speaking is able to be defined into two domains; teaching speaking for informal settings and teaching speaking for formal settings called public speaking. This article is focused on public speaking.

Public speaking is considered as one of crucial skills required to be mastered by ELT students due to its usefulness. Therefore, public speaking class has been become one of compulsory course followed by ELT students, particularly in Indonesia. This course is regarded valuable, but very difficult. Many names of its might also be found in which one of them is speaking for formal situations. Despite possessing different terms, the notions had by them are similar, such as expressing opinions, giving speeches, telling a story, describing places and reporting the news.

This course is considered as one of valuable courses in speaking due to the goal and notions owned. This kind of course has a goal to develop students' ability to speak in public or formal settings (Wrench ; 2012, Catalogue of UM ; 2015). This course teaches many important speaking skills. It involves all kinds of text; transactional, interpersonal and monologues. It involving transactional and interpersonal could be exemplified by expressing oppinions in formal situations and an example for monologues is giving speeches in public or in front of audiences. Furthermore, this skill also teaches the ethics matter in speaking in public.

It is regarded as an uneasy course since speaking in formal settings demands more accuracy and fluency than does speaking in informal ones. Beside that, the different ethics between speaking in formal settings and in informal situations also contribute in complicating this course. An example of ethics distinguishing them is vocabulary selections or word choices. Vocabulary chosen in public speaking is more formal than vocabulary in informal situations.

SELF-REFLECTIVE VIDEO

Performing oral presentation fluently and accurately in front of the classroom becomes difficult task for the students due to anxiety and linguistics difficulties (Anandari. 2015; Horwitz at ell. 1986; Kayaoglu & Saglamel. 2013; Tsiplakides. 2009; Yahya. 2013;). Between these two, anxiety is believed to be greater obstacle for the majority of foreign language students hindering them to perform their best in speaking English, especially in front of the audiences. The feeling of anxiety is considered to be profound effect on communication in the target language. Eventhough linguistics difficulties are regarded as the aspects fazing less than anxiety, still do these obstacles need to be immediately solved.

Due to the foreign language anxiety and linguistics difficulties engendered by aforementioned reasons, one of effective methods offered by Anandari (2015) to decrease the level of anxiety is self reflection. Self reflection allows the learners to reflect their own strengths and weaknesses and gives helpful insight to evaluate their performance. Thus, this will not only going to decrease the level of anxiety, but it will also fix the linguistics problems had by the students. Video recording is used by the teachers as a means to record the students' performance in order to give them time to reflect their performance by viewing the video.

Video has been used by the teachers and researchers for many years. Teachers take advantages of using video to evaluate the student's performance. Different from teachers, researchers capitalize the video in collecting the data. The use of video has been regarded as the effective means to evaluate the students' performance. Coffey (2014) has conducted the

research related to the use of video to investigate the students' reaction after they watched their self footage in presentation. Furthermore, Yamkate at el (2012) also has conducted a research to find out in what ways video recording to facilitate students' evaluation of their oral presentation skill. The results show the positive attitudes of the students to view their own presentations. It was obvious that by viewing their performance in the video provides great assistance to find out the strengths and weaknesses and to develop the students' speaking skill (Coffey.2014; Yamtake at ell.2012). Therefore, video contributes much on the reflective for the teachers in evaluation the students' performance in oral presentation. Nevertheless, merely have few researches conducted to investigate the use of video as reflective practice for the students before doing oral presentation in front of the class.

Self reflective-video in teaching speaking can be used to minimize the foreign language anxiety and to treat linguistics difficulties. This media can be categorized into preparation strategy proposed by Kondo at all (2004) which can be used to cope with the students' anxiety. Nonetheless, the concept of the self-reflective video which I propose in this paper is similar to the self-reflective using video recording proposed by Anandari (2015). However, it has been modified to be used to reflect the students' performance before performing in front of the classroom. The video is recorded by the student as a part of their project which will be used as self evaluation and peer evaluation. In addition, project yielded by the students may be utilized as a material that can be used in teaching or a guide or example in doing public speaking. It may also be shared in internet to help many people relating to public speaking area, chiefly the ones following public speaking competitions like speech

This video enables the students to prepare their performance related to the content, linguistic competence, and psychological aspects including practice. In order to evaluate the performance, the students require to work in pairs in which the partner will evaluate and discuss what aspects need to be improved in the real presentation later.

Self reflective video will give many advantages for the students; doing project; making the video, collaborating with peers, conducting self assessment and peer assessment, evaluating their performances, discussing the weakness and solving their problems related to the weaknesses. The self reflection using video recording called self-reflective video in this paper will also benefits the students to decrease the level of students' anxiety (Anandari.2015). Realizing the strengths and weakness of their performance is the first advantage of self-reflective video. Ultimately, it will help the students in performing their best or performing the speaking task accurately and fluently in concomitance.

IMPLEMENTATION OF SELF-REFLECTIVE VIDEO IN CLASSROOM

One approach in teaching English is Genre Based approach consisting of 4 stages teaching cycle; Building Knowledge of Field (BkoF), Modeling of the Text (Mot), Joint Construction of the Text (JCoT) and Independent Construction of the text (ICoT) (Agustien, 2006). In the first stage, the teacher is required to build the students schemata or to activate students background knowledge based on the topic discussed. In the second stage, the teacher provides the model to the students by giving the examples of the text. Then, the students will work in group or in pairs to construct the text. The last stage is the students construct their text independently.

The implementation of the self reflective video can be implemented in fourth stage, Independent Construction of Text (ICoT). The students are going to write the text independently; however, in the process of recording and evaluating, they will work in pairs. Recording their performance is the part of the project needed doing at home. Then, the video recording will be evaluated by himself/ herself and his/her partner as the part of self assessment and peer assessment. The self assessment might be undertaken before peer assessment. Next, the students, still in peers, are going to analyze the weakness of their performances in the video recording and it will be executed in the class. Therefore, the teacher is required to give the good examples of presentation which the students are going to do and gives explanation about the criteria of good speaking performance in order to ease them to analyze their recording. After finding out the weaknesses and strengths of their performances, they are demanded to find the solutions of their problems so that they are able to transform the weaknesses into their strength or at least, they are able to cure their weaknesses. As they have done the preparation, it will

automatically decrease the level of their anxiety since they have master the content. Linguistic competence (pronunciation, grammar, vocabulary) and learn to use gesture, body language.

The teacher is also needed to record of the students' performance as part of self reflection for the students in the real presentation. After all of them have performed, the teacher shows the recording to the student to reflect their performance. Anandari (2015) says that reflective practice which is done continually can minimize the foreign language anxiety of the students and improve their speaking. By viewing the recording of their performance in front the audiences, it will give time to reflect back on what they have performed. Hence, the students do not have to rely much on the teachers' comments on their performances.

Self-reflective video can be used in teaching speaking any genre of the text; transactional, interpersonal and monologue texts. The role of the video as the media utilized to reflect the students performances. Self reflective video is the result of the students' project done in pairs. Each students has to prepare a concept related to the topic assigned. Finally, it requires collaborative learning in which the students will evaluate and discuss their performances in recording with their pairs. It also trains the students to do self assessment and peer assessment.

CONCLUSION AND SUGGESTION

Majority of foreign and second language may experience foreign language anxiety and linguistics difficulties considered threats to accuracy and fluency in speaking. The degrees of anxiety and the linguistics difficulties had by the students might vary. The reasons of anxiety and linguistics difficulties are also varied. Despite all the reasons, the teacher has to be aware, effectively diagnoses the students' foreign language anxiety and linguistics difficulties, pays more attention to those possessing higher degree of anxiety and many linguistics difficulties and give his/her best efforts to attain the solutions to those problems.

Teacher plays a very important role in helping the students to deal with students' language problems, especially speaking. In current time, the important roles palyed by a teacher are teacher, facilitator, motivator (Brown & Lee ; 2015). Teacher are expected to be able to assist the students to get accuracy and fluency when they are assigned to do oral presentation in front of the class. In order to get those goals in speaking, teacher is required to create less stressful or comfortable learning environment. Besides, providing the comfortable environment is proved to be worth in improving speaking ability. Moreover, teachers need to motivate their students since motivation has been proved as a powerful matter in learning. The teacher is also anticipated to find the fun and meaningful activities and meaningful materials in learning process. One of the meaningful activities that can be employed is self-reflective video as the media to improve speaking ability. It provides the students practices and the reflections of their performances that can be used as the preparation strategy before performing in front of the audiences. It can be also used as a media in evaluating students' real performance. For the meaningful materials, the authentic materials can be utilized in teaching by the teachers.

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AN ANALYSIS OF TEACHERS' BELIEFS TOWARD AUTHENTIC MATERIALS IN TEACHING LISTENING

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ABSTRACT

This research concerns on the study of analyzing teachers' beliefs toward authentic materials in teaching listening. This issue becomes important to analyze because teachers' beliefs containing conceptions, world views, and mental models about the materials will shape learning and teaching practices. The subject of this research was two English teachers who specifically teach listening skill by using authentic materials in Surakarta. The data were collected through observation, questionnaire and interview and were analyzed by using interactive model proposed by Miles and Huberman. The result of this research is teachers believe that :a) authentic materials are materials produced by a native speaker of the target language not for a teaching purpose, b) authentic materials must introduce English in the real context used by the native speaker, improve students' knowledge, Improve students' English competence in both spoken and written, improve students' vocabulary, introduce the culture of native speaker, improve students' listening ability, motivate students to learn, motivate students to learn autonomously, c) authentic materials are important to use since it is motivating students and providing some aspect of English that students can learn, d) authentic materials are considered to be carefully selected before being taught to the students, e) song attracts students' interest. The result implies that teachers' concept toward authentic materials has shape their belief.

Key words: *Belief, authentic materials, teaching listening*

INTRODUCTION

Teachers have something to do with the successful of students' learning English. Virtually all English teachers have certain preconceived ideas or beliefs about how the best approach in English teaching. They often come into an English classroom conditioned by their previous educational experiences, cultural backgrounds, and social interaction, which may further shape their beliefs about English teaching (Johnson, 1992a; Richards & Lockhart, 1996; Smith, 1996). Khader (2012: 74) defines teachers' beliefs as a set of ideas rooted in these psychological and mental content of the teacher and play a central role in guiding his/her teaching behavior. In this context, beliefs are defined as conceptions, world views, and mental models that shape learning and teaching practices.

In relation to English teaching, teachers need to provide some teaching materials. Materials provide the content of the lesson, the balance of skills taught, and the language practice of the student. However, in many cases, listening skill is considered as difficult skill to learn by senior high school students. Some reasons beyond this statement are the students are not accustomed to listen sounds in English produced by native speaker. They are provided with the material in the form of created materials that purposely produced to teach listening. By this condition, the students are not interested in the materials given by teachers. due to being uninterested, the students are not motivated in learning English. The other reason is that it is difficult for teachers to find listening materials. Created material is quite expensive to buy. Besides, it is also difficult to find the material unless the teachers create it by themselves. It takes time to create the materials since the making of materials need preparation. It is In line with the statement from Hedge (2000:237) who lists some problems which are internal to the listener such as lack of motivation towards the topic, negative reaction to the speaker or to the event; anxiety to rehearse one's own contribution to a debate or the next part of a conversation, to the extent of missing what the current speaker is saying; or distraction by the content of a talk into thinking about related topic thereby losing the thread of the argument.

Referring to the problem faced by students above, teachers solve the students' problem by introducing them with authentic materials which is basically designed not for teaching purposes. Thus, this research is conducted to identify teachers' beliefs toward authentic materials in teaching listening.

Method

Qualitative case study is chosen as the design of this study. According to Merriam (1998: 19), a case study design is employed to gain in-depth understanding of the situation and meaning for those involved. The interest is in process rather than confirmation. It focuses on analyzing teachers' beliefs toward authentic materials in teaching listening. In this research, the researcher used theoretical sample of non-probability sampling in determining the sample of the research. Theoretical sample or purposive sample has purpose that person or case that is chosen can represent the answer of research questions (Setiyadi, 2006: 44). The participants in this research were two English teachers namely teacher Fr and teacher Sy. Teacher Fr is 36 years old. He has been teaching for 10 years. He just accomplished his master degree in 2014. Teacher Sy is 32 years old. He has been teaching for 6 years. He is still working for his thesis. Thus, by considering the purpose of this research, the subject of this research are the teachers that handle each class especially in the tenth grade to gain a more variative data. In conducting the research, the researcher follow some procedures as a guidance, they are: a) constructing instruments including questionnaire, note, and recorder, b) collecting data, c) analyzing data, d) reducing data, e) displaying data and f) verifying and concluding data. Besides giving questionnaire, the researcher recorded the teaching and learning process occurred in the classroom which focus on how teachers handle the class. Data were collected through observation, questionnaire and interview and were analyzed by using Interactive Model proposed by Miles and Huberman (Miles and Huberman, 1984: 21-22).

Finding and Discussion

Table 1. The Summarized of Research Findings

Research questions	Issues Arising
What are teachers' beliefs toward authentic materials in teaching listening?	<ol style="list-style-type: none"> 1. Belief about definition of authentic materials 2. Reasons to use authentic materials 3. The importance of authentic materials 4. Criteria for selecting authentic materials 5. Preference for particular authentic materials

1. Teachers' Understanding about Authentic Materials

Teacher Fr emphasizes authenticity toward the materials and focus that authentic materials are produced by native speaker of the target language. Teacher Sy relates authentic materials as the materials used by native speaker. Teacher Fr defines authentic materials which are summarized in the result of interview.

"Yang jelas authentic material itu materi-materi yang diambil dari berbagai sumber yang awalnya tidak untuk mengajar. Ngambilnya bisa dari internet. Pokoknya sifatnya otentik. Asli dari native speaker dan authentic material itu kan butuh extra menantang untuk mencarinya dan sifatnya lebih fresh tidak mudah ditebak ama murid." ["Any materials taken from many sources not for teaching purposes. It can be taken from internet in which it is authentic from the native speaker of target language. Authentic material is very challenging to obtain and it is fresh for students so that it is hard to predict". (Interview/Teacher Fr/1/1/1)]

In line with the statement given by teacher Fr, teacher Sy also states his definition about authentic materials.

"Materi yang dikembangkan oleh native speaker kalau disini kan bahasa inggris berarti kan asli origin dari yang ngomong. Setiap harinya ngomong pake bahasa inggris". ["the materials which are developed by native speaker. English is the target language used in authentic material in which it is spoken as daily conversation by the native speaker". (Interview/Teacher Sy/2/1/1)]

There are various definitions proposed by experts about authentic materials. No fixed definition is proposed. But the point is that authentic materials can be defined as any visual, audio or audio visual produced by native speaker not for teaching purposes. Generally, they believe that authentic materials are produced by native speaker of the target language not for teaching purposes. As it is supported by Gardner and Miller (1999: 101) who explained that authentic materials mean any text (printed or digital) or tape which was produced for a purpose other than teaching the target language. Knowing the teachers' understanding about the definition of authentic materials is in accordance to their beliefs toward the materials.

2. Reasons to Use Authentic Materials

Teacher Fr and teacher Sy have the same reasons in using authentic materials.

Table 2. Reasons to Use Authentic Materials

Reasons to Use Authentic materials	Teacher Fr	Teacher Sy
Introduce students with language used by native speaker in real context	√	√
Improve students' knowledge	√	√
Improve students' English competence in both spoken and written	√	√
Improve students' vocabulary	√	√
Introduce the culture of the native speaker	√	√
Improve students' listening ability	√	√
Motivate students to learn	√	√
Motivate students to learn autonomously	√	√
Compulsory subject from the school	√	√
.....		

Bacon and Finnemann (1990: 459-473) find that when students are properly prepared, authentic materials have positive effect on both comprehension and motivation. Lund (1990: 105-115) even recommends a trend toward bringing classroom-listening instruction and practice as close to real world listening as is possible. At this point, authentic materials are valuable resource in language teaching and in enhancing students' language comprehension.

3. The Importance of Authentic Materials

Teachers believe that authentic materials are important in teaching target language. The participants show positive attitude toward authentic materials. Teacher Fr believes that authentic materials are motivated in which teacher should bring something new in the classroom in order to motivate students. He explains:

“Yang jelas penting untuk menambah wawasan murid. Kalau saya cenderung tantangan itu tadi. Authentic material is fully motivated. Sangat memotivasi. Yang jelaskan kalau belajar bahasa kan belajar culture, belajar budaya. Ya kalau misalnya kita bisa memberikan sumber yang asli kenapa tidak. Masa percakapan contohnya di buku, percakapan bahasa inggris kok namanya joko sama bandi. Joko sama bandi ya wagu mbak. Minimalnya kan kalo percakapan bahasa inggris kan george dan richard. Mosok ercakapan bahasa inggris, joko, where are you? jadinya kan gak sesuai”. [“Authentic material is clearly important to improve students' knowledge. I thought that authentic material is fully motivated. If we learn a language then we learn it's culture. It is possible for us to teach students by using authentic materials in which it is truly genuine. Doing conversation, for example, must use any names that indicate the real conversation between or among native speakers. How can the persons in doing conversation use the word Joko or Bandi? That sounds awkward. It must use George or Richard that indicate the names of native speaker. It sounds inappropriate to use local names”. (Interview/teacher Fr/1/1/9)]

Otherwise, teacher Sy believes that authentic materials contain some aspects that students can learn from, including pronunciation and stressing. The result of the interview describes that authentic materials are very important. He said that:

“Ya penting banget. Anak-anak langsung belajar dari native itu. Pronunciation bagaimana, stressingnya ngomongnya bagaimana, banyak banget”. [“It is very important. The students can directly learn from native speaker including how to pronounce the words, the way to stress the words and many others”]. (Interview/teacher Sy/2/2/5)]

The main function of the second-language classroom should be to provide learners with authentic language (Ciccone, 1995: 203-215). Authentic language, in this case is English, should be given to the students by viewing the real language used by native speaker. Authentic materials are considered as materials that provide students with authentic language. Some reasons underlying the use of authentic materials are to exposure students with real language and cultural context embedded in the language.

Generally, the teachers believe that authentic materials are important to be used as a source to teach listening. It contains the genuine language used by native speaker of target language. Another important aspect of authentic materials are their significant impact on learners' motivation; with motivation defined here as the willingness to persevere in a learning task (Papalia. A, 1986: 23-24). Indeed, as both traditional and more current methods fail to involve the learner in the learning process, authentic materials are believed to enliven the classroom, being a powerful motivating factor, by providing motivation through enjoyment (Karpova, 1999: 18). By exposing to the real language, the teachers believe that students can be motivated in learning English and they would be exposure to the culture of who used the language. Giving as a material to teach listening, the teachers conclude that the students can easily catch the point of the audio-authentic material, in this case, song. They believe that the real language input can lead the students to learn English easily. As Shrum and Gilsan (2000: 133) say in which authentic materials provide an effective means for presenting real language, integrating culture and heightening comprehension.

4. Criteria for Selecting Authentic Materials

The data showed on the questionnaire and interview describe that the teachers have almost the same criteria in selecting authentic materials to teach listening. Criteria mean standards or any considerations that the teachers used in choosing authentic materials before being taught to the students. From the questionnaire, the teachers indicate some considerations that need to be involved in authentic materials.

Table 3. Criteria for Selecting Authentic Materials

Criteria for Selecting Authentic Materials	Teacher Fr	Teacher Sy
The level of the students	√	√
Students' needs	√	√
The objectives of teaching	√	√
Students' interest	√	√
Students' age		
Social value	√	√
Moral value	√	√
Learning environment		√
Classroom condition	√	√
Students' character	√	√
School culture	√	√
The easiness to implement the materials	√	√
Accessibility to the material	√	√
The availability of the equipments	√	√

Generally, teacher Fr and teacher Sy believe that any authentic materials should be able to provide something that students can learn from it. There are no best criteria in selecting authentic materials. However, the teachers have almost the same criteria for selecting authentic materials. As Laamri (2009: 16) pointed out that authentic materials should be:

- Authenticity: The selected material should serve communicative goals.
- Accessibility: The material should be easy for the learner to understand and suitable for the teacher.
- Appropriateness: It should suit the learner's age, level needs and interest.
- Applicability: It should suit the teaching context and makes the objectives attainable.
- Adaptability: It should be adapted to the learners' level, needs and interests.

5. Preference for Particular Authentic Materials

Teacher Fr prefers to use TV commercials, quiz shows, cartoon, news clips, movies, short story and novels, radio ads, songs, documentaries, slides, photographs, wordless street signs, pictures from magazines, wordless picture books, newspaper articles, movie advertisements, sport reports, lyric to songs, restaurant menus, street signs, tourist information brochures, maps and greeting cards. Teacher Sy uses cartoon, news clips, movies, short story and novels, songs, photographs, paintings, movie advertisements, sport reports, lyric to songs, maps and greeting cards. Interview is administered to ask teachers which materials that they preferred to use especially in teaching listening.

Teacher Fr believes that teaching by using authentic materials should cover the four English language skill; listening, speaking, reading and writing. He uses those selected materials in teaching English. The materials depend on what topic that students need to learn. He believes that any authentic materials should fit to the topic that students need to achieve. No particular authentic material is preferred. He emphasized it during being interviewed.

"Semuanya. Ada empat skill yang mencakup pembelajaran bahasa itu. Saya pakai semuanya. Enggak hanya video tok, lagu tok. Tergantung nemunya apa. Ya tentunya kan menyesuaikan dengan ini mbak, topiknya kita kan mau membahas tentang description atau descriptive text otomatis nyari teks yang sifatnya descriptive. Kalo pas misalnya kelas XII ketemu dengan materi discussion, nyarinya lagu yang discussion, kayak father and son". ["I use all, depending on what I find. When I am going to teach descriptive text, then I look for the text in the form of descriptive. Teaching in the twelve grades, for example, I use song entitled Father and Son to teach discussion text". (Interview/teacher Fr/1/1/2)]

On the other hand, teacher Sy prefers song to teach listening to the students. He believes that students pay more attention to songs compared to others. Beside that, he believes that songs did not take time in the teaching process compared to movie.

"Song. Karena apa ya lebih enak dan lebih anak-anak itu lebih suka cenderung intes banget ke lagu daripada percakapan atau kalau movie ya bagus tapi kan kepanjangan. Waktunya nanti gak keburu. Iya. Kalo kan cuma untuk tarolah satu lagu kan nanti bisa dikembangkan jadi dua jam. Langsung hasilnya kan jadi. Kalau film kan butuh beberapa pertemuan". ["I prefer songs because the students prefer to study through songs to other materials. Movie is one of the preferablebut it takes time because it can not be taught in one meeting". (Interview/teacher Sy/2/1/7-8)]

At this point, the findings show that teacher Fr points out that no particular authentic materials are preferred. It is just because teaching English at school should be integrated to four skills of English. The selection of materials depends on what objectives that the students need to achieve. However, students are likely to enjoy the class when they are taught by using songs. Meanwhile, teacher Sy believe that song is preferable because students are more interested in learning English through songs. He also believes that teaching by using songs does not take time. Eken (1996) stated that songs can be utilized in foreign language teaching for many purposes. According to him, songs can be used:

- To present a topic, a language point, lexis, etc.

- To practice a language point, lexis, etc.
- To focus on common learner errors in more direct way.
- To encourage extensive and intensive listening.
- To stimulate discussion of attitudes and feelings.
- To encourage creativity and use of imagination.
- To provide a relaxed classroom atmosphere.
- To bring variety and fun to learning.

CONCLUSION

Belief has something to do with teaching practice. Since belief comes from the mind concept of teachers, teaching practice is the real act of beliefs. Thus, knowing teachers' beliefs become very important to help teachers improve their teaching process and teaching performance to bridge the students to achieve their goals. Specifically, this research can be concluded that teachers believe that:

1. Authentic materials are materials produced by a native speaker of the target language not for a teaching purpose.
2. Authentic materials can introduce English to the students in the real context used by native speaker, improve students' knowledge, Improve students' English competence in both spoken and written, improve students' vocabulary, introduce the culture of native speaker, improve students' listening ability, motivate students to learn, motivate students to learn autonomously and it is compulsory subject from the school.
3. Authentic materials are important to use since it is motivating students and providing some aspects of English that students can learn from, including pronunciation and stressing of words.
4. There must be some considerations in selecting authentic materials. Tacher Fr considered the objectives of the lesson when selecting it and the material should meet the core competence representing spiritual attitude, social attitude, cognitive aspect and skill respectively required by curriculum. On the other hand, teacher Sy considered students' level, the purpose of teaching, students' interest, social value, moral value, easy access to the materials and the availability of the equipments as criteria for selecting authentic materials. Thus, They believe that authentic materials are considered to be carefully selected before being taught to the students.
5. Song attracts students' interest

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MICROSOFT ONE NOTE IN EDUCATION AS A TECHNOLOGICAL TOOL TO FACILITATE ENGLISH LEARNING

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ABSTRACT

There has been a tremendous growth of information communication technologies (ICT) across the board in recent years. A great shift has also occurred in the way that users integrate technology into their personal lives. In respect to the educational sector including the language learning, previously technology has predominately been used to source and consume information, whereas today's learners have become particularly adept at creating and collaboratively developing content for a wide variety of purposes. Consequently, teachers should adapt their practice in order to reflect the changing nature of technological use. Moreover, the issue of 21st century education has been emerged. To prepare 21st century student, an educational institution should provide essential 21st century skills such as creativity, critical thinking, cross-cultural communication and collaboration, and digital age literacy. To develop these skills, we need classrooms where students are working in teams and using technology to build creative, meaningful content that reflects their understanding and learning. Microsoft One Note in Education answers this challenge. It helps both the student and teacher. With Microsoft OneNote, teachers can create notebooks that help them stay organized, deliver curriculum, develop interactive learning materials and collaborate with students and colleagues. While for the students, it makes them possible to create digital notebooks that help them take amazing notes, work with friends, and finish homework faster.

Keywords: *Microsoft One Note in Education, ICT, interactive lesson, digital notebook, collaboration*

INTRODUCTION

The last decades have witnessed a revolution due to onset of technology. It has altered the dynamics of various industries, and has also influenced the industries and the way people interact and work in the society. This rapid rising and development of information technology has offered a better pattern of educational sector. ICT has transformed classroom communication methods and modified instruction strategies. It offers the new model language teaching and learning.

The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change. Graddol: (1997:16) states that "technology lies at the heart of the globalization process; affecting education work and culture.

Sharndama (2013) considers that in the teaching of English, tape recorders, videos, televisions, radios and projectors used to be the most common technologies for English teaching and learning. At present, the computer and internet technologies have brought into the learning and teaching of English indisputable transformation. The different ICTs do not themselves transform the learning and teaching of English. It is their appropriate utilizations or manipulation by the teachers that will transform their teaching strategies. Teachers therefore must combine the knowledge of the ICTs with practicing or professional knowledge in order to bring innovations into the classroom. Teachers should adapt their practice in order to reflect the changing nature of technological use.

Previously technology has predominately been used to source and consume information, whereas today's learners have become particularly adept at creating and collaboratively developing content for a wide variety of purposes. It is also supported by the emergence of 21st century learning issue. To prepare 21st century students, an educational

institution should provide essential 21st century skills such as creativity, critical thinking, cross-cultural communication and collaboration, and digital age literacy. To develop these skills, we need classrooms where students are working in teams and using technology to build creative, meaningful content that reflects their understanding and learning. Microsoft onenote can be utilized as technological tool that facilitates the student to learn English in the framework of 21st century learning.

Contemporary Trend In ELT

There have been dramatic developments in language teaching in recent years. They result some fundamental changes such as the reconceptualization the nature of the language, reevaluation of the learners' role in the learning process and new insight into instructed language acquisition. Nunan (1999:69) notices that the greatest challenge of the ELT now is not to throw out well-established practices, as so often, happened in the past, but to incorporate new ways of doing things into existing practice. He also considers that contemporary trends in ELT have added value practice in the areas of syllabus design, approach to teaching, role of learners, approach to language, the role of text, facilities for learning, approach to learning, classroom organization and assesment.

In terms of facilities for learning, the tremendous growth of ICT is able to bring the content to life and help the learners make connection between the classroom world and the world beyond it. Nunan (1999) describes that information technology and increasingly access to the internet help the students access even download informative, educational and entertaining information, establish contacts with English speakers around the world, increase intercultural awareness, obtain genuine communication beyond the classroom and submit assignment electronically. And from the teacher side, ICT help teachers save time in doing their work. In the case of the assignment, teacher can embed comments and return the assignment without lengthy, time consuming and wasteful retyping.

21st Century Learning

The future growth and stability of our global economy depends on the ability of education systems around the world to prepare all students for career opportunities and help them attain higher levels of achievement. However, despite numerous efforts to improve educational standards, school systems around the world are struggling to meet the demands of 21st century learners and employers.

According to the New Commission on the Skills of the American Workforce, the 21st century employers need new skills that should be mastered by the learners. They will be looking for the most competent, most creative, and most innovative people on the face of the earth and will be willing to pay top dollar for their services. The importance placed on creativity is matched by a need for employees to be far more adept at collaboration. With this condition, it becomes the challenge for educational world to adapt the new trend so that educational institutions are capable of providing the learners advanced skills in this knowledge based era.

The paradigm shift to a world of 21st century learning is rooted in a set of goals for all learners such as acquire a range of skills needed to succeed in a modern, globalized world, receive tailored instruction that enables them to reach their full potential, connect to their communities in person and digitally, and interact with people from different cultures and continue learning throughout their lives.

As it has been stated earlier collaboration and creativity are emblematic of this paradigm shift. They should be the tools of today's learners and employers, and should logically become the tools of today's teachers, schools, and education systems as a whole. The educators must encourage learners to work in teams to solve problems, deepen their understanding of various concepts, and increase their knowledge. This in turn generates the skills employers seek: expertise, creativity, interdisciplinary thinking, and team-based problem solving; resulting in a more innovative workforce and thereby stimulating economic development.

To achieve the transformation of 21st century learning, there are four interconnected core areas as presented in the following figure:

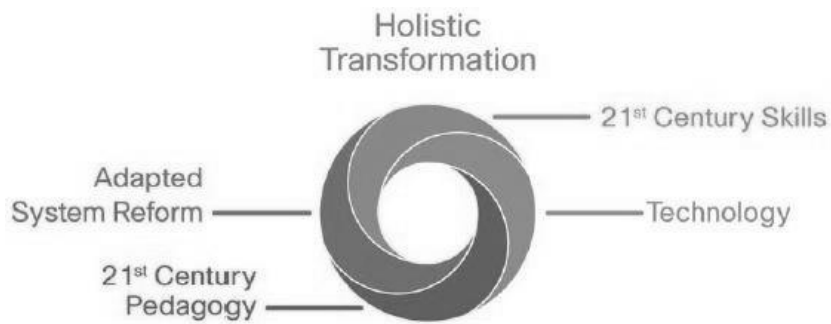


Figure 1: The path of 21st Century Learning

The four interconnected core areas consist of 21st century skills that complement the core curriculum, 21st century pedagogy to teach these skills effectively alongside basic literacy and numeracy skills, technology as the crucial enabler of both the new pedagogy and skills and 21st century system reform that integrates and adapts the pillars of high performing systems — great teachers, curricular excellence, accountability for outcomes, and outstanding system leadership. Progress will only occur when all four areas are leveraged and deployed to work together in an integrated way.

The Advantages of Technology in ELT

Houcine (2011) states that there is no more doubt that the use of ICT has positive effects on foreign language teaching/learning and a large literature is available on the topic; however, its impact is highly dependent on the way it is used, the teachers' motivation and his "savoir-faire". Indeed, technological equipment and connectivity without human implication is not sufficient to improve teaching and learning; to be considered as an efficient tool, ICT requires an actual engagement of the teacher and a well-defined pedagogic project.

Isisag (2013) lists four advantages of ICT usage in ELT. These advantages are adaptability, novelty and creativity, feedback and capacity to control presentation. And these benefits are distributed to every element of ELT, to name student, teacher and process of learning. Adaptability means that the integration of ICT in ELT class makes possible for the adaptation of teaching according to circumstances, learners' needs and responses. Next, the teacher can reach novelty and creativity for they can use daily materials, as well as offer authentic materials on the web. Also, integrating ICT encourages learners' engagement because the teacher can provide fast feedback with error correction, even negotiation happens to engage learners. Finally, it provides the capacity to control presentation. It allows the teacher to combine text with visual which makes lecture more interesting. In conclusion, the integration of UCT opens more rooms for teachers to have the learner centered learning applied in the classes and it still can develop along with the developing of ICTs.

Houcine (2011) also describes that the effective use of ICT gives impacts on learners and various aspects of the learning process that can be summarized as follows:

- ICT increases learners' motivation and thus enhances personal commitment and engagement;
- ICT improves independent learning;
- Learners' collaboration and communication are more important;
- Learners' attainment and outcomes are improved.

In respect to 21st century learning and ELT, the integration of ICT in the teaching learning process has experienced the evolution process. The application of technology has passed several stages as described in the figure below

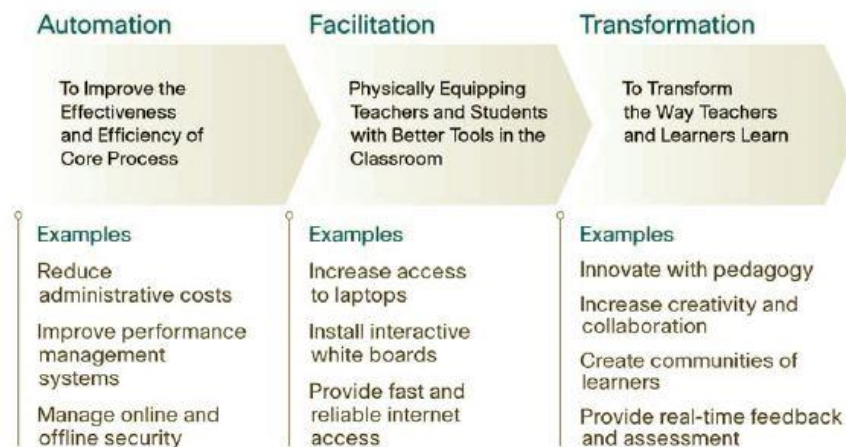


Figure 2 : Evolution of technology in Education

Nowadays, we are in the stage of transformation in which technology has function to transform the way teachers and learners learns. The automation and facilitation have been improved so that the existing function can perform better. Today, technology should function as enabler, so that the learners can increase creativity and collaboration, create communities and help the teachers innovate with pedagogy and as well as provide real time feedback and assessment in the teaching learning process. We need technological tool that can answer this challenge. Microsoft One Note is the powerful weapon to provide demanded learning experiences.

Microsoft One Note

Microsoft OneNote is a computer program for free-form information gathering and multi-user collaboration. It gathers users' notes (handwritten or typed), drawings, screen clippings and audio commentaries. Notes can be shared with other OneNote users over the Internet or a network. OneNote organizes and inspires. It empowers students to take visual notes with ease—place text, printouts, tables, ink, web clippings and files in OneNote's "anything, anywhere" freeform canvas. Eliminate paper by replacing printouts on paper and add the creative power of digital ink to deliver the natural digital educational experiences across devices. Also users do not need to explicitly save their work – OneNote saves data automatically as the user works.

DISCUSSION

As it has been stated earlier that the integration of ICT becomes inevitable part of ELT today. Technology brings positive impacts for learners and also learning process. And in terms of 21st century learning, the function of technology has also been shifted. It is not revolution but tends to be evolution. The contemporary trend of ELT does not mean throwing out the well established practices but it is a kind of incorporating new ways of doing thing. Automation, facilitation and transformation are the stages in educational technology evolution. In facing, transformation stage recently, there are several conditions that should be fulfilled. Educational sector is also expected to provide learners meaningful skills in the framework of 21st century learning. Learners that adept at collaboration and creativity will be demanded by the 21st century employers. Consequently, school as educational institution should be able to provide the required skills so that the learners are able to survive in the globalized world. In doing so, there is a need for technological tool to facilitate learning.

Microsoft One Note in Education is a powerful weapon to answer the challenge. One Note can provide the advantages of ICT integration as it has been described before. One Note can meet adaptability, novelty and creativity, feedback and capacity to control presentation in the form of One Note Class Notebook. This platform brings benefits for teachers and students.

What Is One Note Class Notebook?

One Note Class Notebook is the digital space that connects students and teachers of one class into a virtual learning community. It is accessible through a variety of devices, including non-Windows products (iPhones, Android tablets, etc.). It can be utilized when we have already had office 365 account. It differs from a notebook or a textbook because it allows for teachers to access their students' work, as well as provide direct feedback and insert homework assignments, important documents and notes for the whole class to see immediately. It allows teachers to adapt learning to each of their students needs by being able to check on the students work at any time. Teachers can assess instant progress so they can adapt their teaching to better serve each student's needs. It allows the student to create their own database of information and to become less dependent on the instructor.

The Advantages of Onenote Classnotebook in ELT

1. Adaptability

Adaptability means that the integration of ICT in ELTclass makes possible for the adaptation of teaching according to circumstances, learners' needs and responses. One Note Class Notebook offers this benefit in the following ways :

- a. Students can create digital notebooks that help them take amazing notes, work with friends, and finish homework faster based on their own needs.
- b. One Note Class Notebook has a personal workspace for every student, a content library for handouts, and a collaboration space for lessons and creative activities. It is saved automatically and can be viewed from any devices, online or offline
- c. It has built-in reading and writing tools to improve learning outcomes for all students. All students can benefit from increased reading comprehension. English language learners can increase their fluency. Emerging readers can feel confident when reading material at a higher level. Students with learning differences like dyslexia can decode text more easily.

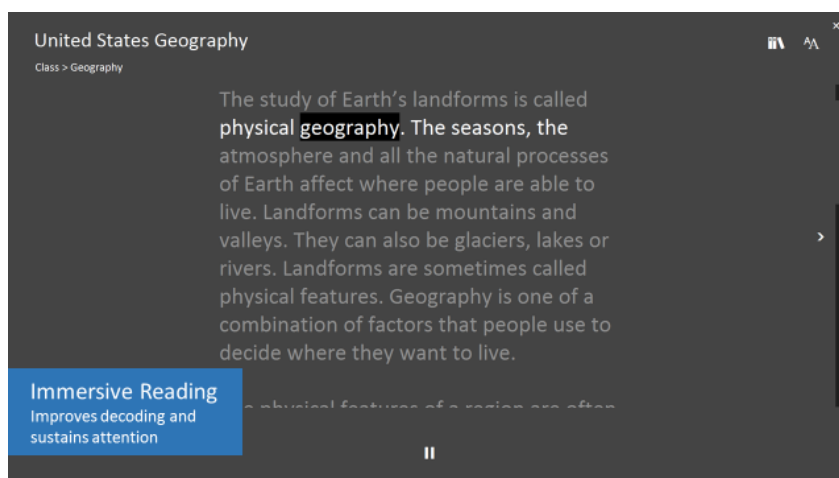
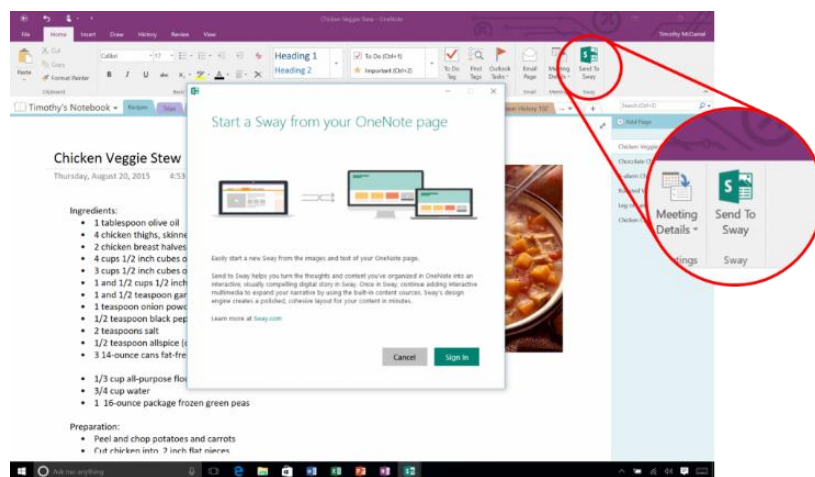


Figure 3 : Immersive Reader (Learning Tool in One Note)

- d. Distribute content to specific subsets of individual and groups. Sometimes we have content we'd like to distribute to a specific subset of students. One Note fully understands the benefits of individualized learning, and the new Class Notebook Add-In allows us to distribute pages to specific students, and even define our own groups of students to make the differentiation process even smoother.
- ### 2. Novelty and Creativity
- These advantages can be reflected in the following features:
- a. We can help the students to express their inner creativity, and make learning more effective and engaging with new tools like Sway for interactive class materials or dynamic presentations.
 - b. Easily convert our OneNote Notebook into a Sway

When we have an awesome OneNote with great content but want to present it, perhaps as a lesson plan, perhaps at a professional development training. The new Send to Sway OneNote Integration, announced January 2016, allows us to export our OneNote Notebook directly to a Sway presentation in a matter of seconds. Just download the Sway Add-In for OneNote (Preview) and the button will appear on the OneNote Menu bar.



- c. With OneNote Class Notebook, students can show their creativity and collaborate with handwritten notes, sketches, typing, photos, videos, voice, and links. Students can collaborate on assignments and co-author documents in Office Online, Office desktop, or Office mobile. Microsoft Forms is now available in preview for teachers to easily and quickly create basic surveys, quizzes, questionnaires, registrations and more.
- d. OneNote helped us to create a class portfolio where all students and teachers in one class were connected in one place
3. Feedback

This benefit means that by utilizing ICT teacher can provide fast feedback with error correction, even negotiation happens to engage learners. Related to feedback, One Note also provides us these advantages:

 - a. Teachers can provide personalized individual feedback along the way.
 - b. Review and give feedback in rapid succession with the Review Student Work pane Teachers would rather use their time to give quality feedback than flipping back and forth between different Student Notebooks. Whether it's homework, assignments, or quizzes, we've made the process more efficient with the Review Student Work pane in the Class Notebook Add-In. Clicking on a student brings up the student page without having to navigate back and forth in the Notebook pane.
4. Capacity to control presentation
 - a. Create & deliver interactive lessons in One Note
 - b. Gather web content and embed existing lessons in your class notebook to create custom lesson plans.
 - c. Include audio and video recordings to create rich interactive lessons for students.
 - d. Students can use powerful drawing tools to highlight, annotate slides, sketch diagrams, and take handwritten notes.
 - e. Your class notebook makes it easier to collect homework, quizzes, exams and handouts.
 - f. Students go to the content library to get their assignments. No more printed handouts for the class.

CONCLUSION

ICT presents a powerful learning environment for learners in the classroom. Many countries make investments in ICT integration as ICT is viewed as an effective tool for renewing educational practice in any field. In brief, ICT cannot itself resolve educational problems in the developing world. If used prudently, ICT will enable developing countries to expand access to and raise the quality of education. Today's technologically competitive world needs integration of ICT in education. If ICT is aptly adapted, then it will be a lifelong learning process for the learners. The quality of learning with accountability can be improved to enhance the learners to learn things quickly and successfully.

Students who use OneNote as their learning hub are prepared to be independent learners who are accomplished in the 21st century skills needed in higher education and workplaces that have adopted OneNote. OneNote also supports knowledge sharing in distributed teams of the type students will join in college and career.

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DEVELOPING PICTURE-BOOKS BASED LOCAL FABLE FOR EIGHT GRADE STUDENTS

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ABSTRACT

The limitation of media which cover the local fable was the main reason why this study has to be conducted. Thus, the objective of this study was to develop a set of picture-books which can be used as a medium for teaching English and local stories at the same time. The number of picture-book produced is four books because there are four fables from Malang. There are four stories included in the book are suitable for junior high school students; The Turtoises and Goose The Garuda, Monkey Forces, and Kondang Merak, which is presented by the basic competencies eighth graders in the second half. This study is classified into Research and Development (R & D) because the result of this study is a product to be used for educational purpose. The model used for this study is ADDIE (Analysis, Design, Development, Implementation, and Evaluation). The result of this study shows that the picture books of local fable are beneficial and attractive for the students to be used in the English class. They feel self-assured and motivated at the same time because the product contains situation which can be used for their guidelines in learning English.

Keywords: *development, picture-book, local fable, Malang, Junior High School*

INTRODUCTION

Educators recognize that linguistically and culturally diverse children come to school with previously acquired knowledge and learning based upon the language used in their home. For young children, the language of the home is the language they have used since birth, the language they use to make and establish meaningful communicative relationships, and the language they use to begin to construct their knowledge and test their learning. Chang (1993:19) stated that the home language is tied to children's culture; language communicate traditions, values, and attitudes. Just as children learn and develop at different rates, individual differences exist in how children whose home language is not English acquire English.

Because of the importance of English as a world language, the Indonesian government supports English as the main foreign language taught in schools. English has, in fact, been widely taught since Indonesia achieved independence in 1945. To encourage greater participation in education, the government has supported the teaching of the English language education at the primary level since 1994. At present, English is taught from junior high school to university level.

The Constitution of the National Education System 2003 Article 1, paragraph 2 defines national education as follows, "National education is an education system based on *Pancasila* (the national foundation of the Indonesian state) and the 1945 Indonesian Constitution and has roots in religious values and national culture and is sensitive to global change," (*Depdiknas*, 2003). This constitution also states that national cultural values are expressed in ideology, concepts, social systems, constitutions, and attitudes which represent the character of Indonesia as a nation. This means, the contents of our school curriculum should have aimed to strengthen national identity through local content based education.

The aim of developing basic competence in English at primary and secondary school level has been addressed by placing study of the language under 'local content' as expressed in the Decree of the Minister of Education number 60/U/1993. The use of EFL textbooks which incorporate Indonesian folklores in translation seems to be able to accommodate the government's aim to produce school graduates who are able to use the basic English and who have local cultural knowledge. Hence, Indonesian folklores which is starting from students local folklores may be a possible agent to develop national cultural values that most primary school EFL teachers are willing to use as teaching material.

Local culture texts are local stories in which the students are expected to be familiar with the setting. The use of local culture texts in teaching English, especially for EFL students, will make the students motivated because local culture texts involve the topics which the student are familiar with. According to Royani (2013:6), if there is no association is made between the culture of the first language and the learning of the second one, the learning will not be as effective. Muslim, et al (2009:3) also affirm that teachers found it easier to teach local stories in English classes than the international ones whereas the students also found that they could understand them more easily as they are more familiar with the local stories. Therefore, the use of local culture text is expected to bring a lot of benefits in teaching and learning activity.

In this study, one of the popular local culture texts, fables, one of the popular folklores are proposed as the learning material to be taught in English classroom. As emphasized in UNESCO's Convention for the Safeguarding of Intangible Cultural Heritage (UNESCO, 2003), folklores play an invaluable role, along with other cultural traditions, in bringing people closer together and "ensuring exchange and understanding among them." As an educator, we need to motivate ourselves and our students to protect and promote oral traditions and related cultural heritage since the influence of folklores is still alive and well even today. In this study, fables are chosen since the developed product is expected for the eighth grade students and they will learn those materials in the second semester. Tomlinson and Brown (2002:105) state that fable is a simple story that incorporates characters typically animal whose actions teach a moral lesson or universal truth. Fables are both simple and wise, and the use of animals in the story as the symbol of human behaviour have made them safe, yet effective as political tools. By using fable in the teaching and learning activity, students are expected to be able to identify aspects of culture reflected in the tale and explain how the story conveys the theme (moral) of a fable. This means, fables can be the representative local culture of a particular society to entertain, educate, and preserve culture which can be taught to the students and internalize its moral values.

Recognizing many contributions of fable in education, the researcher attempts to find some stories for children of Malang region because the subjects and the researcher of this study are from Malang region. According to Mackey (in Stern, 1983: 273) as can be seen in the figure 1, there is an interaction between language teaching and context.

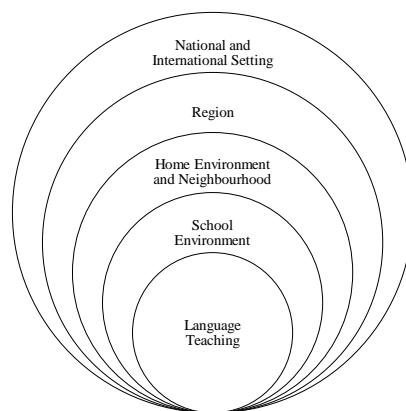


Figure 1. Mackey's Scheme of Context in Language Teaching (Stern, 1983:273)

This means that the students in the eighth grade can start to learn English through their local text, Malang story, since they have already learned some topics from school and home and neighbourhood environment in the seventh grade. In the product developed, not only the local culture texts are included but also some information and description about the place so that the students can get more comprehensible information about the place where the stories come from since the students will also learn descriptive text in the second semester. In addition, the students will also get a chance to write down their experience or story after they have visited the places. This addition is based on the text that the students also learn in the eighth grade which is the recount text. Therefore, the developed product covers the texts which the students learn in the eighth grade: narratives, descriptive, and recount.

To develop the product, the researcher visited several tourism spots in Malang to interview the local people and observe the places. It was found that the places like temple, beach, and water-park have their own unique stories which are quite popular in society.

Moreover, they also have moral values from our everyday life which the students can learn. However, those stories are not recorded in books. Since they are orally told stories in the society, thus, it needs to be organized as written stories. Therefore, the students are able to learn English through the text written and at the same time start to understand their local culture through their local culture texts in order to preserve our local culture.

The researcher used a variety of techniques to elaborate these oral stories; details and plot can be added or subtracted depending on who is the audience and how interested the audience seems to be. In addition, the description about the setting of the story will be included so that the students get more accustomed to the stories. Junior high students, the subjects of this study, are at the age of 12 to 15. Harmer (2007: 24-25) stated that at the age of 12 to 17, students have a great capacity for learning, enormous potential for creative thought and a passionate commitment to things which interest them. Therefore, the researcher used diction and language which are understandable for junior high students in the product developed without diminishing the meaning of the story.

One way to create a pleasurable activity for the students to read, in this case reading folklore, is by providing a picture-book for it. Picture-book is illustrated book in which the illustration are, to varying degrees, essential to the enjoyment and understanding of the story. Tomlinson and Brown (2002:18) state that picture-book is widespread, enjoyed by a wide-range of age with its attractiveness. In addition, depicting picture in text will help the students to visualize the text better. There are three main criteria to make a good picture-book proposed by Tomlinson and Brown (2002:26). First, children prefer colour in illustrations, but colour is not essential if illustrations work well in the picture-book. In the development of picture-book in this study, the researcher used colour in the illustration in order to make differentiation of the object drawn. Second, illustrations should be appropriate in complexity to the age of the intended audience. Last, language and writing style should be rich and varied but not so complicated as to be incomprehensible to the children. Therefore, the researcher tries to create the books comprehensible enough by adding the exercises about the topics so that the students will enjoy reading the books and comprehend the contents.

Therefore, the number of picture-book produced in this study is four books because there are four fables from Malang since the subjects of this study is from Malang and rarely stories are available which comes from this city. These four stories included are: The Turtles and Goose, *Garuda*, Monkey Troops, and Peacock and Fisherman, which are presented for the basic competencies in the second half of the 8th grade.

METHOD

This study is employed a Research and Development (R & D) design which uses ADDIE (Analysis, Design, Development, Implementation, and Evaluation). According to Peterson (2003), ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model is basically a core model, generic, systematic, and step-by step, easy to understand, and the researcher does not find any difficulty to apply the steps. In Analysis stage, the researcher observes the needs in the school, searches the availability of developed product in the book store, and interviews several experts regarding the product and the content. In Design stage, the researcher designs materials from the blueprint (based on the school syllabus) and designs drawings using Adobe Photoshop. In Development stage, the researcher do authoring and producing product (digitalizes the product in the form of digital printing). In Implementation stage, the researcher does product validation from experts and tryout in the school. In Evaluation stage, the researcher enhances the quality of the product's to be used as the final product.

Therefore, the procedure of this research and development will be shown in the Figure 2.

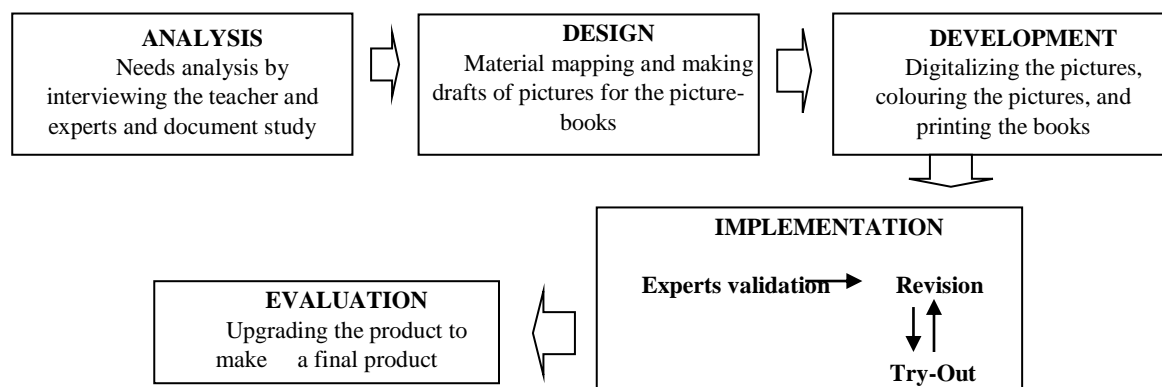


Figure 2. The Model of Research and Development

FINDINGS AND DISCUSSION

This chapter contains the discussion of findings and material development processes which are (1) the result of needs analysis, (2) the design, (3) the result of development, (4) the result of implementation, and (5) the result of evaluation.

The Result of Needs Analysis

The result of needs analysis shows that there is no story about Malang's folklores in the library; it will be better if they have several stories focusing on Malang's folklores so that the students will get easier to understand English and get more knowledge about them. The English teacher also said that she knew the picture-book but the availability of it is limited so that the teachers and students did not have access to it. In addition, the researcher interviewed two experts of the local culture especially stories in Malang. First, is the interview with the first expert, a 55-year old man and a keeper of Malang's temple for about 34 years. He stated that Malang has many local stories which are only known by some people. He argued that this happened because there was no written version of the stories. He was so grateful if this product is published and distributed for the visitors in the Malang tourism places. Next, is the interview with the second expert, 51 year old man and an archeologist who worked in the department of tourism in Malang. His expertise is in keeping the spring in Malang, like widodaren spring and arjuno spring. About local stories he stated that there is a popular story from Wendit Water Park about a group of monkeys who protect that place (Monkey's troops). In addition, he also added that he once lived in the offshore of Kondang Merak beach. There is a story about peacocks who once lived there and have a good relationship with the fisherman, and now, they vanished because of hunting (Peacocks and Fisherman).

The Result of Design

This sub-chapter will discuss the process of designing the picture-books. It begins with mapping the materials for the picture-books by the researcher based on the result of the needs analysis and drafting the pictures.

Mapping the Materials

After doing the needs analysis, the researcher continues the development step to design. The first thing that the researcher does is mapping the materials. By deciding the title, language functions, and the materials included in the picture-books. The materials were selected based on the needs analysis. Those were from the document study and the suggestions from the teacher. The teacher said that the students in the class are interested in materials around the students' environment. In addition, the researcher also chose those stories because it was learned by students in the second semester so that the researcher can directly try-out the product. In addition, after determining the materials for the picture-books, the researcher created the draft pictures because they are an essential part of this product.

The picture-book will also be equipped with several exercises and puppets in the end of the book. According to the result of an interview with the teachers, they expect the students to

understand their reading materials sometimes through spoken performance instead of the written one like answering questions. Accordingly, the researcher combines the written and spoken activities in the developed product so that the activities will be varied. The researcher creates comprehensive questions before the students read the story to brainstorm their knowledge. In addition, the students get to understand the details and moral value in the story (adapted from Brown, 2007: 378). Then, after reading the description of where the story comes from, the students do the exercise about true or false (macro-skill) and antonym (micro-skill). The researcher only chooses those two exercises because the teacher suggests it and they are what the students usually confused in the English text; so that they will get enough exercises on those matters. In addition, the students get a chance to write their experience (recount) of visiting the place. Then, the researcher utilizes puppets in the end so that after reading the picture-book, the students can retell the story using this means. Zuljevic (2005:16) affirms that individual students will work harder if they perform in groups. Therefore, through such performances (puppet plays), students can explore stories from the picture-book in cooperation with their peers, and also can improve their individual proficiencies.

The students can also enlarge their vocabulary listed in this picture-book. The inclusion of the words on the picture-books does not mean that students are immediately expected to be able to use all of these words on their own. Therefore, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and are able to use them. Carney and Levin (2002:25) state that picture-book is sometimes called “twice-told tales” because both media, written and picture, may tell the story. Pictures presented in the book, especially in fable, usually represent nature like animals, trees, mountains, etc., and they are illustrating what is described in the text. In this study, the additional details can be a glossary for the students to enhance their vocabulary presented in the story and small notes giving new information or knowledge in each story.

Drafting the Pictures

This stage is intended to describe the process how the pictures in the picture-book formed. The pictures are based on the condition mentioned in the story for each page. For example, for choosing the picture for the cover, the researcher tried to figure it out through the title of the picture-books. The details are mentioned in the following table.

Table 1. The Cover for Picture-books

Title of Book	Cover
The Goose and Turtles	The picture of goose meeting two turtles near the lake
The Peacocks and Fisherman	The picture of a fisherman and a peacock
Garuda	The picture of an eagle
Monkeys' Troop	The picture of group of monkeys with mountain as the background

These pictures were chosen to match the title of each picture-book. Thus, the users or the students can predict what is inside the book by looking at the picture.

The Result of Development

After designing the draft of the product, the researcher continued to the process of developing the product. This stage consists of digitalizing and colouring the product and printing the product. The draft pictures and the materials from the design stage are then digitalized and coloured by using Photoshop CS3. This software is used due to its practicality and variety of extensions for an image. The examples can be seen in the Figure 3



Figure 3. The example of complete design

Afterward, the picture-books were printed in Art Paper 260 gram by using digital printing so that the paper is not easily torn. The size of the book is 15.5 cm X 7.5 cm, not too big nor too small for the students. Furthermore, the soft files of the picture-books were printed using digital print in order to make the color in hard file product clearer.

The Result of Implementation

There are two kinds of data which are collected in the *implementation* stage. They are (1) the result of theoretical validation, and (2) the result of empirical validation. Each validation consists of the description of the results and the revision. Based on the research design used by the researcher, theoretical validation (expert validation) is the step which has to be done before the product is tried out. The data from the theoretical validation were taken from the expert validation sheet which is given to the experts. The experts are (1) the expert in English language teaching (a lecturer and a teacher), (2) the expert in media, and (3) the expert in culture of Malang. In this phase the researcher divided the data into four criteria which were (1) the data from the operation of the picture-books, (2) the design of the picture-books, (3) the content of the picture-books, and (4) the pedagogy aspect of the media.

There were several suggestions and comments from the expert in ELT. For instance, on grammar aspect, on page 14, in the story Peacocks and Fisherman, there is a slight change, the sentence "...give gratitude toward the peacocks..." becomes "...give gratitude to the peacocks..." Additionally, in the story "Garuda", on page 12, the researcher should make a change of the sentence "Let us go to somewhere new," to become "Let us go to a new place,". Overall, both the lecturer and the teacher agree that the activities presented in the picture-books are easy to understand by the students. The integration of reading the stories, writing their experience, and playing puppet show is a good way to make the students easy to understand the materials and at the same time the students learn about their local stories. According to the results of validation from both of the lecturer and teacher, the criteria have already met the requirement for the try-out.

Based on the validation from the expert on media, he gave this section good scores. In addition, he also suggests that the picture presented in the picture-books should be "realist" (close to the real objects). In addition, based on the validation from the expert on history, the five aspects to be validated such as (1) the content of the picture-books is based on the real history, (2) the content of the picture-books can enhance the students' knowledge of Malang local story, (3) the picture-books contains interesting learning materials, (4) the picture-books contains learning materials that can enhance the students' creativity, and (5) the picture-books contain moral values about life are already meet the requirement to be tried out. In all aspects, the expert gave good scores. It suggested that this picture-books are made in two versions; English and Indonesian so that it can be widely used by the people.

In addition, the empirical validation is a process to try-out the product to the subjects of the try-out. The results of the analysis show there are limited number of materials which cover local content (Malang). The try-out was carried out in class VII B SMP Negeri 1 Tumpang. There are 22 students who participate in this try-out. Generally, the students and teachers gave a positive impression on this product. They stated that the picture-book has attractive pictures and are very helpful for students. It can also develop self-confidence of students in activities and teachers can easily assess their performance. The result of the students' opinion on the design of the developed product which includes the design of the picture-book, the elements of the picture-books such as the pictures, fonts, and colors, and the existence of mistyping in the product which are summarized in the Figure 4 below.

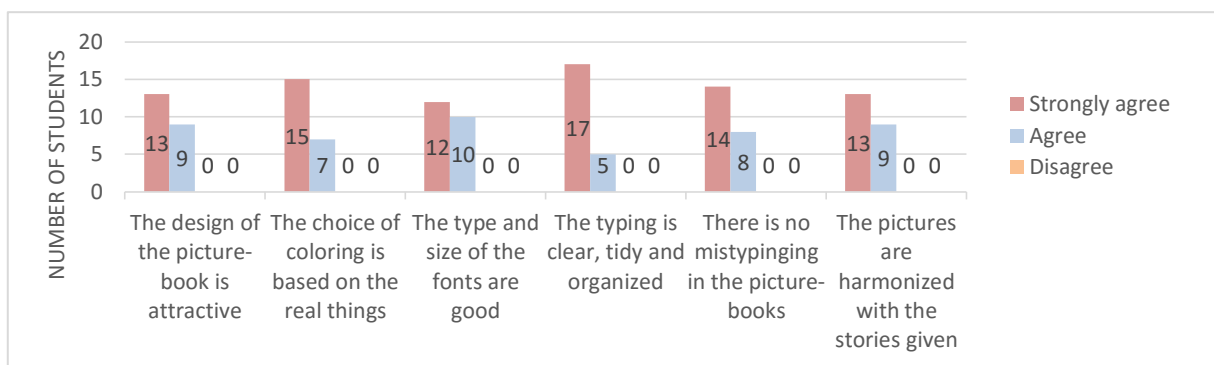


Figure 4. The Students' Opinion on the Design of the Picture-Books

Afterward, we will discuss the students' opinion on the content of the picture-books that can be shown in the following figure.

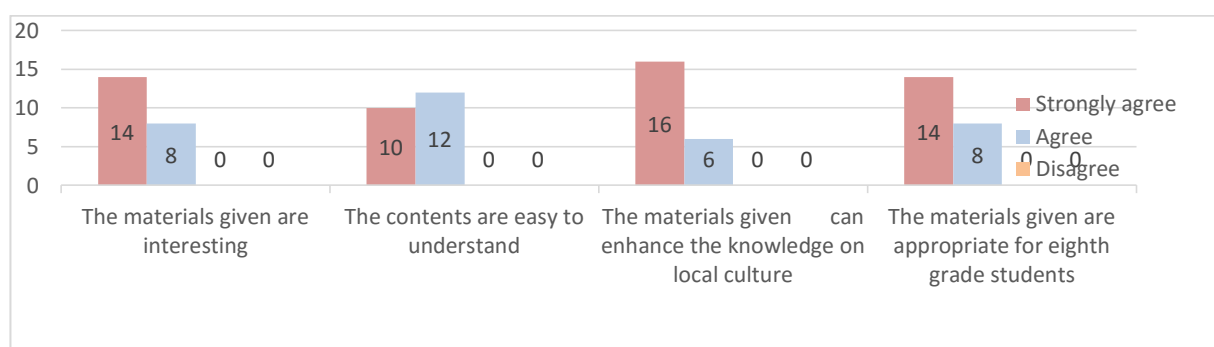


Figure 5. The Students' Opinion on the Content of the Picture-Books

Furthermore, we will discuss the students' opinion on the language used in the picture-books that can be shown in the Figure 6.

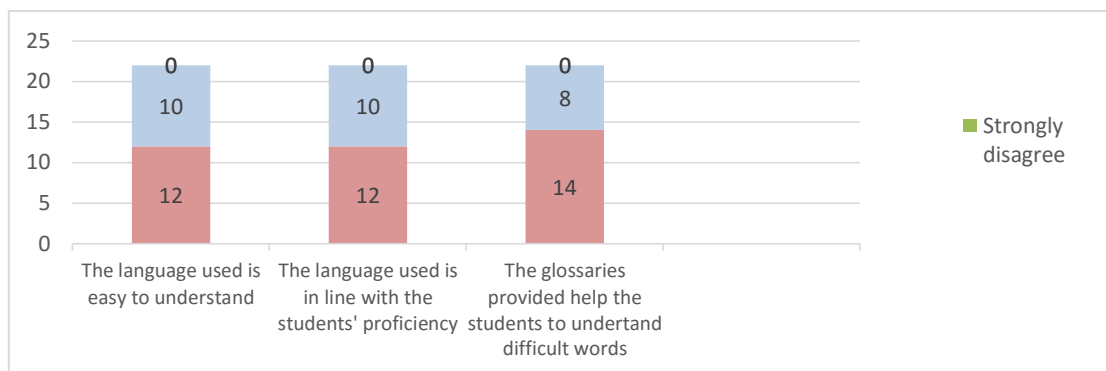


Figure 6. The Students' Opinion on the Language Used in the Picture-Books

Therefore, from the results above, we can summarize the students' impressions in the Table 2 below.

Table 2. The Students' Impression of Picture-books

Positive Impressions	Negative Impressions
<ol style="list-style-type: none"> 1. Help the students to practice English by reading something from their surrounding 2. Make the students have a confidence to speak English (in puppet play) 3. The students have motivation to learn English 4. The picture-books are fun and interesting 5. The picture-books have good pictures 6. Broaden the students' vocabulary 7. They can learn the materials in an effective way 8. The media are something new for them 	<ol style="list-style-type: none"> 1. Need time to understand the meaning of words 2. They need some time to adapt and prepare in the new activity.

In the end of the questionnaire, the students give several suggestions for the researcher. They want the diction used in the picture-books to be translated into Indonesian. They argue that it will reduce time to find the meaning of the difficult words. Next, the students want the researcher to create bilingual types of these picture-books. Last but not least, several students stated that they want the researcher to donate the media to school so that they can use them again. They also asked the researcher to create other types of texts (like folktales, myths, and others) in the similar medium.

Therefore, we can conclude that in the reading activity, it can not only use the written form to know your students' performance (like in the exercises given in the picture-books) but also use spoken form of activity like puppet play.

After doing the field test, the researcher had to revise the product based on the result of the field test. From the questionnaires given to the teacher who observed the learning activities during the field test, it can be identified that the operation, design, content, and pedagogy aspects of the picture-books are already valid. It can be used as media for teaching English and local fable at the same time and see the students' performance in reading. Therefore, the picture-books did not need revision.

The Result of Evaluation

After doing the modifications and revisions based on the expert's suggestions, needs of the students, suggestions from the teacher, and the results of try-out, the final product was developed. The final product of this development is a set of picture-book which can be used by the teacher to teach English using local fables.

The specifications of the media will be explained as follows. The size of the picture-book is 26 cm X 21 cm. The paper used for the picture-book is Art Paper of 80 gram. The researcher chose the Art Paper because the paper is suitable to be printed in digital printing. The paper also makes the media, picture-books, long lasting due to the thickness of it

To help teachers who want to use these picture-books, the researcher also provides a booklet in the set of the picture-books. The booklet contains the learning objective, the specification of the product, how to use the picture-books, sample of dialogues, and scoring rubric. The booklet and picture-books are packed by a binder. It aims to make the product more long-lasting.

CONCLUSION AND SUGGESTION

The picture-books which have been developed are non-multimedia product. It is chosen because based on the result of the needs analysis, only few LCDs (Liquid Crystal Display) can support the multimedia product in the school. In addition, the teacher can conduct the story telling using the puppet provided in the picture-book inside and outside the class due to the practicality of the picture-books.

These developed picture-books have several positive points. The books are fun, attractive, and have good pictures. The stories and description help the students to practice mainly for their reading English (in the try-out the students also learn listening, speaking, and writing). In addition, it broadens the students' vocabulary from the dictions enlisted in it. Next, they can learn the materials in an effective way because in the picture-books, instead of only focusing on narrative story, the students can also learn other type of texts which are learned in the second semester of 8th grade. They are descriptive (the description of place where the story

comes from) and recount (telling their experience) texts which are integrated in these developed picture-books. This combination makes the students learn English in an effective way. In addition, it also helps the students to have fun activity because they can perform puppet show in which the students learn how to appreciate their friends' performance. Subsequently, they will have motivation to learn English because they enjoy the activity.

The difference of this product from the other products is the specification. Each picture-book contains two activities, first is telling their experience of visiting a particular place and second is performing puppet-play based on the stories they have read. The activities included make this product different from others. Harmer (2007), for instance, has a type of picture-books which only has the pictures and stories. Based on that type, the researcher tries to develop a different kind of picture-books by giving the activity for the students so that it will be more meaningful for the students. The questionnaire given to the students shows that pictures and activities provided in the picture-books are very attractive for them. It is beneficial for the teacher because the student will get attracted by the picture-books and the teaching and learning process will be enjoyable.

In addition, English teachers can use and modify the activity with any teaching method. In addition, the teacher can also schedule several meetings to discuss the results of the follow up activities of the puppet-play. The future researchers who would like to conduct research on similar topic are suggested to develop media for reading material targeted to students of Junior High School of different grades or different programs with more various activities.

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CONTRIBUTING FACTORS FOR L2 GRAMMAR DEVELOPMENT ON EFL LEARNERS

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ABSTRACT

The development of grammatical knowledge is at the core of learning and teaching a second language (L2). Different explanations have been proposed for how this process happens. These include, but are not limited to, the Universal Grammar approach, the Cognitivist approach, and an Interactionist approach. Based on these theories, this article discusses the contributing factors for L2 grammar development in the context of learning English as a Foreign Language (EFL). Some of the issues on the relationship between grammatical knowledge and the overall ability to use the L2, the external conditions needed for grammatical knowledge to develop, and the role of instruction in grammatical development are reviewed and further discussed on how they facilitate the development of L2 grammar knowledge of EFL learners.

Keywords: *Grammar, second language (l2), EFL, ESL*

INTRODUCTION

The development of grammatical knowledge is at the core of learning and teaching a second language (L2). From the perspective of Universal Grammar (UG), Chomsky (1965) depicts grammar as a static object that fully presents at all times in the mind of the speaker. In a more interactionist position, Paul Hopper (1988:118) sees grammar as a phenomenon “whose status is constantly being renegotiated in speech and which cannot be distinguished in principle from strategies for building discourses”. A number of different explanations have been proposed for the development of L2 grammar. These include, but are not limited to, the Universal Grammar approach (Chomsky, 1968), the Cognitivist approach (Selinker, 1972), and an Interactionist approach (Long, 1980). Considering these many different theories account for L2 learning, language practitioners are expected to know the different views underlining these theories, and be able to see how they reflect the development of L2 learners’ second language grammar. Due to the fact that second language learners experience various contexts when learning a second language, and end up at different level of acquisition, language teachers need to be able to identify what it is that the learner learns and how this knowledge relates to other aspects of L2 development (e.g., phonology, vocabulary). In order to do so, it is worth to look at the way grammatical knowledge relates to the overall ability to use the L2, as well as the contributing factors accounted for grammatical knowledge to develop.

Focusing on second language learning in a foreign language context, this article explores the knowledge of grammar from the second language (L2) point of view and argues that second language grammar is the manifestation of language form, meaning and use, where there is a close link between the language form and the meaning it represents. It then identifies the areas of knowledge that the learner learns and the way this knowledge links to other aspects of L2 development, as well as the way grammatical knowledge relates to the overall ability to use the L2. It also describes the external conditions needed for grammatical knowledge to develop, and identifies the kind of exposure and experience a learner needs to learn grammar. Finally, it explains the role of instruction in grammatical development and ends with a conclusion of the current state of affairs.

Grammar in Second Language Learning

In the field of language teaching, the word grammar is conventionally understood as a collection of arbitrary rules about language structure. People relate the term grammar with the knowledge about linguistic form of a language, which is closely associated with verb paradigms, morphological rules and syntactic rules. This includes studies on sentence and sub-sentence level of word endings (morphology) and word order (syntax). By this definition, the accuracy

of language structures is used as a standard measurement for utterances to be called grammatical.

However, the concept of grammar is far beyond what is called ‘a collection of arbitrary rules’. Grammar in second language acquisition is defined as a mental configuration of learners’ intra-language. Moreover, grammar knowledge is knowledge about the way a language is used, rather than just knowledge about the way language is formed (Larsen-Freeman, 2003). In other words, grammar is not simply about language form but more than that it is also about properness of use. For example, it is inaccurate for a learner of English to say *I have to go*, with the intended meaning *I would like to go*, because its meaning does not convey the learner’s intended meaning. The statement with ‘*have to*’ is used to show necessity whereas the sentence with ‘*would like to*’ shows intention. It is then insufficient to say that grammar has to do only with accuracy of form, because indeed grammar relates to meaningfulness and appropriateness as well. Thus, grammaticality is about the choice of sentence structures based on the meaning one wants to convey and the proper circumstance of use. Thereby, it is more applicable to define grammar as a mental configuration of learners’ intra-language that displayed itself within the linguistics (form), semantics (meaning) and pragmatics (use) properties of a language. The aspect of linguistics (form) includes knowledge of phonology, morphology, and syntax. Furthermore, the aspect of meaning involves the knowledge of semantics, and aspect of use involves the knowledge of language discourse and pragmatics.

By this definition, the study of grammar links learners in understanding the aspects of form, meaning and use of a language because grammar has an interconnected relationship with other areas of knowledge of phonology, morphology, syntax, semantics and pragmatics. Hypothetically, grammar exists in each of these areas represented the structural characteristics of a language. This link is quite similar in the way vocabulary relates to the aspects of language form, meaning and use, where these areas of knowledge are also involved (Nation, 2001). Vocabulary knowledge comprises knowledge of the arbitrary sound-meaning pairing, which is encoded by a phonological symbols and some meaning representation. The connection of grammar and vocabulary lies in the way that vocabulary consists of different aspects of form, meaning and pragmatics of a given structure (grammar). As grammar relates to every area of knowledge within a language, it becomes the most important entity or the core of language learning, and that to learn grammar means to study the whole aspects of a language. In short, the overall ability to use the L2 is determined by learners’ development and acquisition of L2 grammatical knowledge.

Input and Output of the Target Language

It is believed that the development of grammatical knowledge can be influenced by several factors. The most important of all is the availability of input. *Input* is known as the linguistic forms to which learners are exposed to (from reading or listening) (Gass & Selinker, 2008). Exposure to input is essential for second language learners in order to master the syntax, morphology, phonology, and semantics of the target language. In fact, learners must get a great amount of exposures of the target language to be used to communicate information (VanPatten, 1996). In a quite similar position, interactionists see input as providing positive evidence, meaning information about what is possible within a language (Long, 1980).

Considering the effect that input might bring to the development of L2 grammar, second language acquisition (SLA) researchers have sought how input needs of L2 learners can be met. According to Krashen (1985), the only way for students to acquire a language is to get exposure to comprehensible input (language that is understandable) in the target language, finely associate to their level of proficiency. Krashen believes that if input is understood and there is enough of it, the necessity grammar will automatically be acquired. In a different view, White (1987) counters Krashen’s proposal that incomprehensible input may also trigger the acquisition of some aspects of the grammar. When the learner cannot parse the input, a restructuring of the grammar to account for the input is motivated. In this case, both comprehensible and incomprehensible inputs have role in the development of L2 grammar.

While this proposal represented a major step in finding the relationship between input and acquisition, researchers (Swain, 1985; Swain & Lapkin, 2002) have pointed out that input itself is insufficient for acquiring an L2. What learners really need for their grammatical

development is not simply comprehensible input, but more importantly, comprehensible output, meaning language production that requires learners to move just one step ahead their current proficiency level (Swain, 1985). Comprehensible output is essential to provide opportunity for learners to actively test and refine their knowledge of the target language. According to Swain (1985, 1995), learner's output has a number of benefits, including (a) promoting fluency (automatization), (b) drawing learner's attention to their linguistic problems in the L2, (c) encouraging the processing of the L2 syntactically (in terms of linguistic form) rather than simply for meaning, and (d) testing hypotheses about the structure of the target language. Swain further maintained that learners need to produce the language in order to notice the form of their utterances. In doing so, they will recognize the areas where they have problems and will find out relevant input. Based on this theory, the opportunities to produce comprehensible output which might force while at the same time facilitate the learner to move from semantic processing to the syntactic processing are needed in production (Swain and Lapkin, 1995).

THE ROLE OF INTERACTION

In order for input and output to contribute in the development of learners' grammar, learners need to be conditioned in an experience that allows them to produce the target language whilst at the same time to get exposure to input. The interaction hypothesis (Gass, 1997; Long, 1996; Pica, 1994) suggests that second language development is facilitated when learners interact with other speakers. In this sense, the nature of interaction comes to be the best experience for learners to get exposed to the target language input and experienced on language production to develop their language grammar. Interaction refers to the conversations that learners participate in. As Hatch (1978) contended that interaction allows a person to learn the way to converse and to verbally connect for syntactic structure to develop.

Furthermore, Socio Cultural Theory (SCT), which has had increasing influence on SLA research, is even more explicit about the essential role of interaction, more specifically 'social interaction'. Sociocultural theory (SCT) has its origins in the writings of the Russian Psychologist L. S. Vygotsky and his colleagues. SCT argues that human mental functioning is fundamentally a mediated process that is organized by cultural artifacts, activities, and concepts (Ratner, 2002). Vygotsky (1989;61) also asserts that "social interaction actually produces new, elaborate, advanced psychological processes that are unavailable to the organisms working in isolation". Within this framework, it can be inferred that grammatical developmental processes take place through participation in cultural, linguistic, and historically formed settings such as family life and peer group interaction, and in institutional contexts like schooling, organized sports activities, and work places, to name only few.

In second language classroom setting, the term 'scaffolding' is more specifically used by which knowledgeable participants (teachers or fellow students) can create supportive conditions where students of lesser proficiency can participate or even solve the problem that they could not solve on their own through social interaction with their peers. Through their participation in a scaffolded interaction, students of lesser proficiency can extend their current skills and knowledge to higher competence (Donato, 1994). In other words, they can jointly construct with their more knowledgeable partner in a zone of proximal development (ZPD), "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978: 86).

In terms of making the process of scaffolded interaction more accessible to learners, Long (1981, 1983a, 1983b) maintains that the structure of interaction should be modified to make input more comprehensible for non-native speakers. In particular, Long (1981) focused on the effect of one type of interaction, *negotiation of meaning* on L2 comprehension and development. Negotiation of meaning refers to the effort learners and their interlocutors make to restructure interaction in order to avoid or overcome difficulties in input comprehensibility (Long, 1981). According to Long, negotiation of meaning includes comprehension and confirmation checks (utterances used to determine whether the interlocutor has understood utterances, e.g., *what do you mean?*). It has been suggested that by using this particular discourse strategy, learners can receive input that is more comprehensible and uniquely suited to their particular developmental needs (Pica, 1994). Long (1996) states that "negotiation work

that triggers interactional adjustments by the NS (native speaker) or more competent interlocutor facilitates acquisition because it connects input, internal learner capacities, and output in productive ways” (p.451-452). Thus, language teachers can take this lesson learned to facilitate L2 learners to be involved in negotiated interaction as a medium for learners to access input and produce output, as one of the conditions needed to support the development of L2 grammar.

Another important aspect of interaction that needs to be considered is the possibility for learners to get feedback. *Feedback* refers to information learners receive in response to their communicative efforts (Mackey & Abbuhl, 2005). Feedback may be explicit (direct corrections of nontargetlike utterances, such as the addition of *-s* to *make* when using it in the third person) or implicit (indirect correction such as clarification that indirectly indicates that a learner’s production was problematic). Researchers and language practitioners believe that feedback is an important element in the process of learning an L2. Researchers have argued that certain aspects of the non-native grammar cannot be acquired from positive evidence alone (White, 1991). In recent years, several studies have investigated the link between oral feedback, especially implicit negative feedback and SLA, and have proven that feedback plays at least a facilitative role in L2 development (Braid, 2002; Iwashita, 2003). For the development of L2 grammar, feedback complements the internalization process of input to be better accepted by learners, which is prominent for co-constructing learners’ L2 grammar knowledge.

The nature of second language acquisition in EFL context is known to be limited exposure to target language input, the condition that makes English language learning different from learning English as a Second Language (ESL) context (the language is spoken in everyday conversation). Based on this condition, it can be implied that input or exposure alone does not account for the development of L2 grammar. As has already been investigated in many instructional studies, more importantly learners need explicit pedagogical practices as well. The value of instruction in grammar teaching should look at the necessity to gain learners’ awareness to encompass exposure to grammatical phenomena and explicit pedagogical rule articulation. Thus, explicit grammatical instruction is needed to draw learners’ attention to focus on form in order to heighten the saliency of some grammatical feature. Grammar instruction can be made *explicit* or *implicit* (Adringa, 2005). The terms *explicit instruction* and *implicit instruction* are used to refer to two types of instruction in which attention to form is either overt or covert (Adringa, 2005). When the instruction involves explanation of rules, or if learners are asked to discover rules, the instruction must be considered explicit. Conversely, when rules are not discussed and learners are not asked to attend to rules during L2 tasks, the instruction is implicit (Norris & Ortega, 2000). Explicit instruction was designed to provide the language learners with conscious knowledge of the targeted grammar structures, whilst the implicit instruction was designed to expose the language learners to the target structure. Thus, both types of instructions are pivotal in the development of L2 grammar, as MacWhinney (1997) pointed out:

Students who receive explicit instruction as well as implicit exposure to forms, would seem to have the best of both worlds. They can use explicit instruction to allocate attention to specific types of input..., narrow their hypothesis space..., tune the weights in their neural networks, ... or consolidate their memory traces. ...From the viewpoint of the psycholinguistic theory, providing learners with explicit instruction along with standard implicit exposure would seem to be a no-lose proposition.

(MacWhinney, 1997, p.278)

The most typical example of explicit instruction is traditional teacher-fronted rule explanation. Research (Adringa, 2005) has proven that form-focus instruction is needed to draw learners’ attention to focus on form in order to heighten the saliency of some grammatical feature. Another example of explicit instruction that has been investigated quite frequently is input processing and practise, which consists of tasks designed to promote or practise forms and their meanings (VanPatten & Cadierno, 1993).

Research on input processing (VanPatten, 1996) stresses that *Processing Instruction (PI)* is the key to development of learners’ IL systems. In input processing, learners are guided to pay attention to a particular feature in a target language input that is likely to cause a processing problem to increase the chances of the feature’s becoming *intake*, “that subset input

that the learner actually processes and holds in working memory during on-line comprehension.” (VanPatten, 2002:761). Since humans are limited in their processing capacity, and since, according to VanPatten (2002), learners cannot attend to the content and the form of a message simultaneously, they need assistance in attending to a selective subset of the input. PI is one of the few pedagogical interventions that are based on psycholinguistic processes occurring during learner comprehension of second language (L2) input. PI is a type of explicit instruction or focus on form derived from the insights of input processing. Thus, focusing on form may benefit learners, because it helps guiding learners to covert input into intake in order for learning to take place (Schmidt, 1990). Unlike text enhancement, recasts, and other input oriented techniques, PI considers the nature of real time input processing and the ways in which learners make form-meaning connections during comprehension. In short, PI appears to be a plausible option among the many emerging approaches to focus-on form and explicit instruction and is likely to delineate the learning and processing mechanisms that come into play during comprehension. Pedagogically, the theory of PI can be implemented in the classroom in the ways in which learners make form-meaning connections during reading or listening comprehension.

Based on the foregoing, the necessary ingredient for presenting a grammatical structure is then by having some language samples which illustrate the teaching point. In the audiolingual method for example, grammar points are introduced via dialogue where students listen to and memorize. When presenting an inductive approach, students would be presented with the language sample, and then would be encouraged to make their own observations about the form. On the other hand, if practicing deductive approach, the teacher would present the generalization and then ask students to apply it to the language sample. Overall, during the pedagogical practice, teacher focuses on error corrections to provide both positive evidence and negative evidence.

CONCLUSION

In conclusion to the preceding discussion, grammar knowledge is accepted to be the core of second language learning as it creates links to other aspects of language form (linguistics), meaning (semantics), and use (pragmatics). As a result, the development of L2 grammar is pivotal for learners’ overall ability to use the language. For L2 grammar to develop, learners need to be conditioned in a way that they can get exposed to input and at the same time have the opportunity to produce output. To complement their grammar development process, L2 learners need the positive and negative feedbacks to co-construct their grammatical knowledge. Furthermore, this development process should be accelerated by the role of interaction for negotiation of meaning and the role of instruction for focusing learners’ attention on particular form for learning to take place. In short, as far as the grammatical knowledge is concerned, instruction should be provided for L2 learners in EFL context to link the form-meaning connection while processing the given target language.

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HOW TO USE 3H (HERE, HIDDEN, IN MY HEAD) IN TEACHING NARRATIVE TEXT READING?

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ABSTRACT

Many reading strategies have been used. 3H (Here, Hidden and in my Head) strategy is one of strategies used in teaching reading especially teaching narrative text. This strategy uses the specific questions to make students understand the text easily. Narrative text tells the imagination story so that students sometimes difficult to catch the contents of the story. Students have no motivation, no interest, and tend to be passive in reading class. Teaching narrative text using 3H strategy is useful to support reading comprehension in the classroom because it can help teacher to convey the lesson. Also, this strategy can activate the background knowledge of the students because they should clasify the questions and answer them. This article is aimed at describing the use of 3H in teaching reading and what happens with the class when 3H strategy is applied in reading class. 3H strategy makes the students use their prior knowledge and information to answer spesific questions. With 3H strategy, the process learning becomes more enjoyable and interesting. It is recommended for students to apply 3H strategies as their own reading strategies to get better understanding.

Keywords: *Reading, 3H strategy, Narrative text*

INTRODUCTION

Reading is an important subject for the students of Elementary School. They can develop and open their brain through reading. David Nunan (2000 : 72) state that “ Reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation “. So learning to read is different from learning to speak, in that there is often a much stronger motivation to communicate orally than there is to communicate through reading and writing. If the use of literacy skills is a normal and accepted part of the behavior of those with whom learners come into contact, then there is a much greater likelihood that the learners are going to read. In other words, learners are socialized into reading, and the motivation for learning to read is not only (or even primarily) for enjoyment or information, but because the reader wants to gain access to a “community “of readers. That’s why reading is important.

Only few students of Elementary School like reading in English, while others think reading is boring lesson. The reasons are because the English teacher in the classroom usually asks the students to read textbooks such as science, technology, or politics. The kinds of material make the students get bored, feel anxious and frustrated. In addition, there are still so many students who do not have enough vocabulary. If their teachers give those interesting reading materials, they will not get bored easily, and the lack of vocabulary will not happen, because by reading a lot, students get their vocabulary increased.

In addition, they did not understand about the text because they never hear or read. Therefore students are confused to understand the material because they are lack of knowledge about the reading text, especially in narrative text. The reseacher found the students who get difficulties in comprehending the context of narrative text. Based on the experience, the researcher found that the students did not pay attention to the teacher explanation and did not focus the reading materials. The students get difficulties to search information in each paragraph and did not understand about reading text.

Therefore, dealing with the students’ problem, 3H strategy would be one of good solutions to motivate students more active in the reading text, especially in narrative text. Westwood (2008:46) say, “*the strategy with aswers to specific questions may be found. The answer is either explicitly stated in the text (here), or is implied in the text and can be inferred if the reader thinks carefully about some information on the page (hidden), or the information is*

not on the page but is already in the student's prior knowledge (in the head) and needs to be recalled.

In this case, 3H is a strategy which has a significant effect to students' reading comprehension. 3H strategy makes the students cued to knowledge based information to answer question. With 3H strategy the process learning more enjoyable and interesting. Teaching reading comprehension text using 3H strategy is useful to support reading comprehension in the classroom because it can help teacher to convey the lesson.

METHODS

The researcher uses qualitative research. According to Mackey and M. Gass (2002:162), "Qualitative research is associated with a range of different methods, perspectives, and approaches". It means that qualitative research is range of method, perspective and approaches on research. Then Bogdan and Biklen (2007:27) "Qualitative research is a method inquiry appropriated in many different academic disciplines, traditionally in social sciences, but also in market research and further context". It means that qualitative research is a method in academic research.

Research design has to be constructed certainly before collecting facts or the data; it is used to set a research to get complete information. According to Yin (2011:75) "Research Design are logical blueprints. The designs serve as "logical "plans, not the "logistics" plans often referenced by others (the logistics plans are still needed but cover the management of your research, such as the scheduling and coordination of the work)". It means that research designs has to be constructed certainly before collecting facts or the data. It is used to set a research to get complete information.

This research is Qualitative Descriptive. According to Bogdan Biklen (2007:5) states, "Qualitative research is descriptive". The data collected take the form of words or pictures rather than number. It means that the data collected take the form of words or pictures rather than numbers. The researcher only used words or pictures to collected the data rather than used numbers.

The population of the research takes fourth grade students of SDN Bacem as the population, which consists of 68 students in this school. In this research, researcher uses sample of this research is 5A grade students of SDN Bacem in Schooling Year 2014/2015. In this research, the researcher uses purposive sampling to collect the data because by the purpose sample of this research is to collect the information as much as possible. It is expected the subject is as the representative in generalizing the result of the research.

RESEARCH FINDINGS AND DISCUSSIONS

1. The Implementation of 3H Strategy in Teaching Reading Narrative Text to the Fifth Grade of SDN Bacem in Schooling Year 2014/2015

There are three steps in teaching reading narrative text using 3H (Here, Hidden, in my Head). They are pre-activity, whilst-activity, and post-activity. At the pre-activity stage, the teacher greets the students, and asks them about their condition, checks the students' attendance list and tells the students what they are going to learn and asks some questions about the material to trigger the students' advanced knowledge.

At the whilst-activity stage, the teacher gives the materials by giving explanation of narrative text, applying use 3H (Here, Hidden, and in my head) strategy. Here : the teacher asks students to read the narrative text about "Rome and Juliet". After reading the text, the teacher gives question to the students related to the text. Then the teacher ask the students to find the answer in the text. Hidden : The teacher asks students to read the text. After that, the teacher gives question to the students related to the text. After that, the teacher asks the students to find the answer related on the text. In my head : the teacher asks students to read the text. After the reading text, the teacher gives questions to the students related to the text. The answer is based on the opinion of the students. After that, the teacher asks students to write the answer in front of class. Then, teacher and students together correct the answer. Next, the teacher gives worksheet and the students work individually. After that, the teacher collects the students' worksheet.

At the post-activity stage, the teacher asks the students' difficulties. Then, the teacher gives review about the lesson and concludes the material together with the students.

2. The Advantages and Disadvantages of 3H strategy in Teaching Reading Narrative Text to the Fifth Grade of SDN Bacem in Schooling Year 2014/2015

3H (Here, Hidden and in my Head) is one of strategy that can be used in teaching and learning process. Using 3H as strategy in teaching and learning can support the lesson, the teacher is able to present the lesson better and the students understand about the lesson easily in teaching learning process. By applying 3H as strategy in teaching reading narrative text the students' difficulties in reading can be solved. Applying 3H (Here, Hidden and in my Head) in teaching reading narrative text gives some advantages as follows:

3H (Here, Hidden, and in my Head) strategy in learning process can help the students to understand the content of narrative text easily. It can be seen in the teaching learning process when the students can answer the teacher question about narrative text. Based on result of interview teacher, the students more understand about the material and they can read narrative text easily. The students can follow the steps based on 3H strategy, so they are not confused. The application of 3H (Here, Hidden, and in my Head) in teaching learning can improve students' ability in reading. One of the functions of strategy in learning helps the students to understand the material quickly. It can be seen from the students' score from the reading. From 28 students in the classroom, 18 students get score more than 60 and 5 students are absent.

3H as strategy in teaching learning process can avoid students from boredom. It can be seen when the teacher asks the students about the material, they do not feel shy to answer the question. The students are enthusiastic to answer the question based on questions of the teacher. Based on result of teacher interview, with 3H strategy the students are very enthusiastic to answer the teacher's question and they do not feel bored as when they learn without 3H strategy. The students are motivated to learn reading. By applying 3H strategy, the students are motivated the students to read more. It can be seen when the students are enthusiastic in learning process because the strategy very interested. Based on result of interview teacher, the students have motivated to learn the mater after the application of 3H strategy in teaching learning reading because the strategy very interested. The statements is "*Siswa lebih tertarik dalam pelajaran reading narrative text karena strategy sangat menarik*". It is also supported by the result of student interviews, with 3H strategy can raise motivation in learning reading narrative text because the strategy very easy to answer the question .

Also, The students enjoy in learning reading narrative text. By using 3H strategy, the students felt easier to read a narrative text and the teaching learning process is more fun and enjoy. It can be seen when the students can answer the questions based on the narrative text. They are very happy when they can answer the questions. So, the learning process become more fun and enjoy. Based on result of interview teacher, the students fell fun and enjoy during the teaching learning process by 3H strategy because they are more active to answer the question in front of class. The statements is "*Dengan strategy ini pembelajaran reading menjadi sangat menyenangkan karena siswa dapat memahami sebuah text dengan mudah*". It is also supported by students' interview. With 3H strategy, they have fun and enjoy teaching reading, because they can answer the question. So, it can make them easier to answer the question based on the text individually. The statements is "*Dengan 3H saya dapat menjawab pertanyaan dengan mudah*".

Beside the advantages above, the application of 3H in teaching reading narrative text also gives the disadvantages. The disadvantages of applying the 3H strategy in teaching reading narrative text as are follows: The students do not pay attention to their task. It can be seen when the teacher give explanation, some students do not pay attention the explanation about the materials. Based on result of teacher interview, the students keep busy with their strategy and do not pay attention to their task. Five students do not pay attention when the teachers explain in front of class. The joke their friends. The statements is "*Beberapa murid tidak mendengarkan saat guru menjelaskan karena kurang tertarik dengan pelajaran bahasa inggris*". It is also supported by result of students' interview, with 3H strategy, they do not care of the teacher's explanation and the task is very difficulty. The statements is "*Saya tidak dapat mengerjakan karena pertanyaan terlalu sulit*". The students are noisy in the classroom. It can be seen when

the students are confused the materials and strategy. The students do not answer the questions individually. Based on result of teachers' interview, the application of 3H strategy can make the students noisy when they are confused to answer the question. The statements is "*Ada beberapa anak yang merasa bingung ketika menjawab pertanyaan*". It is also supported by result of students' interview. The statement is "*Saya tidak bisa mengerjakan soal karena pertanyaanya terlalu sulit*" (See appendix 4).

CONCLUSION

Based on the discussion, the researcher takes some conclusions, as follows:

1. The application 3H strategy teach narrative reading is divided into three activities, as follows:

Pre-Activity

In this activity, the teacher opens the classroom, checks the students' attendance list, tells the topic and the objective of the lesson to the students.

Whilst Activity

In this activity, the teacher explains the material and the 3H by showing the text especially narrative text. The teacher gives example about the analysis of generic structure and language feature of narrative text. After that, the teacher gives question use 3H (Here, Hidden and in my Head) strategy. Finally, the teacher gives worksheet and correct the worksheet.

Post Activity

In this activity, the teacher reviews the lesson. After that, teacher gives conclusion and then closes the teaching learning process.

2. There are some advantages and disadvantages of 3H strategy in teaching reading Narrative text. The advantages are: a). helping students to read narrative text more easily, b). improving students' ability in reading, c) avoiding the students' boredom, d). Motivating the students to learn reading, e).making the students enjoy in learning process. While, the disadvantages are: a). sometimes the students are curious with their 3H strategy, they do not pay attention on their task, b). sometimes the students are noisy.

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MICRO-EVALUATION OF WRITING MATERIALS DESIGNED BY STUDENT TEACHERS OF LANGUAGE EDUCATION: THE PERSPECTIVE OF GENRE PEDAGOGY

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ABSTRACT

An ability to select, design and develop language learning materials constitutes teachers' pedagogical content knowledge (PCK). It is an important dimension of competence required to possess by undergraduate students of language teacher education. Due to this, an evaluative study on student teachers' competence in designing learning materials is important to do in order to know its appropriateness with the curriculum expectation. Previous studies of materials evaluation were mostly focused on macro-evaluation of English textbooks. This study focused on micro-evaluation of the writing tasks designed by student teachers of English education program. The present study aimed to know whether or not the writing tasks learners need to complete follow the stages of GBA and to provide suggestions on some aspects of writing tasks in the design that need improvement. The research data, i.e. the design of writing tasks, were taken from the lesson plans developed by student teachers as the coursework of Instructional Design Course. The collected data then were analysed inductively by employing thematic analysis in order to find the patterns of writing tasks designed by student teachers. From the perspective of genre pedagogy, it was revealed that the writing tasks designed by student teachers are in congruent with the concept of genre pedagogy even though some points still need improvement for better design of writing tasks.

Keywords: *Micro-evaluation, writing materials, language education, genre pedagogy*

INTRODUCTION

For teacher trainees a course on materials development and evaluation is crucial because it could lay a strong foundation in the formation of competence in developing language learning materials. In line with this, Tomlison (2013) states that "every teacher is a materials developer who needs to be able to evaluate, adapt and produce materials so as to ensure a match between their learners and the materials they use". An ability to select, design and develop language learning materials constitutes teachers' pedagogical content knowledge (PCK). PCK combines subject matter content knowledge and how particular topics, principles, strategies in specific subject areas are learned and taught (Atay et.al., 2010). Due to this, researching teacher trainees' competence in designing language learning materials is urgently needed in order to know what problems they encounter in this area.

Little is known from research studies about how student teachers select and design the teaching materials for use in the classroom. Previous studies on materials evaluation are mostly focused on macro-evaluation which evaluates the whole contents of English textbooks. For example, Jafarigohar (2013) evaluated two popular EFL coursebooks commonly used in Iran using checklist. The results revealed that the difference between two coursebooks was statistically significant in some criteria, such as language components, tasks, activities, exercises, critical discourse analysis features. In addition, Tok (2010) evaluated EFL textbook using Likert Scale in terms of layout and design, activities and tasks, language type, subject, content and skills, and whole aspect. The findings revealed that 'Spot on Textbook' did not stand up reasonably well to a systematic in-depth analysis and that the negative attributes far outweighed the positive characteristics.

To fill the research gap, it is necessary to conduct a small-scale research on micro-evaluation of the writing materials designed by student teachers of language education. Ellis (1997) states that "a micro-evaluation of teaching materials is perhaps best carried out in relation to task". In line with this statement, the present study focused on evaluating the micro aspect, i.e. 'the writing tasks' designed by language teacher education students. A task is

understood as an activity that emphasizes on meaning not simply repeating something told by someone else, real-world activities, task completion, and outcome-based assessment of performance (Shekan in Willis and Willis, 2007). By evaluating the writing tasks, it is expected that the teaching philosophy believed by student teachers in the teaching of writing could be revealed. Before planning instruction, a sound theoretical basis in teaching writing needs be taken into account by student teachers because it will affect the presentation of learning experiences provided for their students. Lack of understanding of different views in teaching writing may result in the teachers' confusion in designing writing instruction. Empirically learning and teaching EFL writing are considered to be a challenge for teachers on account of the complex problems of learning English, more specifically learning writing, faced by EFL learners.

The purposes of evaluating the writing task designed by student teachers in this present study are formulated as follows: (1) to know whether or not the writing tasks learners need to complete follow the stages of GBA, (2) to provide suggestions on some aspects of writing tasks in the design that need improvement for future use.

REVIEW OF RELATED LITERATURE

Genre Pedagogy

Apart from the popularity of process and product approach in helping learners to develop writing skills, genre-based approach is offered as an alternative methodology to give a response to the still widespread emphasis on strategies for writing (a planning-writing-reviewing framework) rather than the linguistic resources learners need to express themselves effectively (Hyland, 2007). Genre pedagogies which pull together language, content, and contexts promise real benefits for learners because of the explicit and systemic explanations of the ways writing works to communicate. Teachers of writing clearly need to be teachers of language, as it is an ability to exercise appropriate linguistic choices in the ways they treat and organize their topics for particular readers which helps students to give their ideas authority. A knowledge of grammar becomes central to teacher education program (Hyland, 2007).

The successful implementation of genre-based approach must certainly be supported by EFL teachers who understand deeply about the notion of genre-based approach. According to Highland (2007), genre-based writing instruction places emphasis on scaffolding (or *teacher-supported learning*) and collaboration (or *peer interaction*). The teaching learning cycle of GBA involves five major stages, i.e.: (1) setting the context: to explore the purpose and setting in which a given genre is normally applied; (2) modelling: to analyse the discoursal features of a sample text of the genre; (3) joint construction: to provide teacher-guided activities to reinforce organizational pattern and grammatical features of the genre; (4) independent construction: to withdraw teacher support gradually and to monitor independent writing; (5) comparing: to associate what has been learned from the given genre with other genres to identify particular social purposes. In addition, Feez and Joyce (in Richards, 2010) propose five phases in implementing text-based approach: (1) building the context, (2) modelling and deconstructing the text, (3) joint construction of the text, (4) independent construction of the text, and (5) linking to related text. Other writers such as Derewianka, (1990 and Butt et al., 2001 in Fauziati, 2013) propose four phases essential for developing control of a genre, namely: context exploration, text exploration based on model texts, joint construction of a text, and individual application. More specifically, in the teaching of writing, three stages are introduced: modelling, joint negotiation of text, and independent construction of text (NSW Department of School Education, 1993). Each of these stages comprises a number of activities. When modelling a genre for the first time, teachers are recommended to concentrate mainly on the context and the schematic structure with minimal attention being given to the language features. Following this, some joint construction activities may be useful to reinforce generic purpose and structure. Before students attempt independent construction, they may wish to construct a text in pairs or groups.

Materials of Writing Skill

Language learning materials can be anything (i.e. coursebooks, videos, guided readers, flash cards, games, websites, and mobile phone interactions) that can help facilitate the learning

of language (Tomlison, 2012). The materials of writing, therefore, serve as a stimulation to write, help students understand the language they need to write effectively, and help teachers with ideas for organizing lesson activities. In similar way, Hyland (2003) confirms that writing materials play an important role as models, language scaffolding, reference and stimulus. Models are used to present good examples of a genre and illustrate its particular genres. Materials used as a model thus help teachers to increase students' awareness of how texts are organized and how purposes are realized as they work towards their independent creation of the genre. Materials which scaffold learners' understandings of language provide opportunities for discussion, guided writing, analysis and manipulation of salient structures and vocabulary. Reference materials, such as grammars, dictionaries, reference manuals and style guides, concern knowledge rather than practice, and all function to support the learner's understanding of writing through explanations, examples, and advice. Stimulus materials are commonly used to involve learners in thinking about and using language by provoking ideas, encouraging connections, and developing topics in ways that allow them to articulate their thoughts.

Micro-evaluation of Writing Materials

Materials evaluation is a procedure that involves measuring the value (or potential value) of a set of learning materials. It involves making judgements about the effect of the materials on the people using them (Tomlison, 1998). Some aspects to be measured among them are: the appeal of the materials to the learners, the credibility of the materials to learners.

Evaluations differ in purpose, in personnel, in formality and in timing. *Pre-use evaluation* involves making predictions about the potential value of materials for their users. Often pre-use evaluation is impressionistic and consists of a teacher flicking through a book to gain a quick impression. Byrd (2001) says, it is important that there is a fit between the materials and the curriculum, students and teachers. *Whilst-use evaluation* involves measuring the value of materials while using them or while observing them being used. It can be more objective and reliable than pre-use evaluation as it makes use of measurement rather than prediction. *Post-use evaluation* can measure the actual effects of the materials on the users. It can measure the short-term effect (motivation, impact, achievability) and the long-term effect (durable learning and application).

Micro-evaluation in this study belongs to pre-use evaluation because it evaluates the writing tasks in the lesson plan as a coursework in ID course. Micro-evaluation is more manageable compared with macro-evaluation. In a micro-evaluation, the teacher selects one particular teaching task in which he or she has a special interest. It is in line with Ellis (1997) stating that "[a] micro-evaluation of teaching materials is perhaps best carried out in relation to task". A task as proposed by Shekan (in Willis and Willis, 2007) is defined as "an activity in which meaning is primary, learners are not given other people's meaning to regurgitate, there is some sort of relationship to comparable real world activities, task completion has some priority, and the assessment of task performance is in terms of outcome". Thus, a classroom task must be meaningful, not simply repeating something told by someone else, relate to real world, include outcome, and the assessment of outcome. The notion of engagement is crucial because without engagement and genuine interest, there can be no focus on meaning or outcome. In evaluating a task, we also evaluate a number of activities within a task. Richards & Lockhart (2007) states that "[a]n activity is described as a task that has been selected to achieve a particular teaching and learning goal".

Steps in Conducting Micro-evaluation

According to Ellis (1997) there are seven steps to micro-evaluate a task. The first step of micro-evaluation is choosing a task to evaluate. In choosing a task to microevaluate, there must be some reasons for choosing it. For example, an evaluator may want to try out a new kind of task and be interested in finding how effective the task is in the classroom. The second step is describing a task. A task can be described in terms of objective(s), the input it provides, conditions, procedures, and the intended outcome of the task. The next step is planning the evaluation. In planning evaluation, a number of questions are addressed, such as the purpose of evaluation, audience, evaluator, content, method, and timing. For example, the task is evaluated: (1) to determine whether it has met its objectives (i.e. an objective model evaluation) and (2) to

discover how it can be improved. Concerning the time of evaluation, it can be the time before, during, and after the task is taught. The next step deals with collecting information. The information needed to evaluate a task can be collected before, during and after the teaching of task. The next step is analyzing the information. Two ways of analyzing data are possible: quantitative and qualitative analysis. In qualitative analysis the evaluator prepares a narrative description of information, illustrated by quotations or protocols. Having analyzed data, conclusion drawing and giving recommendations is the next step. Conclusions are general statements about what has been discovered, whereas recommendations are the evaluator's ideas regarding future actions. The final step is writing report. It is important in order to share the conclusions and recommendations.

In relation to this study, tasks chosen to evaluate are the writing tasks designed by student teachers of English education. In the writing task, senior high school students are assigned to compose a well-organized 'explanation text' as the final product. In completing the writing tasks, a set of learning activities are framed following GBA procedures. The writing tasks designed by student teachers are evaluated for the purpose of knowing its suitability with the procedures/ stages of GBA, and suggesting improvement on some aspects of tasks for future use. The evaluation is conducted before the tasks implemented or known as pre-use or predictive evaluation. The data will be analyzed qualitatively.

RESEARCH METHOD

Participants

The participants were the fifth-semester undergraduate students of English teacher education. There were some considerations to select pre-service teachers as the research participants. First, as the prospective English teachers, during their teacher education program they are required to have competence in designing lesson plan, in particular the writing tasks. As this study was focused on qualitative evaluation, only small numbers of writing tasks in the lesson plans of student teachers were selected. Consideration is based on the richness of information needed to answer the research questions (Patton, 1995).

Data Gathering Technique and Procedures

The writing tasks as the only data collected in this research were taken from the lesson plans as the teaching documents developed by student teachers as the coursework of ID Course. Thus, the data (writing tasks) were collected by means of documentation technique.

The procedures in collecting data are schemed in the following:

- 1) Student teachers are assigned to write a lesson plan following GBA based on English curriculum of senior high school as the coursework of ID course;
- 2) The lesson plan must be original developed individually in a three-week period;
- 3) They have to submit the lesson plans in soft copy;
- 4) Selecting the writing tasks designed by student teachers sampled purposefully from the selected lesson plans.

Data Analysis

Analysis links between what has been found in the data and the research questions. This study applied thematic analysis to analyse the research data. The first step was coding, i.e. reading the data and developing a set of categories, themes or basic organising ideas (Buzan, 1995 in Ryan, 2006). Created codes are based on target text designed, writing tasks designed in the phase of BKOF, MOT, JCOT, and ICT. The next step was categorising those data. Following this step were 1) provide narrative description to know whether or not the writing tasks learners need to complete follow the stages of GBA ; 2) to provide suggestions on some aspects in the design of the writing tasks that need improvement for future use. The last step was drawing conclusion to answer the research questions.

FINDINGS AND DISCUSSION

Writing Tasks Designed by Student Teachers

From the lesson plans evaluated, it could be reported that student teachers chose 'explanation text', as the target text senior high school students required to achieve. In designing the writing tasks of explanation text, student teachers follow GBA stages consisting of the Building Knowledge of Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT), Independent Construction of Text (ICOT), and Linking to Related Text/comparing. However, the last stage that is 'linking to related text' was not found in the lesson plan.

Writing Tasks Designed in the Stage of BKOF

From Table 1.1, it was known that in the stage of BKOF three student teachers (ST) design writing tasks aiming at introducing the features of explanation text. Student teacher-1 (ST-1) starts by defining explanation text, explaining social function, generic structure and language features of explanation text. The same activities are also performed by ST-2 which opens the activity by explaining the concept of explanation text and explaining its goal, generic structure and language features. ST-3 does the same activities, i.e. by introducing explanation text through its definition, its generic structure, its function and its language features (see Table 1).

Table 1 Writing Tasks at BKOF Stage

Writing Tasks Designed by		
ST-1	ST-2	ST-3
Define explanation text	Explain what explanation text is	Introduce explanation text through its definition and generic structure.
Explain the social function, generic structure, and language features of explanation text	Explain the goal of explanation text, its generic structure, and language features	Explain the language features and social function of explanation text

The learning tasks designed by ST at this stage serve as building the contexts of explanation text as new learning material that is presented for the first time. These contain the presentation activities that functions to introduce and clarify a new learning item, (in this case explanation text). A presentation activity could be used to introduce a lexical item, a function, a discourse feature, or a learning strategy. In summary, the learning activities designed by student teachers in BKOF stage accord with the function of this stage.

Writing Tasks Designed in the Stage of MOT

In MOT stage, a good model of explanation text was shown to the class. ST-1 shows a model of explanation text entitled 'Tsunami' to be analysed more deeply, ST-2 shows a text entitled 'How Unemployment Occurs', and ST-3 shows a text entitled 'What's a Drawback?'. (see Table 2)

Table 2 Writing Tasks at MOTStage

Writing Tasks Designed by		
ST-1	ST-2	ST-3
Show the example of explanation text entitled <i>A Tsunami</i>	Show an example of explanation text and analyze its generic structure and language features	Give an example of explanation text on topic natural environment
Discuss the generic structure and explain every part through explanation text model	Ask students to observe the example given	Ask students to read to find certain information in the explanation text given

Identify every part of explanation text	Ask students to ask questions	Ask students to identify the generic structure of the explanation text given
Identify the language components of the text	Provide another explanation text to be analyzed	Ask some questions related to the content and language features of the explanation text
Ask some questions about the text being discussed	Discuss the answers with students	

Models of explanation text could provide students with highly specific information about the forms and functions of syntactical and lexical features required by explanation text. The models then can be used to analyse the similarities of texts in the same genre. Such language awareness activities would require the teachers to prepare sets of the kinds of texts that learners are required to learn to write. The activities designed in MOT can also serve as ‘comprehension activities’ as these tasks require students demonstrate their understanding of written texts.

Writing Task Designed in the Stage of JCOT

In JCOT three student teachers shift the activities into the construction of text by inviting students to work in a group (see Table 3). ST-1 and ST-3 asked students to work in pair, while ST-2 asked students to work in a small group. They guided students to find alternative topics to write, direct them to use internet, and provide them feedback in order to write a good text.

Table 3: Writing Tasks at JCOTStage

Writing Tasks Designed by		
ST-1	ST-2	ST-3
Ask students to work in group of two	Divide students into groups and decide a topic on social problem to write an explanation text	Complete a short explanation text with the available words given in pair
Ask each group to write an explanation text	Find information from internet or newspaper about the current social problem and how to solve it	Checking the students task together
Discuss the written text Together	Compose an explanation text about the topic chosen	

JCOT can be grouped as ‘practice activities’ because in these tasks students are given opportunities to practice knowledge and skills learned previously (Richards & Lockhart, 2007). For example, students are assigned to write an ‘explanation text’ by considering the contexts, discourse features, and language features they have learned in the stage of BKOF and MOT.

Writing Tasks Designed in the Stage of ICT

In ICT, three student teachers (ST-1, ST-2, ST-3) give learners individual task to compose an explanation text of their own topic (see Table 4). Students are free to select their topic of interest as they are supposed to possess sufficient background knowledge to compose an explanation text.

Table 4: Writing Tasks at ICT Stage

Stage	Writing Tasks Designed by		
	ST-1	ST-2	ST-3
ICT	Ask students to make an explanation text about nature and environment individually	Ask students to find information from internet, scientific magazines or encyclopedia about how a natural disaster happens	Ask students to write their own explanation text individually
	Proofread the text before submitting it	Ask students to work individually to compose explanation texts	Present it in front of the class and give feedback

The learning activities designed in ICT can be grouped into ‘application activities’, i.e. tasks which require learners to use in a creative way knowledge and skills that have been presented and practiced (Richards & Lockhart, 2007). Application activities may require students to integrate knowledge and skills acquired from different sources, to apply learned items to a new context or situation, or to personalize learning items through relating them to their own ideas, needs, feelings, and experiences. An application activity in a writing class might represent the final stage in a sequence of activities in which students first read an essay where certain rhetorical forms are used (presentation), do a set of exercises to practice using different rhetorical and discourse devices in paragraphs (practice) and then complete a written assignment incorporating the rhetorical and discourse devices using information and ideas of their own.

Some Aspects of Writing Tasks that Need Improvement

On the basis of writing tasks described previously, it can be identified several points that need improvement for future use. First of all, at the stage of BKOF the context where explanation text appeared need to be discussed in a more detail. It is because BKOF stage serves as setting the context that aims to explore the purpose and setting in which a given genre is normally applied (Highland (2007). When closely observed, the similar activities repeatedly appear in the stage of BKOF and MOT. For example, in both stages student teachers discuss the same things, i.e. generic structure and language features of explanation text.

Second, in MOT the activities which tend to provide deeper understanding of the text features will be more effective if student teachers could give a model in the process of writing explanation text step-by-step by paying attention to generic structure and language features of explanation text. By showing a model in the process of producing explanation text, learners can follow the thought process demonstrated by a competent writer.

The last point to be suggested relates to stage five in GBA, i.e. linking to related text/comparing, which was not found in the lesson plan. Stage five which aims to associate what has been learned from the given genre with other genres will be useful for learners for further practice or as reinforcement in writing the explanation text. Assignment of linking to related text can be done through homework or if the student teachers think that the activities in stage five will spend a great amount of time.

CONCLUSIONS

Developing student teachers’ pedagogical content knowledge (PCK), in this case, an ability to design the language learning materials constitutes a useful activity to prepare student teachers to be the central figures in materials development, i.e. the ones who select, teach and who sometimes have to rewrite the materials. In selecting and designing materials, a deep understanding on the basic philosophy of the curriculum should become the primary consideration. The micro-evaluation focusing in this study revealed that student teachers philosophically have followed genre pedagogy in designing the writing tasks. It starts with directing learners to be familiar with the context of situation and culture of the explanation text genre (i.e. genre function and purpose, who, where, and where commonly to use the genre). In the next step, the writing tasks designed could bring students to understand more deeply about the features of text genre by analyzing its components in model texts. The writing tasks designed by student teachers at the stage of joint construction constitutes ‘the application activities’ even though they are still conducted collaboratively with teachers’ assistance. Lastly, the learning tasks designed by student teachers at the stage of independent writing could give learners opportunity to apply their knowledge and skills creatively. However, when closely looking at the lesson plan, there are some points that need attention to make the design of writing better for future use. Some points that need attention relate to discussing more on the context of explanation text in BKOF, model the process of writing explanation text in stage of MOT, and adding activity in stage five as the homework if there is a problem with the time. In conclusion, three student teachers are capable of realizing the gradual steps in designing writing tasks as suggested by genre pedagogy although there are some pitfalls found in designing the writing tasks.

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THE PATTERN OF TEACHER INSTRUCTION AND FUNCTION OF STUDENT RESPONSES IN EFL CLASSROOM

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ABSTRACT

Teacher instruction as means of directive is very important to execute activities, manage students' behavior, and provide meaningful language exposure. In giving the instruction there are certain patterns that can be used by the teacher. Each pattern has its constructions, and elicits particular students' responses. The present research analyzes the instruction patterns used by the teacher and function in verbal responses from the students to each pattern at International Program EFL classroom in a national plus school. The participants were an English teacher and 23 students of grade IX. Audio-recorder and interview guideline were used to collect the data. Results showed several findings: a) in four times classroom observations, imperative pattern is the most frequent pattern used by the teacher, it contributess 67%, 49%, 66%, and 73%. Through the instruction teacher conveys several functions and purposes such as command, order, advice, and warning. b) the students convey several functions in responding to teacher instruction. The function conveyed areassertives, directives, and expressives. As conclusion imperative is the most frequently used pattern to give instruction in order to execute activities and organize class room interaction.

Keywords: *teacher instruction pattern, function of student responses, imperative, assertives, directives*

INTRODUCTION

In a classroom, a teacher has several roles. According to Harmer (2010) one of the roles is as a manager or controller in classroom. To perform this role, a teacher needs a medium that is teacher instruction. By instruction, teacher organizes students to do activities and classroom interaction between teacher and students, so that teaching and learning process run smoothly. Todd (1997) defines that "instruction is a series of directives, possibly mixed with explanations, questions and so on, which as a whole aim to get the students to do something" (p. 32). Therefore, the success of an activity in the teaching and learning process is often predicted by the effectiveness of instructions (Todd, Chaikasuk, & Tantisewetrat, 2008). Teacher instruction is not only used to direct or to ask students to do something, but also to expose the students to a meaningful language. Teacher instruction is one of few occasions in which the language is used for meaningful communication instead of object to be learned (Campbell & Kryszewska, 1995). Moreover, Boydell (1974) and Delamont (1976) (as cited in Holmes, 1983) mention that the amount of teacher instruction contributes up to 25% from the total of classroom discourse. It is a significant language exposure for students during learning process. Therefore, meaningful instructions expose students with input on meaningful language use, as a result it is increasing language acquisition.

Teachers, however, do not always realize the importance of instruction in an EFL classroom. The researcher has observed that mentor teachers during pre-service training program in several schools are not always able to give appropriate instruction. They give the instruction in long sentence and sometimes all at once. Many students cannot understand teacher instructions, seen from their verbal and non-verbal responses. Students asked their teachers to repeat instructions or showed verbal responses and gestures or facial expressions that indicated confusion on how to respond. They did not understand teacher instruction well. When

instruction is not clear, the activity cannot be executed, and learning objectives cannot be achieved. It is because learning objectives are achieved through activities that need instruction to direct the students. The students will also get bad impacts that can decrease their motivation to learn since they do not know what to do. Expert like Ur (1996) suggests that teacher repeat the instructions or move around the class to check whether the students know what to do or not. If this condition happens all the time, the lesson will not be effective both in time and objective achieved. Teachers will need more time to explain the instruction and consequently it will affect the whole learning process. The teachers also can get frustrated or demotivated since they need to keep repeating and checking, as the result teachers are hopeless (Shindler, 2009).

The situation where the students cannot understand teacher instructions can also happen because the teachers do not know what pattern should be used to give instructions. There are several language patterns teachers can use to give instruction. According to Holmes (1983) (as cited in Debat&Liruso, 2003), there are three patterns of directives; imperative, declarative, and interrogative. Each pattern has its constructions, and elicits particular students' responses. Knowing which pattern to be used in giving instruction will be very useful to get expected responses from the students. Therefore, the present research was conducted to analyze the instruction patterns used by the teachers and function in verbal responses produced by the students in responding to each pattern. This research described which pattern stimulates student responses.

Each instruction pattern initiates and determines various responses from the students. Therefore, this research was intended to answer the following research questions 1) which instruction patterns are frequently used by the teachers in their EFL classroom? and 2) what functions are conveyed in students' verbal responses in responding to each instruction pattern? To answer the research question, the present research is set two objectives that are going to be achieved through 1) to identify instruction patterns frequently used by the teachers in their EFL classrooms and 2) to identify functions conveyed in student verbal responses in responding to each instruction pattern. This reach could benefits teacher, teacher trainers, and teacher candidates; and teacher education institution. By knowing which instruction pattern that can initiate expected responses, they can build their awareness on instruction pattern, so that they can formulate and give better instruction in the classroom. Teacher education institution can use this research as a reference in developing courses related to classroom language use for teacher candidates. It can be used as a reference to include in the course syllabus a topic or lesson on how to formulate instruction. This prepares teacher build their awareness on formulating instruction in the classroom.

METHOD

The present research used the qualitative approach and specifically it applied descriptive design. This research describes the real situation and condition of a teaching and learning in the EFL classroom. It focuses on the classroom discourse occurred between teacher and students especially on the teacher instruction and student responses. The current research setting took place in an International Program (IP) classroom of a national plus junior high school in Bekasi, West Java.

The participants of this research were the English teacher and students of grade 9 of IP classroom studying for Cambridge First Certificate of English (FCE). The classroom consists of 23 students. There were 13 male and 10 female students in the class. The students' proficiency level ranged from intermediate to upper intermediate. The class was chosen by using purposive sampling technique. Purposive sampling enabled researcher to select the participants based on previous knowledge of population, specific purpose of the research, and used researcher personal judgment to select the sample (Fraenkel, Wallen, & Hyun, 2012).

To collect the data, the researcher conducted classroom observation and interview. In the classroom, researcher observed utterances produced in the classroom interaction during teaching and learning process. Researcher used undisguised observation and nonparticipant observation by taking the role as a complete observer. The observation was conducted four times as an attempt to get deep and adequate data to be analyzed. To support the observation in obtaining the data, researcher did also an interview with the teacher. The interview was addressed to the teacher to crosscheck the data that was obtained from the observation and

obtain further information. Researcher used informal interview and interview guide approach strategies. In using interview guide approach researcher developed the guideline question that was used to guide researcher for the interview.

Researcher designed a data analysis sheet to analyze the teacher instruction pattern and function of student responses. The design was derived from Miles and Hubberman's (1994) interactive data analysis model that covers three steps. Firstly, the data observation that was obtained from classroom observation and interview from the audio-recorder was transcribed in written form. Secondly, the data was analyzed through three cyclical steps using Miles and Hubberman's (1994) interactive data analysis. The steps are data reduction, data display, and conclusion drawing/verification. In data reduction step, researcher selected the utterances that were produced by the teacher and the students during teaching and learning. The utterances that were selected were teacher instructions in any form which are declarative, interrogative, and imperative based on Holmes's theory and function of students responses towards the instructions based on Searle's theory that covered assertives, directives, commissives, expressives, and declaratives. In data display step, researcher selected the teacher instruction and students verbal responses that has been sorted during data reduction and enter it into profile in which its relevant characteristics whether it is teacher instruction or students responses and on the data analysis sheet. After that, researcher categorized the teacher instruction and student responses by referring to theory of categorization of teacher instruction pattern by Holmes (1983) and function of student responses by Searle (1976). Thirdly, researcher drew conclusion from the result of data analysis to see the pattern on which instruction pattern that was most frequently used by the teacher and how the students respond to each pattern. The conclusions drawn were verified with the data that was obtained through interview with the teacher to crosscheck the results from observation and strengthen the data analysis. The process in analyzing the interview was similar with the data analysis of the observation. It was done by transcribing the audio-recorded data during the interview and synthesized with the observation result. Last, researcher formulated the verified conclusion.

FINDINGS AND DISCUSSION

FINDINGS

Teacher Instruction Patterns

Based on the data collected from four times observation, the teacher and students produced many utterances. The total number of utterances produced by the teacher and students can be seen in Table 1:

Table 1. Teacher and students utterances

Observation	NUMBER OF UTTERANCES		TOTAL UTTERANCES TEACHER AND STUDENTS	PERCENTAGE	
	Teacher	Students		Teacher	Students
1 (40 minutes)	101	133	234	43%	57%
2 (40 minutes)	126	121	247	51%	49%
3 (50 minutes)	85	99	184	46%	54%
4 (90 minutes)	178	176	354	50%	50%
total	490	529	1019		

Teacher and students as the participant produced almost equal number of utterances. Teacher produced 490 utterances during four times classroom observation and the students produced 529 utterances. The utterances were produced in in the interaction between teacher-students and students-students. It indicated that the classroom interaction was quite balanced.

Table 2. Teacher instruction and student responses

Frequency	Observation				Total	Percentage			
	1	2	3	4		1	2	3	4
Teacher instruction	22	53	44	98	217	72%	64%	68%	67%
Student responses	7	28	18	44	97	28%	36%	32%	33%
Total	29	81	62	142	314				

Teacher and students produced several types of teacher talks and student talks. During four times classroom observation, 217 teacher utterances were in form of instruction. In general the teacher produced three types of instruction pattern which were imperative, interrogative, and declarative. The detailed distribution of the pattern of instruction and detailed syntactic form of each pattern produced by the teacher are represented in the Table 3 and Table 4:

Table 3. Pattern of teacher instruction

Instruction Pattern	Observation				Total	Percentage			
	1	2	3	4		1	2	3	4
Imperrative	15	26	29	72	142	67%	49%	66%	73%
Interrogative	3	19	11	17	50	14%	36%	25%	17%
Declarative	4	8	4	9	25	19%	15%	9%	9%
	22	53	44	98					
Total	217								

Table 4 Detailed frequency of teacher instruction pattern

Type	Form	Frequency
1. Imperative	a. Base form of verb	30
	b. You + imp	13
	c. Pres. Part	1
	d. Verb Ellipsis	74
	e. Imp + Modifier	18
	f. Let + 1 st per pronoun	10
2. Interrogative	a. Modals	11
	b. Non-modals	37
3. Declarative	a. Embedded agent	14
	b. Hints	9
Total		217

There are some functions conveyed in the teacher instruction. Searle (1976) stated instruction as means of directive has four purposes; request (command and order), advice, and warning. Based on the data it was found that in the teacher instruction there were four kinds of purposes tried to employ. The following table represents the distribution of the function in the teacher instruction from four times classroom observations

Table 5.Function in teacher instruction

Function in teacher instruction	Observation				TOTAL	Percentage			
	1	2	3	4		1	2	3	4
Command	16	42	38	89	185	73%	79%	86%	91%
Order	2	2	1	1	6	9%	4%	2%	1%
Advice	1	8	4	7	20	5%	15%	9%	7%
Warning	3	1	1	1	6	14%	2%	2%	1%
Total	22	53	44	98	217				

Student Responses

Based on the data collected from four times observation, the students produced 529 utterances. Of 529 utterances produced, 97 utterances were responses to teacher instruction. In responding to teacher instruction, students conveyed certain function in their responses. According to Searle's (1976) speech act theory, there are five categorizations of function conveyed in the responses which are assertives (representatives), directives, commissives, expressives, and declaratives. The data indicated that only three function were found in the student responses which were assertive, directives, and expressive. It was not found any function of commissive and declarative. The detailed distribution of function conveyed in the student responses is displayed in the Table 6 below:

Table 4.6 Function conveyed in student responses

Function conveyed in student responses Type	Observation				Total	Percentage
	1	2	3	4		
Assertives	6	26	15	43	90	92,78%
Directives	1	2	2	1	6	6,19%
Commissives	-	-	-	-	-	0,00%
Expressives	-	-	1	-	1	1,03%
Declaratives	-	-	-	-	-	0,00%
Total	7	28	18	44		

DISCUSSION**Teacher Instruction Pattern**

Comparing total number of instruction produced in the classroom between previous research by Fitria (2012) and present research, it can be seen the significant differences. In the Fitria's (2012) research the finding shows that the teacher dominates the classroom interaction. It is shown by the number of utterances produced in the classroom. Moreover, from the finding it can be indicated that the teacher has big authority in the classroom since during the classroom interaction the teacher produced 150 instructions and the students only produced 5 responses. It is significantly different with the present research in which the classroom interaction is fairly balance. It can be noticed from the total number of utterances produced by the teacher and students are quite equal. The teacher produced 490 utterances and the students produced 529 utterances. It shows that the classroom interaction is not dominated by the teacher. Furthermore, the total number of responses towards teacher instruction is also significantly different. The students produced 97 responses towards 217 instructions given by the teacher. Based on that comparison, it shows significant result between previous studies by Fitria (2012) and present

research related to the use of teacher instruction and student responses in the classroom. This different result is possibly caused by the differences in school context, curriculum studied, and also language proficiency of the students. In Fitria's (2012) research the study was done in a national school that used national curriculum. Moreover, students' language proficiency was also lower and they did not actively responding to teacher instruction and participate in classroom interaction. It is not surprising that the classroom interaction was dominated by the teacher.

Imperative

The instruction produced by the teacher during the classroom interaction was uttered in several patterns. From the 217 instructions produced by the teacher consists three types of instruction pattern. The categorization of teacher instruction is based on Holmes (as cited in Debat&Liruso, 2003, p. 142) that categorizes teacher instruction into three types: imperative, interrogative, and declarative. The data findings shown in the Table 4.3 indicates that imperative pattern is the most frequent pattern used by the teacher in giving the instruction with total number of occurrence 142 instructions. The finding of the present research has the same result with the research that has been conducted by Holmes (1983). She found that in English as First Language (L1) classroom in New Zealand and Britain, the teacher also most frequently used imperative pattern in giving the instruction.

It is interesting to note that even though in present research the research setting is English as Foreign Language (EFL) classroom, the teacher most frequently used imperative pattern to give instruction to intend the students to do something (non-verbal response) or give verbal response. Considering that, it can be concluded that imperative pattern has become the preference for the teacher to give instruction in the classroom. Even though in the present research the teacher is not a native speaker of English but she uses English as second language and she has a lot of experience in teaching English.

There are several reasons that might influence the teacher in using imperative pattern in giving the instruction. The first is the structure of imperative pattern. It is not surprising; firstly considering the structure of imperative pattern, it has simple structure or pattern to be formed. According to Holmes (1983) the instruction in imperative pattern is relatively explicit. It is because in most of the variant syntactic forms of imperative pattern the subject is eliminated and only focuses on action verb. Secondly, imperative pattern tends to occur as instruction to the addressee that has lower authority (Ervin-Trip, 1976 as cited in Holmes, 1983). If the instruction is not directed to a specific student, the teacher does not need to mention the inclusive agent such as *class*, *students*, *guys*, or *boys* since the focus of the instruction is action. It is realized by using active verb that are found in the data such as '*listen*', '*continue*', '*read*', '*spell*', '*write*', '*count*', and '*mark*'. Moreover, the emphasis on the action verb is also easy to be identified by the raising pitch on the verb that indicates the students to do the action immediately. It is also supported by the teacher's statement in which stating that she preferred to use imperative form because of its simple and short structure. She did not need to formulate long and complex instruction to direct the students.

The simple syntactic form of imperative pattern makes this instruction easy to be formulated. As a result, it was not surprising that imperative became the most frequent instruction pattern used by the teacher in giving instruction in this present research. Furthermore, imperative pattern has several subcategories of syntactic forms. Based on the findings shown in Table 4, imperative pattern with verb ellipsis syntactic form dominated most of the instruction and base form of verb was the second major syntactic form of imperative used by the teacher.

Verb ellipsis was used frequently by the teacher due to its simplicity to construct it. To formulate this pattern it can be done similarly to formulate instruction with base form of verb but the verb is deleted. When the verb is deleted and the teacher only needs to specify to the new or important information. In the sample 7 and 8, the teacher produced the instruction with verb ellipsis form which are "*Honey louder!*", "*Sweetie louder!*", and "*Dictionary!*" (*raising pitch*). Those examples show that the verbs were being deleted since the required actions were obvious which are to speak and to search. This syntactic form can be used and comprehended easily by the students because they have been familiar with the classroom rules and habit. Therefore, when the teacher instructed them using this pattern they could respond it correctly.

As a result it benefited the teacher and students. In one hand, the teacher did not need to formulate long and complex sentence to instruct the students. On the other hand, since the students have been familiar with classroom rules and habit; it eased them to respond to the teacher instruction or to perform the required action from the teacher easily. The student did not need to listen and try to comprehend long instruction for them to give response or do something. Consequently, the students were motivated to respond to the teacher instruction. Considering the explanation above, it is no wonder that the teacher preferred to use imperative especially verb ellipsis syntactic form in giving instruction due to its simplicity and easiness to formulate it.

Interrogative

Contrasting to the second most frequent instruction pattern used by the teacher, interrogative pattern, is relatively low in terms of occurrence in the classroom interaction. The teacher only produced 50 instructions using interrogative pattern. The interrogative pattern is also not too difficult to be formulated. However, the teacher does not use interrogative pattern too much to direct the students to do something because it may lead to ambiguity and give the students a chance not to do what is being asked. In the interview, the teacher stated that the reason for not using this pattern too often was because the instruction is formulated in a question form, therefore it is no sure obligation for the students to follow the instruction. It is supported by Ervin-Tripp's data (as cited in Holmes, 1983). When using this pattern for teenager and adults, it is frequently founded that the addressee does not follow the instruction and give the students an escape route by treating this instruction as information question. Therefore, according to the teacher, she did not use interrogative pattern in giving instruction to the lower level students. Despite this fact, the teacher still used this pattern since the students in research setting were already mature enough and has sufficient language proficiency to comprehend the instruction in form of question. It is shown in the Sample 15, the teacher produced instruction "*Can anybody take the other papers for you?*" to ask the students to have extra paper. The student directly comprehended that as instruction and not only by responding "*yes*" to state that she/he was able to do but also directly followed the instruction.

Declarative

Discussing the least frequent instruction pattern, declarative, does not have simple syntactic form. The syntactic form of declarative pattern is as in a form of a statement, it needs complete construction of as a sentence. Hence, it needs a subject, predicate, and the object if it is necessary, for instance as shown in Sample 18 and 19, the teacher instructed the students by giving the instruction "*I want you to make it on your own*" and "*I want you to spell mischievous*". In that directive the teacher used complete sentence that consist of subject, predicate, and object. Despite the fact that declarative pattern required more complex syntactic form that imperative and interrogative. In certain case where the intended agent or required action is implicit, it could lead to an ambiguity. It forces the students to infer the instruction. In the interview the teacher revealed that the only reason for not using this pattern too much is the efficiency in terms of time and simplicity in formulating the instruction. Therefore, the teacher only used declarative pattern that is not explicit in higher level classroom.

Based on the explanation above, it can be identified the difference among three instruction pattern. Imperative that has simple and short construction, is easy to be comprehended and formulated. Interrogative although it is also has simple syntactic pattern, sometimes it may lead to ambiguity and provide a chance for the students to escape or not to follow the instruction. Differently, declarative has its own syntactic form that more complex since it needs complete elements of a sentence. Therefore, the explanation above can be used as evidence why the teacher preferred to use imperative in giving the instruction.

Function in Teacher Instruction

In giving instruction the teacher should determine its functions and purposes in order to motivate the students to follow the instruction. According to Searle (1969) directive has three purposes; request (command and order), advice, and warning. Moreover, teacher instruction also serves the main purposes to solicit moves. It is intended to solicit a verbal response, a cognitive response, or physical response (Coulthard, 1977 as cited in Debat&Liruso, 2003). The findings in Table 4.5 show that the teacher conveyed all four functions in the instruction. Moreover, there is a tendency in using certain pattern to convey certain function. According to

Searle (1969) certain function will give a syntactical implication in which certain pattern is dominant to be used in conveying certain function

The function of command was the most frequent function conveyed in the teacher instruction. Through the instruction that conveyed command the teacher set the purposes to solicit moves: verbal, cognitive and physical. In Sample 15, the teacher produced an instruction *"Could you please read the instruction Student R?"* as one of the commands to elicit a verbal response which was asking the students to read out aloud. Meanwhile, in Sample 1 and 5 the teacher uttered instructions *"Alright, 9A guys, 9A listen up!"* and *"Ya, moving on (raising pitch) Student C chop-chop"* that were intended to solicit a physical response which were to be quiet and to go in front of the class and prepare the presentation. Furthermore, in Sample 17 when the teacher instructed the student to think and identify a mistake in the sentence by uttering *"What is wrong with this sentence?"* the teacher conveyed a command function and set a purpose to elicit a cognitive response. To realize those command it was found that the teacher mostly used imperative pattern except for solicit a cognitive response. It is because several syntactic forms of imperative pattern are very explicit and show an emphasis of the action required. Therefore, in giving a command the teacher mostly used imperative pattern.

There is a tendency in using certain pattern to convey certain meaning. According to Searle (1969) certain function will give a syntactical implication in which certain pattern is dominant to be used in conveying certain function. In this context where the teacher needs to give command or order to the students, there is a tendency that the teacher used imperative form. It is also supported by the data gained from the interview with the teacher. The teacher stated that she has to always command in imperative form since the students are not get used to speak in class and some of them are lazy. Therefore, if the teacher does not say it explicitly and emphasize to the required action, the students will not do or give any response. However, according to the teacher it only happens in the lower classes such as Grade 7 and 8. In the Grade 9 where the present research was conducted even though the student are mature enough, as mentioned in the interview she still preferred and frequently used imperative pattern because it is related with the function conveyed in the instruction. Since most of the instructions are used as means to give command, imperative pattern is the dominant pattern to be used. Therefore, imperative is considered suitable by the teacher to convey command functions that ask students to do something.

The second highest function conveyed in the teacher instruction was advice. The advisory function in the teacher instruction intended to solicit verbal and physical response. Both verbal and physical purposes were intended to improve their language ability. The instruction in Sample 4 *"so, you got to open your mouth! So you need to enunciate the thing!"* and Sample 25 *"make sure all the words are in UK spelling and if you gonna do US, you can't use UK, and then American, Indonesian. No, you got to be consistent."* were intended to give advice in order to improve students' language ability in speaking and writing. Instruction given by the teacher aided the students to enhance their English output. Krashen (1985) has stated that in order to make the students have the good output, the teacher needs to provide good input and uses two-ways communication in the classroom interaction. Fortunately, the teacher and the students in the present research were both active using two-ways communication. To make sure that the students were paying attention to the teacher's advice, in giving those instructions the teacher used imperative pattern by emphasizing on the action verb.

The last two functions conveyed in the teacher instruction that had same number of occurrence were order and warning. The function of order was conveyed through the teacher instruction mostly when the teacher requested the students for a physical or verbal response. Basically, it is similar to command but an order give the addressee a choice to accept or reject and most of the times it is to soften the command. Instructions uttered by the teacher in Sample 15 *"Can anybody take the other papers for you?"* and Sample 24 *"Alright any number that I should repeat?"* showed that the teacher requested a physical or verbal response from the students. However, the students have a chance to accept or reject the order. Therefore, it implicated to the pattern used by the teacher in uttering those instruction which was interrogative. It was caused by using interrogative the students might accept or reject the order. Meanwhile, for function of warning, it was mostly used to solicit a physical response. Warning was conveyed in the teacher instruction to reprimand the students that misbehaved in the

classroom. The instruction in Sample 26 “*Boys, Student J, Student C, Student K (reprimand the students at the back that are noisy)*” was used by the teacher to reprimand the students who were misbehaved and disturbed the teaching and learning process. It is in line with Harmer (2010) and Allwright and Bailey (as cited in Debat&Liruso, 2003) have stated that instruction can be used to manage teaching and learning process and to control students’ behavior.

Function of Student Responses

Contrasting the findings between present research and previous research conducted by Merdana, Seken and Adijayaputra (2013) the function conveyed in the student responses were quite similar. As seen in the Table 2.2 that the function conveyed in the student responses were categorized as assertives (97,32%), directives (2,01%), commissives (0,67%), declaratives (0,67%), and there was no expressives and function. Meanwhile in the present research the function conveyed were assertives (92,78%), directives (6,19%), expressives (1,03%), and there was no commissives and declaratives function. It is interesting to note that the occurrence of assertives and directives functions was the same as the first and second most frequent conveyed functions in the student responses.

Function of student responses with the highest frequency was assertive. Following Searle’s definition (1976) (as cited in Schmidt & Richards, 1980) assertive or representative is a speech act that is used to state or tell people the way things are. The function of this speech act includes stating, reporting, claiming, asserting, saying, and others similar function. The finding in the present research showed that assertives function conveyed in the student responses were functioning to report and to state. The finding indicated that mostly the students produced assertive speech act with stating and reporting function in responding to the teacher instruction in imperative and interrogative pattern. It was similar to the finding of the research conducted by Merdana, Seken and Adijayaputra (2013) in responding to the teacher’s instructions both in form of imperative and interrogative. According to the Merdana, Seken and Adijayaputra (2013) the high frequency of assertive was due to student’s position psychologically inferior to the teacher and positioned them as subordinate that had lower authority in the classroom. Therefore, they needed to comply with teacher instruction. These similar findings indicated the students were active and responsive to the teacher instruction.

The second function conveyed in the student response was directive. In both present research and research conducted by Merdana, Seken and Adijayaputra (2013) this function appeared when the instruction was not explicit and needed the students to infer the intended agent and/or required action. In the present research findings, it was noticed that instruction was explicit mostly in form of declarative. Several data of classroom observation showed that it also happened when the teacher gave the instruction in imperative form. Since the structure of imperative form that is short, it might make the students did not get the important information if the instruction was uttered to short or too fast. Consequently, the students did not get the instruction in the first attempt. As a result, they responded to the teacher instruction with directive function to ask for repetition or clarification.

The other functions that were conveyed in the student responses in a small numbers were commissives, declaratives, and expressives. The research conducted by Merdana, Seken and Adijayaputra (2013) does not explain the detailed function for commissive and declarative functions. Meanwhile, in the present research the function that occurred in small number is expressive specifically to respond to the teacher additional instruction about the date. It can be seen in Sample 31 where the student thanked the teacher after she gave additional instruction about the date in the previous instruction uttered in declarative pattern.

CONCLUSION AND RECOMMENDATION

Conclusion

The present research analyses the instruction patterns used by the teachers and verbal responses from the students to each pattern in their EFL classroom. This research is conducted at an International Program (IP) class in a national plus school in Bekasi, West Java. To sum up, the results are firstly the teacher uses all three types of instruction pattern during classroom interaction. Imperative pattern is the most frequently used by the teacher in giving instruction. More specifically, the teacher uses verb ellipsis syntactic form of imperative pattern. Through

the instructions, the teacher conveys certain function and sets certain purposes. The functions conveyed in the teacher instruction are command, order, advice, and warning. The purposes set in the teacher instruction are to manage the teaching and learning, control students' behaviour, and improve students' language ability. Those functions and purposes are realized in several of instruction pattern.

Secondly, The students convey several functions in responding to the teacher instruction which are assertives, directives, and expressive. The assertives function is mostly conveyed in responding to the teacher instruction in imperative and interrogative pattern. The students convey directives in their respond to the teacher instruction in imperative and interrogative pattern. Expressives function is conveyed in small number in responding towards teacher additional instruction in declarative pattern.

Recommendations

Based on the finding and discussion presented in this research, it is recommended for the teachers to formulate the instruction that they are going to give in the classroom. The teacher can write their instruction in the lesson plan and have it with them in the table to make sure that they have given the appropriate and complete instruction. Formulating the instruction means the teacher should know and be aware of pattern that is appropriate to be used so that it can initiate the expected responses from the students. Teacher instruction is not only used to impose the students to do something but also serves important function and have purposes behind it. Therefore, in formulating the instruction the teacher also should consider which pattern that is suitable to be used to convey and set particular function and purpose. By knowing the suitable pattern to be used, it can initiate the students to give the expected responses.

The method in the present study is only focusing the observation of the classroom interaction, specifically to analyze the pattern of teacher instruction and function of student responses to the instruction. Using observation with the main instrument audio-recorder to record the classroom interaction is the technique to collect the data. However, it is suggested for further research in the same area to use video-recorder as well as instrument to collect the data. The interaction recorded in the video will help researcher in gaining additional information such as classroom situation, participants' gesture, and other additional information. Additional information such as participants' gesture, mimic, which participant is speaking can be obtained by incorporating video-recorder. It can enrich the data and record the information that might not be able to be collected by using audio-recorder only.

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FLIPPED CLASSROOM IN TEACHING SPEAKING TO YOUNG LEARNERS

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ABSTRACT

Many learners, especially young learners (elementary and junior high school students), have been still very passive and played only a minimal role in the involvement of speaking classroom activities. Such involvement constitutes an obstacle to a successful language learning particularly in speaking. In order to enhance learner's commitment, the learner should be enabled optimally and more enthusiastically in taking part in speaking. A new approach is needed to improve their speaking skills. The writer then proposes flipped classroom as an alternative approach to teach speaking for young learners. Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional educational arrangement by delivering instructional content, often online, outside of the classroom. This paper aims at describing the general insights and the techniques of using flipped classroom that a teacher can apply in teaching speaking to young learners in which it can also improve both learner's motivation and engagement. The data are collected by doing library research in which the writer got the data as the reference from books and journals related to the paper's topic.

Keywords: *speaking, flipped classroom, young learners*

INTRODUCTION

In Indonesia, the teaching of English starts from the basic level, such as playgroup (in a very simple way). People are not exactly able to master English. They begin to learn by empowering the vocabularies, English patterns or grammar, then they try to speak by using correct utterances or pronunciation. Thus, in mastering language, they may need processes. However the process of acquiring language also needs times.

To produce qualified Indonesian students, the government has to prepare them in having good ability in mastering English language. In this case, the government has done something to improve English language mastery of Indonesian students. One of them is choosing English as the first foreign language. Ramelan (1992, p. 2) stated that "English has been taught in our country as the first foreign language since the proclamation in Indonesia on the 17th of August 1945." It is taught as a compulsory subject in junior high school and senior high school and in universities or institutes for several terms. Even, it has been tried to be taught as an extracurricular to the students of some playgroups or elementary schools.

Because English is still as a foreign language, many Indonesian students, particularly young learners, find that it is very difficult to learn English especially in speaking. The main focus of English learning and teaching is still in improving grammar and vocabulary. Therefore, the need of a creative approach in teaching speaking to young learners is really urgent and crucial. Flipped classroom is one of alternative strategies to teach speaking. It is shifting the way teachers provide instruction by inverting traditional teaching methods to engage students in the learning process. Using technology, lectures are moved out of the classroom and delivered online as a means to free up class time for interaction and collaboration (Shimamoto, 1999, p. 1). Based on the facts and theories above, the writers would like to give a big effort to describe the use of flipped classroom in teaching speaking to young learners.

Speaking

Speaking is a productive oral skill which consists of producing systematic verbal utterances to convey meaning (Nunan, 2003). Another definition of speaking is stated by

Fulcher (2003, pp. 152-154) who defined speaking as the verbal use of language to communicate with others. A man is social creature who needs to socialize with others. He wants to convey or to know something from others. One of the ways in conveying something is through speaking.

So, speaking is a crucial part of learning language. It is started by knowing letters, producing words, and arranging the words into sentences. These are crucial steps that people may experience in language introductory on the other side, knowing that the main role of language is for communication, learning how to communicate will be very important.

Teaching Speaking

According to Kayi (2006, p. 1), teaching speaking is the activity where the teachers lead their students to improve their ability in expressing emotions, ideas or feelings orally. For many years, teaching speaking has been underestimated. Commonly, English teachers just continued to teach speaking by drilling the students. However, now there are many ways to teach speaking.

In teaching speaking, the teacher should know what teaching speaking is. Kayi stated that what is meant by teaching speaking is to teach English language learners to:

- a. produce the English speech sounds and sound pattern,
- b. use words and sentences stress, intonation pattern and rhythm of the second language,
- c. select appropriate words and sentences according to the proper setting, audience, situation and subject matter,
- d. organize their thoughts in a meaningful and logical sequence,
- e. use language as a means of expressing values and judgments,
- f. use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Based on those meaning of teaching speaking above, the teacher must pay attention to some aspects in speaking including producing sentences, intonation, rhythm, and stress. The sentences that are produced by the students must be meaningful and logical as well.

Teaching Speaking to Young Learners

Teaching speaking of English to young learners (elementary and junior high school students) is definitely challenging for teachers because of some reasons. First, young learners need extensive reinforcement to improve their oral skills, while sufficiently this is fulfilled only from the interaction at school. Second, while learning to communicate using the foreign language, at the same time young learners are also still developing their communicative skills in their mother tongue (Yusnita, 2014). As stated by Pinter (2006), interactive tasks require careful selection and good preparation. Teachers of young learners should have broad perspectives, needs to expand young learners' lexical knowledge, efforts to find the right time to introduce more interactive activities, and know how to increase learners' interest in participating meaningful communicative tasks. Besides, but not least, they also need to understand young learners' characteristics as stated by Slattery and Willis (2001) as follows:

- a. They are developing quickly as individual,
- b. learn in a variety of ways, for example, by watching, by listening, by imitating, by doing things,
- c. are not able to understand grammatical rules and explanations about language,
- d. try to make sense of situations by making use of non-verbal clues,
- e. talk in their mother tongue about what they understand and do,
- f. can generally imitate the sounds they hear quite accurately and copy the way adults speak,
- g. are naturally curious,
- h. love to play and use their imagination,
- i. are comfortable with routines and enjoy repetition,
- j. have quite a short attention span and so need variety.

When a teacher knows and understands well young learners' characteristics as stated, he or she will know what to do regarding the teaching of speaking in the classroom.

The professionalism of teachers of young learners, according to Cameron (2001), requires an underpinning of theoretical knowledge that can help counteract prevalent misunderstandings of the job. These misunderstandings are not just annoying but they may contribute to a continuing devaluation of teaching languages at primary levels.

Flipped Classroom

According to Information Technology Services at Penn State (2011) in Embi (2014, p. 198), flipped classroom is referred to as pedagogical concept that replaces the standard lecture-in-class format with an opportunity to find out concepts as well as to review materials from outside of class.

Basically, the term flipping is driven from the concept that a usual classroom is historically a place where the delivery of content is done through some types of lecture format. In such classroom, the students are given homework assignments to take and do outside of class on their own. The novel idea “flips” such typical classroom in which most of the content is now gained outside of classroom on their own, as homework assignments, and problems are worked through collaboration during class.

There are numerous styles of “flipping the classroom” and there is no one right way to employ this idea. Indeed, most scholars concur that lecture is still appreciated in the classroom if appropriate; however, the focus on lecture will be significantly decreasing during classroom time. Likewise, some are of the opinion that the flipped classroom is regarded as an ideology instead of methodology as well as remarks that deals with making connections with the learner differentiating your instructions (Makice, 2012).

Gerstein (Kachka, 2012) in Embi (Embi, 2014) defined the flipped classroom as a place to work out problems, advance concept, as well as engage in collaborative learning. Similarly, Berret (2012) presented the idea of Flipped Learning in the higher education classroom and how it can enhance traditional lecture along with student learning. He emphasized that flipping is related to the inversion of expectations in relation to the traditional college lectures. This newly termed style encompasses interactive engagement, peer instruction, just-in-time teaching, and placement of content of course on the student. Here, students are required to obtain most course information outside of class through listening to the record lectures, podcasts, and/ or by reading on their own. This fact contrasts the standard lectures style course in which students normally come to class prepare to absorb information and subsequently to practice that information through completing homework assignments.

The Advantage of Flipped Classroom

According to Jenkins (2012), many advantages of the flipped classroom have been covered throughout the blogosphere and elsewhere. There are many things to praise about the concept of the flipped classroom. With positive results from many teachers and school districts throughout the country, there's no denying that the approach can (and has been) successful in certain cases. Students are able to approach material and take it in at their own speed. By covering lecture material at home and from a video-based platform, students can privately view the material. This allows them to approach things at their own pace without worry of peers noticing them moving slower or faster. Students can stop, pause, rewind, and fast forward material so that they can examine things in their own way.

By taking the lecture portion of the classroom home with them, students are able to utilize their teachers' one-on-one attention more successfully in the classroom. Students sit through lecture, gather questions, and prepare themselves for the day with the teacher to tackle "homework". Because the actual exercises are done in the classroom rather than at home with this model, students have their teacher available for questions with problems when they occur.

The flipped classroom also allows teaching to adapt more easily to the different teaching styles that individual students may be most successful. By putting lectures in a video format, students can listen to the lesson and watch the video illustrate the lesson. Of course, this largely depends on how successful the actual video lecture is. You want a lecture (like the Khan videos) that explains concepts verbally, but also draws them out in images and pictures. This provides adequate learning opportunities for verbal learners and for visual learners. With in-classroom lecturing, the visual aspect of lecturing can be significantly more difficult to accomplish.

The Disadvantage of Flipped Classroom

Jenkins (2012) stated that there are going to be some disadvantages to the flipped structure of learning as well. Just as classroom lecturing works better for some and does not work for others, the flipped classroom method is not going to accommodate every individual perfectly. The biggest set back today to the flipped classroom method is that not all students and schools have access to technologies that can really work for this method.

Students from lower income areas and lower income families may not have access to the computers and internet technologies that the flipped classroom requires. The structure really hinges on every student having personal access to his or her own personal device. This simply is not the case for every student and every school district. Students who do not have personal home computers or access to the internet would be forced to use public computers at a library or at the school. This, to some degree, eliminates the personal and private experience of taking in the lecture. What makes having lectures as homework so powerful is that students can do it on their own time and in their own way. At a library computer or school computer time limits typically exist and access can be limited if it is busy. This is problematic.

Another downside to the idea of the flipped classroom that many people bring up is the fact that students would be spending all of their "homework time" plugged-in in front of a computer screen. Not only do not all students do well with learning from a screen, but this also adds to a students' time in front of a screen and sitting sedentary. While this concern is not singular to the flipped classroom, the teaching concept does not help our young students to get up and get away from their computers, televisions, and iPods.

Flipped Classroom in Teaching Speaking

The process of just flipping a classroom will not transform students' learning. According to a study by Houston & Lin (2012) in Danker (2015) a successful implementation of a flipped classroom would need the videos to be relatively short (no longer than 20 minutes) and teachers should briefly review the course content before in-class activities to answer any questions and to make sure that the majority of the students have sufficient understanding of the material, Kachka (2012) recommends that during the in-class activities, the teacher must be deliberate to guide and increase the interaction with the students. In addition, the instructional design using technology needs to be carefully planned to ensure the students' learning experience is enhanced, where students identify learning as their goal.

Ramsey Musallam, who began flipping his classroom in 2006, stressed this, saying, "(a) flipped classroom is a thing you do in context of an overarching pedagogy [and is] not the pedagogy itself" (Ash, 2012). The flipped classroom has a comprehensive instructional model that encompasses direct instruction, inquiry, practice, formative and summative assessment and many more elements (Bennett, B., et al, 2011) in Danker (2015). This instructional technique gives a focus to the process of of learning. It is aimed to enable students to be more actively engaged with the course material and, ultimately, empower them to construct knowledge through their understanding.

In teaching speaking to young learners by using flipped classroom approach, the teacher at least is supposed to do these procedures. First, the teacher has to make sure that a software "windows movie maker" or as such thing been installed in their PC (Personal Computer). Second, when been installed, the teacher then will write down the script to read from the beginning of vidoe untill the end. The content of the script can be about a superhero or about a famous tourism place or some topics young learners like so much. Third, the teacher then will prepare the materials to show in the video. It can be pictures, clips, instrumental music, words, quotes, and so forth. Those materials will support the narration by the teacher (narrator).

The next step is that the teacher will record his or her voice reading the script. When recording is done, he or she then insert the recorded voice and all supporting materials to the video format. The teacher should arrange them all in the right order and appropriate sequence so that the video will be interactive and attractive to students. When been ready, it can be shown to students in the class. The teacher will ask students to watch the video and to figure out the message. After that, the teacher asks the students to make group of two or three for discussing the message got from the video. They are then asked to come forward per group to present or deliver the video message about. At the end, the teacher will interactively respond all the

presentations. With a interesting and creative activity, the class will be alive and cozy so that students will not hesitate to speak up alot in English. As the result, if it runs well, the students' speaking skill will be eventually improved for sure.

CONCLUSION

Flipped Classroom can be an alternative interesting approach for teachers of foreign languages to teach speaking skills for young learners. The teachers must comprehend the students' characteristics first before applying this approach. In addition to that, the teacher must not be lazy to prepare many things related to the implementation of using flipped classroom strategy. This strategy will effect nothing to the young learners' speaking skill only if the teacher has no good will and hard efforts to operate it.

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COMPARING THE EFFICACY OF VIDEO LISTENING TEST VERSUS AUDIO LISTENING TEST FOR EFL STUDENTS

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ABSTRACT

Listening plays a vital role in the language acquisition process. Yet, learners think that listening is difficult since a lot of factors such as rate of speech, pronunciation, background knowledge, etc. can influence listening comprehension. Moreover, modality also plays an important role in improving listening comprehension. With the advance of technology, actually listening materials can be easily obtained, for example from YouTube videos. This study aims to discover whether audio or video modality in a listening test is more beneficial for EFL students. This study used the post-test only control group design to measure participants' performances concerning the two types of modality in listening test. The participants were 40 third semester students of English Department, Binus University Jakarta. They were given two types of test: Audio listening test (ALT) and Video listening test (VLT). ALT was administered after the participants listened to a short video from YouTube (+5 minutes) twice (the images were blocked), while VLT were administered after they listened and watched another short video from YouTube (+5 minutes) twice. Data were analysed quantitatively to examine the differences in the effects of VLT or ALT on EFL students' performance in listening comprehension. The second question is to find out in which which type of questions can be correctly answered in each modality. Results showed that VLT test takers performed better than ALT test takers. In VLT students did well in answering cloze number questions while in ALT students did well in multiple choice questions.

Keywords: *listening comprehension, audio listening, video listening, YouTube, multi-modality*

INTRODUCTION

Students in Indonesia have been learning English as a foreign language since elementary schools. However, even if their grammar skills are good enough, they still have problems in doing listening exercises (Ur, 1984). Learners think that listening is difficult; based on the literature, a host of complex factors such as rate of speech, prosody, accent, phonology, hesitations, background knowledge, and rhetorical signalling cues can influence listening comprehension (Cross, 2011).

Other than the abovementioned factors, listening comprehension can be difficult because of the mode of transmission in the classroom. Traditionally, teachers use listening materials from textbook or cassettes or CDs, all of which only rely on audio transmission. For some learners, this kind of materials can be quite tedious.

To overcome this problem, teachers can introduce materials that involve more than one mode of communication, which will probably more attention grabbing. The example of materials that utilize multimodal communication is video. Videos involve auditory as well as visual modes of transmission. With videos, learners can watch while listen and they can see the language in use. They can see paralinguistic behavior, how intonation matches facial expression, gestures, and etcetera. (Harmer, 2007). With the advance of technology, videos can be obtained easily from the internet, for example from YouTube site. By properly selecting the videos, teachers can get millions of free listening comprehension materials.

Language teachers have utilized movies, TV shows and other sources of audio visual media in their teaching, especially in teaching L2 listening because as in real life speaking situations, the use of video allows the listener to process both the aural and visual information transmitted by the speakers (Wagner 2008). In the future, video will be increasingly used in L2 teaching considering the pervading influence of video technology and the internet in daily life.

However, even though video has been popularly used as teaching material in L2 classroom, it does not get the same popularity as testing material, particularly for testing listening comprehension. Wagner (2010) asserts, “ While video is commonly employed in L2 classrooms, test developers have been reluctant to use video texts on tests of L2 listening ability”. The main concern for test developers or teachers to use video in listening test is probably related to technology and practicality. Wagner (2008) mentions that video listening test requires more resources to create and deliver than more traditional audio only test.

Another concern for disseminating video listening test is the possibility that visual channel will affect the test-taker performance. Simply put, whether the students who take video listening test will be more influenced by the visual factors rather than concentrating on the aural content of the video. Taylor &Garenpayeh (2011) mentioned that there are three factors, especially external contextual factors and individual characteristics which may affect test takers performance. Test takers may have been distracted by the images, and not all students may have understood the content, even though their language proficiency was similar. Internal cognitive factors may also have played a role in test-taker performance via a loading effect while processing information.

Previous studies on the differences between video listening test (VLT) and audio only listening test (AOT) provide various results. The study by Basal, Gulozer&Demir (2015) showed that AOT group performed significantly higher than VOT group despite the visual elements of the video. On the other hand, Shin (1998) found that when videos were used to asses listening, participants performed significantly better compared to an audio test group by 24-25 %. Conversely, Gruba (1993) did not find a statistically significant difference between the scores of the video mediated and audio mediated groups in his study.

This present study will utilize YouTube videos in testing the students’ listening comprehension ability. Since videos involve multimodal communication, the study will attempt to compare the results of video listening test (VLT) with audio listening test (ALT) of English department students of Binus University. Beside, this study will also discover which type of questions will be answered better in each modality.

METHOD

This study is a quasi-experimental study using the posttest-only control group design (Cresswell, 2009) in order to measure participant performances concerning two types of modality (audio and video) in listening comprehension. Two tests were administered: Video Listening Test (VLT) and Audio Listening Test (ALT) in order to answer the research question of whether there are any significant differences between the posttest scores of VLT and ALT.

The participants for this study were 40 English Department students of Bina Nusantara University as the participants. They were chosen based on convenient sampling method because at the time of the study, the participants were taking IELTS course and TOEFL course, in which listening comprehension is one of the skills being learned in these courses. Thus, the results of the tests in this study were also used for their academic grade for this course.

To measure the students’ performance concerning the two types of modality in listening tests, this study used posttests only design. The participants were given two types of tests:

1. Audio listening test (ALT) which was administered after the participants *listened* to a short video from YouTube for 5 minutes approximately. In this kind of the test, the screen was turned off and they can only listened twice.
2. Video listening test (VLT) which was administered after the participants listened and watched another short video from YouTube for 5 minutes approximately. In this kind of the test, the screen was turned on and they were able to listen and watch the video twice.

The chosen topics for ALT and VLT were taken from Ted Talks in www.YouTube.com. **TED (Technology, Entertainment, Design)** is a global set of conferences run by the private non profit Sapling Foundation, under the slogan "Ideas Worth Spreading". The emphasis is on the educational aspect. There are two topics taken as the material for the test, i.e. *The language of lying* and *The effect of sleep deprivation*.

After the tests were administered, the results of the test were analysed quantitatively to examine the differences in the effects of ALT and VLT on the students’ performances in

listening comprehension. A statistical equation t-test was used in determining the level of significance.

FINDINGS AND INTREPRETATION

The first research question asked: is there a statistically significant difference between the test scores of the VLT and ALT? The table below shows that VLT group got the score of 13.3 (out of 20 questions) while ALT group got the score of 10. It indicates that VLT gives higher comprehension score than ALT.

Table 1. Mean scores of both groups

Group Statistics

	modality	N	Mean	Std. Deviation	Std. Error Mean
score	VLT	40	13.3000	4.00128	.63266
	ALT	40	10.0000	3.96782	.62737

However, to quantify the significance of the results, further test should be done. The independent sample t-test gives the following results.

Table 2. Statistical difference of VLT and ALT

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.005	.944	3.704	78	.000	3.30000	.89098	1.52619	5.07381
	Equal variances not assumed			3.704	77.994	.000	3.30000	.89098	1.52619	5.07381

From the above SPSS results, the assumption that both variances are equal are fulfilled based on the hypothesis: $H_0: \sigma_1 = \sigma_2$ (in which σ_1 = variance of ALT group and σ_2 = variance of VLT group). This is because the **p-value** = 0.944 which is bigger than $\alpha = 0.05$ for equal variance assumed, thus $H_0: \sigma_1 = \sigma_2$ cannot be rejected. That means that both groups have equal variance. Meanwhile t-test for hypothesis $H_0: \mu_1 = \mu_2$ gives a $t = 3.704$ with degree of freedom

78 and *p-value*= 0.000. Because *p-value*= 0.000 is smaller than $\alpha = 0.05$, then $H_0 : \mu_1 = \mu_2$ is rejected. Thus, it can be concluded that there is a significant difference between VLT and ALT. In other words, VLT gives better scores than ALT in listening comprehension.

The above findings indicate that students perform better in listening comprehension when the materials given involve more modalities, i.e. visual and audio, rather than audio only. Students' comprehension of the content may have assisted by the images, and also subtitles which sometimes appear in the video. On the other hand, during audio listening, they have to focus their attention and try to memorize as much information as possible. The results of this study are different from those of Basal, Gulozer, Demir (2015) who showed significantly higher success for Audio Only Test test takers.

The second research question asked: which type of questions can be correctly answered in each modality? To answer this question, an analysis of the type of test items was carried out. Both VLT and ALT consist of 20 test items which were divided into three sections. VLT consists of cloze summary, cloze number and multiple choice; while ALT consists of listing, cloze summary and multiple choice. The number of correct answers can be seen in the following table.

Table 3: correct scores of each question type

	Video Listening Test		Audio Listening Test	
Listing			2.93 / 7	14.63 %
Cloze Summary	4.75 / 7	23.75 %	3.75 / 8	18.75%
Cloze Number	3.63 / 4	18.13 %		
Multiple Choice	4.95 / 9	24.75 %	3.33 / 5	16.63 %
Total mean score	13.3 / 20	66.50 %	10 / 20	50 %

In VLT, the mean score for all items is 13.3. However, when it was broken down, the cloze type in which students had to fill in the numbers shows the biggest percentage 90.75 % (students answer correctly 3.63 out of 4 questions). This is because they can see visually the numbers on the video. The second place is taken by cloze summary, in which the students had to complete the summary with one or two words they saw in the video. The score is 4.75 out of 7 items or about 67.8 %. Again, students were assisted by the keywords that sometimes showed up in the video. The worst result is for multiple choice questions which only gets 4.95 out of 9 questions or around 55 %.

On the contrary, ALT shows different picture. The total mean score for all items is only 10 or just 50%. In this type of test, multiple choices got the highest score of 3.33 out of 5 questions or about 66.6%. Cloze summary gained 3.75 out of 8 questions or about 46.87 %. Finally cloze listing, in which students had to write a list of words, only got 2.97 out of 7 questions or only 41.85 %.

The above findings indicate that for every type of questions, students performed better with VLT. Even though they may not have understood the content of the video, their understanding may have been supported by the visual elements of the video such as the images and the subtitle. On the other hand, in ALT, they have to rely on their listening ability and their short term memory and also their individual characteristics as Taylor and Garenpayeh (2011) mentioned. In the cloze summary test, students had trouble in writing difficult words such as *electro encephalograph* in VLT or *convoluted* in ALT. But since, in VLT, some of the key words were shown on the screen, many students can write *electro encephalograph* correctly, while only 2 out of 40 students can write *convoluted* correctly, since it is a very uncommon word and they can only listen to it and not seeing it.

CONCLUSION AND SUGGESTION

This study investigated students' performance within the modalities of ALT and VLT. The quantitative results shows significantly higher score for VLT test takers. The results imply that students will perform better in listening comprehension if the materials given involve more than one modality. Thus, even though the main objective is increasing listening ability, the input should not rely on aural input only. Students should be encouraged to explore myriads of

learning materials which are freely available to improve their English. However, it is the teachers who have to be more open minded and embrace the changes. For further research regarding the impact VLT and ALT on comprehension, I would suggest that researchers take into account the note taking habit or the text types.

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COLLABORATIVE ELT LEARNING THROUGH SOCIAL NETWORK

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ABSTRACT

Social Network has becoming a major trend right now. Rapid communication happens in social network like Facebook, Youtube and BBM Channel. Users across the world can connect 24/7 easily to each other and therefore can produce various possibilities. The new technology like social network has becoming a new education tool. Social network has also produced new possibilities for students to collaborate in learning. Collaborative learning is an activity where variety of educational approaches involving students with students and teachers together (Boyd and Ellison, 2007). Furthermore, English language teaching and learning emphasizes on mastering four English skills, which are listening, speaking, reading, and writing. This study wants to reveal whether collaborative ELT learning can be through social network or not in Business English study program of Politeknik Ubaya. This study also wants to reveal on how social network is being used by students for learning and sharing information, especially about English Language Learning. Questionnaire is used to reveal student habits in using social network and collaborating learn English. The findings of this study can help Business English study program to concern with the use of social network to foster collaborative learning, especially in ELT learning.

Keywords: *Collaborative Learning, ELT, Social Network*

INTRODUCTION

The increasing of new technology has impacted in every aspect in human life. People tend to be more dependent on technology. One of the technologies that increase very fast is communication technology. Smart phones companies launch new product three, four, or more times every year. Operating systems like Android and ios are updating software continually. The internet for smart phones itself is getting faster and faster until reach 4G technology. New apps and games are launch and updated almost everyday.

Social network or social media apps is one of the apps that continually improved and updated and it is becoming a new hype right now. Although, the owner or developer of social networks sites such as *Face book* and *MySpace* are intended only to promote social network among friends and friends of friends when they first operated, nowadays, communication can be rapidly happens between users and members in social network like Facebook, Youtube Instagram, and BBM Channel. Members across the world can connect 24/7 easily to each other to discuss, share, learns a lot of things. The rising of online interactions might be indicated a desire to connect with new people, to share opinions, to find and stay in touch with old friends and to share various kinds of information with a vast community of followers. According to Grahl (2013) social network or media can be categorised into six different but overlapping categories, which include: (1) social networks (e.g., Facebook, LinkedIn); (2) bookmarking sites (e.g., Delicious, StumbleUpon); (3) social news (e.g., Digg, Reddit); (4) media sharing (e.g., Instagram, YouTube, Flickr); (5) microblogging (e.g., Twitter, although recently Twitter CEO denied that Twitter is a social network); and (6) blogging comments and forums. Social network also could be defined as a web-based service that allow its users to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, view and traverse their list of connections and those made by others within the system, as well as share and deliver content in various formats: text, audio, and video (Boyd, Danah. M and Nicole B. Ellison; 2007). Social network could be in a form of education tool, since social network has also produced new possibilities for students to collaborate in learning. According to Mora-Soto, et.al. (2009), collaborative learning is an activity where variety of educational approaches involving students with students and teachers together. Usually, students are working in groups of two or more, mutually learning together finding solutions of problems,

the meanings of something, or creating a product. Several researches have been done that pointed on the several benefits about using social networks in education which are; fun and entertaining as well as focusing students to talk about related topics when use a social network, students use social networks tools, such as site building, blogging and media sharing, to participate in collaborative projects, students' creativity is empowered by the collaborative features of social networks, and social networks help the students to manage their friendships as well as helping them to improve their social skills Mora-Soto, et.al. (2009).

One of the learning materials that can be learned collaboratively through social network is English. English language teaching and learning emphasizes on mastering the 4 (four) English skills; listening, speaking, reading, and writing. Business English students of Politeknik Ubaya also use social network as day to day sharing and communicating device. It is interesting to reveal whether the students think and use the social network as a teaching and learning device, collaboratively with their friends. Therefore this study wants to reveal whether collaborative ELT learning can be through social network or not in Business English study program of Politeknik Ubaya. This study also wants to reveal on how social network is being used by students for exchanging information, especially about English Language Learning. Since this is only a preliminary study, a further study should be implemented in order to reveal whether teacher or lecturer could be actively facilitate ELT learning through social network and collaborate with students or not. The other study could emphasize whether collaborative ELT learning through social network could develop students' English skills or not.

METHOD

The target market of this study is the active students of Business English study program Politeknik Ubaya which are semester two, four and six students. The result of this study cannot be generalized with other researches finding since the habits and the respondents are specific, Questionnaires are being used as a tool to reveal whether collaborative ELT learning can be through social network and on how social network is being used by students in Business English study program of Politeknik Ubaya for exchanging information, especially about English teaching and learning. Therefore it is distributed to semester two, four and six students. There are 15 multiple choice statements' questions and two open ended question. The questionnaire are divided into two sections; section one asking about the students habits on using social network while section two asking whether collaborative ELT learning through social network could be done or not. In section two, the writer also asks the frequency of the students use the social network to learn English collaboratively. The writer also asks about the most effective social network that the students can use to learn English skills together or collaboratively with friends.

FINDINGS AND INTERPRETATION

The findings will be discussed with two sections, the first section is revealing about students habits on using social network. It is including the social network apps that they use, the most preferable social network apps, the duration and the students' activity when use their social network, and whether they share knowledge that they have and learn together with friends through social network or not. Section two is revealing collaborative ELT learning through social network could be done or not by the students. It is revealing the students' opinions whether four English skills; listening, speaking, writing, and reading could be learned together with friends or not through social network. The writer also reveals the frequency of the students use the social network to learn four English skills collaboratively as well as the most effective social network for learning collaboratively. The findings will be discussed and interpreted to answer the questions whether collaborative ELT learning can be through social network and on how social network is being used by students in Business English.

HABITS ON USING SOSIAL NETWORK

The questionnaire is given to semester two, four and six students of Business English study program. 32 students are participated in filling the questionnaire for this study. The writer uses the questionnaire to reveal several major findings. The first finding is related with the social network apps that the students use. 81.3 of the 32 students use Instagram as their social

network. 59.4% students use Youtube, while 53.1% students use Facebook and BBM Channel. 29.1 students use Google+ , and the rest of the students 6.3% of them use LinkedIn and Tumblr. From the findings, it is revealed that Instagram is the most popular choice of the students while Youtube is the second best and Facebook and BBM Channel is the third winners. It is more likely updating photo and video is the reason why the students choose Instagram and Youtube. The second finding is about the mostly use social network apps by the students and it is revealed that 37.5% of the 32 students choose Instagram as a number one social network apps. 31.3% students choose Youtube while 12.5% students choose Facebook and BBM Channel. The rest of the students 3.1% of them use Google+ and Tumblr. This finding is indicated the correlation between the social network apps that the students use and the apps that they mostly use. Instagram, Youtube, and Facebook are the three social network apps that mostly use by the students.

When the students are asked about the frequency the use the social network in a day, 34.4% of the 32 students stated that they open their social network apps only when there is a notification. Moreover, 28.1% students use their apps from two until four hours and the other 28.1% use the social network even more than four hours a day. Furthermore, only 9.4% students use their social network apps less than one hour. This finding indicates the variety of the length of time that the students spend to use social network apps. These mean that third percent of the total population use the social network only to check notification from their friends. While the other third percent use the apps from two until four hours and the last third percent of the students use the apps more than four hours. The students revealed their habits in using social network apps through the questionnaire and it is found that 28.1% of the 32 students only use the social network apps for regular chatting. 25% students share knowledge or experience through social network and the other 25% students use the apps to watch videos. On the other hand 15.6% students share photos or videos through social network apps, while 3.1% of them use the social network to learn together with friends and the other 3.1% only for updating status. This finding reveals the students' habit on using social network. Almost third percent of the students tend to do regular chatting from their apps, while a quarter percent of the students use it for watch videos. On the contrary, the other quarter percent use the social network apps to share knowledge and experience. It is indicated that students are willing to share knowledge with their friends. Students also want to learn together with friends through the social network.

The other findings are revealing the collaborative learning frequency as well as sharing information frequency of the students with their friends. 12.5% of the 32 students are always learn together or collaboratively with friends, while the other 12.5% students stated that they almost always learn together with their friends. It means 25% of 32 students altogether always and almost always did a collaborative learning. Additionally the rest 75% students think they sometimes learn together or collaboratively with friends. This finding reveals that every Business English students of Politeknik Ubaya have already did a collaborative learning. When the students asked whether they have ever share information or knowledge through the social network, 21.9% of the 32 students stated that they always share information or knowledge through the social network, while the other 21.9% students stated they almost always did that. Furthermore, 46.9% students sometimes share information or knowledge through the social network. So the total percentages of the students who have already share information or knowledge through the social network are 90.7% students or almost all of the Business English students. And only 9.4% students who are never share information or knowledge through the social network. From both findings, it can be interpreted that almost all of Business English students have already learn together or collaboratively with friends as well as share information or knowledge through the social network.

The students answer the open ended question in section one with variety of answers. Most students stated that social network can help to share information and knowledge. Youtube is the apps they mostly use to transfer information and video. Students sometime use Facebook, Instagram or Google+. Some students said that social network is useful for communicating with friends and family. Coursera is one of the apps that mentioned by a student as a place to learn. Other students said that they never get addicted or heavily involved with the social network and use it only for important matters. From the open ended questions it is revealed that Youtube is the number one choice of the students for sharing information.

The section 1 related with students' habits on using social network reveals several major findings. The first finding is Instagram, Youtube, and Facebook are the social network apps that the students mostly use. The second finding is students use the social network apps from only less than one hour until more than four hours, although some students use it only to receive notifications. Furthermore, they mostly use the apps for regular chatting, watch videos, and share information and experience with friends. Moreover, some students also use the apps for sharing photos and videos with friends, for learning together, and for updating status. The third as the last finding is all of Business English students have already learn together or collaboratively with friends and almost all of them share information or knowledge through the social network apps.

COLLABORATIVE ELT LEARNING THROUGH SOCIAL NETWORK

Section II is related with the main issue of this study in order to find whether collaborative ELT learning can be through social network or not by the Business English students of Politeknik Ubaya. The students have to give statements related with the four English skills which are listening, speaking, reading, and writing that they think could be learned and have ever learned together or collaboratively with friends through the social network. 34.4% of the 32 students strongly agree that listening can be learned together or collaboratively through social network and 56% students also agree with statement. It means that almost all of the students which is 90.7% total are definitely agree listening can be learned together or collaboratively through social network with friends. On the contrary, only 9.4% students who are not agree with the statement. For speaking skills, 21.9% students strongly agree that it can be learned together or collaboratively through social network with friends. Additionally 62.5% students also agree with this statement. It seems the total 84.4% students agree that speaking can be learned together or collaboratively through social network. Furthermore, 40.6% of the students strongly agree that reading can be learned together via social network. It is supported by 53.1% students who also agree with this statement. On the other hand, it is only 6.3% students who disagree with this statement. This is indicated that almost all or 93.7% students agree that reading can be learned together through social network. In writing skills, 28.1% students strongly agree that writing can be learned together or collaboratively through social network with friends. 59.4% students also agree and supported that statement. While the other students 9.4% and 3.1% disagree and strongly disagree with it. It can be seen that almost all students or 87.5% of them agree that writing can be collaboratively learned through social network. The full summary of these findings can be seen from table 1 below.

Table 1. Collaborative ELT Learning through Social Network

32 students	Listening	Speaking	Reading	Writing
Strongly Agree	34.4%	21.9%	40.6%	28.1%
Agree	56.3%	62.5%	53.1%	59.4%
Disagree	9.4%	12.5%	6.3%	9.4%
Strongly Disagree	0%	3.1%	0%	3.1%

It can be clearly seen from the table that almost all of the students are strongly agree or agree that four English skills which are listening, speaking, reading, and writing can be collaboratively learned through social network.

The students also have to give statements considered with habits on using social network to collaborate or learn together the four English skills which are listening, speaking, reading, and writing with their friends. It is revealed that 15.6% of the 32 students always learn listening together with friends through social network. It is supported by 12.5% students who almost always learn listening collaboratively with friends. Furthermore, 62.5% students stated that they sometimes learn listening collaboratively with friends. It seems that almost all of the students who are 90.6% of them learn listening collaboratively through social network. For speaking skills, 12.5% students always learn speaking together with friends through social

network while 18.8% students also said that they almost always learn speaking together with friends through social network. Additionally, 50% students think that they sometimes learn it collaboratively through social network. It is indicated that 81.3% students or almost all of them learn speaking collaboratively through social network. 12.5% students always learn reading together with friends through social network and 21.9% students also almost always learn it collaboratively. Moreover, 53.1% students sometimes learn reading together with friends through social network. It means almost all students or 87.5% students learn reading collaboratively with friends through social network. In writing skills, 9.4% students stated that they always learn writing and 18.8% almost always learn it collaboratively with friends. Furthermore, 62.5% students stated that they sometimes learn writing collaboratively with friends. It can be seen that the majority of the students which are 90.7 have already learn writing collaboratively with friends. The full summary of these findings related with the students habits in collaboratively learning English with friends can be seen from table 2 below.

Tabel 2. Students Habits on Collaboratively Teaching and Learning English with Friends

32 students	Listening	Speaking	Reading	Writing
Always	15.6%	12.5%	12.5%	9.4%
Almost Always	12.5%	18.8%	21.9%	18.8%
Sometimes	62.5%	50%	53.1%	62.5%
Never	9.4%	18.8%	12.5%	9.4%

It can be vividly seen from the table that almost all of the students are participating or conducting collaborative learning and teaching English and its' four component of skills which are listening, speaking, reading, and writing with their friend through social network. When the students have to choose the most effective social network apps that they can use to learn English together with friends, 71.9% of 32 students stated Youtube is the most effective apps to learn English together with friends. On the other hand, 15,6% students said Facebook while 9.4% students mention Instagram as the most effective social network apps to learn and teach English collaboratively. Only 3.1 % students mention Tumblr as their most effective social network apps. These findings indicated that Youtube is the number one choice of social network for learning English with friends. And this result is correlating with section 1 results, that students use Youtube both for learning English collaboratively with friends as well as for sharing information.

From the open ended questions, the students reveal that Youtube is their first choice to learn together with friends especially dealing with English skills such as listening, speaking, and reading. Instagram and Facebook are also mentioned by the students for English learning with their friends. These results related with the section 1 concerning the apps that they mostly use.

The section 2 related with students habits on collaboratively teaching and learning English with friends reveals several major findings. The first finding is almost all of the students are strongly agree or agree that four English skills which are listening, speaking, reading, and writing can be collaboratively learned through social network. The second finding is almost all of the students are conducting collaborative learning and teaching English and its' four component of skills which are listening, speaking, reading, and writing with their friend through social network. The third finding is Youtube is the number one choice of social network for learning English with friends.

CONCLUSIONS AND SUGGESTIONS

The finding of this study reveals that collaborative ELT learning can be done through social network in Business English study program of Politeknik Ubaya. Since, almost all of the students are conducting collaborative learning and teaching English with their friend through social network. The findings also reveal that almost all of the students are agree that four English skills which are listening, speaking, reading, and writing can be collaboratively learned through social network. Students also have already learned together or collaboratively with friends and almost all of them share information or knowledge through the social network apps. The most useful social network apps which are chose by students are Youtube, Instagram, and

Facebook. Students choose Youtube as the most effective social network for learning English with friends. This study will be beneficial for students and academic institution. For students, the result of this study can trigger students to keep using social network apps to learn and teach English together and for the academic institution, it can be as a guidance to use social network apps to foster English teaching and learning. Since this is only a preliminary study, a further study should be implemented in order to reveal whether teacher or lecturer could be actively facilitate ELT learning through social network and collaborate with students or not. The other study could emphasize whether collaborative ELT learning through social network could develop students' English skills or not.

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THE LANGUAGE APPROACH TO WRITING LANGUAGE TEACHING MATERIALS THROUGHOUT THE WORLD

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ABSTRACT

The writing of the English language teaching materials and the teaching of English for the 2013 curriculum in Indonesia are based on the communicative approach. The writer is of the opinion that the use of the communicative approach to write English language teaching materials and to teach English is not adequate. The communicative approach is only one hyponym of the superordinate linguistic approach. The other hyponym of the superordinate linguistic approach is the semantic approach which covers unions of referents, symbols, meanings, and contexts (words or vocabularies) and semantic based grammatical rules (syntax). Accordingly, the most adequate and hopefully the most conclusive approach to write language teaching materials and to teach language, not only English but also all languages in the world, not only in Indonesia or Asia but also throughout the world is the linguistic approach. This paper presents an explanation of the linguistic approach.

Key words: *the linguistic approach, the semantic method, and the communicative or the discourse method.*

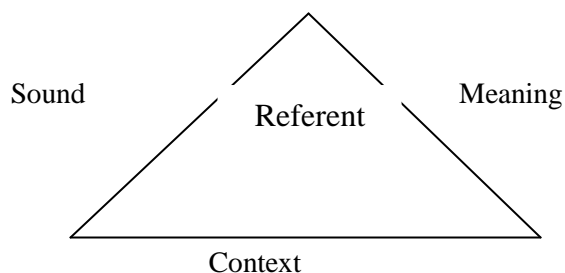
INTRODUCTION

The writing of the English language teaching materials and the teaching of English for the 2013 curriculum in Indonesia are based on the communicative approach. The writer of this paper is of the opinion that the use of the communicative approach to write English language teaching materials and to teach English language is inadequate. The communicative approach or the discourse approach is only a component of the linguistic approach. It is only a hyponym of the superordinate linguistic approach. The next question to answer now is: What is a linguistic approach?

DISCUSSION

An approach is a set of assumptions about what language is and how language learning takes place. After reviewing some of the notions of language according to traditional grammar, some of the notions of language and the definition of language according to structural linguistics, some of the notions of language and the definition of language according to Transformational Generative Grammar by Avram Noam Chomsky, some of the notions of language and the definition of language according to Wallace Chafe in 1970 in his book entitled "Meaning and the Structure of Language", some of the notions of language according to Finegan in 2004 in his book entitled "Language Its Structure and Use, Fourth Edition, about a year and a half ago I attempted a definition of language. My definition of language is." A language is a universe of unions between referents, sounds, meanings, and contexts, which are organized by semantically – based grammatical rules for language use in the society." (Adisutrisno, 2015). Unions are words or vocabularies. Every word or every vocabulary is a union between a referent, a sound, or a group of sounds (popularly referred to as symbols), a meaning, and a context. The referent is at the center of the union. This concept of word can be represented as:

Figure 1: The concept of a word



For example:

(1) Referent:



(2) Sounds or symbol:

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(3) Meaning

The meaning of a word consists of contrasting features or contrastive features. The contrasting features of the referent above are grouped into defining and non-defining contrasting features. The defining contrasting features are: + animate; + human; + male; + now adult; + short; + stout; + dark complexioned; + plump cheeks; + potent; + unique. Some of the non-defining contrasting features are: + somewhat bald forehead; + grey hair; short fingered; wearing glasses; + a somewhat bulging stomach.

(4) Context

I was born to a Javanese family, of a low level of societal class. The parents were quite probably farmers. They were poor. According to many people my family were sad or unhappy, but in fact my family were very, very happy. I was born in a Javanese village, quite probably not in a large valley but a mountainous area. My family (parents) were Catholicism embraces. I am a Catholic. I was christened by a Catholic priest. My staple foods when I was a child were quite probably steamed cassava flour cone with boiled vegetables and coconut shreds, rice with vegetables, and corn rice with vegetables. The fruits were probably jackfruit, papaya, and banana. My jobs when I was child were cutting grass for cows, leaves for goats, and digging the soil to grow cassava, corn and a bit rice. I finished the Elementary School, Junior High School, Senior High School (in fact I finished a Normal School) and University studies that consisted of a B.A. Program quite probably in English, and old doctoral program that led to the attainment of a Drs. degree, an M.A. equivalent. I once studied in a foreign country to obtain a Master's degree and a doctoral program in Indonesia to obtain a Doctor degree. People probably guess that I was industrious as a student and I am industrious too as an English teacher for I can achieve the highest academic degree that entitles me to hold a professor degree. People may also guess that I am intelligent enough because I am able to formulate a definition of language, which I claim, to be the last definition of language on earth, and now I introduce the concept of linguistic approach, which according to my claim, will be the last approach to language teaching throughout the world. I am very sorry for being very snobbish and pompous to hope that someday I may become a popular linguist and a language teaching specialist.

The unions between referents, sounds, meanings, and contexts center around referents. The kinds of referents are, among others:

- (1) An entity, like a person, an animal, or a thing.
- (2) A psychological power: patience, intelligence, tolerance, resolution.
- (3) An event: party, fire, flood, landslide.
- (4) A situation or time: depression, famine, season, watch, lent.

- (5) A state: hot, cold, sad, happy, diligent.
 - (6) An action: kill, sing, stab, bury, cut.
 - (7) A process: break, heat, dry, rain, snow, weaken, improve.
 - (8) A psychological experience: know, remember, understand, regret, realize, notice.
 - (9) A manner: fast, hard, clearly, reluctantly, cleverly, warmly, foolishly.
 - (10) A location: under, over, on, in, behind, in front of, above, below.
 - (11) A benefit: get, acquire, win, benefit, profit.
- (Adisutrisno, 2008:12 – 16).

The universe of unions between referents, sounds, meanings, and contexts are the raw materials to be organized by semantically – based grammatical rules for language use in the society for communication.

- (1) The window of the house is open
Argument Predicate
- (2) The bedroom door is open
Argument Predicate
- (3) The office is open
Argument Predicate
- (4) The purse is open
Argument Predicate
- (5) The bank is open
Argument Predicate
- (6) The hospital is open
Argument Predicate
- (7) The restaurant is open
Argument Predicate
- (8) The campus is open
Argument Predicate
- (9) The stadium is open
Argument Predicate
- (10) The movie – theatre is open
Argument Predicate
- (11) The box is open
Argument Predicate
- (12) The church is open
Argument Predicate
- (13) The zoo is open
Argument Predicate

(14) The museum is open

Argument Predicate

(15) The supermarket is open

Argument Predicate

Other examples of semantically – based grammatical rules concern the kinds of predicates. According to Chafe (1970) in Adisutrisno (2008: 45 – 49), the kinds of predicates are:

(1) Predicates that show states. Predicates showing states include:

(a) Adjectives as verbs. e.g.:

The house is large

Argument verb
Predicate

The river is wide

Argument verb
Predicate

(b) Nouns as verbs

Albert is a doctor

Argument verb
Predicate

Robert and Allan are students

Argument verb
Predicate

(c) Locatives as verbs

The coat is in the cupboard
Argument verb Locative noun
Predicate

The dictionary is on the table
Argument verb Locative noun
Predicate

(2) Predicates that show actions. Some examples are:

Mr. Hubert Winston teaches history
Argument Verb Argument
Action Objective
Predicate

Susan sings
Argument Verb
Action
Predicate

I am sat in the chair
Argument Verb Argument
Agentive Action Locative
Predicate

(3) Predicates that show a process. Some examples are:

<u>The clothes</u>	are	<u>drying</u>
Argument		Verb
A patient		A process
		Predicate

<u>The tiger</u>	<u>died</u>
Argument	Verb
A patient	A process
	Predicate

(4) Predicates that show a process and an action.

<u>The maid</u>	<u>dried</u>	<u>the clothes</u>
Argument	Verb	Argument
Agentive	An action and a process	Objective
	Predicate	

<u>The sailor</u>	<u>tightened</u>	<u>the rope</u>
Argument	Verb	Argument
Agentive	An action and a process	Objective
	Predicate	

(5) Predicates that show states but ambient. An ambient predicate is a predicate that does not have an argument. The predicate is an all – encompassing state. Some examples are:

It	is	<u>hot</u>
		Verb
		Predicate
		Ambient

It	is	<u>Wednesday</u>
		Verb
		Predicate
		Ambient

(6) Predicates that show an action but ambient. For example:

It	is	<u>raining</u>
		Verb
		Predicate
		An action
		Ambient

It	is	<u>hailing</u>
		Verb
		Predicate
		An action
		Ambient

This analysis may not be conclusive yet for there are predicates that show a psychological experience like know, remember, understand, grasp, and notice, or a benefit like get, acquire, win, and profit, but they have not been included in the analysis.

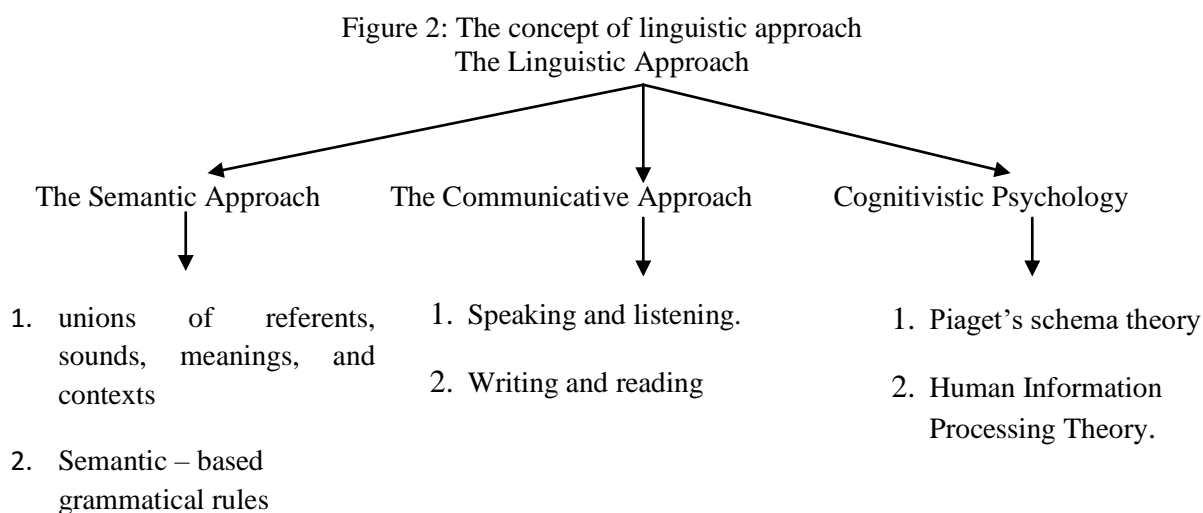
There are three important concepts that have to be clarified: the linguistic approach, the semantic approach, and the communicative approach.

The Linguistic approach

As has been explained earlier, an approach is a set of assumptions about what language is and how language is. The linguistic approach in this paper is an approach to language teaching and language teaching material writing which is based on the notion and nature of language proposed by the writer that: A language is a universe of unions between referents, sounds, meanings, and contexts which are organized by grammatical rules for language use in the society for communication. The unions of referents, sounds, meanings, and contexts and grammatical rules belong to semantics, the study of word meaning and sentence meaning. Language teaching approach which is based on the universe of unions between referents, sounds, meanings, and contexts and grammatical rules to organize or combine the universe of unions into sentences is called the semantic approach.

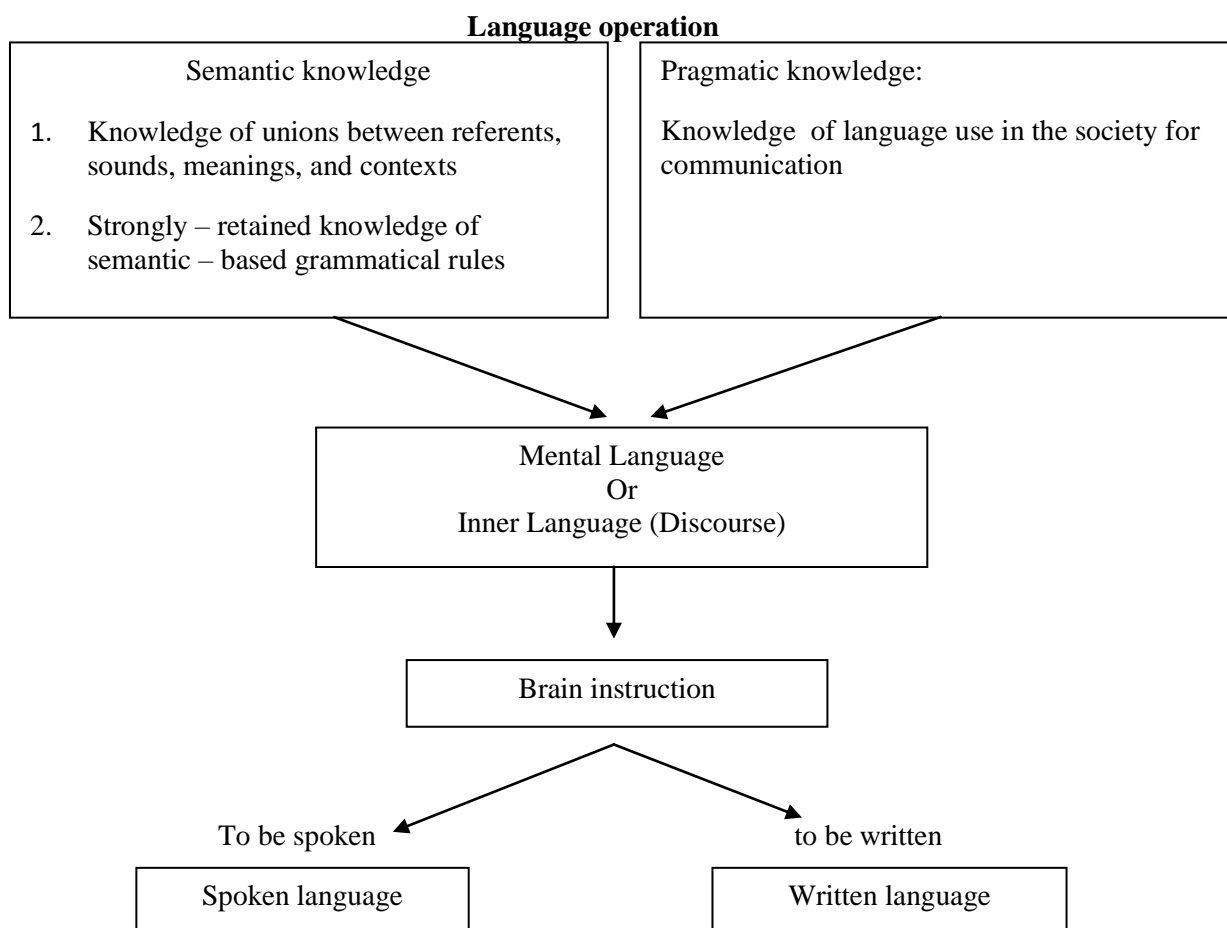
Language teaching approach which is based on language use in the society for communication is the communicative approach. It includes the teaching of speaking and listening and writing and reading. It may also be called the pragmatic approach.

As for how language learning takes place, there are many learning theories that illuminate it. The fruitful learning theories are Piaget's Schema theory and human information processing theory. Both belong to the cognitive school of psychology or cognitivism. The overall concept of linguistic approach to language teaching, including language teaching material writing may be represented as follows:



Language operation can be represented as follows:

Figure 3: Language operation



Although semantic knowledge and pragmatic knowledge look separate in the representation in figure 3, the two kinds of knowledge are not totally separate. They are united by context. Vocabularies are context sensitive. Semantic – based grammatical rules are context – sensitive. Language use in the society is context – sensitive. Context permeates from vocabularies (unions of referents, sounds, meanings, and contexts) to semantic – based grammatical rules, and finally to language use in the society.

The Methods

If the proposed linguistic approach to language teaching and language teaching material writing throughout the world is accepted, the term semantic approach and the term communicative approach \re not appropriate anymore. They have to be lowered down to become semantic method and communicative method. Accordingly, the linguistic approach has two methods: the semantic method and the communicative method.

The semantic method dictates language teaching material writers and language teachers like Javanese, Indonesian, and English in Indonesia or other languages in other parts of the world to teach:

- (1) As many words or vocabularies as possible around a particular topic in a particular context. The spreading activation model can be used as a guide to select as many words as possible around a particular topic in a particular context. The vocabulary teaching will result in the vocabulary knowledge which will be stored in the long – term memory of the language learners.
- (2) Semantic – based grammatical rules around the selected topic and context. This teaching will result in the knowledge of semantic – based grammatical rules around the selected topic and context.

The communication method dictates language teaching material writers and language teachers to use the vocabularies and semantic – based grammatical rules which are already presented earlier to teach language use in the society which includes speaking and listening and writing and reading.

CONCLUSION

A new approach to language teaching is proposed. It is called a linguistic approach. It is based on a new definition of language that: A language is a universe of unions between referents, sounds, meanings, and contexts which are organized by semantically – based grammatical rules for language use in the society. The linguistic approach to language teaching has two methods: the semantic method and the communicative method. The writer claims that the proposed definition of language will be the last definition of language on earth and that the linguistic approach to language teaching will also be the last approach to language teaching on earth. My two claims are now open to scholarly scrutiny by linguists and language teaching specialists from all corners of the world.

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EXTENSIVE READING ACTIVITIES IN TEACHING READING FOR FOREIGN LANGUAGE

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ABSTRACT

Many researchers agree upon the fact that extensive reading able to engage reader into text and improve students' various aspects of proficiency. This article tries to explore the advantages and benefits of extensive reading in an EFL classroom. The purpose is to further understand of reading in a foreign language and the implementation of extensive reading program for particular teaching context. It also focuses on particular challenges, issues and questions that must resolve before the implementation of extensive reading, the practical integration to the curriculum, establishing library, and selecting reading material. Further it also tries to discuss what type of activities which believe able to enhance extensive reading experiences among learners.

Keywords: *Extensive reading, Reading Material, EFL context.*

INTRODUCTION

In Indonesia, the educational teacher has wrestled with task of teaching reading. Many factors can affect the effectiveness of teaching reading. Reading literature is an excellent way for students to make progress in English language learning; it exposes them to exiting plots, interesting characters, and authentic dialogues. As Stephen Krashen (2004) points out that the more people read, the more their reading comprehension will improve and the more capable they will be of reading from variety of genres, including academic context text. Extensive reading motivates learners to read a large number of texts on wide range of topics because the students themselves select the reading material based upon its relevance to their interests, knowledge, and experience. Extensive reading allows students to find pleasure in reading as they gain general understanding of literacy ideas, learn reading strategies, acquire new vocabulary, and increase their English proficiency. Since students read a large amount of material both inside and outside of the classroom, it is important for teacher to make the objectives clear and properly monitor the students' progress.

As known also that Indonesia is one of the most multicultural countries. Many students from different province went to the same school. Recognized to build a nation with diverse customs and culture, educators need a strategy and effort.

EFL READING

Discussion on the EFL reading pedagogy has been began since the language teaching method widely recognized. The first language teaching method the Grammar Translation Method (GTM), also called the reading approach. This method focused on the rule grammar (the structure of sentence). However, the emphasis of teaching was on word knowledge, which is, matching words in the foreign language text with meanings (Dubin & Bycina, 1991). Since this method have some disadvantages; such cannot develop students' communicative competence and it did not give pattern practice teachers leave this method and move to another method that able to develop students' communicative competence. Then Audio-lingual Method (ALM) was introduced, pronunciation was given more attention in this method. It gives more attention to students' speech.

In recent years, educators in Indonesia have been playing increasing attention to identify the needs of their students. This attention brings them to seek other techniques that

could fulfill this demand. The demand that is the students should be able to read independently. To reach this goal the material should in level that permits students to gain understanding of what they read without outside help (Jacob & Gallo, 2002). The reading materials should provide large amounts of comprehensible input in students 'new language (Krashen, 1982). The progress not only benefits reading proficiency but overall language proficiency. These can be support by using extensive reading in teaching reading.

EXTENSIVE READING

The demands in identifying students need take cultural difference as one of attention. Several writers study the relation of culture to EFL reading comprehension. As Kweldju (1996) found that students are not willing to read their reading textbooks although they realised their usefulness. This is due to the lack of inadequate prior knowledge and the inability to comprehend the reading text. Reading literature is an excellent way for students to make improvement in English language learning. When Reading improved, it found to have practical contribution to integrate the other skills: students speak and listen when they discuss the texts is group discussion, they also able to improve their writing, when they perform pre-, during-, and post-reading activities. One approach to teach reading which goal is to get students reading in English and EFL can enjoy it is extensive reading (Day et al, 2016). This approach allows student to read, read, and read.

Extensive reading is defined as a means of giving students time, encouragement, and materials to read pleasurably, at their own level, as many books as they can (Davis, 1995). Extensive Reading focuses on reading for pleasure inside or outside the classroom without aid of the teacher. In extensive reading teachers play an important role in encouraging students to choose what they want to read (Harmer, 2001). Extensive reading provides opportunities for students to develop their understanding on complex forms of structures. By inferring meaning through the context, it allows them to comprehend various kind of vocabulary. To make a successful, ER Day & Bamford (1998) determine the nature of successful ER programs. Their top 10 principle were:

1. Learners read as much as possible. Time is something crucial in EFL reading, there is not much time provide by the school for students to enjoy reading books. Teacher should able to make target reading for learner, for the benefits of extensive reading to take effect, a book a week is an appropriate goal.
2. Learners choose what they want to read. This is what learners enjoy about extensive reading. Learner can select text which they expect they will understand and enjoy learning from.
3. A variety of material on a wide range of topics is available. To encourage students to read, the book/text provide should be as varied as the learners to read them. As girls and boys have different interest in reading, boy tends to be non-fiction reader and girls tend to read less nonfiction book (Sullivan, 2003). And they also read for different reason (e.g., entertainment, information, and passing time).
4. The reading material is easy. It is important for learners that they should not struggle too much in reading, when they are not successful in their first reading they will not continue to read. Hu & Nation (2000) suggest at least students must know 98% of the words.
5. The purpose of reading is usually related to pleasure, information and general understanding. In extensive reading any particular objective level of comprehension is not a goal. Learners are encourage to read for their own goal, that is sufficient understanding to fulfil particular reading purpose, such, obtaining information, enjoy a story and passing time.
6. Reading is individual and silent. Extensive reading means learners reading at their own pace. It allows students to understand that reading is a personal interaction with text. Students read out of the classroom, in their own time, when and where they choose.
7. Reading is its own reward. Extensive reading is not usually followed by comprehension questions. However teachers may ask students to complete follow-up activities after reading. It is not for checking students' comprehension, but to find out what students understood and experienced, to monitor students attitude, to track how much students read, to share experience, and also to link reading to other aspect of curriculum (Day & Bamford, 2002). Students can be asked to write their favourite characters, or write their favourite part of their reading.

8. Reading speed is usually faster rather than slower. Because of the fact that material is easily understandable for students their reading is fluent. Students are discouraged from using dictionaries as this interrupts reading and makes fluency impossible. Instead, learners are encouraged to ignore or guess the meaning of a few unknown items they may encounter from context.
9. The teacher orients and guides the students. In applying extensive reading programme students have to be familiarized what it is, why they are doing it, what benefits it will bring them and how are they going to proceed. Teacher also introduces students to the reading material provided in library, how to choose they reading based on their level. Then teacher can keep track on what and how much each students read.
10. The teacher is a role model of a reader. Teacher should serve as models in extensive reading. Classroom teachers can promote positive reading attitudes in students by giving example as a reader.

In order to receive maximum benefit an approach, a teacher should familiarize themselves with the characteristic. Knowing these principles help teacher to create successful ER activity.

THE BENEFIT OF EXTENSIVE READING

Extensive reading has been discussed by researchers over last decades and it has been approved to give benefits in teaching reading. Bamford & Day (2003) state that students who read more will not only become better and more confident readers. By reading students will also improve their reading writing, listening and speaking abilities and also improving their vocabularies. Numerous of studies (Pigada & Schmitt, 2006; Takashe, 2003; Iwahori, 2008) have shown Extensive reading can improve students' vocabularies, increase students' motivation in reading, increase reading rate and general language proficiency.

In their study Pigada & Schmitt (2006) examined France learner whether one month extensive reading able to enhanced knowledge of 133 target words'. The result showed that knowledge of 65% target words was enhanced. Moreover, meaning and grammatical knowledge were also enhanced. The study indicated that more vocabulary acquisition is possible from extensive reading. In line a research of Tirayaki & Tütüniş (2012) revealed that extensive reading affects positively EFL learners' development and it ensures more word learning even though the subject were reluctant to learn English at school. This researcher show that benefit not only achieved by learners who willing to read, but also learner that have negative feeling toward reading especially English.

Motivation to read is important factor for a learner to engage in reading activity. ER showed to give significant improvement on students' motivation to read English (Takase, 2003). In his study it also revealed that there are some factors that hindered learners from reading extensively 1) Time consuming 2) Lack of easy book 3) Lack of reading time outside of class. Then she started removing these factors then using ER showed great impact on motivating students to reading in quantity.

Iwahori (2008) in his study examined the effectiveness of ER on reading rates of high school students in Japan using comic books as reading material, to make reading enjoyable for students. Pretest and post test of reading rate and language proficiency were administered. Even the Japanese learner whose English proficiency was at a beginning level the result showed that ER improves reading fluency and general language proficiency. Extensive Reading emphasizes reading in the broader context for learners to practice their reading skills without realize that they are learning.

THE IMPLEMENTATION OF EXTENSIVE READING IN CLASSROOM

In establishing an Extensive Reading activities teachers not only need to have interest and enthusiasm but also need preparation, such planning and corporation with their students. As teacher hold important role in the successfulness of the extensive reading activities. Teacher should aware of some aspect in the implementation of ER;

Extensive reading activities need well timed preparation; teacher needs to prepare him/herself in coordinating the steps of activities that will be done.

- a) Teacher should familiarize him with the rational of extensive reading and its organization.

- b) Teacher should aware of students reading level, know what they like and their cultural background. This is useful for teacher to make a list of material that will be given for students in teaching.

The next is the teacher should consider the curriculum. How to fit Extensive reading with time provided. Teacher should consider the application of extensive reading, inside or outside the classroom. The teacher should create a detailed design of the activity teaching plan. It is also important that the school, parents and students understand the activity, its aim, goals and objectives, thus they aware of it benefit and corporate with the teacher to be able to make the ER successful.

Beside of the curriculum teacher also should consider the facility in supporting the effectiveness on the Extensive reading application. Many effort teachers can do to fulfill these needs, such teacher, school together with local donors can contribute book from their personal library to lend books. Then students can pay fee for borrowing a book. It is also give benefit to expand the library and organize it. Teacher can effort new book. In choosing the new book teacher should decide the type of books, the most important factors is whether the books will be interesting for their students. It is important for teacher to make a class research about students' preferences. Beside, teacher is also able to guide students in finding their own reading material, by visiting local library or searching on the internet. Nuttall (1982) suggest four basic criteria for choosing extensive reading materials

- a. Appealing.

The books must appeal to readers; the topics should be interesting and suitable for the students. In some studies was proved that it is better if books are attractive in appearance, well printed and with good coloured illustrations.

- b. Easy.

Reading material should be easy in order to be read extensively. The first book students read should be well below their competence and they should find their comfort reading zone after they start reading.

- c. Short.

With lower intermediate students the books should be fairly short so that the students do not feel intimidated by the length of the book.

- d. Varied.

Students should be offered a variety of genres and topics to suit their needs

Library is needed in offering students with variety of reading material. In organizing the library for extensive reading, teacher or together with the students can classify the books based on its subject, genre and reading level. Books can be separated into boxes. This is very useful for students to make them easier to find book that meet their interest and to make sure the books do not mixed.

In conducting extensive reading activities, reading target also should be give attention to by the teacher. How much reading will be done by the students in a week? It is all depends on the students' level. The reading target is benefit in giving students something to work towards, thus they will make their own goal in reading. If the teacher do not make target for the students, they might not finish their reading.

CHALLENGE, ISSUE IN ER APPLICATION

Teaching reading in Indonesia has faced many problems, such time allocation, reading material, syllabus, and sub-activity that should be taken into account in the implementation of ER. These aspects should be considered in planning ER activity because the time is relative short for English lesson in EFL context. Then reading materials which are chosen by students for their reading should suit and fulfill the syllabus still the need for students to read for enjoyment must be considered. The availability of various kind of reading material are needed to fulfill this needs, library and the use of online materials can be used. And the last sub-activities are needed, because ER activity should be followed by interesting sub-activities to maintain students' interest in reading.

PROVIDING ER ACTIVITIES FOR LEARNERS

In implementation ER in or out classroom is not as difficult as before, today there are many researchers have develop various kinds of activities for ESL/EFL learners. Teacher will be able to choose the most appropriate activities that match students' needs and interest. Day and Bamford (2004) in their books provide 100 classroom activities that allows teacher to utilize fully the language learning potential of ER. Related to the explanations before the writers conclude that the most important thing is how to begin ER activity.

First, teacher should introduce the extensive reading to students. After the teacher prepared themselves, teacher needs to introduce Extensive reading itself to their students and also its aims and benefits. Teacher should emphasize to the students that there will be no test after reading, there is only some question on their personal experiences of what they read. Then teacher should help students to choose books. To make students comfortable and want to continue their reading they should find book that they read really easy and able to finish them quickly. If they find difficulties in their first reading, there are big possibilities that they do not want to continue reading.

The last task that teacher must do in applying ER is they need to encourage students to read. As the teacher familiar with the titles in ER library, he/she can talk with their students about their reading and recommend titles according students' interest. It also suggested that teacher demonstrate the importance of reading by doing reading in class. By making reading schedule in class regularly, such at the beginning of class period, teacher can give example by reading on his/her own, enjoy the reading and make use of reading material. This is important to encourage students to read. "Students follow the example of people their respect.

In the class activities, the most basic activity is a reading log, which students are asked about their personal experiences of what they read, whether the material enjoyable or interesting. Teacher also can ask whether the reading was easy or difficult for them. This reading log also give benefit in order monitor students reading. Teacher may use one-to-one interview to check whether students are reading.

CONCLUSION

The aim of this paper was to introduce Extensive reading approach as alternatives in teaching reading, especially in Indonesia. As ER has proved to improved students vocabulary, motivation, fluency as well as language proficiency.

Even in the implementation of extensive reading is not an easy task in EFL context, there is no losing if this activity reaches it success. Not only learners' academic purpose will be gained but also students reading habit will improve, as they enjoy doing reading. Implementing extensive reading into teaching will give opportunity and encouragement to reading.

As note for teacher, to find out students interest, teacher need conduct a research of students' attitude and past experience in reading. Reading attitude assessment and interview are ways to find out students feeling and belief toward their reading. Teacher will able to know the level of students reading. It will help teacher to provide the most appropriate material for students reading. When reading sees as fun activity students will have desire to continue and love reading.

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PROTOTYPING MULTI-TRAIT SCORING RUBRICS AND CAN-DO STATEMENTS ON WRITING COMPETENCE: ANCHORING GRASS ROOTS' VOICE TO THEORETICAL GROUNDS AND GLOBAL FRAMEWORK

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ABSTRACT

As the accompaniment to the national examination and the determinant of students' achievement, the prevalent writing tests in the final school examination have been demonstrated to be fraught with the issues of test validity. The major issue is the absence of apt foundation of cognitive processes assessed in the tests, leading to serious downsides in the entirety of test validity. Dealing with the validity issues, this research-and-development study aims at studying English teachers' outlook on the valued traits on scoring explanation text and hortatory exposition text, proposed as the measurement of writing competence in final school examination, and developing multi-trait scoring rubrics as well as can-do statements in writing competence. The research part, focusing on valued traits in assessing the aforementioned text types, is executed through a survey to English teachers at eight public senior high schools. The survey results set are then set as the basis for developing multi-trait scoring rubrics. Accompanying the rubrics, can-do statements are prototyped by referring mainly to Common European Framework of Reference (CEFR) to afford qualitative description of what the students can do with their language and common standard in writing assessment and, for sure, instruction.

Keywords: *test validity, multi-trait scoring rubrics, can-do statements, writing competence*

INTRODUCTION

To the extent that English in Indonesia is only used as EFL, there is hardly any nationally standardized test measuring students' competence in English, in its entirety. National Examination (UN) entails only listening and reading (BNSP, 2013:24), which soundly delineates a mismatch between the dictated competences and the means through which they are assessed, analyzed, and interpreted. Sulistyo (2009), versing the omnipresent issues on UN, unearthed that many teachers consider the test developed by the government has better objectivity. However, it is possibly an explanation for another genuine response admitting the teachers' inability to construct good tests and the avoidance of unfairness possibly committed by schools in determining students passing UN just for the purpose of school prestige by admitting a high percentage of the school graduates. Sulistyo (2009) revealed that, at the first place, UN has established a superficial learning standard which appears soul-deteriorating. Students, especially the high achievers, tend to be demotivated to make every attempt to show their best performance. UN has derailed the trajectory of English learning from academic, social and cultural mastery centered learning, as decreed in the recent curriculum, to learning for marks and static knowledge, not performance. With respect to the overt cripple in the evaluation of students' learning, it may be suitable at a state-wide level or, more feasibly, a municipal level to grapple with different milieu of standardized language, writing test.

Writing, as a form of performance assessments can be a sound arsenal to keep up with the current educational demands. In accord with Wisconsin Education Association Council (1996), a performance assessment is a test which requires students to demonstrate that they have mastered specific skills and competences by performing or producing something. Research focusing on thinking and learning processes also shows that performance based assessment fosters the education system in a direction that corresponds with how individuals actually learn

and provides a more reliable evidence for accountability assessment (see e.g., Abedi, 2010; Lane, 2010; Stecher, 2010; Lai, Wei, Hall, and Fulkerson, 2012). Lai (2011) in the same vein also adds that the assessment can evoke a direct measure to students' competence than the traditional approach, which focuses on ready-to-choose options. The sense of performativity in performance assessment in this vein is fundamentally congruent with the notion of ecological validity. Whitehead (2009) mentions that assessments of literacy and curriculum subjects should measure what the knowledge of these do and the tools used to manipulate that knowledge. This type of assessment is consistent with the value that society now places on the ability to produce new knowledge rather than consume old knowledge. Referring to assessing school accountability, most people, especially students' parents, judge school success and progress based on how well their children do in summative test, in this case, the national exam. Swaffield and Dudley (2010:6) put it distinctly that exam results and tests are used in league tables to compare school with school and they can be used to 'name and shame' schools which do not reach minimum target.

Albeit writing performance is believed to evoke more valid and accountable information pertinent to students' achievement and schools' progress, it seems that the current praxis of writing assessment, which at its highest stake is only implemented in final school exam, tends to be eclectic. Testing disparity has been shown to be corroboratory by a preliminary study on the praxis of writing assessment in the realm of final school examination, which is one of the determinants of students' achievement. A casual revealed that the writing test had yet to be fully meticulously taken into account by the regional department of educational affairs, DEPDIBUD Malang due to the fact that there had not been any exact principium in designing, developing, implementing, and, more importantly, scoring writing. All these findings showed that writing had been persistently underrated due to the over emphasis on the receptive skills in national examination. The corollary of the absence of such guidance resulted in particularistic writing test within every internal MGMP, which had never been meticulously monitored and evaluated by the government. The other thing which needed careful pondering was the inter-rater scoring. All the teachers in the preliminary study claimed that they had preliminary consensus with their co-rater. However, they had yet to support their scoring process with rater calibration. This, without a question, led to raters' dragooning themselves to come to a capriciously mutual concession.

The other negative side of the writing tests takes issues with the scoring process. Although the raters do run inter-rater scoring, this has yet to suffice the requirements of valid and reliable scoring. Additionally, the final scoring generated through such scoring procedure is likely to be somewhat meaningless inasmuch as the students are only given the quantified result. What makes the scoring even more cryptic and appear unfair as well as fallacious is that the absence of exact standards would amass plethora of fuzziness in determining the evidence of both fruition and fiasco in learning. Knight (2002) robustly attests that assessment denotes a matter of foraging for evidence, which necessitates identifying data relevant to specified criteria and goals. As teaching and learning are soundly related, the current praxis of writing assessment incurs a certain enigma pertinent to *what aptly counts* when assessing writing mastery, leading to confusion so as to how students have to hone their writing competence and what teachers have to focus on to help their students' progress against certain criteria of passing. With regard to the eternally dynamic curriculum, the disparity among schools in writing test incurs problematic question on whether the inclusion and amendment of writing in the ever implemented curricula, as well as any resultant syllabi, has considerably pondered how this particular skill is taught, evaluated, and, more crucially, interpreted. In line with the notion of Black and Wilian as quoted by Braun and Kanjee (2005), the writing test merely functions as perfunctory assessment in that the results of which are only entered into a grade book. Without a question, the outcome rendered by such assessment practice is hardly robust, indicating that credibility, accountability, and dependability of the overall testing enterprise are corrupted.

In addition, it is also deemed imperious to prototype the standard of writing competence based upon the valued traits. The standard can serve not only as the gatekeeper in writing assessment but also as the parameter and tack for teachers when designing syllabus, teaching materials, and instructional activities so that every instructional decision can aptly jibe with what the students need. On the part of learners of English, it can help them to figure out their

current level of writing competence and what they should learn to excel. In order to deal with the absence of standard in teaching and assessing writing, Common European Framework of Reference (CEFR) can be the apt solution to the issue. This framework has been implemented and adapted globally, resulting in numerous assessment instruments, such as ACTFL (American Council on the Teaching of Foreign Languages) Can-Do Statements, Canadian Language Benchmarks, Linguafolio Self-assessment, JF (Japan Foundation) Standard, and Eiken Can-Do List, which soundly corroborates its adaptability to any educational context. Council of Europe (2001:1) puts forward that CEFR describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. Negishi (2011) brings forwards that CEFR can provide the common basis for discussing learning, teaching of foreign language as well as assessment of learners' achievement.

The aforementioned issues clearly indicate serious shortcomings in writing assessment and, as a result, misapprehension in writing instruction as to what essential competences should be taught at various levels. The haphazard praxis of writing assessment has underrated the very skill as there were no sound bases in test development and implementation as well as the interpretation of test results for making policies pertaining to writing instruction. In order to surmount the aforementioned issues, the current study focuses on scrutinizing the voice of English teachers' on what counts when assessing writing performance in Indonesian context, which serves as the cornerstones in developing multi-trait scoring rubrics and standard of writing competence in writing explanation text and hortatory exposition text.

PROCEDURE

Devoted to tackling the issues of test validity by developing scoring rubrics and standard in writing assessment, the study was carried out in Research and Development as adapted from Borg and Gall (1989:783-795). Due to feasibility concerns, the study only comprised of four phases, covering research, planning, developing the products, and dissemination.

The research phase was conducted by means of survey. There were 27 English teachers teaching the eleventh and twelfth grade at eight, out of ten, public senior high schools in Malang. The number of schools involved was determined so as to cater for omnifarious teachers' voices. Only those with teaching experience more than ten years were involved, meant to assure that they knew what was essential when assessing the very performance. The questionnaire was developed by including extensive number of descriptors derived from copious scoring rubrics on explanation and argumentative text, resulting in five major categories of scoring traits comprising task achievement, development of ideas, organization of ideas, styles (sentence structure and diction), and conventions (sentence accuracy, punctuation, and spelling). The questionnaire underwent validity test and thus only valid items were made operative in the survey. The research participants were asked to judge the importance of each descriptor upon writing assessment by choosing the option 1 to 5, representing the level of importance. Following the survey, a descriptive analysis was run to generate statistical bases in developing the tentative multi-trait scoring rubrics.

In order to assure that the projected development was feasible, a number of concerns were taken into account. These included the research sites, the research participants, the expert as validator, and the amount of time and money required to accomplish the study.

Based on the findings from the survey, beta version of multi-trait scoring rubrics were developed. Afterward, the rubrics were put into a pilot test involving graduate students at State University of Malang. In order to study the concurrent validity and explanatory power, two scoring rubrics for each discourse mode were operationalized. These denoted the multi-trait scoring rubrics being developed and a holistic scoring rubric. First, participants rated the sample essays using the holistic scoring rubric and then rated the very essays with the other rubric. The concurrent validity was analyzed in coefficient correlation analysis in SPSS wherein the score from the holistic rubric and the scores in multi-trait rubric were correlated. As regards the explanatory power, the holistic score was regressed to the multi-trait scores in regression

analysis. In order to find out possible weighting, the analysis on the squares of the correlation coefficients was included. The beta version of CEFR-aligned Can-Do statements were contrived by referring mainly to the original *Just-qualified* indicators at each CEFR. For the Can-Do Statements were projected to afford more comprehensive milestones of language developments, further adaptation by including Linguafolio Self-Assessment grid and Canadian Language Benchmarks was included. After the overall gradation of the can-do statements had been set, score calibration was carried out to each level by referring to the score calibration of TOEIC proficiency levels to CEFR. The proficiency levels were chosen as they covered the same levels of CEFR can-do statements, i.e. A1, A2, B1, B2, and C1.

The development phase was consummated by another survey to the previously involved teachers focusing on the quality of the products and an expert validation designated to an expert in curriculum development and English language teaching. The survey questionnaire and expert validation sheet included a number of statements on which the designated subjects voiced their judgment in a 1-to-5 scale as aforementioned. When the products were proven to have satisfied the expected quality, indicated by a minimum mean of 3.1, they would be disseminated to the schools involved in the study. This figure is the minimum score representing good quality or significance of an object being investigated, as proposed by Sugiyono (2012: 135)

FINDINGS

On Discourse-centered Writing Proficiency: A Theoretical Orientation

As envisioned in the current curriculum, there are copious contexts within which English is necessitated in the curriculum, *inter alia*, society, science, history, tourism, culture, and art. Obviously, there are numerous discourse profiles which typify students' writing. Hyland (2009) puts forward that there is always specificity in language use which determines the extent to which a language profile is accepted. Particularly in writing, fostering students' awareness of their reader, interactional strategies, background knowledge, and rhetorical conventions constitutes the co-construction of coherence from a text (see Hyland, 2009 and Belnamente and McCabe, 2004). This multi-faceted notion aptly denotes what is voiced in the study on cognitive complexity in writing carried out by Deane, Odendahl, Quinlan, Fowles, Welsh, and Tatum (2008:45). They elucidate that to the extent that both writing instruction and writing assessment are themselves cultural practices, it is important to keep in mind that cultural communities provide the ultimate measure of writing effectiveness. So and so, the model of CLA adapts the framework proposed by Celce-Murcia, Dornyei, and Thurrel (1995). This CLA model robustly affirms that writing is a social activity, a notion which is paramount in knowledge-transforming approach. Although there is newer model of CLA proposed by Celce-Murcia as adopted by Braidwood and MnAnsh (2011). The one adapted in the study is actually the former version of proposed model of CLA. The former one is made operative as this is considered more practical and simpler in that the latter adds in the so-called formulaic competence as a distinctive aspect even though it has been covered in linguistic. What follows is the model of CLA operative in the study.

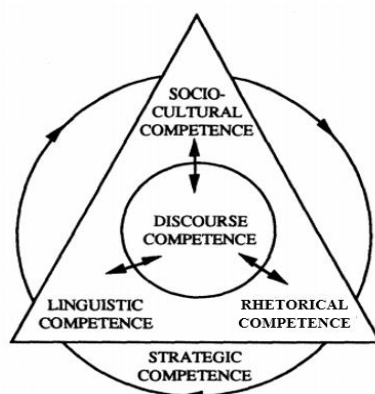


Figure 1. The Model of CLA (adapted from Celce-Murcia, Dornyei, and Thurrel, 1995)

In the center of pyramid is a circle of discourse competence and the three corners of the triangle constitute sociocultural competence, linguistic competence, and rhetorical competence, which denotes the equivalent of actional competence in written communication. The circle surrounding the pyramid represents strategic competence, which denotes an ever-present, potentially usable inventory of skills that allows a strategically competent language user to negotiate messages and resolve problems in any of the other underlying competencies.

The discourse competence in their construct is fully tantamount to the concept proposed by Canale (1983) which defines it as the selection, sequencing, and arrangement of words, structures, sentences and utterances to achieve a unified spoken or written text. This is where the bottom-up lexico-grammatical micro-level intersects with the top-down signals of the macro-level of communicative intent and sociocultural context to express attitudes and messages, and to create texts. They elaborate the competence in a five-trait classification. The first variable of discourse competence is cohesion. Cohesion denotes the discourse competence facet dealing with the bottom-up elements crucial in helping learners generate texts, account for how pronouns, demonstratives, articles, and other markers signal textual co-reference in both written and spoken discourse. Additionally, cohesion alludes to how conventions of substitutions and ellipsis enable writers to indicate co-classification and to avoid trivial repetition. Lastly, cohesion takes issues with the use of parallel structure. The other component of discourse competent is deixis system, which is important in linking the situational information with the discourse. The other area constitutes coherence, which stipulates the extent to which sentences of utterances in a discourse edifice are interrelated with respect to linguistic, sociocultural, and situational clues. Fourthly, discourse competence is pertinent to generic structure of various types of spoken and written texts.

Linguistic competence denotes the most extensively versed area in communicative language ability. What is expounded in Celce-Murcia *et al.* (1995) notion on CLA is the sound emphasis on the formal structure of language. In their concept, linguistic competence pervades the basic elements of communication: the sentence patterns and types, the constituent structure, the morphological inflections, and the lexical resources, as well as the orthographic systems essential to realize communication as writing.

Sociocultural competence refers to the speakers' or writer's knowledge of how to express messages *appropriately* within the overall social and cultural context of communication. Celce-Murcia *et al.* (1995) divides the sociocultural competence into four main categories.

The first category, social contextual factors, is concerned with the participants in interaction and the communicative situation. The social attributes of the participants, encompassing their identity, job, status, age, gender, social distances from and relations to each other, are known to have overriding impact on how they talk and write to others. The situational variables involve both temporal and physical aspects of the interaction as well as the social dimension of the situation (e.g. wedding ceremony). The second, stylistic appropriateness factors, include variables that may be explicitly taught, i.e. politeness strategies and stylistic variation. In this regard, social competence takes into account the degree of formality and field-specific registers. Subsequent to stylistic appropriateness factors are cultural factors, which allude to sociocultural background knowledge of the target language community and cross-cultural awareness. The sociocultural background knowledge deals with way of living, institutional structure, social convention and rituals, major values, beliefs, and norms, cultural aspects, historical background, and arts.

Rhetorical competence in this study is deemed apt to substitute actional competence since it pervades knowledge of text type, ostensibly knowledge of language function in actional competence. The former emulates the latter in that knowledge of text types deals with writer's ability to surface his intention through a unified *text*. The other fraction of rhetorical competence is formulated as knowledge of text structure, ostensibly knowledge of speech act sets. Knowledge of text structure is commensurate with the latter in that both deal with the sequenced process of rhetor's arranging the subservient ideas to strike the *a priori* intention. The objective a writer wishes to achieve in this case, written rhetoric, is embedded in the notion of knowledge of text types. Paltridge (1996) puts forward that text classifications on the basis of text types relies a great deal on the co-occurrence of linguistic patterns, which is also operative

in the multiplicity of language functions proposed by Celce-Murcia et al. (1995). Hammond et al., cited in Paltridge (1996), mention that text types entail procedure, anecdote, description, exposition, procedure, recount, report, review, and problem-solution. The text structure, as proposed by Meyer (1999), includes description, sequence, causation, problem-solution, and comparison. As regard the proposed concept of rhetoric, it is deemed appropriate to adapt the concept of rhetorical skills in American College Testing (ACT). As Learning Express (2003:83) points out, rhetorical skills are pertinent to the aggregation of techniques writer implements to create text which is clear, engaging, and appropriate for particular audience and aims. The skills are pertinent to how you should introduce your topic, what the best way to conclude your essay is, what the most effective way to organize your ideas is, and what word you can use to convey a particular thought.

In this study, strategic competence adopts Bachman's model (1990:94), which takes issues with making the language competence operative in order to comply with particular contextualized communicative language use. They elaborate strategic competence or metacognitive strategies in writing as follows: goal-setting for the task: what do I have to accomplish?, assessment of what is needed to achieve purpose, planning how to do it, monitoring effectiveness, and organization of the required elements of language and topic knowledge to carry out the planned activity. As the strategic competence takes issues with writer's ability to deploy his full profile of language mastery in order to achieve typified communicative objective, this competence is not going to be formulated independently in the forthcoming scoring rubric since it is folded into the other four components. The student's strategic competence is demonstrated in the ability to focus ideas on the task topic; to develop those ideas without veering off into digressive or nonessential territory; to organize ideas in a focused, purposeful way; to make use of language appropriate to certain sociocultural context; and to use language with precision and control so as to convey meaning with clarity.

The Prototypical Modes of Writing Assessment: Toward to *Test at Best*

Apropos of the writing competences in the current curriculum, there are three main modes of writing from which test developers, teachers, are to design the final school exam. These entail narrative (narrative, recount, news item) descriptive (report, descriptive, explanation) and argumentation (exposition, discussion). Out of the three modes, only two modes are included in scoring rubric development so as to ensure the authenticity, feasibility, practicality, and congruence to 2013 curriculum. The scoring rubrics are designed under the notion of *test at best*: having three texts demanded in a test is unfeasible and over-demanding for test takers. This is also echoed by the exigency to enact multitude profile of students' writing mastery.

Being the most essential rationale in including the text genre in developing the scoring rubrics and standard of writing competence, the congruence to the curriculum stipulates that students be creative, critical, and sensitive to any phenomena and occurrence related to social and natural issues and further take actions to surmount them. To keep up with lower order of thinking, the writing test will include referential tasks (intended to inform) in the form of explanation text. This particular purpose requires the activation of factual knowledge, conceptual knowledge, and procedural knowledge. This mode of testing will take the form of responsive writing. Referring to Brown (2003:220), in responsive writing, students are required to perform limited discourse, connecting sentences into paragraphs and connecting logical sequence of two to three paragraphs. As postulated in the writing task, the first writing task will be deployed in expository text, which Deane, Odendahl, Quinlan, Fowles, Welsh, and Tatum (2008:45) set forth as aiming at imparting particular description or information in a linearized particularity in expressing structure and relationships among the pieces of text. At higher order of thinking, conative writing task (intended to convince or persuade) is at play. This task calls for the highest knowledge dimension, metacognitive knowledge, in as much as students are required to deal with problem solving process, a process Pintrich (2002) claims to be a part of strategic knowledge within metacognitive milieu. The subsequent writing task will be contrived under the tenet of extensive writing. Brown (2003:220) points out that extensive writing demands students' endeavour in attempting to achieve certain goals, developing and organizing ideas, providing details to support embedded arguments, and even engaging in multiple drafts to

achieve a final product. As such, the form of writing in the second task will be argumentative writing. In this case, only hortatory exposition is included.

The Cruxes of Writing Competence

In order to make the concept of CLA operative in developing the rubrics and the standard of writing competence, the notion of canons of rhetoric and cognitively based assessment are considered suitable to jibe with the framework of CAL.

In Aristotle's original model, as explained by Covino and Jolliffe (1995:22-24), the canons of rhetoric encompass, in a linear order, invention, organization, style, memory, and delivery. The fourth canon of rhetoric, memory, is the one omitted in the proposed model since it alludes to oral rhetoric. The first canon of rhetoric, invention, denotes the art of generating effective materials devoted to particular rhetorical situation. Second, the canon of organization deals with the art of ordering and grouping materials so that they can jibe with the needs of audience and the purpose of writer. Afterwards, a writer is then required to ornament his writing with the impressions he wishes to conjure in audience's mind, which is the crux in canon of style. Lastly, the canon of delivery, particularly in writing rhetoric, can be construed as the art of using the formal language components. This canon is formulated as Conventions in this study.

As regards the cognitive orchestra at play during writing process, there are, as explicated in Cognitively Based Assessment proposed by Deaden *et al.* (2008:80), three strands of skills which writer operationalizes. These skills differ in the level of cognitive complexity. The first strand, heeding to sentence-level skills, focuses on such language and literacy skills as control of the conventions of written standard English, clarity and variety of sentence structures, and command of vocabulary. Document-level skills, in the second strand, dictate the compulsion of organization, focus, and development. The highest strand is termed Content-related and socially-defined background skills. These skills pertain to critical thinking and related genre-specific skills, mastery of other critical-thinking skills needed to adjust rhetorical goals depending on audience and purpose, and comprehension of the social expectations and norms governing writing. What follows is the elaboration of the skills comprising writing competence.

a. Invention

A competent writer is able to invent ideas which can suit the rhetorical purpose and audience. However, this does not necessarily mean that test takers will adduce a novel idea. Rather, they can use numerous strategies to create ideas, encompassing free writing, brainstorming, finding a discrete object to focus on, and drawing tree charts. The quality of the ideas generated by the writer, in different discourse modes, will be judged by the extent of accuracy and acuteness of the ideas in addressing the prompt and the need(s) of his audience.

The difference between the two writing tasks in Invention is obvious. In expository writing, the quality of ideas invented by a writer is determined by the extent to which the ideas are accurate and informative with respect to the topic and details of his information. On the other hand, in a hortatory exposition test, the extent of accuracy, acuteness, and criticality of writer's argument in addressing situationalized issues determines the quality of his ideas.

b. Development of Ideas

The notion of development is deeply annexed with developing ideas for providing clear explanation and bolstering argumentation. As Deaden *et al.* (2008) put forward, argumentation is shown as an interactive developmental process, a dialectic process in which arguments need to be developed, tried out, assessed, and revised in the light of potential audience response, using socially established schemata. This is obviously different from what a writer encounters in expository writing in which he deals only with retrieving background knowledge pertinent to rhetorical situation and presenting conceptual details about a topic.

The enterprise of *development*, as explicated in ACT Aspire (2014:2), denotes the means by which a writer supports a thesis, arrives at insights into a topic, or conveys the meaning and significance of narrative. A writer makes ideas clear to the reader by explaining and exploring them, discussing their implications, or illustrating them through example. Specifically in conative writing, the development of argument calls forth the elaboration of *apt* evidence and warrant a writer attempts to evince.

c. Organization

A competent writer always takes into account the unity of his ideas which makes obvious to his readers the intertextuality of ideas in the text. In conative writing, Deaden *et al.* (2008) assert that this particular writing is construed to be the most sophisticated in that an argument is by its nature a complex structure which can be set forth in myriads alternative orders: claims, evidence, warrants, grounds, and rebuttals can be nested and developed in parallel. Therefore, the problem of taking an argument and deciding on the proper order to present the material constitutes a trade-off between linearized text structure and the hierarchical consideration in formulating and further orchestrating arguments to achieve certain rhetorical goal. Unlike argumentative writing, expository writing in the form of explanation text has a more linearized text organization as it presupposes the ordering of general ideas to specifics. A competent writer, on writing any text type and genre, also makes use of varied transitional elements to links ideas in and across paragraphs.

d. Style: Sentences and Word Choices

Having organized his ideas, a writer has to consider how his ideas are ornamented to better fit in the context for which his writing is composed. In referential writing, a competent writer will make use of varied sentence structure and more *appropriate* word usage. This language adjustment is devoted to expressing nuanced ideas and escalating readers' understanding.

e. Convention: Grammar, Usage, and Mechanics

It goes without saying that a competent writer has to be able to deploy his language mastery pertaining to grammar, syntax, word usage, and mechanics. This last facet is quite broad since it takes issues with the notion of correctness, clarity of meaning, complexity, subject-verb agreement, standard word forms, word choice, verb tenses, internal punctuation, spelling, paragraph breaks, and capitalization.

Developing A Multi-trait Scoring Rubric in A Hortatory Exposition Text

Based on the fundamental traits of scoring rubrics, inspired by the canons of rhetoric and CBAL, a questionnaire scrutinizing the significance of each descriptor was developed. There were twenty seven items in the questionnaire devoted to developing scoring rubric in this genre, which had been put into a tryout investigating its validity and reliability to students of graduate program in ELT and subsequently were classified into five major categories, *inter alia*: Invention (Argument), Development, Organization, Style, and Conventions. Each of the aforementioned aspects was represented by number 1 to 5, respectively.

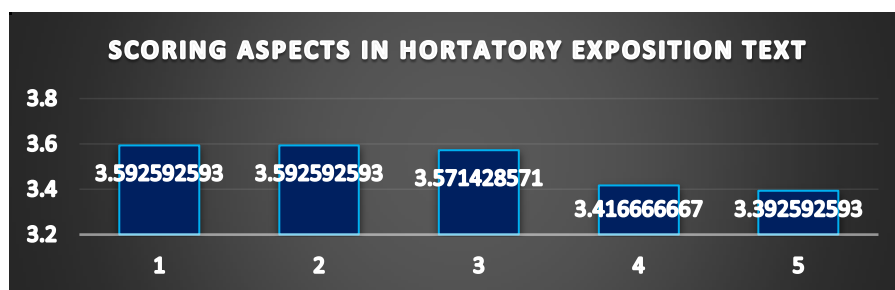


Figure 2. Means of Perceived Importance of Scoring Aspects in Hortatory Exposition

As seen in Figure 2, all categories of scoring aspects range from 3.39 to 3.59. As such, every item in the questionnaire was considered fairly important. Based on the survey result, the scoring rubric in Argumentative Essay in ACT Aspire was chosen with slight adaptation inasmuch as it had most variables valued important in the survey yet it included few variables which were not incongruent with the valued items. To commensurate with the valued items not available in this rubric, another scoring rubric on the same text mode was included, the scoring rubric on Argumentative writing in Common Core State Standards.

The beta version of the scoring rubric was put into a pilot test involving six students in the fifth semester at Graduate Program in ELT at State University of Malang. The involvement

of these students, instead of the English teachers at senior high school, was because none of the teachers in the survey were willing to score the sample papers. This pilot test was devoted to investigating how well the rubric functioned and aided teachers in rating the designated text type. There were two sample texts with contrastingly different scores, taken from benchmark papers in Argumentative writing (independent task) in TOEFL iBT. Instead of including authentic papers on Hortatory Exposition texts, these benchmark papers were chosen for there were no sample papers available at the schools involved in the study. Another reason to including these argumentative texts is that Hortatory Exposition alludes to argumentative writing in that a writer is to take a position and support it with arguments.

Table 1. Model Summary in Multi-trait scoring rubric in Hortatory Exposition

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.985 ^a	.970	.967	.21210

As described in Table 1, the result of the pilot test shows that the scoring rubric has sound explanatory power in accounting for participants' holistic score on the sample papers. As seen in the previous table, the R Square value is 0.967. This evinces that the holistic score, being the dependent variable, is highly regressed into the mean scores in the multi-trait rubric, the independent variable. In other words, 96.7% of teachers' holistic scores have been well accounted for by the multi-trait score. This regression is also supported by the analysis result in Table 3.10. Two hypotheses were used in analyzing the Coefficients value:

- *H o* : Multi-trait score is not useful predictor of Holistic score
- *H a* : Multi-trait score is useful predictor of Holistic score

Table 2. Coefficients Table in A Multi-Trait Scoring Rubric in Hortatory Exposition

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	-.224	.186			-1.205	.256
	Total	1.089	.061	.985		17.933	.000

The *t* value is the determinant in either rejecting or approving the *H o*. if the *t* value is higher than 0.05, the null hypothesis is rejected. Otherwise, if the value is lower than 0.05, the null hypothesis is approved. As shown in Table 2, the *t* value is 17.933, clearly indicating that the null hypothesis is turned down. By inference, the multi-trait score is shown to be the successful determinant in predicting the holistic score in rating hortatory exposition texts.

Developing A Multi-trait Scoring Rubric in Explanation Text

Similar process was carried out in the outset of the very development. There were also twenty seven items in the questionnaire, as previously developed, devoted to developing scoring rubric in this genre, which were classified into five major categories, *inter alia*, 1) Invention (Explanation), 2) Development, 3) Organization, 4) Style, and 5) Conventions. Each of the aforementioned aspects was represented by number 1 to 5, respectively.

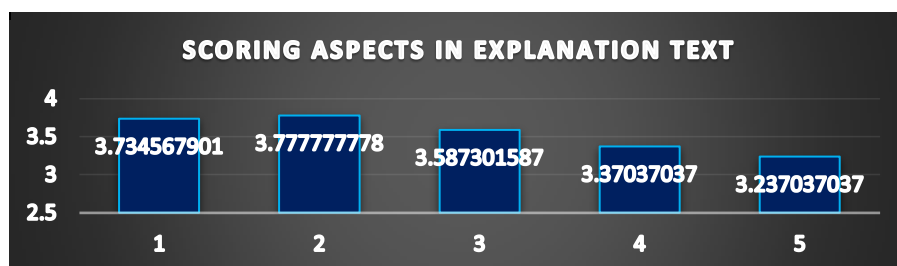


Figure 3. Means of Perceived Importance of Scoring Aspects in Explanation Text

As seen in Figure 3, the categories of scoring aspects range from 3.23 to 3.77. Therefore, every item in the questionnaire is considered fairly important. Based on the survey result, the scoring rubric in Explanatory Essay in ACT was again chosen with minor adaptation inasmuch as the rubric contains few variables which are not tantamount to the surveyed items. Also, to commensurate with the valued items not available in this rubric, the scoring rubric on Argumentative writing in Common Core State Standards was adapted in that few aspects in the rubric were valued important in the survey.

The beta version of the scoring rubric was also put into the pilot test involving six students at Graduate Program in ELT at State University of Malang. There were two sample texts at contrastingly different quality, taken from benchmark papers in Explanatory text in Smarter Balanced Assessment Consortium. These benchmark papers were included as there are no sample papers available at the schools involved in the study.

Table 3. Model Summary in A Multi-trait Scoring Rubric in Explanation Text

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.968 ^a	.936	.930	.39151

The result of the pilot test as shown in Table 3 evinces that the scoring rubric has sound explanatory power in accounting for teachers' holistic score on the sample papers. As seen in the Table below, the adjusted R Square value is 0.930. This evinces that the holistic score, being the dependent variable, is highly regressed into the mean scores in the multi-trait rubric, the independent variable. In other words, 93% of teachers' holistic scores have been well accounted for by the multi-trait score. This initial analysis is corroborated by the following analysis, as carried out previously.

Table 4. Coefficients Table in A Multi-trait Scoring Rubric in Explanation Text

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	.111	.264		.420	.683
	Sum	.968	.080		.968	.000

The *t* value is the determinant in either rejecting or approving the *H₀*. if the *t* value is higher than 0.05, the null hypothesis is rejected. Otherwise, if the value is lower than 0.05, the null hypothesis is approved. As shown in the Table above, the *t* value is 12.107, clearly indicating that the null hypothesis is turned down. By inference, the multi-trait score is considered as the successful determinant in accounting for the holistic score in rating explanation text.

Prototyping I-Writing Can-Do Statements: Anchoring Local Scoring Traits to Global Framework

As the CEFR-aligned can-do statements were devoted to jibing with the current Indonesian context of English instruction and assessment, the very can-do statements were named I-Writing Can-Do statements, which stood for *Indonesian Writing*. The beta version of can-do statements was underpinned by a number of frameworks. There are six levels included in CEFR, covering A1, A2, B1, B2, C1, and C2. These levels show incremental development of language proficiency ranging from A1, which is the lowest level, to C2, the top level. Level C2 is not included in the development since it is assumedly too high for senior high school level. Council of Europe (2001:6) defines C2 as follows:

I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

The gradations were then elaborated by including the *Just-qualified* indicators in each level as proposed by ETS (see Tannenbaum and Wylie, 2008), which evince how the language competencies consistently increase in terms of their cognitive complexity and afford anchor indicators for subdividing the original levels. In order to provide more milestones of language development, which were beneficial when used as reference for designing learning objectives in different levels, the classifying indicators in Canadian Language Benchmarks (see Centre for Canadian Language Benchmarks, 2013) were included. These benchmarks were operative to provide more specific indicators pertinent to each further gradation and to check the hierarchical consistency across levels. Of 12 levels included in the benchmarks, only benchmark 1-9 were suitable to include as the basis for further gradation. The contextual descriptions and concrete examples of language performances enclosed in the benchmarks were included to explain the condition in which students could best perform their language competence and to noticeably epitomize the concrete performances. The original Canadian Language Benchmarks, however, had yet to provide holistic profiles of language performance, leading to further adaptation. ACTFL (American Council on the Teaching of Foreign Languages) Can-Do Statements and Linguafolio Self-assessment Grid, which was developed by referring to ACTFL Can-Do Statements, were made operative to afford holistic profiles of language competence. The inclusion of ACTFL Can-Do Statements was deemed suitable since these frameworks were designed for instructional purposes. The ACTFL (2012:1) mentions that the Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive (reading and listening), and Presentational (writing and speaking) modes of communication. To include score calibration to each I-Writing can-do level, the score calibration in TOEIC Writing proficiency level was adapted as its 9-grade proficiency level covered the same range of CEFR levels and, in large part, the same constructs. What follows is the resultant perceived calibration.

Table 5. Perceived Calibration among CEFR Levels, I-Writing Scores, and I-Writing Can-Do Statements

CEFR Levels	I-Writing Can-Do Levels	I-Writing Scores
<i>Early C1</i>	Advanced (C1.1)	100
B2	Skilled 2 (B2.2)	85-95
	Skilled 1 (B2.1)	70-80
B1	Proficient 2 (B1.2)	55-65
	Proficient 1 (B1.1)	45-50
A2	Developing 2 (A2.2)	35-40
	Developing 1 (A2.1)	25-30
A1	Basic 2 (A1.2)	20
	Basic 1 (A1.1)	0-15

Following the development, an empirical study and expert validation investigating the quality of the products, particularly as regards their clarity, comprehensibility, grammaticality, and consistency, was executed. In the area of I-Writing Can-Do levels, it was found out that teachers, as evinced in Table 6, assigned fairly high scores, ranging from 3.6 to 3.866 with an overall mean of 3.866. Like the empirics, the results of expert validation in Table 7 also shows fairly high ratings on I-Writing can-do levels, also represented by an overall mean of 4.4.

Table 6. Empirical Validation on I-Writing Can-Do Statements

Aspects of Validation	N	Minimum	Maximum	Mean	Std. Deviation
Clarity of format	15	2.00	5.00	3.6000	.91026
Grammar construction	15	2.00	5.00	4.0667	.88372
Clarity and consistency of gradation	15	2.00	5.00	3.8667	.83381
Clarity and consistency of indicators	15	3.00	5.00	3.9333	.70373

Suitability of examples	15	3.00	5.00	3.8667	.74322
Valid N (listwise)	15				

In order to corroborate the empirics, expert validation was also made operative. The result of the expert validations, to some great extent, evinced similar outcome, as evinced by Table 7.

Table 7. Expert Validation on I-Writing Can-Do Statements

Aspects of Validation	Rating
Clarity of Format	3.0000
Grammar Construction	4.0000
Clarity and Consistency of Gradation	5.0000
Clarity and Consistency of Indicators	5.0000
Suitability of Examples	5.0000
Valid N (listwise)	

DISCUSSION

The specificity in the developed scoring system lends itself to gaining pertinent evidence on test takers' performance. Weir (2005:189) premises that multi-trait scoring lends itself readily to full-profile reporting and delineating students' strengths and weaknesses. Therefore, it is crucial in providing both educational, illuminative information as well as gaining evaluation data for accountability purposes. As such, the inference generated by relying on the rubrics are downright apt. A quantitative facet of the validity, inter-rater reliability, also denotes another contributing factor in the scoring validity. As evinced by empirics, I-Writing scoring rubrics have the power to generate reliable score inasmuch as it affords raters with clear concessions and conventions in assigning scores. In a sense, the high reliability does result from the nature of the rubrics. Weir (2005:190) puts forward that multi-trait analytic rubric denotes a useful tool for rater training and standardization. For sure, the nature of scoring rubrics have influential bearing in establishing ecological validity in that, as Whitehead (2007) proposes, ecologically valid assessment is to encourage learners to become practitioners of process. Referring to Whitehead (2007) and Whitehead (2008), another rationale to the ecological validity is that the inclusion of the socially-contextualized traits has scaffolded I-Writing scoring rubrics to emulate the socially valued model of writing competencies. This endows teachers with a shared understanding of the essential competencies as well as standard in assessing writing.

Similar outcome was evident upon scrutinizing the quality of I-Writing Can-Do levels. This was corroborated by both expert validation and empirics on the quality of the can-do statements. The product has been proven practical and feasible to apply in Indonesian context. The can-do statements endow test takers and teachers with the comprehensive essential information pertinent to students' performance. In terms of assessing how well students use what they know, which is the crux of ecological validity (Whitehead, 2007), I-Writing can obviously afford precise information on students' performance through the provision of the can-do levels. Sulistyo (2015:171) explains that the qualitative feedback, in this regard the proposed can-do levels and proficiency levels, afford test takers with relevant and meaningful result with respect to their performance. The overall finding evokes further implication on the alignment of scoring system to CEFR.

From teachers' and expert's spectacles, it has been unearthed that I-Writing scoring rubrics and can-do statements can have robust consequential validity due to the robust linkage to both teaching material and activity. That being said, the scoring result can be set as the trajectory in writing instruction by which teachers are guided to determine the appropriate teaching materials and activities by referring to their students' current competence. Dealing with extrapolating and enhancing students' current competence, I-Writing Can-Do statements can have influential bearing by delineating the subsequent competence(s) to achieve as described in the components of the can-do levels, entailing can-do statements, indicators of can-do

statements, the contextual clues, and the samples of writing corresponding to each level. Sulisty (2015:171), in addition to his notion on the impact of qualitative feedbacks on students, highlights the significance of the feedbacks in guiding teachers to reflect on their practices. Devoted to the ever-desired educational values, which are omnipresent in the curricula, I-Writing Can-Do Levels can obviously be the deliberate arsenal due to two focal grounds. First, the clear standard embedded in the test can exert vast impacts, not only for teachers at senior high school, but also those at elementary and junior high school, in that the developed test can guide them to develop pertinent teaching materials and activities as well as course syllabus based on the can-do levels, which are the fundamental aims of CEFR (Cambridge ESOL, 2011:12; Runnels, 2013). On the second ground, with respect to test interpretation, I-Writing can-do levels can set clear standard for interpreting progress at school levels and even municipal level (see Council of Europe, 2001; ACTFL, 2012; North, Ortega, and Sheehan, 2010). As such, the gradational descriptions of students' performance can definitely lend themselves to establishing clear standard and continuum in both teaching and assessing writing. Solely local-oriented and prototypical in nature, the proposed model of can-do levels, which has been subdivided from the original CEFR levels, bestows particular benefit in its implementation. Council of Europe (2001:32) states that the advantage of a branching is that a common set of levels and/or descriptors can be 'cut' into practical local levels at different points by different users to suit local needs and yet still relate back to a common system.

CONCLUSION: IMPLICATION AND DIRECTION FOR FUTURE WORK

The study has revealed the grass roots' voice on the valued traits upon assessing writing performance, which is projected to surmount the haphazard scoring directions evident in the current praxis of writing test. The fact that the developed scoring rubrics has scaffolded the strategies essential in accomplishing the tasks, i.e. inventing ideas, developing ideas, organizing ideas, orchestrating the language used, and delivering the ideas through language conventions, has made glaring what actually the English teachers are scrutinizing when assessing writing competence. However, those essentials have yet to be operative in the omnipresent scoring praxis.

Apparently, there is inherent outlook on the part of the teachers pertinent to the ideal profile of writing competences. Nevertheless, serious undertakings to develop standardized scoring system have yet to be initiated by teachers or other stakeholders, especially government. The teachers' voices are actually tantamount to the proposed model of communicative language ability as well as the developed model of writing proficiency, which clearly delineates that specific traits of writing competence are manifest in Indonesian context of writing assessment. The seemingly robust alignment of teachers' outlook to the theoretical stances has brought to surface the ever-lasting latent criteria of what constitutes writing competence in Indonesian context. The teachers somehow detach the essential traits when involved in testing enterprise and simply comply with the rule-of-thumb scoring vogue. Apparently, this has happened since there have yet to be attempt to establish sound bases in writing assessment. To great extent, the prototyped scoring rubrics can endow teachers and students with clear tack in writing assessment.

It is also due to the latent outlook on scoring criteria that potential adaptability of CEFR can-do statements in Indonesian context can be made operationalized. This has been corroborated by teachers' and expert's positive judgment on the quality of the prototyped can-do statements. The compatibility between the contextualized framework of writing competence and the theoretical grounds as well as CEFR can open myriad paths to copious uses of the Indonesian version of can-do statements in designing syllabus, teaching activity, instructional materials, and assessment instruments. Reminiscent of the aforementioned issues of writing assessment, it is absolutely essential that teachers and stakeholders mutually embark on the endeavour in enacting shared understanding and standard in writing instruction and assessment so as to accrue more positive backwash impacts on students, teachers, and societies. Lastly, it is expected that future researchers conduct research on the other discourse modes in writing test inasmuch I-Writing only alludes to two facets of discourse mode in the realm of performance assessment. Notwithstanding, the performance assessment does not need to be left segregated from the other skills. The receptive skills can also be annexed with the

productive ones so as to develop novel integrated-constructs, which lies in the crux of transformational approach.

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REVISITING THE USE OF GENRE-BASED INSTRUCTION FOR TEACHING WRITING: FROM TEACHING EVALUATION TO MATERIAL DEVELOPMENT

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INTRODUCTION

Today, genre has become one of the most essential and instrumental concepts in language education. It is essential since it can help us understand the ways individuals use language to engage in particular communicative situations and to employ this knowledge to help student writers create communicatively effective texts. By so doing they will achieve communicative competence (Hyland, 2004: 5).

The implementation of genre-based instruction in that curriculum is through exploring types of genres (Descriptive, Narrative, Recount, Procedures, Report, News Item, Exposition, Explanation, Review, and Commentary) in transactional conversations (to get something done), interpersonal conversations (to establish and maintain social relations), short functional texts (announcements, greeting cards etc.), monologues and essays of certain genres. Those types of text are used to develop communicative competence. For that purpose, the National Department of Education issued *Standar kompetensi Kurikulum 2004*/ the competence standard of 2004 that need to be achieved. Such use of genre-based instruction, similarly, becomes the emphasis in the 2006 curriculum, as stated in the *Permendiknas* no. 22, 2006, and in the 2013 curriculum, as stated in *Permendikbud* no. 64, year 2013.

PERSPECTIVES OF GENRE

The discussion of genre can be perceived from the New Rethoric Studies, English for specific purposes, and Systemic Functional Linguistics (SFL). The latest, developed by Michael Halliday, is considered “the most clearly articulated and pedagogically successful” of all (Hayland, 2004, p 25). It has also led into the fact that classroom perspectives on genre mostly use the theory of SFL (Hayland: 2003). For this reason, this study discusses the genre-based instruction from the SFL point of view.

Hyland (2004) urged that SFL perspectives of genre have characterized genres in terms of broad rethorical patterns such as Narratives, Recounts, arguments, and Expositions. The table below each genre together with its social purposes, social location and rethorical structure (stages).

Table 1. Same example of genres and their social purposes, social location and rethorical structure

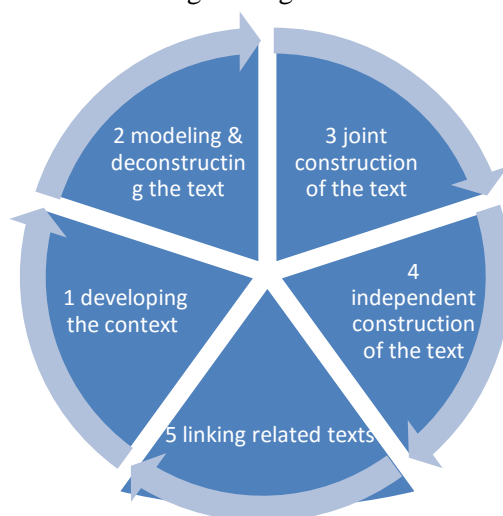
Genre	Social purpose	Stages	Social location
Recount	To reconstruct past experiences by retelling events in original sequence	Orientation Record of events (Reorientation)	Personal letters, police reports, insurance claims, incident reports
Procedures	To show how something is done	Goal Steps 1-n (results)	Instruction manuals, science reports, cook book, DIY books
Narrative	To entertain and instruct via reflection on experience	Orientation (complication) (evaluation) Resolution	Travel brochures, novels, product details
Description	To reflect factual information, usually by classifying things and then describing their characteristics	Identification Aspect (conclusion)	Brochures, government, and business reports
Report	To give reasons for a state of affairs or judgement	Problem Reason (conclusion) Recommendation	News reports, textbooks

Source: Butt, Fahey, Feez, Spinks & Yallop (2000); Martin, (1989) as cited in Hyland (2004)

As illustrated in the above table, stages of text or schematic structure characterizes genre-based instruction. For instance, Descriptive text sets stages of identification, aspect, and conclusion (Hyland: 2004 and Yan and Dong : 2009).

GENRE PEDAGOGY/THE TEACHING AND LEARNING CYCLE

Genre-based instruction for teaching writing can use the following Cycle:



Source: Feez & Joyce (1998)

Figure 1. SFL Genre pedagogy/the teaching and learning cycle

Developing the context. At this stage, the students are introduced to the social context in which the genre is used, the social purpose it achieves, and the immediate context of situation. This allows students to bring their own experiences to the learning process and attempts to create an understanding of the following questions: what the text is about; what purposes it serves, etc.

Modelling and deconstructing the text—analyzing the genre to reveal its stages and key features. The activities are like analyzing, comparing, and manipulating the representative samples of genre so that the students understand the stages of the text and the function served by each stage, how each stage contribute to the overall social purpose of the text, and the language features that help to express these functions.

Joint construction. At this stage of the cycle, teachers and learners work together to construct the whole examples of the genre. The teacher starts to reduce his/her control over the students and give them more opportunities to control over their writing but, still he/she gives assistance and support during the process of constructing a text.

Independent construction. This allows students to write independently but still under the teacher's monitor and assistance. At this stage, there are series of process that students need to go through, For example, brainstorming, outlining, drafting, proofreading, editing, and revising (Hayland: 2007).

Linking related text. This stage provides opportunities for students to investigate how the genre they have been studying is related to other texts that occur in the same or similar contexts, to the other genres they have studied, and to issues of interpersonal and institutional power and ideology.

This study is aimed at evaluating the implementation of genre-based instruction for teaching L2 writing and at developing a lesson plan using the approach. For that purpose, there are two questions that need to be answered. First, how is the genre-based instruction used in correspond to the genre-based cycle? Second, what kind of lesson can be used enrich the use of genre-based approach in the EFL classroom? The result of this study is useful for teachers to improve their practice using genre-based approach in their classroom and to enrich their knowledge on what kind of teaching instructions can be employed in the classroom.

METHOD

This section consists of Participant, research design, research instruments, and procedures of data collection and analysis.

Participants

This study involved 20 senior high school teachers from seven different schools in Salatiga who are affiliated in “Musyawarah Guru Mata Pelajaran Bahasa Inggris ” (MGMP-Bahasa Inggris) or English teacher Development Group (ETDG). When the study was conducted, they were joining an English-teacher training and education program held by MGMP. One of the sessions in that program, that I facilitated, was the use of genre-based approach for teaching Writing. These teachers have been teaching using using genre-based instruction at least since the implementation of the 2004 curriculum so that they have been dealing with genre in their teaching. For this reason, they are considered suitable to be involved in this study.

Research design

This study is designed in the form of case-study. Nunan (1992) argued that case study is the study of an ‘instance in action’. It selects an instance from the class of objects or phenomena one is investigating, then investigates the way this instance functions in context. This study is also an instance of Indonesian EFL teachers and of the use of genre-based approach for teaching writing. The instance is then used to contextualize the use of genre based instruction in the context of study.

Research Instrument

The research instrument used was teachers’ document, in this case, teachers’ lesson plans. As known, a lesson plan contains several stages such as “warm-up, main activity, follow up, and wind down” (Davis: 2000). The stages in a lesson plan can show teacher’s step in using certain text type from the beginning until the end of the lesson. For this reason, this instrument was used.

Procedures of data collection and analysis

Firstly, the teacher-participants were asked to discuss how to teach particular narrative text for teaching writing to senior high school students and secondly, to write a lesson plan. Thirdly, the lesson plan was analyzed and classified into the five stages of genre-based teaching and learning cycle. Fourthly, the frequency of how many lesson plan applies every stage in the cycle was counted. From this frequency, the picture of how the teachers used the genre-based approach can be drawn. Lastly, genre-based lesson plan for teaching writing was offered.

FINDING AND DISCUSSION

This section examines the use of genre-based approach in correspond to genre-based teaching and learning cycle. More to that, it presents a lesson plan that can be used to enrich the use of genre-based approach for teaching writing.

The use of genre-based approach for teaching writing

From the data obtained, the use of genre-based approach for teaching writing based on the genre-based teaching and learning cycle can be seen as follows:

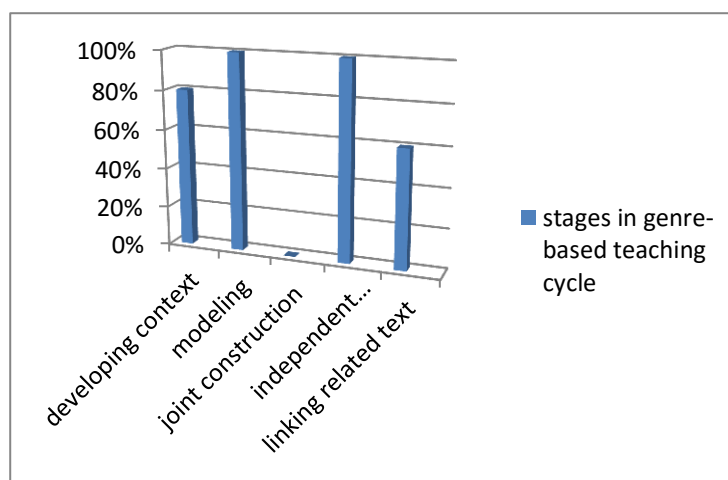


Figure 2: genre-based teaching in correspond to the genre-based teaching/learning cycle

The data suggest that almost all groups (80%) did stage one—developing context. the techniques used in this stage were varied. For instance, asking questions “what the text is about?” and “what kind of family is in Telaga warna story?” (referring to the setting of royal family). Another example is giving list of vocabularies related to the text. For instance, in teaching “Snow White” story, words snowflake, magic mirror, fair, hatred, envy, and pride can be provided before they read the story. More to that, using picture or video was also stated in in the lesson plan that is to elicit the idea of “who are in the story?” and “what kind of situation or condition is in the story.”

It is good to know that most groups provide space for students to develop context since it can activate student’s schemata about the text. As asserted by Ajideh (2006), such pre-reading strategies can be used to help students relate new information in written discourse to their exisiting knowledge. In this case, I agree with Ajideh. Once the student’s existing knowledge is activated, the way to understand the text will become easier.

The finding of stage two—modeling— is interesting because all teachers are evidenced to discuss and explore the features and stages of the genre. As characaterized, it is “an important scaffolding activity” (Hyland, 2004: 12). Unfortunately, however, the most emphasis given is only on the stages and the function of the text. Deeper exploration on the grammatical and lexical items are not explored. As for stage three, the finding is surprising since none of them went through the stage of joint construction of the text. In the discussion session, after writing the lesson plan, they confirmed that the main reason is habit and the other reason is time constrain. Such joint construction requires more time than the teaching time allocation, which is only eighty minutes. It is not sufficient to discuss the material.

The finding of independent construction stage is as what I expected. All groups do this stage. It means that all groups are aware that this genre-based approach is for teaching writing so the students need to write independently. Unfortunately, none of them facilitated writing processes like brainstorming, drafting, proofreading, and revising. In another word, it is very much product-based activity.

As for the last stage—linking related text— only 60% of the teaching instruction that relate what they have learnt to other texts that occurs in the same or similar context, to other genres they have studied, and to issues of interpersonal ideas. An example obtained from the lesson plan is to ask the students compare the story of *snow white* and the one from Indonesia, to compare the similarity and difference of the structure.

Proposed genre-based instructions based on genre-based teaching and learning cycle

There are various activites using the genre-based approach for teaching writing that can be applied in the classroom. More activities are provided for the stages of joint construction and linking to related text considering that the less frequency of use.

Genre : descriptive text (tourism advertisement)
Topic : tourism resorts

Student's grade : X

Student's level of English proficiency: intermediate

Objectives:

at the end of the course, the students will be able to:

- o identify the generic structures of tourism advertisement text-type,
- o identify the lexical and grammatical features of tourism advertisement text-type,
- o write an essay using the tourism text-type.

Stage 1: developing the context

- Ask students what tourist resorts in East Java or Indonesia that they have visited and how they like them.
- Introduce one tourist resort in Bali "Bedugul Botanical Garden" and elicit ideas from students about the place such as "where they think it is," "what it is like" and "what in the garden are."
- Play a video on "Bedugul Botanical Garden as (<https://www.youtube.com/watch?v=6KMxMPsoKyA>). In this stage, ask them to find out what it is like and what in the Garden are.
- After watching the video, ask the students to describe "Bedugul Botanical Garden" is like and what in the garden are based on what they have watched.
- Direct the discussion to the idea of Descriptive text.

Stage 2: modeling the text

- provide students with the tourism advertisement of "Bedugul Botanical Garden."
- provide them with a graphic organizer and ask them to complete it in order to identify the identification and description (the generic structure) and adjectives used for description (linguistic features). This can be done both in pairs or groups (see appendix 1).
- Ask them also to identify the verb and adjectives used in the advertisement.
- Discuss the students' work together.
- Explain the generic structure of a descriptive text (identification, aspect/description, and/or conclusion) and the linguistic features usually used.

Stage 3: joint construction

- Provide a graphic organizer in which the title and the identification part of tourism advertisement "Bunaken" have been provided (see appendix 2).
- Ask them to continue writing some description about Bunaken based on the identification part given. To help them generate ideas, pictures, key words and opening sentences are given. This task can be done in groups.
- Invite some groups to present their composition and guide them to the schematic structure and appropriate use of verb (The Simple Present) and adjective to describe Bunaken.
- Provide the original text and ask them compare it to their work.
- Discuss together how to make a good descriptive text.

Stage 4: independent construction of the text

- Ask students to bring a picture of tourist destination they like best.
- Ask them to describe the place in paragraphs. First, they need to use a similar graphic organizer as used previously so see whether the ideas really describe phenomenon identified and whether the verbs and adjectives used appropriately support the phenomenon described.
- After the students finish writing, ask them to exchange their work to at least three classmates to get peer feedback.
- After this review process, ask them to think what to revise, revise the work and submit it.
- Provide each work feedback and return the work to the students.
- Ask them to revise and submit it.

Stage 5: linking related texts

- Ask students to make groups of five.

- Within the group, ask each student to take turn describing their own advertisement. During this describing process, encourage them to ask each other about the tourist resort being described.
- Finally, ask them to choose what tourist resort they prefer for their vacation and why.

CONCLUSION

The finding revealed that although genre-based approach has been used for long but teachers need to refer again to the genre-based teaching cycle to make the teaching and learning more useful. Students need to be initially guided in more activities to construct texts (joint-construction stage) before independent writing. Similarly, in the writing process, they need to go through series of process like drafting, proofreading, editing, and revising. By so doing, their writing skill will develop well.

Appendix 1



Tourism advertisement : Bedugul Botanical Garden

What comes in your mind when you are thinking about Bali? Beach? So you definitely have to visit Bedugul Botanical Garden. Bedugul Botanical Garden or Kebun Raya Eka Karya was opened in 1959 and owns 154,5 ha land located Tabanan regency, northwest part of Bali. It is close to the beautiful lakes, Beratan Lake and Ulun Danu Temple. The vast location has made it a **huge** tropical garden in Bali with plentiful flora and fauna in Bali.

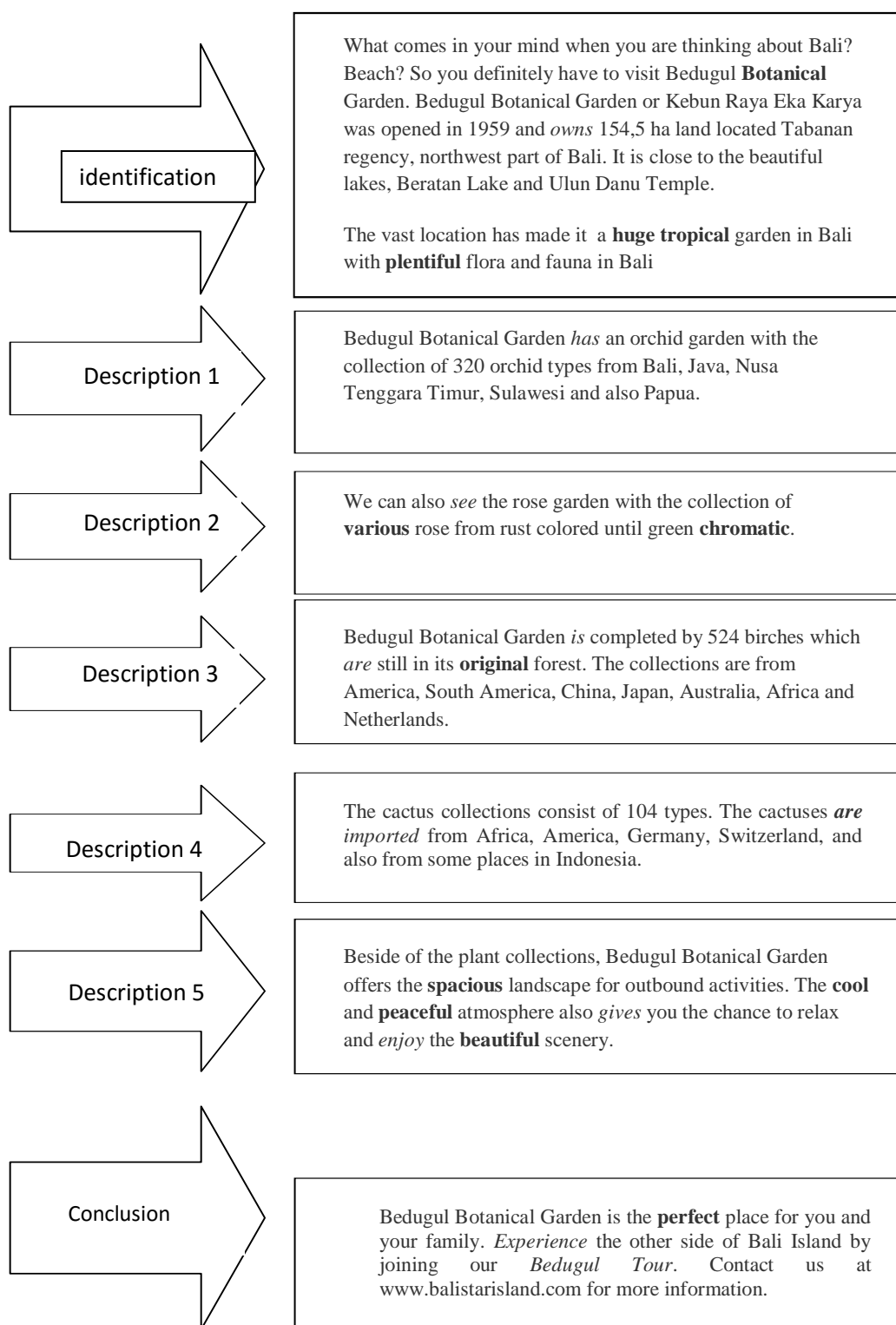
Bedugul Botanical Garden has an orchid garden with the collection of 320 orchid types from Bali, Java, Nusa Tenggara Timur, Sulawesi and also Papua. We can also see the rose garden with the collection of various rose from rust colored until green chromatic. Bedugul Botanical Garden is completed by 524 birches which are still in its original forest. The collections are from America, South America, China, Japan, Australia, Africa and Netherlands. The cactus collections consist of 104 types. The cactuses are **imported** from Africa, America, Germany, Switzerland, and also from some places in Indonesia.

Beside of the plant collections, Bedugul Botanical Garden offers the spacious landscape for outbound activities. The cool and peaceful atmosphere also gives you the chance to relax and enjoy the beautiful **scenery**.

Bedugul Botanical Garden is the perfect place for you and your family. Experience the other side of Bali Island by joining our *Bedugul Tour*. Contact us at www.balistariland.com for more information.

Adapted from: <http://www.balistariland.com/Bali-Interesting-Place/Bedugul-Garden-Yard.htm>

Tourism advertisement: Bedugul Botanical Garden





background

identification

Bunaken is an 8.08 km² island in the Bay of Manado, situated in the north of the island of Sulawesi, Indonesia. The Marine Park around Bunaken is part of the National Park that also includes the ocean around the island of Manado Tua – or Old Manado, Siladen and Mantehage.

Within the Bunaken Marine Park, visitors can see various **strange** and colourful marine life along its sea bed and can enjoy diving and snorkeling since it is one of Indonesia's most famous diving and snorkeling areas.

Description 1



130 types



The transparent waters of the Bunaken seas enable visitors to clearly view

Not only reefs, visitors can also see.....

Description 2

20 spots



For those who enjoy scuba diving, this is.....

Conclusion (if any)

Tourism advertisement: Bunaken.



Ever *fancy* yourself being a mermaid? Being able to swim along with other creatures of the sea, moving to the rhythm of the waves? In the Bunaken Marine Park, you will **encounter** a real “mermaid”, and you can also get a glimpse of sea life here.

Bunaken is an 8.08 km² island in the Bay of Manado, situated in the north of the island of Sulawesi, Indonesia. The Marine Park around Bunaken is part of the National Park that also includes the ocean around the island of Manado Tua – or Old Manado, Siladen and Mantehage. Within the Bunaken Marine Park, visitors can see various strange and colourful marine life along its sea bed and can enjoy diving and snorkeling since it is one of Indonesia’s most famous diving and snorkeling areas.

The translucent waters of the Bunaken seas enable visitors to clearly view numerous sea biotas. There are 13 species of coral reefs in this park, dominated by edge ridges and block ridges of rocks. The most attractive view is the steep vertical sloppy coral reef that plunges down as deep as 25-50 meters.

Not only reefs, visitors can also see 91 types of fish and meet mollusk when diving in the National Park. Some of the fish are the locally known *gusimi* horse fish (*Hippocampus*), the white *oci* (*Seriola rivoliana*), yellow-tailed *lolosi* (*Lutjanus kasmira*), *goropa* (*Ephinephelus spilotoceps* and *Pseudanthias hypselosoma*), *ila gasi* (*Scolopsis bilineatus*) and others. Mollusk are like the giant *kima* (*Tridacna gigas*), goat head (*Cassis cornuta*), nautilus (*Nautilus pompilius*) and tunikates/ascidian.

For those who enjoy scuba diving, this is a great place to be since it is one of Indonesia's most famous diving and snorkeling areas and it draws visitors from all over the world.. With about 20 diving spots to choose from, divers will have the chance to swim below the sea, and frolic joyfully while admiring the sea creatures.

Make sure to visit Bunaken during its best season between May to August. That way you can explore the Park to its fullest. The journey from Manado takes around 40 minutes. To reach this park, you can take a motorboat. Entrance fee is 25,000 rupiahs per person per visit. See you in Bunaken then.

Taken from: <http://www.indonesia.travel/en/destination/33>

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STUDENTS' NEEDS OF ENGLISH SPEAKING MATERIAL AT FPBS IKIP MATARAM

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ABSTRACT

This research, which is categorized into Research and Development, is aimed at developing English speaking material based on the students' needs at FPBS IKIP Mataram. The main purposes of this research are (1) to identify English speaking materials needed by students, 2) to evaluate English speaking materials used, 3) to develop English speaking material based on students' needs. To achieve these purposes, some methods of collecting data have been involved including classroom observation, questionnaire and document analysis. Through observing classroom teaching and learning and document analysis, researchers identify whether the materials suit students' needs. The questionnaire explores students' opinions about the current English speaking materials used in the classroom and discovers students' needs in relation to English speaking materials. After analyzing data from questionnaire, some students were interviewed for data triangulation and experts' judgments were used to validate the results of the questionnaire and interview. For data analysis, descriptive analysis differentiates text books/materials which meet students' need from those that do not and present students' needs of learning speaking. The preliminary results of the research indicate that many speaking materials used do not address students' needs which cover target needs, level of proficiency and learning needs. The results also indicate that speaking material should meet students' interest, accommodate students' speaking proficiency level, focus on the academic writing, address tourism related topics, provide various learning activities, and is preceded by a discussion of speaking theory that scaffolds practice.

Keywords: *Students' Need, Speaking Material, FPBS IKIP Mataram*

INTRODUCTION

Teaching material is one of the most important aspects of teaching and learning. Good teaching material is informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language), and exploratory (helping the learner to make discoveries about the language). As different learners learn in different ways, the ideal materials aim to provide all these ways of acquiring a language for the learners to experience. However, the reality is that most commercially produced materials focus on informing their users about language features and on guiding them to practice these features. Richard (2001: 251) comments that 'instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom'. For this reason, in order to achieve intended characteristics, teaching materials should be well developed, considering the context and the needs of the users.

Materials development refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation design, production, exploitation and research. Ideally, all of these processes should be given consideration and should interact in the making of language-learning materials. In the context of English language teaching in higher education, these processes are seemed to be neglected.

Based on the researchers observation of speaking English materials taught in FPBS IKIP Mataram, teaching materials used sometimes are inappropriate with the students' needs and context. The speaking English materials used also sometimes are not authentic and not relevant with the students' needs even though they have already based syllabus. Besides that, the levels of English materials are not suitable for learners. Very often, the materials are too easy for particular group of students, while others are too difficult for the students. This condition causes students get bored to study and lazy to follow the lesson because they are confused what they are studying and why they are studying the materials for. In addition, in the classroom, during the teaching and learning process, students sometimes prefer talking with their friend instead of listening to their lecturers, sitting at the back row while operating their mobile phone, reminding the lecturers about the time is over, coming late with many excuses, etc. Moreover, many students take the course just because they want to get the score as the requirement of the graduation and not because of the materials or the subjects which are important for them. Little materials, which are engaging, interesting and student-need based, have been developed, especially in the context of FPBS IKIP Mataram.

Dealing with the explanation above, students' need-based speaking English teaching materials need to be developed in order they meet the needs for both lecturers and students. The more need-based materials can attract the students' motivation and interest to study. Therefore, this research is intended to identify "The Needs of students of FPBS IKIP Mataram on English speaking material.

METHOD

This research is part of Research and Development, which is aimed at developing English speaking material based on the students' needs at FPBS IKIP Mataram. The research is sample survey study because it studies only a portion of the population. According to Ary (2006: 374) a survey study is study that studies only a portion of the population. The population of the study was the second semester students of FPBS IKIP Mataram in the academic year 2014/2104. The sample of the study was 100 students. The instrument used in gathering the data was questionnaire which was given to a group of people assembled at a certain place for a specific purpose. The questionnaire consists of 15 items that presented the theoretical based-students' need in writing. The constructs in the questionnaires are: 1) the students' speaking level; 2) the sub skills of speaking have or not been mastered by the students; 3) the strategy of speaking; 4) the speaking material helping the students in speaking; 5) the genre of speaking; 6) the length of the students' speaking; 7) The topic of speaking; 8) the theories of speaking; 9) the activity in speaking; 10) the benefit of speaking; 11) the assessment of speaking; 12) the technique used in the classroom; 14) other material; and 15) the speaking material prepared.

The data was analyzed through descriptive statistics to know the students' need. The needs analysis data were described systematically to increase understanding of them and to present what has been discovered to others. The collected data were identified, categorized, and analyzed based on the components of tasks. This research also used the qualitative analysis for the open-ended experts' judgment questionnaire and the open-ended try-outs questionnaire. Besides, the qualitative data were obtained from the interviews and the observations. The qualitative data were intended to supplement, validate, and reinterpret the data gained from the questionnaires. The result of the classroom observation was written as field notes. The interviews were recorded and then transcribed. After the data were collected they were analyzed following the model of qualitative data analysis proposed by Creswell (2003: 191-195): organize and prepare the data for analysis, read through all the data, begin detailed analysis with a decoding process, use the decoding process to generate a description of setting or people as well as categories or theme for analysis, advance how the description and themes will be represented, making an interpretation or meaning of the data.

FINDINGS AND INTERPRETATION

Target Needs on Speaking

A hundred students of the second semester students of FPBS IKIP Mataram, which were randomly chosen from 6 classes, participated in the current research. The instruments used were the questionnaire of students' needs in learning speaking skill. The questionnaire found

two key findings, including the description of learning targets and students' speaking learning needs. Target need refers to what the learners need to know in order to function in the target situation, what they already know and what they want to know. The target needs analysis includes the goal and the students' proficiency level is presented as follows:

1. Goal

The Students' speaking proficiency level

Most respondents said that their speaking proficiency level is elementary with proportion of 84 %., while 12 % of the students that they were in the level of intermediate level, 4 % of the students are in the level of advanced.

2. The Students' Learning Need

Learning needs refer to what the learners needed to do in order to learn. It concerns with the methods and activities in learning process. This phase presents about material, the length of speaking preparation, topics, theories of speaking, the activity in learning, the assessment, duration in speaking, and technique used by the lecturer.

a. Material used in learning speaking

In learning speaking, the students' need material or the topic that meet their interest. From the finding, it shows that 34 % of the students prefer the material or the topic presented using picture, 50 % of the students prefer the material presented with video, 12 % of the students prefer the material or the topic presented with the model, 4 % of the students prefer the material or the topic presented with various technique.

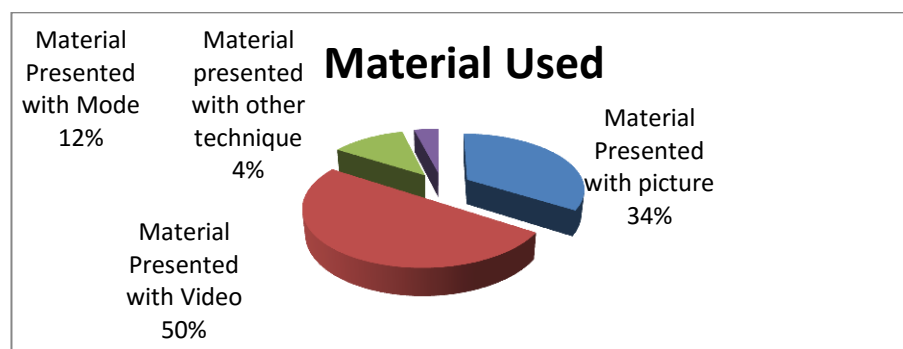


Figure 1. How speaking materials should be presented

b. The length of the preparation in speaking

The figure below shows that there were 10 % of the students able to prepare for speaking in 1 minute, 12 % of the students able to prepare for speaking in 2 minutes, 34 % of the students able to prepare for speaking in 3 minutes, and 46 % of the students able to prepare for speaking in more than 3 minutes.

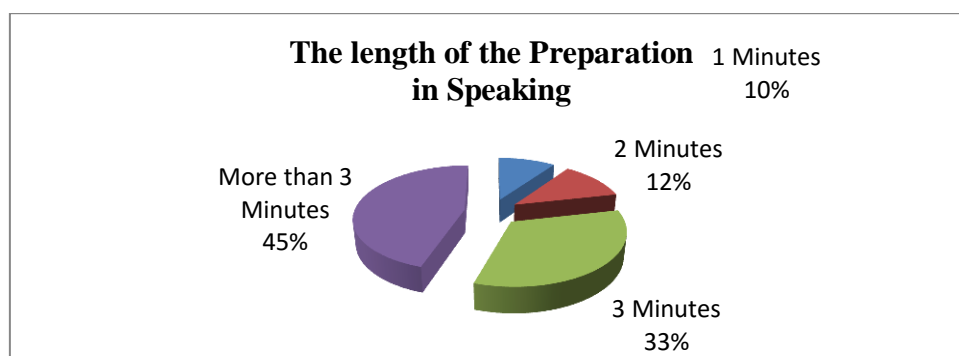


Figure 2. The length of time students need for speaking preparation

c. The length of the students' speaking based on the topic given

The figure below shows that there were 4 % of the students able to speak in 1 minute, 12 % of the students able to speak in 2 minutes, 33 % of the students able to speak in 3 minutes, and 51 % of the students able to speak in more than 3 minutes.

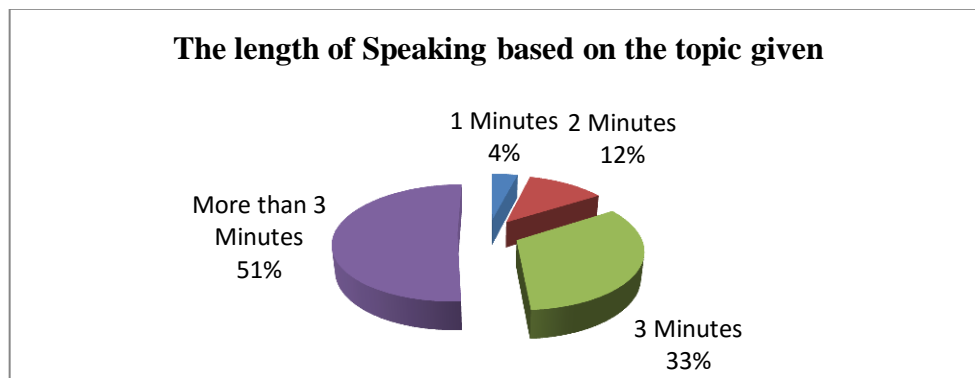


Figure 3. The length of time students need for delivering a talk

d. Topic in learning Speaking

The figure below shows that 59 % of the students like tourism topic as atopic being discussed in learning speaking, 8 % of the students like science topic as atopic being discussed in learning speaking, 12 % of the students like art as atopic being discussed in learning speaking, 10 % of the students like education topic as atopic being discussed in learning speaking, and 11 % of the students like sport topic as atopic being discussed in learning speaking.

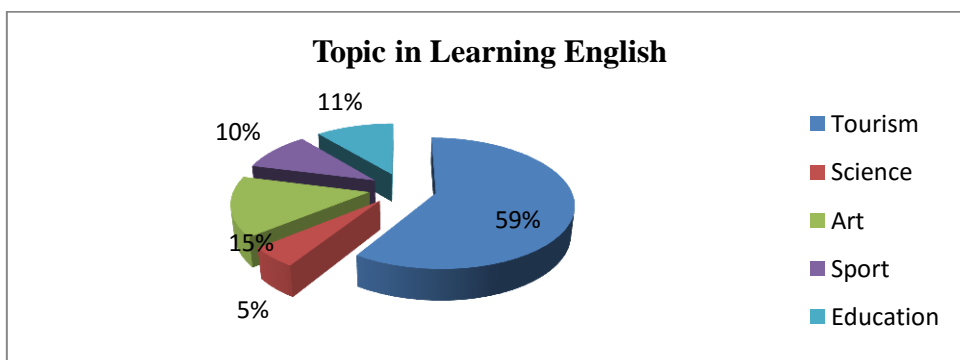


Figure 4. Topics in speaking activities

e. Theories of speaking

All respondents claim that they need to study the theory of speaking before having the speaking practice.

f. Kinds of activity in learning speaking

The table shows that 9 % of the students prefer individual speaking activity, 26 % of the students prefer work in pair activity in learning speaking, 44 % of the students prefer working in group in learning writing, 21 % of the students prefer presentation in learning writing.

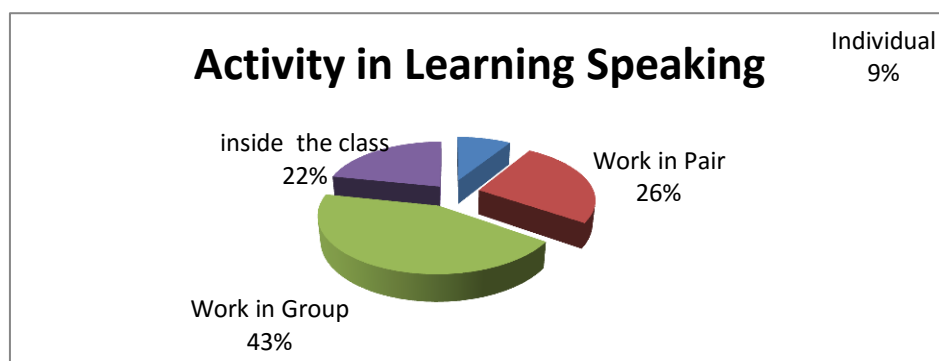


Figure 5. Activities in Learning Speaking

DISCUSSION

The research findings that have been described above show interesting features of students' needs at FPBS IKIP Mataram. It was found that the speaking proficiency of most students the second semester is elementary level which according to Brown (2001) is the level where students are able to produce appropriate vocabulary within a context, collocation, idioms, and correct grammatical features up to the length of sentence. It is rather awkward finding since students in Indonesia have been learning English as compulsory subject in secondary school level. Considering the length of learning English, it is not excessive to expect that the second semester of English department students should have higher level of English proficiency. However, considering that students recruitment at English department is in absence of placement test which may group students into their proficiency level, mix level of students' ability in speaking English sentence exist in the classroom.

Another interesting finding is that many students are interested in learning English speaking with video as the media in learning speaking. It makes sense that since they are in elementary level, they need to be guided by the simple and easy media to enable them finishing speaking tasks. Many researches provide evidence of the beneficial effect of using video as media for speaking task since it is interesting for students and makes learning fun.

In addition, students are also interested in the topic which is related to tourism. It has been anticipated that students will select the tourism topic is major topic for their speaking tasks. This phenomenon relates to the fact that Lombok is Tourism Island which is visited by many local and international tourists. Tourism is part of live of people in Lombok.

CONCLUSION

The proficiency level of FPBS students in speaking is elementary. In this level, students are able to use word and grammar for making a good sentence. Brown (2001) claim that students in elementary level are able to produce appropriate vocabulary within a context, collocation, idioms, and correct grammatical features up to the length of sentence. Therefore students need to develop their knowledge of all aspects and indicators of speaking for speaking. In addition, students need to be provided with various learning strategy to increase their learning motivation and it is found that using video is the claimed needs of students in speaking. Most students prefer to have tourism as the topic of their speaking it is due to the fact that Lombok is the tourist destination.

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AN ANALYSIS ON ERRORS IN PASSIVE SENTENCES

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ABSTRACT

Students' errors are considered as a device that learners use and from which they can learn (Corder, 1967); they provide evidence of the learner's level in the target language (Gass and Selinker, 1983), and supply means by which teachers can assess learning and teaching as well as determine priorities for future effort (Richards and Sampson, 1974). Conducting error analysis is therefore one of the best ways to describe and explain errors committed by L2 learners. This kind of analysis can reveal the sources of these errors and the causes of their frequent occurrence. Once the sources and causes are revealed, it is possible to determine the remedy, as well as the emphasis and sequence of future instructions. Errors in language learning, therefore, play an important role. With this in mind, this article identifies important features of errors in passive sentences and categorize those errors, which were then analyzed and divided into four categories: malformed passives, actives, ungrammatical sentences, and non-sentences. The findings is expected not only to improve understanding of causes of errors made in passive sentence construction but also to contribute to the preparation of teaching materials, which will ultimately enhance the students' ability to write passive sentences in English.

Keywords: *error analysis; passive sentence; teaching; learning.*

INTRODUCTION

Passive sentences or sentences in the passive voice are considered as an important part of every English language teaching grammar syllabus (Cowan, 2008). Passive voice has been one of the topics discussed by various researchers. According to Simargool (2008), on interlanguage passive construction, the passive sentences generated by EFL students were divided into five groups: well-formed passives, malformed passives, actives, possible pseudo-passives, and other constructions. The writer would like to study passive sentence structures written by first-year university students in Wijaya Putra University as well as to analyse and compare errors made in those passive sentences. This will not only help improve understanding of causes of errors made in passive sentence construction but also contribute to the preparation of teaching materials and methodology appropriate to the students, which will ultimately enhance the students' ability to write passive sentences in English.

LITERATURE REVIEW

Definition of errors

According to Corder (1981, p. 152), errors are "the result of some failure of performance" and differentiated errors from mistakes in the way that errors are systematic in nature being "errors of competence" which occur in the continuum of the learning process. They are a noticeable deviation from the adult grammar of a native speaker and the result of learners' transitional competence. On the other hand, mistakes are "errors of performance" or performance errors that are either a random guess or a "slip," in that they are a failure to utilise a known system correctly. Mistakes are neither systematic and nor significant to the process of language learning. Like Corder, Norrish (1983, p. 7), defined "an error" as a systematic deviation that happens when a learner has not learnt something and consistently "get(s) it wrong." Edge (1989) defined errors as forms that language users cannot correct by themselves even though they have been taught. James (1998, p.1) also identified a language error as an unsuccessful bit of language. He added that language learners cannot correct their errors until they have additional knowledge on the topic. These errors occur in the course of the learner's study because they have not acquired enough knowledge. Once they acquire additional knowledge, they will be able to correct their errors and the more errors the learners correct, the more conscious of language they will become. Moreover, it was pointed out that error is unique

to humans, and error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

Significance of errors in language teaching and learning

Errors have long been the obsession of language instructors and researchers. Before Corder (1967), errors were looked at as a problem that should be eradicated. However, errors are now considered as a device that learners use and from which they can learn (Corder, 1967); they provide evidence of the learner's level in the target language (Gass and Selinker, 1983); they contain valuable information on the learning strategies of learners (AbiSamra, 2003; Lightbown and Spada, 2006; Richards, 1974; Taylor, 1975); and they also supply means by which teachers can assess learning and teaching and determine priorities for future effort (Richards and Sampson, 1974). Conducting error analysis is therefore one of the best ways to describe and explain errors committed by L2 learners. This kind of analysis can reveal the sources of these errors and the causes of their frequent occurrence. Once the sources and causes are revealed, it is possible to determine the remedy, as well as the emphasis and sequence of future instructions. According to Ellis (1995, pp. 51-54), the most significant contribution of error analysis lies in its success in elevating the status of errors from undesirability to that of a guide.

The Concept of English Passive Voice

Eckersley and Eckersley (1960: 219) said that, if the person or thing denoted by the subject of a sentence is the receiver or sufferer of the action, then that form of the verb is the Passive Voice, e.g. "The ball was kicked by the boy". According to Quirk et. al (1985: 58); In all passive clause types, the agent by-phrase, which incorporates a nounphrase equivalent to the subject of the corresponding active clause, has the structural status of an optional adverbial. Even when the agent by-phrase is absent, however, there is an implication of its presence at the level of meaning. In this sense, the agent by-phrase acts as complementation of the passive verb.

The Concept of Error Analysis

Error Analysis is a comparative process. Therefore, in order to describe the errors a special case is used, and synonymous utterances are compared in the learner's dialect and the target language; in the other words, "errorous utterances" and "reconstructed utterance" are compared (Corder 1981). In order to understand the process of L2 learning, the mistakes that the person made in the process of constructing a new system of language should be analyzed carefully. Since the errors of performance are known to be systematic, the lecturers of English should be aware of the system of errors. Errors provide feedback; they tell the lecturer something about the effectiveness of his teaching materials and his teaching techniques, and show him what parts of the syllabus he has been following or taught and need further attention. Error Analysis can be very useful device in foreign language teaching. The frequency counts of errors supported by the solutions can be helpful in setting up teaching priorities.

Correcting Errors in Written Composition

According to Wingfield (1975: 311-313), it can be a control composition work rigidly or "guide" it or give advanced students opportunities for free composition writing, mistakes are bound to occur. The problem is to decide what to do with them. There appear to be five distinct techniques of dealing with errors:

- a. The lecturer gives sufficient clues to enable self-correction to be made;
- b. The lecturer corrects the scripts;
- c. The lecturer deals with errors through marginal comments and footnotes;
- d. The lecturer explains orally to individual students;
- e. The lecturer uses the error as an illustration for a class explanation.

All experience lecturers would agree that self-correction is the most effective way of extinguishing error, but unless the clues that can be given are quite unambiguous and are interpreted correctly, further and worse confusion is likely to result. There are other errors where a crossing out and correction on the script will mean very little and a symbol in the

margin even less; where what is really needed is a brief explanatory comment. This is particularly so when a structure is unacceptable within its context but would be perfectly acceptable in a different one. Such comments are probably more effective if the lecturer can find a spare moment to talk to students individually about their work. Giving back written work with brief comments while the rest of the group is otherwise occupied is the ideal way of doing this. On the other occasions, the lecturer may decide that a particular error is sufficiently common for the whole class to be told about it and given a quick drill exercise to consolidate the explanation. It would appear then that there is no single standard method of dealing with composition errors, but that the lecturer must make a choice between the most appropriate and effective of several techniques.

DISCUSSION

Well-formed passive sentences

Well-formed passive sentences refer to the sentences with the nouns given as subjects followed by the correct form of verb *to be* and past participle form of the main verbs. These sentences can be in any tense since it is not specified in the instruction and not the main concern of the study.

In well-formed passive sentences, the thing receiving the action is the subject of the sentence and the thing doing the action is optionally included near the end of the sentence. It usually shows that the thing receiving the action is more important or should be emphasized. It is usually used if the speaker does not know who is doing the action or the speaker does not want to mention who is doing the action. Table 2 shows some examples of well-formed passive sentences.

Malformed passive sentences

Malformed passive sentences are the sentences consisting of the subject (the noun given) followed by a correct form of verb *to be* but a wrong form of the main verb given. That is, the main verb can be in one of the following forms:

- a past simple form (instead of a past participle) of an irregular verb (such as “drove” instead of “driven”, “wrote” instead of “written”, “sang” instead of “sung”, and “stole” instead of “stolen”).
- a wrong -ed ending of an irregular verb (such as “readed” instead of “read”, “drived” instead of “driven”, “hited” or “hitted” instead of “hit”, “writed” instead of “written”, “wined” instead of “won”, “singd” instead of “sung”, “fined” instead of “found”, and “stealed” instead of “stolen”).
- other wrong past participle forms (such as “rode” instead of “read”, “droven” instead of “driven”, “pushen” instead of “pushed”, “hiten” or “hitten” instead of “hit”, “wroten” or “writen” instead of “written”, “painten” instead of “painted”, and “stealen” instead of “stolen”).
- a base form of a verb (such as drive, push, write, paint, win, sing, find, steal).
- a present participle (or -ing) form of a verb (such as reading, driving, hitting, writing, painting, singing, finding, and stealing).

For example, “The picture was paint by the artist.”, “The cart was push by him.”, “My wallet was find last week.”, “The watch was steal by thief.”, “The prize is win today.”, “Elvis song was sing in last party.”, “The letter is write by me.”, and “My car is drive on the road.”

The verbs and example sentences which appeared in the wrong past participle forms were as follows:

- “writen” and “wroten” (for “write”) in “The letter was writen by my friend.” and “The letter was wroten by my son.”
- “hitten” and “hiten” (for “hit”) in “The gate was hitten by my dad.” and “The gate was hiten.”
- “droven” (for “drive”) in “That luxury car is droven by the rich.”
- “stollen” and “stealen” (for “steal”) in “The watch was stollen by the thief.” and “The watch was stealen.”
- “pushen” (for “push”) in “The cart was pushen.”
- “rode” (for “read”) in “The book was rode.”

- “painten” (for “paint”) in “The picture was painten.”

Ungrammatical sentences

Ungrammatical sentences refer to those consisting of a subject and a main verb but are considered ungrammatically correct in English.

- the sentences with a subject and a main verb in an active voice but no object was included; for instance, “The cart pushes.”, “The watch steals.”, and “The prize won.”
- the passive sentence structures with an object, such as “The gate was hit my hand.”
- the passive sentences with a subject-verb agreement error as in “The letter were written.”

In active sentences without an object, the verbs which were used most often were “win” followed by “push”, “drive”, “sing”, “find”, “hit”, “read”, “write”, “paint”, and “steal”, respectively. For example, “The prize wins in game.”, “The cart pushes.”, “The car can’t drive if you forget a key.”, “The song sings by Michael.”, and “The wallet finds.”

Passive sentences with an error in subject-verb agreement were also classified as a subcategory of ungrammatical patterns. They followed passive sentence patterns with a verb to be followed by a past participle form of the main verb, but the verb *to be* did not agree in number with the subject; thus, they were judged ungrammatical.

The first one was a correct form of verb “to have” followed by an infinitive form of the verb such as “The cart has push.”, “The picture has paint by me.”, “The prize has win.”, and “The song has sing for me.” The other subgroup contained a correct form of verb “to be” and a present form of the main verb such as “The wallet is finds.” and “The car is drives.”

Non-sentences

Non-sentences consisted of strings of words which did not follow any pattern of grammatically correct English sentences. In other words, neither a subject nor a finite verb was found. For example, “The car driving by father”, “The picture painting by artist.”, “The book reading by student.”, and “The letter writing by my friend.” Some examples of non-sentences without main verbs are “Prize upon you win.”, “I prized was won.”, “This prize is a win of prizes.”, “This prize my friend is win.”, “The book read is my father.”, and “The wallet is finds.”

Active sentences

Types of errors

Some examples of active sentences are “That gate hit me!”, “The gate is hitting me.”, “He is read a book.”, “She buy the letter because she will write letter to her dad.”, and “I am writing a letter to my mother who lives in Canada now.” Table 1 shows the difference between active and passive voice.

Table 1

Original construction in <i>passive voice</i>	Proposed construction in <i>active voice</i>
Activate has been proven in clinical trials to lower cholesterol.	Activate lowers cholesterol. Clinical trials prove it!
Activate has been approved by the FDA.	The FDA approved Activate.
The Activate study was conducted for more than five years on more than 400 patients.	Over five years, more than 400 patients participated in the Activate study.
Trade-offs between efficacy and tolerability are often made.	Patients won’t have to choose between efficacy and tolerability.
You’ll be taken care of by Activate.	Activate will take care of you.

CONCLUSION

The study aims at investigating passive sentence structures produced by first-year students of Wijaya Putra University, classifying error types as well as analyzing their causes. The finding shows that the influence or interference of the students' mother tongue can be detected in several aspects. Students may have some difficulty with and may be not very familiar with the English passive sentence structure and morphological changes since various grammatical categories, including number, case, tense, aspect, and mood in Bahasa Indonesia are not marked by morphological inflections, but are implicit and can be identified by their syntactic environments.

It is hoped that this study will not only offer useful insights on the influence of L1 on the English passive construction, but will also lead to further studies that will improve the study of the passive constructions. Moreover, the study can benefit the teachers, lesson planners, as well as materials developers in the lesson or material preparation and instruction. They should be aware of the errors the students are likely to make and thus put an emphasis on the areas that can be problematic for the students.

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Tense	Active	Passive
Simple Present	Once a week, Tom cleans the house.	Once a week, the house is cleaned by Tom.
Present Continuous	Right now, Sarah is writing the letter.	Right now, the letter is being written by Sarah.
Simple Past	Sam repaired the car.	The car was repaired by Sam.
Past Continuous	The salesman was helping the customer when the thief came into the store.	The customer was being helped by the salesman when the thief came into the store.
Present Perfect	Many tourists have visited that castle.	That castle has been visited by many tourists.
Present Perfect Continuous	Recently, John has been doing the work.	Recently, the work has been being done by John.
Past Perfect	George had repaired many cars before he received his mechanic's license.	Many cars had been repaired by George before he received his mechanic's license.
Past Perfect Continuous	Chef Jones had been preparing the restaurant's fantastic dinners for two years before he moved to Paris.	The restaurant's fantastic dinners had been being prepared by Chef Jones for two years before he moved to Paris.
Simple Future <i>will</i>	Someone will finish the work by 5:00 PM.	The work will be finished by 5:00 PM.
Simple Future <i>be going to</i>	Sally is going to make a beautiful dinner tonight.	A beautiful dinner is going to be made by Sally tonight.
Future Continuous <i>will</i>	At 8:00 PM tonight, John will be washing the dishes.	At 8:00 PM tonight, the dishes will be being washed by John.
Future Continuous <i>be going to</i>	At 8:00 PM tonight, John is going to be washing the dishes.	At 8:00 PM tonight, the dishes are going to be being washed by John.
Future Perfect <i>will</i>	They will have completed the project before the deadline.	The project will have been completed before the deadline.
Future Perfect <i>be going to</i>	They are going to have completed the project before the deadline.	The project is going to have been completed before the deadline.
Future Perfect Continuous <i>will</i>	The famous artist will have been painting the mural for over six months by the time it is finished.	The mural will have been being painted by the famous artist for over six months by the time it is finished.
Future Perfect Continuous <i>be going to</i>	The famous artist is going to have been painting the mural for over six months by the time it is finished.	The mural is going to have been being painted by the famous artist for over six months by the time it is finished.
Used to	Jerry used to pay the bills.	The bills used to be paid by Jerry.
Would Always	My mother would always make the pies.	The pies would always be made by my mother.
Future in the Past <i>Would</i>	I knew John would finish the work by 5:00 PM.	I knew the work would be finished by 5:00 PM.
Future in the Past <i>Was Going to</i>	I thought Sally was going to make a beautiful dinner tonight.	I thought a beautiful dinner was going to be made by Sally tonight.

HOW GRAMMAR TEACHING ENHANCES ACCURACY AND FLUENCY: REVEALING PERSPECTIVES OF INDONESIAN GRADUATE STUDENTS

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ABSTRACT

Grammar teaching has gained important place in ELT (Richards & Renandya, 2002:145) despite of several debates on how to teach grammar items in the most effective way. The issues raised are dealing with the advantages and disadvantages of both form and meaning oriented approach of grammar. Focus on form (FonF) approach made learners aware of the grammatical form of language features that they are already able to use communicatively (Kumaravadivelu, 2006). It is in contrast with 'focus on forms' approach, which is limited solely to the explicit focus on language features, and 'focus on meaning' approach, which is limited to focus on meaning with no attention paid to form at all. This study discussed the issue of how grammar teaching can balance students' accuracy and fluency by considering both form and meaning or function approaches. Reflections from graduate students in English Language Teaching program were taken into account considering their experiences and background knowledge. Fifteen students of Graduate Program in ELT at State University of Malang, East Java, were involved in this study. An open-ended questionnaire and think-ahead questions adopted from Samantray (2014) were used to gain data about grammar learning experiences and grammar teaching preferences. The results showed that students preferred to consider both form- and meaning-based input modification on internalizing the second language grammar to improve communicative competence. Both grammatical accuracy and fluency can be achieved by applying the appropriate strategies to produce effective ESL or EFL communicators.

Keywords: *grammar teaching, FonF, grammatical accuracy, grammatical fluency*

INTRODUCTION

There is no single definition of grammar. From several definitions, grammar can be generally thought as the structure of a language, a set of rules for choosing words and putting words together to form new units which can be used to convey meaning within a language (Ur, 2003; Brown, 2007; Bade, 2008; Chang, 2011). There are some dichotomies that arise while dealing with grammar teaching (Samantray, 2014). These dichotomies are form against function and meaning, fluency versus accuracy, meaning-based instruction in opposition to forms-based instruction, and finally communication versus grammar.

Focus on forms (FoFs) instruction refers to the traditional approach, such as Grammar Translation Methods and Audiolingual approach. Linguistic forms are taught explicitly without communication and meaningful input. A discrete target form (e.g. words, grammar rules, intonation and stress patterns) is presented sequentially without focusing on meaningful communication. Then, learners are required to synthesize each target form for communication by themselves (Yu, 2013). On the other hand, according to focus on meaning (FoM) instruction, L2 can be acquired naturally regardless of age once learners are exposed to sufficient comprehensible input like first language acquisition. Therefore, a target form can be taught incidentally and implicitly with the help of repetitive comprehensible input. In focus on meaning, learners can improve fluency through verbal interaction and meaningful input. However, learners cannot improve accuracy because of reduced or absent attention to linguistic forms they receive during a class.

Regarding to the problems from focus on forms and focus on meaning instructions, Michael Long as cited in Kumaravadivelu (2006) introduced the *focus on form* approach in order to maintain the strength of focusing on meaning while dealing with the limitations of the traditional focus on forms approach and CLT's focus on meaning. In order to avoid potential terminological confusion, its abbreviated version, FonF, is used. According to Long, the distinguishing factor in FonF is that it overtly draws students' attention to linguistic elements as

they arise incidentally in lessons. In other words, the learner's attention to linguistic features will be drawn explicitly if and only if it is necessitated by communicative demand (Kumaravadivelu, 2006). FonF often consists of an occasional shift of attention to linguistic code feature which is triggered by perceived problems with comprehension or production. FonF approach is supported by the interaction hypothesis (Yu, 2013). According to the interaction hypothesis, L2 is not acquired only through sufficient input. L2 acquisition is achieved most successfully when input is modified through negotiation of meaning.

Additionally, Rod Ellis presents a broader perspective on FonF by introducing form-focused instruction (FFI). FFI is used to refer to any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form (Ellis, 1997). Furthermore, FFI approach was found to be more effective than merely isolated grammar instruction or communicative tasks without drawing the attention on grammar (Gozali & Harjanto, 2014). It is also supported by cognitive theories of McLaughlin's as cited in Gozali & Harjanto (2014), which purported that FFI promotes the restructuring process in the L2 learning, in which the learners' interlanguage grammar is restructured as their attention is drawn to the form in the input. This is achieved through conscious attention to forms as advocated by the FFI approach.

Recently, grammar teaching has gained important place in English Language Teaching (Richards & Renandya, 2002:145). People now agree that grammar is too important to be left out, and without a good knowledge of grammar, learners' language development will be severely constrained. One of the current issues nowadays is how we teach grammar items in the most effective way. The grammar debate in English Language Teaching is now asserting the advantages and disadvantages of both form and meaning oriented teaching of grammar.

A previous study conducted by Samantray (2014) taking the issue of the role of accuracy in ESL learning that can lead to fluency and communicative competence, and efficient production. She considered both form- and meaning-based input modification on internalizing the second language grammar to improve communicative competence. Briefly, her research supported that focusing on form and meaning is more beneficial than focusing on either one of them. However, there are still many aspects needed to be elaborated regarding to this issue. The context of Samantray's study in grammar learning and teaching is also conducted in India context. Thus, results of her study are compared with the present study which was conducted in Indonesia context. This present study discussed the issue of how grammar teaching can balance students' accuracy and fluency by considering both form and meaning or function approaches. Reflections from graduate students in English Language Teaching program were taken into account considering their experiences and background knowledge. Besides presenting the result of small-scale research investigating grammar learning experiences and grammar teaching preferences of graduate students in ELT, this paper also described how teachers can conduct classroom tasks in language instruction to foster accuracy and fluency.

METHOD

This small scale study sought to investigate the perspective of graduate students toward grammar teaching. Fifteen students of Graduate Program in English Language Teaching at Universitas Negeri Malang, East Java, were involved in this study. There were two reasons for selecting the subjects in this study. Firstly, the subjects already or will conduct their teaching in the field later since their major of study is English Language Teaching (ELT). Furthermore, TEFL (Teaching English as A Foreign Language) course had already been taken by the subjects in the previous semester before this study, thus they already have background knowledge about approach and method in teaching grammar.

An open-ended questionnaire and *think-ahead* questions were used to gain data about grammar learning experiences and grammar teaching preferences. Both instruments were adopted from instruments used by Samantray (2014). The questions in the questionnaire referred to the subjects' grammar learning experiences at secondary school. Meanwhile, *think ahead* questions referred to the subjects' experience and preference of what grammar teaching practice would be. There were total twelve items of questions that should be answered by the subjects, as can be seen in Table 1.

Table 1 List of questions for the subjects

No	Type of Question	Questions
1	Questionnaire (based on secondary school grammar learning experiences)	How did I learn grammar?
2		What ideologies and principles might have initiated my teachers' approaches to teach grammar?
3		What assumptions have I formed about these ideologies and principles to learn and use ESL grammar?
4		Has the methodology helped me in learning/ using grammar effectively?
5		What classroom activities really motivated me to learn and use ESL grammar?
6		How did I develop confidence in my knowledge of grammar?
7		What could be some effective teaching strategies for developing accuracy and fluency with grammar
8	Think Ahead Questions (based on experience and preference of what subjects' grammar teaching practice would be)	What assumptions have I formed regarding my future students' requirements to learn and use English effectively?
9		What should be the role of grammar in the present 'learn and use' perspective?
10		What will be my approach to ESL grammar teaching?
11		Why do I choose this approach?
12		How would my learning experiences help me in teaching and my students in learning and using grammar?

This study had some limitations. The first limitation was sample size. The sample size consisted of 15 students of Graduate Program in English Language Teaching at Universitas Negeri Malang, East Java. The small number of sample affects the number of completed responses since it will be limited. The second limitation was that the sample comes from one university (i.e., Universitas Negeri Malang). Thus the sample was not probability sample. The third limitation is instrumentation. The instrument might also be considered limited. The students' perceptions were collected through questionnaire and think ahead questions that have only 12 items in total. The number of questions might not been sufficient for students to express their views of grammar teaching and learning.

FINDINGS AND INTREPRETATION

The result of students' experience showed that most of their English teachers in secondary school used traditional or focus on forms approach, which was Grammar Translation Method (86.67%). Traditional method of teaching influenced their ways of learning grammar, in which most of them learnt by listening to teacher explanation and memorizing formula (53%). They assumed that focus on forms approach was used since the purposes of the teacher was in terms of accuracy, structure, and long term memorization. In addition, 73% of the subjects stated that the methodology helped them in some extent in learning/using grammar effectively. This fact is in line with the underlying assumption behind traditional grammar teaching in which having learners produce the structures correctly and repeatedly helps them learn it (Boroujeni, 2012). Further, various activities were chosen as motivated classroom activities to learn and use ESL grammar, such as role play, games, quiz, and practices. The subjects also revealed that they developed their confidence in knowledge of grammar by practicing and exercising, by themselves of with their friends. This shows that cooperative learning was also effectively used since it has positive effects on academic achievement, interpersonal relationships, English proficiency development, self-esteem, liking of self and others, and attitudes.

The outcome of subjects' reflection for grammar teaching preference elicited various opinions and perspectives. Although they stated that focus on forms method (GTM) helped them in some extent in learning/using grammar effectively, most of them preferred to use focus on meaning method, for example Communicative Language Teaching (CLT), for their future teaching (53%). They plan to apply it based on their assumption that the role of grammar is important to make learners able to communicate correctly and understandably. They will give

more practices to the students, make students active without rely on teacher, tolerate errors and give feedback. They chose CLT approach since they argue that it fosters understanding, combines learning and practice, focuses on communication and can balance accuracy and fluency. This finding is line with previous study conducted by Samantray (2014). Samantray's study about the role of grammar teaching for accuracy and fluency was conducted in Indian context, toward sixteen postgraduate students training to become ESL teachers. Although subjects' opinion in this present study is same with the Samantrays's subjects in order to develop both accuracy and fluency in grammar teaching, their preferences of the teaching method are different. In Samantray's study, the subjects preferred a *combination* approach where the advantages of both form and meaning would be retained for the best consequences for fluency and accuracy. This is supported by some of the carefully designed classroom-oriented experiments conducted in the late 80s and early 90s which authenticated what the learners already seem to know, namely, focusing on form and meaning is more beneficial than focusing on either one of them (Kumaravadivelu, 2006).

Balancing fluency and accuracy in grammar teaching is not easy for English language teacher. The challenge is how to manage instructions and tasks which offers both practice in form and also function or meaning. In this case, examples of tasks are given in order to combine both form and meaning in enhancing accuracy and fluency.

First example is taken from Samantray's study (2014) of her subjects. A grammar teaching protocol that the participants expected to use in their future teaching was developed by using the insights from the participant reflections and the *think ahead* protocol. The procedure centers on building up students' conscious and explicit knowledge of the rules and facilitating interaction with the rules for internalization considering the general preference for learning in isolation (*field-independence*) as well as learning though integration (*field-dependence*). This protocol does not advocate any use of isolated sentence exercises to explain a rule. Rather, holistic tasks stated below are used for the purpose:

- (a.) Familiarization tasks are to be the first tasks to ensure learner involvement and interaction with the rule/s used. For example, in teaching the present perfect, listening contexts and reading passages where present perfect has been used repeatedly but naturally will be used. Straightforward, precise and clear explanation of the rule, its aspects and form will be presented eliciting those from the texts.
- (b.) The next level tasks will be where learners use a rule, e.g. using the form and functions of the present perfect simultaneously in contexts.
- (c.) Tasks that highlight the limits of a rule will be the next ones, where learners are asked to use the rule (e.g., present perfect) but realize that using a particular rule is not possible in the given contexts.
- (d.) For reinforcement, teacher elicits the forms and the functions of a rule from different reading texts and listening contexts. There will be rule checking and rule enrichment activities to wrap up a lesson.

Samantray's (2014) approach involves students' pattern-recognition and problem solving abilities through straightforward, precise and clear explanation of a rule as used in a text, its aspects and form followed by immediate application samples given for rule confirmation and consolidation. Simultaneous exposure to form and function is used to strengthen learner belief that language learning is not simply a case of knowing rules. The combinatory procedure is not off-putting for either of the learning styles, field dependent or field independent. Opportunity for more use of rules in contexts is possible due to time saved in the first stage activities used for direct rule exposure.

Second example of task is taken from FonF theory in Kumaravadivelu (2006). The input modification required for FonF places emphasis on designing pedagogic tasks based on the future language needs of a particular group of learners, tasks such as attending a job interview, making an airline reservation, reading a restaurant menu or a journal abstract, writing a lab report, or taking a driving test. For instance, learners may be given a task the solution of which requires them to synthesize information on economic growth in Indonesia from two or more written sources and use it to graph trends in imports and exports over a 10- year period. Successful completions of the task involves them in reading (and rereading) brief written

summaries of sales trends for different sectors of the economy, each of which uses such terms as *rose, fell, grew, sank, plummeted, increased, decreased, declined, doubled, deteriorated, and exceeded*. The frequency of these lexical items in the input, due to their repeated use in the different passages, and/or their being underlined or italicized, makes them more salient, and so increase the likelihood of their being noticed by students. A task like this helps learners integrate forms and meaning, create their metalinguistic awareness, and increase their noticing capacity to promote successful intake processing and ultimately language development.

CONCLUSION AND SUGGESTION

This study discussed about accuracy and fluency in grammar teaching and learning based on experiences and preferences of 15 graduate students in English Language Teaching who already or will become EFL teachers. The finding from the study showed that the participants experienced focus on forms (FoFs) methods in their secondary level but they prefer to enhance both fluency and accuracy in their future teaching. There are several tasks that can be given in order to combine both form and meaning in enhancing accuracy and fluency. Focusing on both fluency and accuracy is more beneficial than focusing on either one of them. Like an idiom says, “Killing two birds with one stone”, which means achieving two things with the one action, teacher can conduct their grammar teaching to enhance both accuracy and fluency by managing appropriate tasks focusing on form and meaning.

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IMPLEMENTING BACKWARD DESIGN IN ENGLISH FOR SPECIFIC PURPOSES (ESP) SYLLABUS FOR SHIPBUILDING POLYTECHNIC

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ABSTRACT

The fact that engineering students have specific English needs is one of the considerations in developing ESP (English for Specific Purposes) program. Meanwhile, the existing syllabus for English Course in Shipbuilding Polytechnic is too general to meet the students needs. Therefore this study tries to design the syllabus for Shipbuilding Polytechnic based on the students needs. This paper proposes the implemetation of backward design in developing ESP syllabus. The three stages of backward design include; identify desired result, determine acceptable evidence and plan learning experiences and instruction. To determine the learning outcomes, need analysis is delivered to Shipbuilding Polytechnic stakeholders.

Key words: *ESP, Backward design, Need Analysis*

INTRODUCTION

Mastering English for Shipbuilding Polytechnic students is getting its significance nowadays. One of the reasons concerning this fact is tighter competition in finding job because of MEA (Masyarakat Ekonomi Asean) realization effects in Indonesia (Republika, 2016). Shipbuilding Polytechnic students will face many challenges in the global era in competing with not only the domestic competitor but also with foreign competitors. Therefore students should have additional skills that can support them in global competition. In this case, they have to master foreign language especially English as the international language.

Thus, English becomes the main supporting skill that can help the students in facing the tight competition of workworld. Therefore, Shipbuilding Polytechnic should also focus their attention in developing students' language skill that support their background knowledge as an engineer. The fact that engineering students have specific English needs is one of the considerations in developing ESP (English for Specific Purposes) program. ESP program is developed in Shipbuilding Polytechnic because there is a demand or a need for language courses in which certain content, skills, motivations, processes and values are identified and integrated into specialized, often short-term, courses.

An important principle of ESP approaches to language teaching as stated by Richard (2001) is that the purposes for which a learner needs a language. An ESP approach starts with an analysis of the learners' needs. These needs are specific; they can be identified and they should determine the content of any course. Moreover, these needs are often described in terms of performance, that is, in terms of what the learner will be able to do with the language at the end of a course of study. In this case, Shipbuilding Polytechnic students' needs will be analysed to set the students learning outcomes in ESP that will be suitable with their background as enggineer.

Teaching ESP is aimed at developing students' skills of professional communication in English depending on the area of their professional field. It means that such teaching should be connected to students' particular specialization. In this case, the purpose of ESP in Shipbuilding Polytechnic is to prepare the students to use a foreign language as the main communications means in communicating and cooperating with foreign partners in the professional field and real-life situations especially in shipbuilding. In other words, they are studying English with a specific purpose that meet their background of study as shipbuilding engineer.

To know the learners' needs, the need analysis is delivered to the stake holders of Shipbuilding Polytechnic including students, alumni, teachers and industry. The stakeholders's opinions about the English skills that should be mastered by Shipbuilding Polytechnic graduates are then formulated into standard English language competency that must be procured for each student.

Since it is started by the desired results, *backward design* is the suitable design in developing the ESP course design. As stated by Wiggins (2005), *backward design* starts with a careful statement of the desired results or outcomes: appropriate teaching activities and content are derived from the results of learning. Richard (2013) further stated that *backward design* is a well-established tradition in curriculum design in general education and in recent years has re-emerged as a prominent curriculum development approach in language teaching.

The premise of this design is to allow the vision of desired results to inform and shape methods and materials used in teaching ESP. However, the idea of *backward design* is still new to the English teacher in Shipbuilding Polytechnic. Therefore, it requires a shift in thinking first about the specific learning outcomes and the evidence of such learning prior to integrating the role and function of the English teacher and activities. The English teacher should reverse their mind by determining the learning result before constructing the syllabus.

Furthermore, Richard (2013) said that *backward design* option may be preferred in situations where a high degree of accountability needs to be built into the curriculum design and where resources can be committed to needs analysis, planning, and materials development. This statement is suitable with the condition of Shipbuilding Polytechnic whereas students' needs play important role in performing learning process for some specific studies on engineering. One of the concepts of learning systems in Shipbuilding Polytechnic is implementing *Link and Match* concept (PPNS, 2016). It means that the curriculum and course contents of shipbuilding Polytechnic are adjusted to the industry needs. To know the industry needs, Shipbuilding Polytechnic has cooperated with Industrial Advisory Board (IAB) whose main role is renewing the curriculum in accordance with technology development in industry.

THE EXISTING SYLLABUS

Every English lecturer in Shipbuilding Polytechnic should make a syllabus before he or she teaches in the classroom. The process in making the syllabus is quite a simple one since the English lecturers only design the syllabus from the available materials of English teaching for higher education. They set the learning program from the available English books such as English Grammar Book, Academic Writing, Technical English or any other commercial books suitable for higher education students. However, the available material is not specific English book suitable with Shipbuilding Polytechnic. Therefore, the existing syllabus is designed by compiling the available materials. In this design process, the English lecturers focus more on the content than the students' needs.

However, this kind of design is wellknown as a *forward design*. This approach is described in Richards and Rodgers (2001:143-44), summarizing Docking (1994):

the traditional approach to developing a syllabus* involves using one's understanding of subject matter as the basis for syllabus planning. One starts with the field of knowledge that one is going to teach (e.g. contemporary European history, marketing, listening comprehension, or French literature) and then selects concepts, knowledge, and skills that constitute that field of knowledge. A syllabus* and the course content are then developed around the subject. Objectives may also be specified, but these usually have little role in teaching or assessing of the subject.

Moreover, Wiggins and McTighe (2006:15) give an illustration of this process, *forward design*, with an example of a typical forward-design lesson plan: the teacher chooses a topic for a lesson and then selects a resource, chooses instructional methods based on the resource and the topic, and finally chooses essay questions to assess student understanding of the book.

In fact, the result of *forward design* produces the syllabus which is too general to meet the students needs. The English lecturers do not base their design on students needs. Therefore learning outcomes in the syllabus are not the result of need analysis. The weaknesses of this design is that the content of the syllabus does not cover the stakeholder requirement of what a graduate Shipbuilding Polytechnic should have. Therefore, the researcher suggests the new syllabus design, *backward design*, that will meet the students' needs.

BACKWARD DESIGN

Backward design is sometimes described as an 'ends-means' approach, as seen in the work of Tyler (1949) and Taba (1962), who viewed instruction as the specification of ends as a

pre-requisite to devising the means to reach them. There are three steps in *backward design* process proposed by Wiggins and Tighe (2005) that can be seen in figure 1.

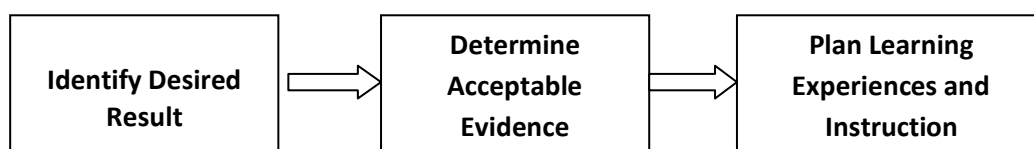


Figure 1. The Backward designProcess (Wiggins and McTighe, 2005)

Figure 1 shows that there are three stages of *backward design* that should be followed; 1. identify desired result, 2. determine acceptable evidence; and 3. plan learning experiences and instruction. Starting with learning goals, desired outcomes are specified; assessments are then developed based on a clear picture of the desired performances; and instructional strategies and materials are designed last, to prepare students to succeed on the assessments. In practice, the process is not strictly linear, but the intention is for desired learning outcomes to drive design decisions.

In *Understanding by Design*, Wiggins and McTighe (2005) described the use of the *backward design* method as shifting from an approach in which courses are created “by hope,” where instructors “throw some content and activities against the wall and hope some of it sticks,” to an approach in which courses are formed “by design,” where instructors intentionally plan all aspects of their course in alignment with specific learning goals and objectives (p. 15). They expect that by using their approach in designing curriculum, educators would use more standard-based teaching as opposed to activity-based instruction. The latter is mostly hands-on without being minds-on, Wiggins and McTighe also expect educators would use more standards-based teaching as opposed to coverage-oriented instruction, where the teacher merely checks off topics that were covered and moves on (Wiggins & McTighe, 1998).

Few studies found that *backward design* can help the teacher to plan learning course that are suitable with the students’ needs. As stated by Adrian B. Popa in 2009 in his study on curriculum development entitled *Form Follows Function: A Backward Design To Develop Leadership Ethics Curriculum*, that the course developed by *backward design* responds to the need of leadership ethics education identified in literature by directly addressing competencies needed in the field. This leadership ethics course provides opportunities for students to learn to identify and describe their worldview and how their background molded their personal and professional character. Popa’s articles shows that implementing *backward design* in curriculum development is proven successful in fulfilling students’ needs.

The backward design is “logically forward and commonsensical but backward in terms of conventional habits, whereby teachers typically think in terms of a series of activities or how best to cover a topic” (Wiggins & McTighe, 1998, p.8). This backward approach to design also departs from another common procedure, thinking about assessment as something to do at the end of a lesson. *Backward design* promotes choosing goals and standards in terms of assessment evidence as one begins to plan a course or unit (Wiggins & McTighe, 1998).

IMPLEMENTING BACKWARD DESIGN IN ESP SYLLABUS

A syllabus describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and content. Moreover, Basturkmen (2010) stated that one of the key issues in ESP course development is the question of how specific the course should be in terms of target audience. Therefore using the need analysis results, this study tries to formulate the ESP syllabus by following the stages of backward design. There are three stages of backward design that should be followed;

a. Stage 1 Identify Desired Result

Stephen Covey (1989) in his book, *The Seven Habits of Highly Effective People*, stated that to begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction. His statements support the backward design

premises that the design should be started by identifying the goal or the outcomes of the learning process. By setting the goal first, teacher will not lost the track of the students' needs.

However, identifying the desired results is one of the most challenging components of the backward design process. A common mistake made when first using the backward design methodology is to assume that everything taught in the classroom is as important as everything else. In fact not all of we teach in class are really needed by the students. Therefore, teachers should take deep concern in this step before planning the course. The desired result should be really needed by the students after they graduate from Shipbuilding Polytechnic. Therefore, the researcher performs the need analysis to Shipbuilding Polytechnic stakeholders to know the desired results.

Considering the result of stakeholders questionares about the important English competency that should be mastered by students, the researcher can select the learning outcomes most suitable with the students needs. At first the resarcher determines the desired results by developing broad subject concepts into enduring understandings. These understandings are the "big ideas" of the program. All students are expected to complete the educational program knowing these concepts. In addition, all course content must be connected to at least one of these big ideas and core tasks (Wiggins & McTighe, 2005). Because of the broadness of the big ideas and core tasks, an educational program often has a small number of big ideas and core tasks. The big ideas and core tasks developed for this program are listed in Table 1.

Table 1. English Learning Outcomes for Design Construction Department

STAGE 1. DESIRED RESULT	
Understanding: Students are able to understand descriptive text about maritime.	Essential Questions: What is the current issue of maritime article? What vocabularies needed by the students to understand the text? What is the form of descriptive text
Knowledge Students will know kind of descriptive text Students will know about an essay	Skills Students will be able to read maritime text Students will be able to discuss about maritime article Students will be able to write an essay about maritime article

Table 1 gives an example of setting learning outcomes for one of department in Shipbuilding Polytechnic, *Design Construction* department. Once the big ideas and core tasks have been identied, the next step is to determine how to know if the learners have attained the knowledge and skills needed for these concepts by creating acceptable evidence of learning.

b. Stage 2 Determine Acceptable Evidence

The second phase of *backward design* requires the instructor to identify the evidence needed to indicate student mastery. Evidence represents student thinking or behavior that indicate student mastery of the strategic competencies developed throughout the course (Wiggins & McTighe, 1998). In this phase, the researcher elaborates more on planning the assessment that meets the desired result of the ESP program in Shipbuilding Polytechnic.

Thus to assess students achievements during the learning process, a range of assessments are plant including checks of understanding (such as oral questions, observations, dialogues, student logs, self-assessments, and peer assessments); traditional quizzes, tests, and open-ended prompts; and performance tasks and projects. These evidences are constructed based on the determined learning outcomes in previous stage.

However, the discussion about assessment can not be seperated from the issue of authenticity. It becomes one of major issues that has been raised as a result of communicative testing development. According to McDonough and Shaw (1993, p. 43), authenticity can be described as "a term which loosely implies as close approximation as possible to the world

outside the classroom, in the selection both of language material and of the activities and methods used". Thus it also becomes the researcher main concern in deciding students assessment.

Feuer and Fulton (1993) further states that there are numerous types of authentic assessment used in classroom today. English teachers can select from a number of options to meet specific purposes or adapt approaches to meet instructional and students needs. In response to that statement this paper would list some of the authentic assessment types which are suitable for Shipbuilding Polytechnic students.

Speaking Assessment

The purpose of oral language assessment in ESP varied greatly depends on the need of students learning outcomes. As shipbuilding engineers, students are expected to be able to speak about some topics of shipbuilding. Therefore the purpose of oral language given in PPNS is to capture students ability to communicate for both basic communicative and specific purposes. However, assessing students' speaking competence can not be performed by only delivering written test. The best way to obtain that information is by performing authentic assessment.

O Malley (1996) proposed some steps for assessing oral language, including identifying purpose, planning for assessment, developing rubrics and scoring procedures and setting standards. Thus, this paper suggests some authentic assessments that can be used in the classroom during the learning and teaching process such as oral interviews, storytelling and presentations.

Reading Assessment

In ESP, students may read for many purposes. One of the most important of these is to learn reading in the content area. Since Shipbuilding Polytechnic students background of study is shipbuilding engineering, the major topics of their reading text would be about shipbuilding. Furthermore, O Malley (1996) suggested some ways that can be done by the teacher to help students learn to read in the content area, teachers can: (1) activate and assess prior knowledge as well as teach necessary background knowledge, (2) teach students how texts are organized and how to use text structure to increase comprehension, and (3) teach reading strategies that will help students bring meaning to the text.

There are a number of reading activities that can be done during learning process in the classroom. However, teachers should match the correct activity with the intended purposes.

- a. To find out the students' reading comprehension, teachers can get the information from the activities such as: retelling, literature response journals, anecdotal records, literature discussion groups, texts with comprehension questions etc.
- b. To find out students' reading skills, teachers can get the information from the activities such as: cloze passages, miscue analysis or running records.

Listening Assessment

The authentic assessment for listening skills can be performed by using authentic materials for listenings that can be provided by the teacher. There are many sources for listening activities from the internet that are suitable with students' learning outcomes. Teacher can download the youtube with the suitable topics for Shipbuilding Polytechnic students for example; *How to make fiberglass boats*, *The Vasco de Gama Bridge*, *General safety measures/procedures*, *Glass industry*, *Manufacturing design process and etc.*

To design appropriate assessment tasks in listening, teachers should begin with the specification of objectives, or criteria. Those objectives may be classified in terms of several types of listening performance. Since listening skill is often implied as a component of speaking, it is rare to find just a listening test. Sometimes teachers integrated the listening assessment with speaking assessment. Thus to assess students listening's comprehension, teachers can use the listening material and create the listening tasks in many forms such as; multiple choice, filling the gap, discussion, retelling etc.

Writing Assessment

In implementing authentic assessment, there are two important components that should be considered: the nature of the task and the scoring criteria. We have to choose the writing task that meets our learning outcomes. Then we formulate the scoring criteria that best assess our students' writing task. The scoring criteria should always be defined before the exercises and assessment procedures are developed. Moreover Cohen (1994) stated that three types of rating scale generally used in scoring writing are holistic, primary traits and analytic scoring.

To assess students' skills of writing, there are many activities that can be done. Writing an essay is one example of the tasks that could be performed by Shipbuilding Polytechnic students. Furthermore teachers can also have the opportunity to integrate more than one language skills including reading, speaking and writing. For example in Welding class, the students were asked to read an article about safety on welding. The teacher provided the reading material on the topic and asked the students to discuss the text. After that the students were assigned to write an essay about safety on welding.

Furthermore from those kinds of learning evidences mentioned before, the researcher develops suitable tasks and criteria to measure the learner's level of understanding and knowledge of each big idea. Once learner tasks and criteria are created and an evaluation plan is established, developing relevant and appropriate content to support the tasks becomes relatively straightforward (Wiggins & McTighe, 2005). An example of acceptable evidence of learning for ESP program is identified in Table 2.

Table 2. Example of Assessment Evidences for ESP

STAGE 2. ASSESSMENT EVIDENCE	
Performance Tasks: Individual task: read a descriptive text about Maritime and answer the following questions about it Find a descriptive text about maritime in internet Write an essay about maritime Group Task: Discuss the issue about maritime in group and share the result in front of the class	Other Evidences: The students participants during the discussion Using certain vocabularies related to the maritime article Oral or written response to one of the essential questions related to maritime article

Table 2 elaborates the example of learning evidences of ESP program for Shipbuilding Polytechnic. From these evidences we can know the student thinking or behavior that indicate their mastery of learning outcomes that have been chosen previously.

c. Stage 3 Plan Learning Experiences and Instruction

The final stage of backward design requires the instructor to conceptualize methods of teaching that focus on development of strategic knowledge (Snyder, 2007). Several key questions must be considered at this stage of backward design:

1. What enabling knowledge (facts, concepts, and principles) and skills (procedures) will students need to perform effectively and achieve desired results?
2. What activities will equip students with the needed knowledge and skills?
3. What will need to be taught and coached, and how should it best be taught, in light of performance goals?
4. What materials and resources are best suited to accomplish these goals?
5. Is the overall design coherent and effective?

Based on those questions, there are some problems that will be discussed in this stage including the topics of teaching methodology, students activities in the class, and material development.

Teaching Methodology

Considering *Design Construction* department learning outcomes of English, the researcher would apply SCL (*Student Centered Learning*) during the English learning process in classroom. SCL is suitable method because as stated in study program learning outcomes, students should communicate well and be able to work in team, be able to develop personal skill and think logically in solving the problems.

Furthermore, Froyd (2010) stated that Student-centered instruction [SCI] is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively. The SCI approach includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning.

There are some forms of teaching methods that would be applied in students centered learning of Shipbuilding Polytechnic such as *small group discussion*, *simulation*, *case study*, *Role plays*, *discovery learning (DL)*, *self directed (learning (SDL)*, *cooperative learning (CL)*, *collaborative learning (CBL)*, *contextual instruction (CI)*, *project based learning (PJBL)* dan *Problem based learning an Inquiry (PBL)*. Thus, these teaching methods are selected based on the students learning outcomes.

Material Development

Recently new debate has arisen as to the authenticity of materials within ESP. Bojovic (2006) believes that material should be authentic, up to date and relevant for the students' specializations. Although the fact that ESP should be authentic materials driven was set out long ago by Dudley-Evan & St. John (1998). This has driven a need for instructors to evaluate their course books more closely to see just how suitable a match they are for their students.

Furthermore, Benmakhlouf Azza Nour El Imane (2013) argues in her dissertation entitled *ESP Materials Selection: The case of Second Year Computer Science Students at Ouargla University* that selecting materials is a task worth being done by the teacher because of its big impact on students' level. The more appropriate the material is, the learning and teaching processes become easier. Selecting materials is not done randomly but a task that requires following specific criteria: accuracy, appropriacy, range, flexibility and size. In fact, students' needs satisfaction is the main objective of the teacher that is why he has to do his best in order to find the most appropriate ones.

Finally this paper also gives an example of a set of learning experiences for ESP program in Shipbuilding Polytechnic. These learning experiences includes the specific content for each learning session and may consist of an overview of the lesson, learning outcomes specific to that session, presentation format and media needs, source materials, and the facilitator or leader of the session, if applicable. A condensed example of learning experiences and instruction methods for one unit is shown in table 3.

Table 3. Example of Learning Experiences

STAGE 3. LEARNING EXPERIENCES
Learning Activities: <ul style="list-style-type: none">• Reading chapter 1 about maritime article in English 2 course book• Answering the questions related to the text• Learning new vocabularies about maritime• <i>Small Group Discussion</i> in responding to the current issue of maritime article that they get from internet• <i>Presenting</i> the result of <i>small group discussion</i> of the current issue of maritime article that they get from internet in front of the class• Learning how to write argumentative essay responding to the current issue of maritime article Material: <ul style="list-style-type: none">• English 2 course book

- Using authentic materials from internet about maritime article
- Alice Oshima, 1991, *Writing Academic English*, Addison-Wesley Publishing Company

CONCLUSION

To develop English Syllabus for ESP in Shipbuilding Polytechnic, need analysis is needed. The result of need analysis is used to set the target or the learning outcomes for the English syllabus. Since the syllabus is designed based on the learning outcomes, *backward design* is the suitable design in developing the English syllabus.

This paper also points out the importance of authentic assessment in giving some evidences to achieve the determined learning outcomes. Thus, to compromise the policy of assessment in Shipbuilding Polytechnic, this paper suggests two kind of tests: the written tests and the authentic assessments to assess students' competence in ESP.

The topics of teaching methodology, students activities in the class, and material development are also considered important in giving students' learning experiences. In fact, developing teaching/learning materials for ESP in Shipbuilding Polytechnic is more demanded than that for general English because the availability of the ESP learning materials in public is very rare. Because of this, it is suggested that teachers of ESP develop their own specific materials for their own target language learners.

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WRITING PERSONAL LETTER USING IRREGULAR VERBS APP FOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study is aimed to find out students' writing skill taught without using irregular verb application and by using irregular verb application; and to find out the significant difference of both classes. This study is an experimental research. The sample is 64 students. The instrument is the written test of personal letters telling about their experience in the past. The comparison of students' post-test result between experimental class and control class shows that there is significant difference in which experimental class has higher score than has control class. The result of this study will bring beneficial contribution for both teacher and students in teaching and learning English.

Keywords: *Writing, personal letter, irregular verb app*

INTRODUCTION

Language plays the main role in developing intelligence, social, and emotion of students. To have good English ability, students need to be trained with the effective learning. Teaching English as a foreign language (EFL) involves four language skills; listening, speaking, reading and writing.

Nowadays, writing plays an essential role in the language teaching learning activities. Writing is the one of the four language skills which is very important to learn. Writing as a process to get product is influenced by some elements such as vocabularies mastery, grammar, organization, spelling, and punctuation. From those elements, vocabulary mastery takes important role in basic writing. The students who are less on vocabulary, will be difficult to write their own idea, unable to speak English and difficult in understanding the text.

The Genre Based Curriculum stages that writing is one of the four language skills that must be taught at the Junior High School. The aim of teaching writing is to enable students to master the functional text and monolog text in the form of descriptive, procedure, recount, narrative, and report. Based on the syllabus, in the first semester of the ninth grade, students will be taught about recount text in form of personal letter.

Vocabulary mastery is much needed in writing activities. Without having many vocabularies students will not be able to write their idea smoothly. Vocabulary is classified into several word classifications such as noun, adjective, verb, adverb, pronoun, preposition and conjunction. Those classifications are needed in writing several text genres in English. From those classifications, the students need to pay attention with the use of verb in writing English text. Since, the word forms may be changed depends on the tense used.

Furthermore, in writing recount text genre in form of personal letter, the students are allowed to write some events that had been done in the past, of course students need to master regular verbs and irregular verbs. Mastering regular verb is rather easier than mastering irregular verbs. Therefore, teacher should provide effective way or media to help students in mastering irregular verbs.

Due to the problem above, it is important to offer solution for the students in mastering English vocabulary, specifically mastering irregular verbs. Fortunately, in globalization era, technology provides some media to help either students or teachers in teaching and learning activities. In this research, the researchers try to propose an application to help the students in

writing personal letter. The android app, irregular verb application, is expected will give valuable contribution for the students in mastering irregular verbs and for the teacher in teaching activities.

This study had investigated the students' writing skill by using and without using irregular verbs application and also the significant difference in writing personal letter using irregular verbs application and without using irregular verbs application.

REVIEW OF RELATED THEORIES

Students' Problem in Writing

Writing is an activity of teaching and learning process in which the students are able to express their ideas, thought, opinions, or feeling and then organize them in simple sentence. Writing can convey our messages to other people. In addition, Meyers (2005: 2) stated that writing is an action a process of discovering and organizing ideas putting them on the paper or reshaping and revising them.

Before doing the research, the researchers conducted an observation related to students' problems in writing. There are some factors that influence the students' writing skill. The students have lack of vocabularies, grammatical rules, punctuation and spelling. Moreover they always use the same words in writing their text. Many students also feel frustrated when they could not find the appropriate word. In relation to vocabulary, students still get confused in determining which one included in regular verb and which one included in irregular verb.

Students' Difficulty in Determining Irregular Verbs

Irregular verbs are common verbs in the English language that do not follow the simple system of adding, "d", "t" or "ed" to the end of the word to form the past tense and past participle form. That means the spellings can be a little tricky. Different from regular verbs, however, in the irregular verbs we cannot predict their past and past participle forms from the base.

Mastering irregular verbs is not only very important but also so tricky for the students in writing. The observation result shows that determining regular verb and irregular verb is confusing thing for the students. Most of them are not able to change irregular verbs from present form to past form and to past participle form. That is why it is important to provide media to help the students in mastering irregular verbs.

Android Apps

There are hundreds of thousands of apps and games available to download from the Google Play store (Sivakumar, 2015: 215). The user can download the apps freely or by purchase it. Some of them can be used as tool to support in learning. By using android apps, teacher can create the new way in teaching learning. Besides, the students will get the knowledge in new treatment.

Android is kind of mobile learning which can support students' learning. This technology is not only to emphasize on teaching and learning process, but also it supports the process during teaching and learning process. Android provides the students with the material that they need. They can watch video, read the real material and look for the information in the web.

The use of android apps is good and suitable medium for teaching and learning. It gives both teachers and students in enriching their own way in learning. Sivakumar stated that Android App provides greater opportunities for the students to learn. It is better than the traditional method of learning. It brings a new kind of experiences for the students. Therefore, the use of Android App will make the process of teaching and learning more effective.

Some apps of android can be used as the material and media in teaching learning process. However, the teachers must consider about what apps that suitable for their students. It is important to determine apps that can be used as tool in teaching and learning process.

In this research, the researchers have considered to use irregular verbs app which is one of android apps to enhance students' irregular verbs mastery. The researchers expect that this app will help the students especially in writing process. The researchers would like to state the hypothesis as follows:

Alternative hypothesis (Ha): there is significant difference of students' irregular verbs mastery by using and without using android apps "irregular verbs".

Null hypothesis (H0): there is no significant difference of students' irregular verbs mastery by using and without using android apps "irregular verbs".

METHOD

There are two types of variables that are used in this research. They are independent and dependent variable. In this research, researchers use Quasi-Experimental Design.

Quasi-Experimental Design (Pre- and post-test design)

Select Control Group	Pre-test	No treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

(Creswell, 2012:310)

The sample of this research is the two classes of the ninth grade students that is taken by applying cluster random sampling. This research used test as the instrument to get the data that includes pre-test and post-test.

In collecting the data of the research, the researcher uses two techniques: 1) Library Research in which the researchers try to find some information from some books to get statements, ideas which have relation with the topic of this study, and can support this study; 2) Field Research that includes pre-test, giving treatment, post-test.

The researchers conducted some procedures to analyze the data. First, the researchers scored the result of the students' writing based on the writing component. Second, the researchers counted the data using statistical method. After gathering the data, the writer analyzed the data by using a statistical formula which is called T-test with several steps: 1) find out the mean (X) of all scores by using the formula below:

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

In which:

X : Mean

$\sum X$: Sum of any test score

N : Sample

In hypothesis testing, the writer uses T- test formula. The T- Test which was used in this research is as follows:

$$T = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

$$SE_{M_x} = \frac{SD_x}{\sqrt{N-1}}$$

$$SE_{M_y} = \frac{SD_y}{\sqrt{N-1}}$$

$$SE_{M_x - M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2}$$

$$M_x = \frac{\sum X}{N}$$

$$M_y = \frac{\sum y}{N}$$

Where:

M_x = The mean score of the class which taught by using android app

M_y = The mean score of the class which taught without using android app

$\sum X$ = The total score deviation error of the class which taught by using android app

$\sum Y$ = The total score deviation error of the class which taught without using android app

N_X = The number of sample of the class which taught by using android app

N_Y = The number sample of the class which taught without using android app

\bar{x} = Mean

$\sum x$ = The sum of score

N = Sample

(Urdan, 2001: 71)

The researcher used T-test formula to compare the differences between the means of post-test both experimental class and control class. T-test is used to comparing two means to see if they are significantly different from each other.

RESULTS AND DISCUSSION

This study was primarily aimed to find out whether or not there was any significant difference between the students' skill in writing personal letter by using irregular verb and without using irregular verb application. In this part, the researchers described the findings by presenting and comparing the mean scores between pre-test and post-test both experimental class and control class.

Pre-test

No	Class	N	Mean	SD	T-test	Level of Significant
1	Experimental	32	67,94	5,6	0,36	There is no significant difference, because $t_{test} < t_{table} (0,36 < 1,96)$
2	Control	32	67,43	5		

Post-test

No	Class	N	Mean	SD	T-test	Level of Significant
1	Experimental	32	76,06	4,17	5,1	There is significant difference, because $t_{test} > t_{table} (5,1 > 1,96)$
2	Control	32	69,43	5,8		

Based on the result presented on the tables above, it is clearly shown that there are significant difference between the result of pre-test and post-test of both control class and experimental class. The result of t_{test} in pre-test was 0,36. It was lower than the t_{table} 1,96 that indicated there was no any significant difference in pre-test. However, in post-test the t_{test} was 5,1. It was higher than the t_{table} 1,96 that indicated there was a significant difference.

The major findings of this study revealed that the using of irregular verb" was effective in enhancing students' writing skill. There was no significant difference between the Control and Experimental class in pre-test, but in the post-test Experimental group performed better than Control class.

CONCLUSION AND SUGGESTION

From the result of this study, the researchers concluded that irregular verb application gave a valuable contribution for the students in learning specifically in writing. It helped both the teacher and the students to get an innovative and interesting learning by using technology in it. In the other words, using irregular verbs application could enhance students' writing skill.

Related the findings above, the researcher propose irregular verb application to be used in teaching writing. Furthermore, the researchers allow the other teachers to use the other kinds of android apps, so that they might provide an interesting and innovative learning process.

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THE USE OF LANGUAGE ARTS IN ENGLISH TEACHING AND LEARNING

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ABSTRACT

English teaching in Indonesia, mostly emphasizes on the grammar mastery and tends to be textbook-oriented; thus, the learning becomes monotone. As the result, the objectives of the learning are only achieved in certain skills, and students' motivation in learning English become low. Therefore, this study is aimed at exploring the participants' responses toward the use of language arts which has been implemented in their classroom and can help them to explore their English skills and enhanced their motivation in learning English. The research is conducted qualitatively which involved five teachers and 18 students from one of the English courses in Bandung as the participants. The data were obtained from questionnaires. The findings of the study were the participants gave positive responses toward the use of language arts in their English teaching and learning. The teachers believed that the language arts could develop students' interest in learning English, their English language proficiency, creativity, and motivation. Moreover, the students responded that learning English by using language arts activities were fun, enjoyable, and motivated them. Finally, all these indicate that the language arts activities are worth implementing by teachers in their classrooms.

Keywords: *Language arts, English teaching and learning, Responses*

INTRODUCTION

English as one of the foreign languages has been taught for many years in Indonesia. It is even taught from the primary level of education to the university level. Nevertheless, the outcomes of the students were not satisfactory. It can be seen from many students who cannot speak and write English well even though they had got the lesson for more than six years in their formal education (Garniwa, 2013). It probably happened because many teachers implement the same conventional methods such as grammar translation method all the time, so that the instruction becomes monotone and boring (Garniwa, 2013). Additionally, it also can happen because many teachers still have overreliance in using the textbook without much of time selecting, adopting or even adapting English materials for students (Sahiruddin, 2013). However, having overreliance on using it is not good. Since it will constrain teachers' autonomy and preempt teachers' and students' creativity and exploration (Prabha in Mok et.al, 2006). Thus, teachers need to provide the students with the effective teaching that can encourage them in learning English well.

The idea of effective teaching to meet varied students' needs has been concerned for long time ago and remains with us until now (Corno in Athanases, 2015). Additionally, it is one of the features of successful teaching (Athanases et. al., 2015). Effective teachers know how to learn about learners and how to adapt lessons to individuals and groups. They, then, are able to adjust, modify, adapt, and invent in response to instructional results (Duffy in Athanases, 2015). The adaptation can be made in the beginning and or in the middle of the instruction. It includes diversified scaffolding, tweaking lessons, tailoring to learners' needs, testing new strategies, redesigning curriculum, (Athanases et. al., 2015).

Therefore, teachers need to be creative so that they can provide the effective teaching for the students. As a matter of fact, there are many creative and effective ways that a teacher can apply to teach the language, so that the learning goals can be achieved. One of the alternative instructions is by using the language arts in the classroom.

Language arts is the school curriculum areas which are focusing on developing and improving the English four skills: listening, speaking, reading, and writing (C. C. Block in Mok et.al., 2006), and also the *viewing* and *visual representing* (Tompkins in Mok et.al., 2006; Donoghue, 2008; The Department of Education for Newfoundland and Labrador, 2014; the English Language Arts proposed by the National Council of Teachers of English (NCTE) and

the International Reading Association (IRA), 2012). These last two skills present a more comprehensive perspective on teaching language arts.

Moreover, there are some benefits in incorporating the language arts into the teaching and learning process. They are: students are able to discuss and write about concepts and ideas discovered in content areas; the learning is more student-centered; an integrated school day in which students participate more intensely enables them to incorporate content information into their own lives (Donoghue, 2008).

From the explanations above, it is important for the teacher to give the creative instruction to the students and provide them the language arts activities in their classroom. Thus, this study was aimed to investigate the teachers' and the students' responses in the using of language arts in the classroom.

LITERATURE REVIEW

This section explains the theoretical framework of the study. It covers the definition of language arts, the standards of it, the activities included in it, and the role of the teacher in the learning process using language arts.

There are some definitions of language arts stated by some experts. In the general sense, language arts refers to the school curriculum areas which are focusing in developing and improving the English four skills: listening, speaking, reading, and writing (C. C. Block in Mok et.al., 2006; Merriam-Webster Online Dictionary, 2015). Additionally, Tompkins (in Mok et.al., 2006) expanded the definition of the language arts by adding the *viewing* and *visual representing* (see also Donoghue, 2008; The Department of Education for Newfoundland and Labrador, 2014; The National Council of Teachers of English (NCTE) and the International Reading Association (IRA), 2012). The *viewing* here means the communication processes involved when the students view videos, comprehend charts, interpret map and so on. While, *visual representing* is the next viewing such as illustrating books, creating stories, and so forth. These two aspects present a more comprehensive perspective on teaching language arts.

In addition, in defining the language arts, according to Merriam-Webster Online Dictionary (2015), language arts are "the subjects (as reading, spelling, literature, and composition) that aim at developing the student's comprehension and capacity for use of written and oral language". It can be stated then the language arts can help the students in comprehending the language. It also can engage the students in learning the language. Furthermore, Mok et.al. (2006) stated the narrower definition of language arts as activities that support creativity and language awareness of the language learners. Besides, the activities are expected to develop other important skills, such as students' collaboration, communication, critical thinking, problem solving, and self-management.

There are some benefits in incorporating the language arts into the teaching and learning process, as stated by Donoghue (2008) are: students are able to discuss and write about concepts and ideas discovered in content areas; the learning is more student-centered; an integrated school day in which students participate more intensely enables them to incorporate content information into their own lives.

Furthermore, there are twelve standards for the English Language Arts proposed by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA) in 1996 and reaffirm in 2012. They are:

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification

strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

The NCTE and the IRA (2012)

From the explanation above, it can be concluded that by applying those standards, the students of US (and can be applied for students from other countries) are expected to elaborate the skills of listening, speaking, reading, writing, and also the viewing and the visual representation in English teaching and learning. Thus, the goal of English teaching and learning can be achieved by joyful and fun learning. It is also expected that students' creativity can be explored, and their communication skill, critical thinking, problem solving, and self-management can be developed along the learning (Mok et.al., 2006).

Since language arts integrates the four English skills (of listening, speaking, reading, writing) and added by the viewing and the visual representation in English teaching and learning, the provided activities also reflect the integration of the skills. The examples of language arts activities are: show and tell, riddles and quizzes, language games, shared reading, one-minute show and talk, jokes, rhymes and poems, Reader's Theater, jazz chants, songs, storytelling, raps, tongue twisters, etc.

In addition, for the extended activities, teacher can give: choral and verse speaking, creative writing contest, dramas, quiz competitions, visits and interviews, storytelling competitions, puppet shows, language variety shows, discussions and debates, task-based projects, reading-based activities, English day or camp, days out, etc.

Teachers play the important role in teaching and learning. They are the key to success in implementing the curriculum in the classroom (Hamied, 2014). They are also one of the responsible factors that influence students' success. To give the students exposures of English teachers need to be creative and have the competences so that the students learn better (Wiske et.al. 2006). By including the language arts activities in English teaching and learning process, the teachers will develop their creativity and professionalism since they have to find the material from many sources. They will also develop their skills in teaching, their competence in using the language, however, of course it depends on the teachers efforts. In line with this explanation, teachers have to realize that they need to have competences in teaching English, in using the language in the classroom so that they will be a good model for their students. As the result, the

teaching will be effective, the students' needs will be met, and learning objectives are achieved (Wiske et.al. 2006).

From some related studies that has been conducted in language arts, it can be concluded that language arts can promote knowledge acquisition and the development of creativity, critical thinking, interpersonal communication, and generic learning skills of the students (Mok et.al, 2006). Thus, the students can engage in fun and enjoyable learning, and as the result, it will give good effect to the learners' outcomes. Additionally, regarding to the role of the teachers, they need to be creative (Mok et.al, 2006) and effective (Athanasas, 2015) in implementing the language arts in the classroom. Creative and effective teachers know how to learn about learners and how to adapt lessons to individuals and groups. They, then, are able to adjust, modify, adapt, and invent in response to instructional results (Duffy in Athanasas, 2015). As the result, the students' needs will be met and learning objectives are achieved.

To sum up, language arts activities are the activities that integrated the English skills which include listening, speaking, reading, and writing. It can promote the creativity of the students and it also motivates them in learning the language. Hence, while learning in fun and enjoyable ways, the learning objectives are achieved. Furthermore, teachers play the important role in teaching and learning using the language arts. They need to be creative in designing the activities and have willingness in finding ideas; so that the learning will be interesting and effective. Thus, teaching English by including the language arts activities is a worth thing to do by teachers.

THE METHOD

In regards to the research method, the qualitative study was used to investigate the implementation of language arts activities in English teaching and learning in the classroom. It was used because it explained the phenomenon, which was language arts activities, in the natural setting (Berg, 2007; Malik & Hamied, 2014).

Moreover, this study could be categorized as a case study; since, it tried to analyze a case. In this study, it related to the implementation of language arts in English teaching and learning, with various instrumentations to contribute to the application of theory (Yin in Berg, 2007).

The participants of the study were the teachers and the students of one of the Language Center in Bandung. The site was chosen because of various reasons. The first reason was the writer is one of the English instructors in the Language Center; thus, she hoped she can get access easily to the research site. Moreover, the program that was used in the study is *General English*. The students in the program are range from high school level until graduate school level. There are actually some programs in the Language Center, but this study would only focus on the program because it offers the English learning with communicative and interactive ways. Besides, the teachers provide the students with the language arts activities in the instructions. The language learning is not textbook-oriented or overreliance on the using of text-book. It can be seen from the activities given by the teachers in their classes. They give various language arts in completing the materials given.

The data collected from the questionnaires that were administered to both teachers and students. The questionnaires were in the form of closed (the answers were also range from strongly agree to strongly disagree) and open-ended forms. For the teacher, the questionnaires consisted of seven close-ended questions and two open-ended questions. In addition, for the students, the questionnaires consisted of nine close-ended questions and two open-ended questions. The responses of the students then were classified into three sections: the responses to the implementation of the language arts activities (item no. 1, 2, 3); the responses to the importance of learning English using the language arts activities (item no. 4 and 5); and the responses to the role of the teacher in providing the language arts activities (item no. 6, 7, 8, and 9).

Furthermore, the data from the questionnaires were analyzed by using descriptive qualitative analysis and applying the three concurrent flows of activity (data reduction, data display, and conclusion drawing) from Miles and Huberman (1994).

FINDINGS AND DISCUSSION

This section will explore the findings that are further discussed in the study. It covers the teachers' and students' perspective in the implementation of language arts in their classroom.

Teachers' perspectives on the use of language arts

In terms of teachers' perspectives on the use of language arts, the teachers' questionnaires had been administered and analyzed. Additionally, the following is the result.

Table 1. Teachers' perspectives toward the using of language arts in their classroom

Item no.	Statements	Strongly Agree/ Agree
1	Language arts activities help develop students' interest in learning English.	100%
2	Language arts activities help develop students' English language proficiency.	100%
3	Language arts activities help develop students' creativity and imagination.	100%
4	I have confidence in designing language arts activities.	80%
5	I have confidence in using language arts activities in class.	100%
6	Using these activities in lessons is time-consuming.	20%
7	Students are motivated in learning English	100%

From the table above, it can be seen that teachers have positive responses toward the use of language arts activities in the classroom. Specifically, all of the teachers agreed that language arts activities develop students' interest in learning English, their English language proficiency, creativity, motivation, and imagination. Teachers' responses toward language arts are in line with the Mok et.al. (2006), who stated that language arts can help the students to be creative, imaginative (in positive way) and through joyful and fun learning, the goals of the learning are achieved and their communication skill, critical thinking, problem solving, and self-management can be developed along the learning.

Moreover, in term of teachers' competence in designing the language arts activities, more than half of the teachers said that they are confident in developing the activities to be used in the classroom. Besides, all of them believed that they are confident in using language arts activities in their class. Only few of them (20%) who stated that using these activities in lessons are time-consuming. It indicates that the teachers already familiar with the languages arts activities. They are trying to provide the effective teaching which is one of the features of successful teaching (Athanasas et. al., 2015).

In term of students' motivation in learning English, all of them believed that the students are motivated in learning English by applying the language arts activities. Thus, it is has the same result with the previous study conducted by Mok et. al. (2006).

Moreover, the open-ended questionnaires (2 questions) that were administered to the teachers consisted two items: "What kinds of language arts activities that you usually implement in your class?" and "Did you find difficulties in implementing them?" From the result of the questionnaires, it is found that the language arts activities that teachers usually implement in their classrooms are: role playing, playing games, listening to songs, watching videos and retelling, etc.

Regarding to the difficulties of using language arts activities in the classroom, four teachers (out of five) found difficulties in using it in the instruction. The reasons are they found difficulties in preparing and designing the appropriate activities for the right levels (two teachers) and it is a bit time-consuming (two teachers). Those reasons were actually similar with the experiences of the teachers in the study of Mok et. al. (2006). Therefore, they suggested that teacher need to be creative innovator in giving the instruction to the students, especially in using the language arts activities in the classroom.

Students' responses toward the implementation of language arts

In regarding to the students' response toward the implementation of language arts in their classroom, the data from the questionnaires would be used. Moreover, the responses were classified into three sections: the responses to the implementation of the language arts; the

responses to the importance of learning English using the language arts; and the responses to the role of the teacher in providing the language arts activities.

Concerning to the responses toward the implementation of the language arts, item no. 1, 2, and 3 and the results are displayed in the following table.

Table 2. The students' responses to the implementation of the language arts

Item no.	Statements	Strongly Agree/ Agree
1	<i>Belajar bahasa inggris dengan menggunakan Language Arts activities membuat saya tertarik.</i> (Learning English by using Language Arts activities is interested me).	94.4%
2	<i>Pembelajarannya membuat saya termotivasi lagi untuk belajar bahasa inggris.</i> (The instruction is motivated me to learn English).	94.4%
3	<i>Pembelajarannya membuat saya menjadi lebih kreatif dalam belajar bahasa inggris.</i> (The instruction makes me become more creative in learning English).	100%

From the table above, it can be concluded that the students have positive responses in responding the implementation of language arts in their classrooms. To be specific, almost all of them (94.4%) agreed that language arts is interesting and motivating them in learning English. It has the same result with the previous studies (Mok et.al., 2006; Donoghue, 2008; Athanases et. al., 2015).

Besides, in responding the statement no. 3, all of the students agreed that the instruction using language arts make them creative in learning. It is in line with Mok et.al. (2006) who claimed that language arts can support creativity and language awareness of the language learners.

Besides, the students' responses to the importance of learning English using the language arts are can be seen as follows.

Table 3. The students' responses to the importance of learning English using the language arts

Item no.	Statements	Strongly Agree/ Agree
4	<i>Pembelajarannya menyenangkan.</i> (The learning is enjoyable and fun).	88.5 %
5	<i>Pembelajaran dengan penggunaan Language Arts membuat bahasa inggris saya menjadi lebih baik.</i> (The instruction using the language arts makes my English better).	72.2%

From Table 3, we can see that most of them thought that the learning is enjoyable (88.5%) and the learning make their English better (72.2%). This indicates that language arts promote joyful learning and help the students to have the English better (Mok et.al., 2006; Donoghue, 2008).

Moreover, the students' responses to the role of the teacher in providing the language arts activities are displayed in the Table 4.

Table 4. The students' responses to the role of the teacher in providing the language arts activities.

Item no.	Statements	Strongly Agree/ Agree
6	<i>Guru sering memberikan Language Arts activities di kelas.</i> (The teacher provides me with the language arts activities in giving the instruction in the classroom).	100%
7	<i>Guru dapat membantu saya memahami pembelajaran bahasa inggris.</i> (The teacher helps me in understanding the English).	100%
8	<i>Saya mengerti dengan penjelasan materi yang diberikan oleh guru.</i> (The teacher explains the materials in clearly).	94.4%
9	<i>Guru memiliki kepercayaan diri yang baik dalam memberikan Language Arts activities di kelas.</i> (The teacher is confident in giving the language arts in the classroom).	100%

In this third section, the students' responses to the role of the teacher in providing the language arts are analyzed. From the questionnaires result, it can be seen that all of the students agreed that the teacher use language arts activities in the classroom and it helps them to understand the materials better. It is also stated by the students (94.4%) that the teacher explained the material clearly. In this regards, the teachers had played the important role in teaching and learning by providing good instruction. They are also trying to be creative by providing language arts activities in completed their materials. It is in line with Mok et.al. (2006), that creative teachers can provide the teaching process which can promote knowledge acquisition and the development of creativity, critical thinking, interpersonal communication, and generic learning skills of the students. Thus, they had given exposures, so that the students learn better (Wiske et.al. 2006).

In terms of open-ended questions, there were two questions administered to the students, "What interest you in learning English in this class?" and "What are your suggestions for the next instruction?"

In responding to the first question, 16 students (out of 18) agreed that language arts activities were interesting to be used in the class. They mention the activities such as role play, games, songs, guessing pictures, etc. It indicates that language arts promote joyful and interesting learning and help the students to have the English better (Mok et.al., 2006; Donoghue, 2008). It is also in line with the teachers' response that students motivated if the leaning combined with the use of the language arts. Moreover, two students thought that the way teacher in conveying the materials was interested them. It is in line with the result of the close-ended questions that mentioned teacher have a good role in the classroom. It means that teachers have become the effective teachers (Athanasios et. al., 2015) in the classroom.

Regarding to the second question, the suggestion for the next instruction, 12 students responded to the teaching method. They hope that the next teaching will have more exploration in speaking and writing skill so that they can communicate in English better. Besides, three of them hope that the use of language arts will be continued given to the students. And another three of them hope that the time allotted in the learning need to be expanded.

CONCLUSION AND RECOMMENDATION

This study has investigated the teachers' responses in applying the language arts activities and the students' responses toward the use of language arts activities in their classroom. The data collected from the teachers' and the students' questionnaires showed that they, both teachers and students, responded to the use of language arts activities positively. Teachers thought that the language arts could help develop students' interest in learning English, their English language proficiency, creativity, motivation, and imagination.

Furthermore, the students believed that learning English by using language arts activities were fun and enjoyable. They also made the students motivated in learning English. Moreover, students' perceived that the teachers could help them in understanding the materials through some language arts activities which were inserted in the instruction. The result of the study are similar to the previous studies and the literature about the using of language arts in the classroom (Mok et.al, 2006; Athanasios, 2015; C. C. Block in Mok et.al., 2006; Donoghue, 2008; The Department of Education for Newfoundland and Labrador, 2014; The National Council of Teachers of English (NCTE) and the International Reading Association (IRA), 2012). Finally, all these indicate that applying language arts activities is worth doing by teachers in their classrooms.

Moreover, here are some recommendations that will be useful for further study:

1. It is expected that the teachers can apply the language arts activities in their classroom, especially in the primary and secondary schools, and in English course programs because it benefits the students in their English learning.
2. It is suggested that teachers intending to apply the language arts should be creative in designing activities to be implemented and have willingness in finding ideas. Moreover, they need to be familiar with technology that can be used to make instruction more effective.
3. For further exploration, future researchers can extend the investigation on language arts by providing more samples from different settings and contexts.

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STUDENTS' PERCEPTIONS ON THE USE OF SCHOOLGY IN PRESENTATION CLASS

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ABSTRACT

Public speaking is one of the skills that university students need to master. Furthermore, one of the most important types of public speaking is presentation. Some students find it hard to have classroom presentations due to some problems in relation to their confidence and speaking skills. To solve the problems, Schoology is used as the media to help students learn to have better presentations. This study aims to find the students' perceptions on the use of Schoology in presentation class. The research was designed: 1) to reveal the students' perception on the use of Schoology in learning to deliver presentations. 2) to identify the problems faced by the students in using Schoology. The study applied descriptive approach. The data were obtained from interviews to 30 non-English department university students. The result showed that 1) the students have positive perception on the use of Schoology in learning to have good presentations. 2) the problems that the students face were related to technical problems such as the internet connection and the way to use the website properly.

Keywords: *students' perception, presentation class, Schoology*

INTRODUCTION

It cannot be denied that technology has become an important part in our life as well as in teaching and learning process. Recently, there are many advanced technology tools integrated in classroom to reach the ultimate attainment of English learning. One of them is the use of online learning media. Many teachers have made use the learning websites on the internet to engage the students to the learning process since they have been familiar with the use of technology in this digital era. When the students become interested in a technology-based learning media, they will be motivated to use it. As the implication, it will ease the process of the English learning.

For a higher level of education, one of the most important skills should be mastered by the students is the ability to deliver presentations appropriately. This skill is considered as one of the requirements in their future workplace. However, regarding the interest of the students in the speaking class, university students tend to have low interest in practicing their speaking skills. In the presentation class, it is found that some students are still reluctant to practice delivering their presentations in front of their friends. This problem might be caused by many factors, such as lack of confidence, limited vocabulary knowledge, and poor pronunciation. Considering the importance of improving the students' skills in delivering good presentations, teachers in the university level have incorporated online learning website to the learning process. The purpose is to help learners get a wider range of space to practice their language. Furthermore, in the presentation class, the use of technology is considered to give benefits in promoting interactivity and improving students' motivation. *Schoology* as one of the online websites is used for educational purposes. In the English class, it can be used as the media to encourage students to practice speaking in the form of delivering presentations. Since it is still considered as a new learning website, the investigation related to its implementation in the class should be conducted.

Related to the background above, the objectives of this study are to reveal the students' perception on the use of *Schoology* in learning to deliver presentations and to identify the problems faced by the students in using the website. Perception here refers to the process of

justification of the beliefs on certain objects, as stated by Reid cited in Nichols (2007: 212). The process of perceiving something through the senses of hearing, sight, and touching includes the application of concepts to the intentional object of perception. In this study, the students' perception is related to how they justify the implementation of *Schoology* in the presentation class. Students' arguments or opinions regarding the implementation are the main data gathered to know how they accept this website.

The nature of speaking is actually the process of building and sharing meaning in a variety of contexts to express meanings so that other people can make sense of them and it can be directly and empirically observed (Chaney, 1998: 13). It means that the essence of speaking is conveying meanings to others in order to be understood which can be measured directly. In daily conversations, we speak to others to convey information or meanings to the listeners. It also happens when we speak intended to the public hearers in the form of presentation, we have a goal to deliver something to the audience. In terms of goal, there is no distinction between the speaking in daily conversations with speaking in front of public, such as in delivering presentations. However, we cannot assume that public speaking is easy to do since there are some specific features that differentiate the conversation and public speaking. Lucas (2009: 8) states that public speaking is more highly structured, requires more formal language, and requires a different method of delivery. Delivering presentations demands much more detailed planning and preparation than the ordinary conversations. Thus, in order to be good in delivering presentations in front of public, students need more practices before they conduct the real presentations. In terms of using formal language, the students should be careful in selecting the words that they are going to use in the presentation. Slang, jargon, and incorrect grammar should be avoided. Unlike the ordinary conversations, delivering speech in front of public needs different method in delivery. For being an effective public speaker, adjusting voice to be heard clearly throughout the audience is also very important.

In order to help the process of English learning in the presentation class, *Schoology* is used as a Learning Management System. LMS is a website that uses a cloud based storage system for managing an online classroom aimed for teaching and learning. LMS generally have web hosting, unique course web pages, aggregated calendars, secure and configurable messaging or email, district management, user management, curriculum and content management and many more. These things need to be explored by the educators as well as the students. They also have technical specifications which just gives more application and easiness for the user. *Schoology* itself is provided for educational purposes where teachers, students, and parents can access it to improve education. Teachers are able to use the site to check attendance, use an online grade-book, post discussion questions, homework, files, links, and other information. Meanwhile, the students are able to access all class information, take quizzes and test, upload files through online dropbox, participate in class discussions, stay organized with a school calendar, and download and print files from home. Luaran (2012: 105) mentions some benefits offered by using *Schoology*. It gives a new platform and initiative for the students to learn. It improves learning through better communication, association, and increased access to curriculum and supplemental content. The difference between *Schoology* and the common social media used by students is its objective. It is not intended to socialize in the virtual world, but its aim is for the educational purpose in which notes, assignments and quizzes can be done online.

The use of *Schoology* in the class can be categorized as blended learning. Consortium (2007: 5) cited in Rosen and Stewart explains when the online learning happens 1-29%, it is described as web-facilitated learning. In this context, web-facilitated learning refers to the uses of web-based technology to facilitate what is essentially a face-to-face learning. Related to the essence of blended learning, Thorne (2003: 16) defines it as "a way of meeting the challenges of tailoring learning and development to the needs of individuals by integrating the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning". From that definition, it can be concluded that teachers implement blended learning as the development in the learning method by adjusting the learning technique to the students' characteristics using technological advances. According to Azizan (2010: 406), there are some benefits of blended learning. The benefits are enhancing social

interaction, communication, and collaboration; offering flexibility and efficiency; extending the reach and mobility; and optimizing development, cost, and time.

METHOD

This study used descriptive qualitative method. It commonly aims to explore a problem or an issue in a particular setting. The aim of this study was to find out students' perceptions on the use of *Schoology* in presentation class as well as the problems that they had in using the website. The data were obtained from interviews of 30 non-English department of university students in Yogyakarta. In general, the students were of the same level of English achievement. They were in the pre-intermediate English class focusing on presentation skill.

To get students perspectives on the use of *Schoology*, individual interviews were conducted. Each interview lasted for around 30 minutes. The interviews were semi structured. The answers obtained from the interviews were summarized to ease the analysis.

FINDINGS AND DISCUSSION

The findings of the research are divided into two issues. First, the students' perception on the use of *Schoology* in presentation class. Second, the problems faced by the students in using the website.

The following are the results and findings of the study.

1. The students' perception on the use of *Schoology* in the presentation class

In general, the students participating in this research possessed acceptable fluency in speaking. However, some of them still often made grammatical mistakes. They also had some problems in relation to confidence, body language, and eye contacts. The limitation on the number of class meetings as well as the time made it rather hard to help students improve their presentation skills. This is why an LMS website like *Schoology* came as an aid. It provided the teacher and the students the space to learn and exchange feedback outside the classroom. To make use of the website in presentation class, students were asked to record their own presentation videos and posted them on the website. The teacher and other students then watched the video and tried to analyze the strengths and weaknesses of the students' presentation skills. The skills include content, delivery, and visual aids (see Table 1). Some feedbacks were then given to the students. The feedbacks were related to the verbal language as well as the non-verbal language of the student as specified in Table 1. Each student was allowed to post two to four videos on the website. Based on the feedback they got, the students were then able to improve their presentation skill as well as performance.

The majority of the students agreed that by having regular practice of presentation and obtaining feedback from their teacher and peers help them to learn better. It helped them in learning how to improve the quality of their presentation. There were significant improvements in relation to the three aspects of the presentation skills namely the content, delivery, and visual aids (PPB, 2008: 43). At first, some students got low score on those three aspects. After having several practices and receiving feedbacks on *Schoology*, those students were eventually able to improve themselves. One of the students stated that by having video presentation on *Schoology*, he felt more confident to present his presentation. In other words, besides enhancing students' presentation skills, it also helped students to be more confident. Through regular practice in the video presentation, it is clear that the students grew to be more confident. In brief, the students generally have positive perceptions on the application of *Schoology* in their presentation class.

Table 1. Presentation Scoring Sheet

No	Scoring Items	Score	Total Score
	CONTENT		
1	Opening delivered interestingly		
2	Opening introduced purpose and subject of the presentation		
3	Main points were clearly stated and logically arranged		
4	The supporting points were easy to follow and		

	supported by fact or argument		
5	Conclusions was logical and supported the content		
6	Conclusion was short, easy to understand		

Table 1. Presentation Scoring Sheet (*continued*)

No	Scoring Items	Score	Total Score
	DELIVERY		
7	The speaker showed friendliness to the audience		
8	The speaker maintained eye contact with the audience		
9	The speaker's volume of speech was appropriate		
10	The speaker pronunciation was clear and understandable		
11	The speaker's grammar was correct and did not prevent understanding		
12	The speaker naturally addressed the points and did not appear to memorize the text/paper		
13	The speaker used notes effectively		
14	The speaker's gesture appeared natural		
	VISUAL AIDS		
15	PowerPoint was well-prepared		
16	PowerPoint covered the main points of the presentation		
17	PowerPoint helped the speaker to communicate ideas		
	POST-PRESENTATION		
18	The speaker handled the questions and feedback well		
19	The speaker gave sufficient response upon the questions and feedback		
20	The purpose of the presentation was effectively achieved		

Marking System Score: 1 (rarely), 2 (sometimes), 3 (often), 4 (always)

2. The problems faced by the students in using *Schoology*

In using the website, there were certainly some problems encountered by the students. At first, before introducing the website to the students, the teacher needed to make a tutorial guideline. In this research, the teacher made two kinds of tutorial. The first one was a written guideline on how to register on *Schoology*, how to sign up for the class, how to give comments, as well as how to upload the video. The teacher also made a visual guideline. Some screenshots of the website were taken and compiled to help students understand the written instruction better. These guidelines (the written and visual one, see Figure 1) were significant to help students know well how to use the website considering that they were new users.

The majority of the students said that the tutorial guideline helped them a lot in understanding how to use the website. However, there were still some technological glitches that they experienced in exploring the website. The low internet connection was one of the problems that hindered the students in utilizing the website. To make sure that the video uploading was successful, the student had to find a place providing strong internet connection. It was not really a big deal since there had been many places offering good connection. Some students also failed to upload videos as the size was too big. The teacher needed to inform that the maximum size of each video is 512 MB. Therefore, the students might need to use some video converter application or software to resize their videos.

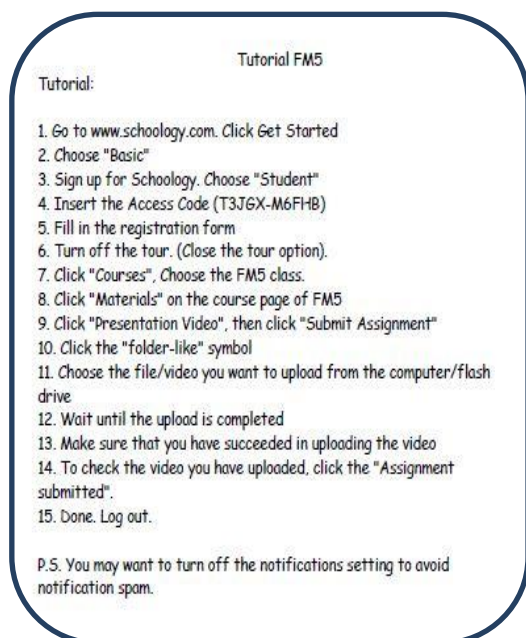


Figure 1. Written Guideline

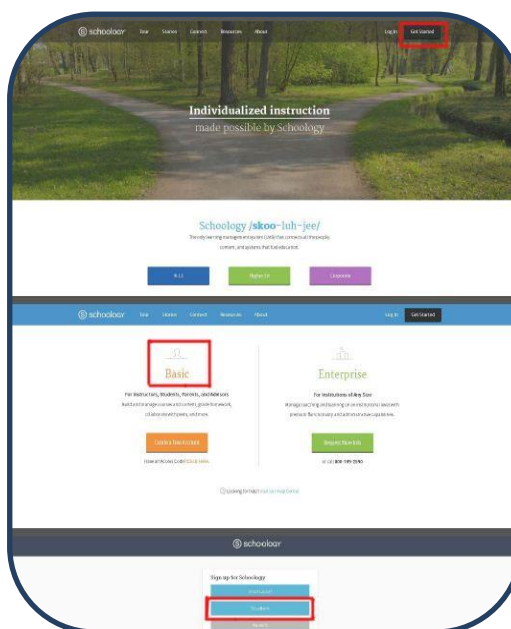


Figure 2. Visual Guideline

CONCLUSION, IMPLICATION, AND SUGGESTION

Based on the findings of the research, there are two points that can be concluded. First, the students managed to obtain some benefits of using *Schoology* to help them improve their confidence and skills in delivering presentation. The videos posted on the website were watched by the teacher and other students. The students later got some comments and feedback from the teacher and their peers. The second conclusion is that in order to help students to be able to use the website well, the teacher needs to make a guideline for the students to use the website. The guideline is used to help students in understanding how to make use of the website and minimizing errors in utilizing it. Meanwhile, to solve the other problem related to low internet connection, the students need to make sure that they have strong internet service.

The result of this study suggests that teacher intending to apply *Schoology* in teaching presentation skills has to make sure that she understands how to use the website well. Further researchers are encouraged to conduct more studies on the use of similar LSM websites in teaching other skills.

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**ACTIVATING STUDENTS' MOTIVATION IN SPEAKING CLASS
THROUGH THE USE OF BOARD GAME AT ENGLISH
DEPARTMENT OF MULAWARMAN UNIVERSITY SAMARINDA.**

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ABSTRACT

This study was inspired by an idea that teaching and learning should be designed in creative manner so that students are interested and motivated to learn. This study was aimed to describe how the board game could activate the motivation of students to participate and actively involved in a speaking class. This study applied the principle of Collaborative Classroom Action Research through the stages of planning, implementing, evaluating and reflecting. This study employed sets of board game, classroom observation, speaking test, and interview. The results this study revealed that students appears to be attractively involved in speaking activities. Their speaking performance shown an improvement; in cycle 1 was 70.20, in cycle 2 was 87.20. The improvement covered their fluency, vocabulary, structure, and pronunciation. The interview results indicated that students were enthusiastic and became encouraged to speak English. They thought board game is very simple and able to stimulate them to find and more vocabulary.

Key words: *Board game, collaborative classroom action research, speaking*

INTRODUCTION

Being able to communicate in English in the classroom context is not an easy task. Students often reluctant to participate actively due to their lack of vocabularies, less motivation and feeling intimidated for speaking English in front of public. In fact, it is believed that in acquiring English, motivation becomes a central issue, which can bring students grasp the skills of language (Gardner, 1994). Limited time of speaking and uninteresting way of learning contributed to unmotivated learning. In addition, it also exhausts some teachers who teach in EFL classroom, where English is not the students' mother tongue, to make students motivated and involved actively in speaking activity. This situation needs a change. The teachers should think of a teaching method or technique which gives students a broader chance to build up their motivation and interest in oral activities. Therefore, one way to stimulate and raise the unmotivated learning of speaking is by using language games.

Language games are suggested to create excitement in the classroom practice. There are many studies that state the beneficial effects that game playing can bring in the teaching and *the more people play, the more positive emotions are generated, which in turn makes play easier and thus helps to genera* (Schwartz, 2012). In this context, games are used to give practice in all language skills and they can be used to practice many types of communication (Ersoz, 2000). Besides that, games also offer some benefits in creating students' interest and active participation in oral activity as I-Jun (2005) says that the benefit of using games in language learning include that games are learner-centered, encourages creative and spontaneous use of language and foster participatory attitudes of the learners. It also encourages shy learners to take part especially when games are played in small groups (Uberman, 1998). Nevertheless, there are still insufficient studies in addressing whether board games can successfully help students to explore their speaking skill and activate motivation in learning process.

Games to be used in language learning are abundant. According Gaudart (1999), there are four types of games can be used namely, card games, board games, simulation games, and party-type games. Among of which, the researchers chose to use a board game because it is considered familiar, eye-catching, and entertaining for students in the researchers' speaking class. Board games can be used and adapted for various EFL/ESL contexts, all groups of ge., proficiency levels, and content. Numerous benefits can also be taken from using the board game in the classroom as it is an effective, low-anxiety, and fun way for students to learn and practice communication skills as well as develop their own communication strategies that can be readily applied to the real world (Chang & Cogswell, 2008). Therefore, this study seeks to find whether board game is an effective teaching tool to activate students' motivation and in the same time, it improves their speaking score achievement.

The major problem encountered by the first year English Department students of Mulawarman University is the willingness to speak actively. They are reluctant to talk because they feel their vocabularies were not sufficient yet. They also said they were afraid to make mistakes and to be laughed by others. The common task is the students have to talk in front of the class to share their experiences or assigned topics. The atmosphere of classroom situation is not conducive since the students were passive when the teachers provide some topics to be discussed. The long pause when the students were assigned to talk about the topic in the classroom made the teacher had to take control and it caused the teacher dominated the classroom's discussion. The researcher believes that the use more fun approach can help students become motivating and enjoy their learning process. Therefore, this study seeks to find answers to two pertinent questions:

Does the use of board game improve the speaking achievement??

How the use of board game activate the students' motivation in learning process?

Fun language games can help students to learning while playing. In other words, if the games happened to be good, the students will be learning and playing at the same time (Vernon, 2006). In addition, the students can develop their self-confidence via games (Guerrero, 2001). Games can minimize the fear and stress because it offers fun and excitement. "*Pupils can learn to speak English twice as fast when they are excited about learning*" (Vernon, 2006). Therefore, the appropriate games will help students to improve their speaking skills ad activate their motivation to speak English for real communication uses. Learning speaking through games put less pressure on the students. When there is less pressure, this will indirectly help them to activate their motivation to speak actively in the classroom practices.

The use of board game is believed to be the subset of reality in an abstract (model) form (Yules, 2001) as it can be a way to experience facets of reality and to learn from it. A board game can be designed to sharpen the students' brain and make them easier to produce the language. Many students learn to cope with real situation based on the experiences from board game. These experiences range from social interaction, learning to deal with new situations, analyzing 'what-if' situation and/or to gain logical overview. In addition, it adds joy and fun and other social aspects with regards to the relationship with the other players.

A board game is very complete media for students to experience some aspects. This is about winning (conflicts), puzzles (knowledge and intelligence), strategy (decision making) and appeal to our basic needs of competition, exploration, self-esteem, learning and socializing. It even give the students the opportunity to step out of their current life become to whatever they wanted to be (Nunan, 2003). Wallace (2000) stated that board game is very dynamic, interaction between system/players is available. It is important to set rules so that the game will not go over boundaries. The rules should be clear and unambiguous to avoid deadlock situation. The teachers need to set up the goal. Before the game starts, players decide what rules apply. In general, a game is some ways or another confronts the player with reality-like situations, whereas these situations may be abstract.

METHODS

Collaborative classroom action research is employed for this study. The researcher was assisted with one of her colleagues as her collaborator to observe the teaching and learning process. It is important to have this assistance, so that the researcher could have more visuals on what she limited to. Thirty five Indonesian EFL students including 25 girls and 10 boys took part in the study. The sample of the study was selected through purposive sampling method. The samples were chosen based on the preliminary observation that they have lack motivation to speak in the classroom practices. Several interviews had been conducted with some students and the researchers noticed that students face grammatical understanding, limited vocabularies, poor pronunciation, and less relaxing atmosphere to practice speaking. Since this research was conducted under the design of collaborative classroom action research, there were two cycles proposed for this study. Each cycle consists of planning, implementing, observing, and reflecting. After each cycle, the students were having speaking test. At the end of cycle 2 along with the speaking test, some of the students were interviewed. The interview was conducted to have personal opinion toward the implementation of the board game in the speaking class.

There were four topics of board games used in this research, namely *East Kalimantan Heritage*, *What Someone Does*, *About Me*, and *Future Jobs*. These topics were selected based on the students' age, proficiency level, culture, content, and classroom setting. *East Kalimantan Heritage* allows students to practice speaking about tourism places in Samarinda. It is asked the students to give directions and physical descriptions. *What someone does* provides an opportunity for students to use present tense verbs to indicate a habitual action. *About me* gives students a big opportunity to practice using English to express their opinions and preferences about a number of different topics. *Future Jobs* lets students describe what they want to be in the future.

FINDINGS AND DISCUSSION

After preliminary study had been conducted, the researchers made planned actions to identified problems. Then, the researcher conducted teaching activities by using the board game with classroom observations from the collaborator. At the end of cycle 1, the students were having speaking test. In fact, based on the result, the students' average score was still below 70. When the cycle 1 of teaching activities had done, the researcher and the collaborator discuss to reflect what had have happened during the teaching and learning process. It is noted that

It was revealed that the students' speaking skill was improved through board game technique. The improvement was shown slightly from the scores of the speaking tests in cycle 1 due to their vocabulary and pronunciation. However, the students' average score when they had a speaking test was still below 70, that is 60,20. The students still face difficulties in pronouncing the words and producing many grammar errors when speaking one to another.

Based on the observation conducted by the collaborator, it is noted that not all students understand the procedure of board game. It means the researcher was unable to give clear instruction to the students. The students seemed to imitate what have been written in the available scripts or cards. The students only told or described the picture depended on the questions which were provided as the guideline. It made most of students did not look naturally. The students seemed describing the place by answering the question one by one. It caused students did not try hard to create their words but stuck on the provided script. From the observation also noticed that the students did not maximally pay attention to the researcher's explanation. It totally needed to be revised and clarified in the next cycle.

Beside the observation, the researcher also asked some students related to what they had done in the classroom. Based on the interview, the students imitated the available script because they did not know what to do and had no enough vocabulary. Besides, they have lack ability to improvise due to their lack vocabularies.

Having reflections in cycle 1, made the researcher revised the playing procedure of board game. Instead of had one group performed in front the class while other watch them, the researcher grouped the students into 10 groups consist of 4 person each group. To do so, the researcher asked students' participation to create their own board game and bring them to be used in the classroom activities. The students seemed enjoyed the activities because they are involved in making their own learning media. The activities in cycle 2 are more challenging since the students had to read the description of the picture in limited time and then they had to tell the picture without looking at the descriptive card. In addition, the topics were broader and every student could interpret by his/herself based on his/her own experience. Every picture is completed with the descriptive card and the students had freedom to express their ideas or thoughts. However, when they faced difficulties to describe the picture, there would be short of information about the pictures so the students had ideas what to describe. At this time, once the students read the information in one minute, they had to place the cards face down and continue the description with their own words.

The students had significant improvement due to their vocabulary, pronunciation, fluency and content to be shared. It happened because the students were allowed to prepare and discussed the topics before they played it. The researcher and the collaborator were more enthusiastic this time. Beside controlling and monitoring the students' discussion, they would stop to each of group to correct the pronunciation, discuss difficult words, and provide alternatives. In cycle 2, the students were playing more confidently. It is because they know what to do, they know what to be told, and they were familiar with the topics. This made them could tell the picture more naturally and spontaneously. They were very active to play and could make improvisation. The classroom's atmosphere was very relaxed because they students could even make jokes to attract each other and made the board game alive.

At the end of cycle 2, the students' speaking was measured and assessed. The students shown very significant improvement in all tested aspects namely content, fluency, pronunciation, and grammar with the average score of 82, 70. The students were also interviewed to gain more understanding what they felt with the use of board game in speaking activities. It is noted that they enjoyed and became motivated to learn new words to make the explanation better. These are some the excerpts from students.

S12 : "I like learning through board game. It is fun and challenging. It makes me searching and finding new vocabularies. Sometimes, I have difficulties to express my knowledge but I know the picture, that's why I asked the teacher or looked into the dictionary".

S8: "Not knowing what to say was really embarrassing, but I had help from my other friends since we have to discuss the topic first and tell about it later"

S26: "Talking about something that I know was very easy. When difficult words appeared, I can find the synonym of the word or I asked my teacher about it"

The finding of this study confirms similar studies by Chari (2007), Wright (2006), Richard and Renandya (2006), and Hadley (2000) that board game made students work together to decide the topic. They became more imaginative, active and critical. It is because board game stimulates real life situation and practical setting. It seemed to give multi benefit to the students because it does not only for a better speaking but also trained students to be better speakers. The board game provided the activity which is engaging and entertaining, often challenging and an activity in which the learner play and usually interact with others. By interacting and communicating each other through board games, the students can learn easily, and it can improve the students' score in speaking skill.

When students actively involved in their own learning process, they became very attentive and enthusiastic. They even asked many questions to their teacher to

ensure that they were in the right track. The feeling of boredom and shyness had been minimized. One of students said that she is no longer shy to speak. She can correct her own speaking with the help of the teacher and friends without feeling embarrassing.

CONCLUSION AND SUGGESTION

Through board game the process of sharing ideas between the teacher and students happened (Harmer, 2004). Students sometimes are not aware of their speaking mistakes and teachers' comments will stimulate students' awareness of speaking (Brown, 2001). The students preferred to know their weaknesses and strength of their speaking. The most meaningful feeling appeared to students was the chance to see their weaknesses and strength in implementing the board game (Richard, 2001). The board game allows students to make interaction and negotiate their strength and weaknesses in their speaking (Savignon, 1997; Shumin, 2002; O'Malley, 2002).

It suggested that the teacher can provide a meaningful and enjoyable teaching's instruction. The games increase the flexibility to build social skills (Nicholson, 2010), so that they will be able to use in a daily bases. It is revealed from this study that the atmosphere of language learning become very conducive. The students participate actively in the learning process. By involving the students, they can build interactive activities like talking to each other by using the target language, English. Students are engaged and the native languages shifted slowly with the use of English expression during the play. Students have no reason to be bored because they learn to speak in a very relaxing situation. It is concluded, then, board games are self-motivating to stimulate learners' motivation and interest.

However, learning language through board games needs to be well prepared. The excitement and euphoria of students might over controlling. As what happened in cycle 1, the students spent so much time in preparing and talking about the topics. They tended to discuss the topic in their native language. Therefore, in cycle 2, the researchers set some rules to maintain discipline in using of English during the play.

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METHOD, STRATEGY AND PROBLEMS IN TRANSLATION FOR THE BEGINNER AT DIPLOMA' S CLASS IN SBC MENGANTI, GRESIK

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ABSTRACT

Translation is a process of transferring source language (SL) into target language (TL). The process of translation runs well as long as all aspect of supporting media completed. Those are as the important elements for the beginner translation in Diploma's class. The using the appropriate method, strategy and know the urgent problems for the beginner are also the important things for the teachers in transferring knowledge. The aim this research is to know method, strategy and problems in translation for the beginner at diploma's class. This research is focusing only method, strategy, and problem in translation for the students in School of Business and Computer (SBC). The appropriate of those aspects are able to help students in translation as the beginner. The object in this research is the student in executive English class. All students have different background study in this class. This research uses observation method, interview, documentation and recording. The data is obtained in quantitative data by giving steps and problems in translation. The supporting data in this research with communication approach. Therefore, translators have to know a detail understanding of textual context and domain-specific knowledge in diploma's class. In translation is required method, strategy and problem in interpretation to comprehend the theoretical and practice as urgent aspect of translation. The comprehension of source language as a translator is the important thing. The result of this research is to know the prior of aim in translation for the beginner in the class. The translation will get the good result by knowing the method, strategy, and the problem in translation.

Keywords: *Method, strategy, problem, transferring language, teaching, textual*

INTRODUCTION

Translation is as the style of the writer in changing message from the source language into target language. Comprehend of translation also is dealing to the language and culture the other nation in which bring up the different style and method in translation. In translation not only understand the way transfer the target language from source language but also know the culture as the prior aspect in translation. The process of translation involved in making another culture comprehensible entail varying degree of violence, especially when the culture being translated is constituted as that of the "other" (Bassnett, 2002: 4). A translation has the most important role as a force for good, a creativity artist ensure the survival of writing across time and space. The object of this articles talks about the method, strategy, and problems in translation for the beginners.

Catford (1965) states that translation is the replacement of textual material in source language equivalent textual in the target language. And the term textual material underlined the fact that in normal condition, it is translated or replaced by target language. Catford implied that translation cannot be separated from the existence of language with elements like classification of language level, language rule and language phonology. Aspects above are as the one of the method and strategy for the beginner translation such as for the Diploma's class. Bell (1991: 7) states that translation is the replacement of representation of a text in one language by a representation of an equivalent meaningful text in a second language.

Translation is a process comprehensively the target language into source language. This is one of the elements for the beginner translation. In this article only discusses the method, strategy, and problem for the beginner translation. The idea appeared when the writer as a tutor for translation study in Diploma. The students in this class come from the different background study so they began learning translation basically. The students do not have experience before in

translation so they learn how the way in translation well. Translation is not easy task since it deals with many aspects in which the roles of human are still very significant. This phenomenon makes the tasks of translator cannot be not easily replaced by either any translation machines or any information system based translation program. The most important things is as the beginner translation, the students have to master the method, strategy, and problem in learning translation. It is as the object discussion in this article.

Translation consists of transferring the meaning of the sources language into receptor language. Only the form changes (Larson, 1998: 3). The form of language refers to actual words, phrases, clauses, sentences, paragraph, etc, which are either spoken or written. Larson gives description of translation process as shown in figure below.

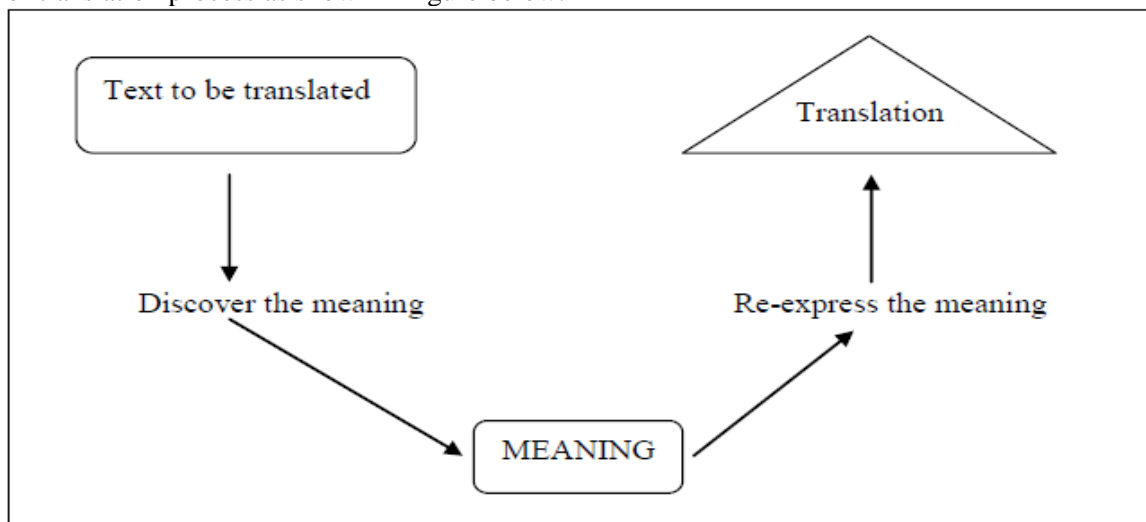


Figure 1. The Process of Translation (Larson, 1998: 4)

From the figure 1 above, Larson explained that translation involved the study on lexicon, grammatical structure, communication situation and culture context of the source language text. A translator should firstly analyze the elements mentioned previously in order to determine its meaning. Then, the translator should reconstruct the same meaning using the lexicon and grammatical structure which appropriate in receptor language and its cultural context. As a translation process above is used in learning for the beginner translation in this article.

METHOD

Methodology describes the method which is applied by the researchers in carrying out the current this research. This method is focusing on data source, method and technique of collecting data, and method of analyzing data. This research was collected by the research through observation and note-taking. The technique of observation and note-taking were used the translation data. The data was taken from Diploma students in SBC Menganti Gresik. From the data observation takes conclusion based on the capability of students in translation the text. The text was given in simple one because the students as the researching has different background study. Data was analyzed based on the topic. The topic in writing this article are method, strategy, and problems translation for the beginner. From the collecting data observation took argument of result work's students in which part they faced problem, what method, and what appropriate strategy for the students in the class. The result observation also gave back to the students with the aim to know the real problem in translation and what appropriate method for them. It was called direct method in translation. After finding the students problem, the writer took conclusion about the appropriate method, strategy, and what the students made mistaken in translation.

FINDINGS AND INTREPRETATION

The concept of meaning of source language in a culture only will be well understood by the people grown up the culture. People in a culture express his own way of living influenced by

his cultural background. It means that translation is not easy for the beginner students in Diploma class. They need exercise and practice every time by doing several work translation as the task in study. In this occasion only talks about the case that faced by the students in the class when they are doing translation, such as the appropriate method, strategy, and problems in translation. These are focusing this article. In the translation study needs process and practices especially for the students as the beginner. Translation text from Indonesia and English are not only change the message from the source into target language but out aspects in translation should be understood such as culture. The culture background has influenced the object in translation so far according the scientists. It means that in translating Indonesia figurative sense into English the translator has not only to be bilingual but also bicultural. Larson, (1982: 212) process some types of figurative senses as metonymy, synecdoche, idioms, and hyperbole which are based on associative relation with the primary.

In this research finds, the method, strategy and problems of translation from the students which as the data. These aspects of translation are big problem in translation. To understand all aspects above of course the students need practice and long process. No one become perfect in translation directly without making mistake before. All need time and process. The problems above can be shown from the result of student translation works. The data, then is analyzed based on the problems in this research.

Method of Translation

Understanding method of translation is as part of problem for the students in learning English well. It is as one of aspects too in translation. Some of translators often obey the method and theory in translation. It is big problem in translation because the perfect translation is part of style of person to change the target language from the source language. The comprehend of method translation is very important especially for the beginner translator.

The method of translation is important thing for the beginner translator so far, but the procedure of translation is also important. In this article does not talk about procedure detail but it is as additional in completing the data and process translation. By knowing the procedure correctly of course will add the comprehend of students in the class when they are doing translation. When the translation done, Vinay and Dalbertnet (2000: 84) confirm that methods or procedures may be used either on their own or combined with one or more of the other. a) borrowing is considered as the simplest of all the translation method. In translating a term from the SL to TL, certain foreign terms may be used, b) Calque is special kind of borrowing whereby a language borrows an expression from another and then is translated literally in terms of each its elements, and c) literal translation is word for word translation. It is the direct transfer of s source language text grammatically and idiomatically appropriate in TL, d) transposition is the translating process which involves replacing one word class with another without changing the meaning of the message.

According to Newmark (1998: 81) translation procedure are “method applied by translators when they formulate equivalence for purpose of transferring elements of meaning from SL to TL. The translation method and translation procedure are the way in translating the text which used for sentences and the smaller unit of language. The following are the methods of translation proposed by Newmark that are:

1. Word-for-word translation

In this method the words are translated single by the most common meaning. Generally it is out of context. Word-for-word translation has characteristic that is “to understand the mechanics of the source language.

2. Literal translation

Literal translation is the translation in which including the conversation of SL grammatical construction to their closet TL equivalent.

3. Faithful translation

Faithful translation is kind of translation in which attempts to produce the precise contextual meaning of the original within the constraints of the target language structure.

4. Semantics translation

Semantic translation can be clearly seen if the source language text contains many cultural term. The term in the source language is translated by means of a neutral expression in target language, not in terms of the same culture.

5. Adaptation

Adaptation as a method of translation is considered the freest of translation. It is as the reflective of the expression from the source language to target language.

6. Free translation

Free translation is a method that creates the translation version texts without the style, form, or content of the original.

7. Idiomatic translation

Idiomatic translation is the certain term of the phrase from the other language based on the culture. Generally it result the messages from the original meaning of word.

8. Communicative translation

Communicative translation is one of the methods with the aim to transfer the precise contextual meaning of the original in such a way. It is done to make both content and language acceptable and comprehensible to the readership (Newmark: 45-47).

The Translation Strategy

Strategy of translation is one way to reach aim in studying translating for the executive English class as the beginner translator. Generally, strategy is the techniques in learning with the aim transfer the knowledge to the student. But no all strategy and techniques in translation can be accepted by the students especially for the beginner translation. Some experts in translation studies principally classified two types of equivalence by applying the various translation technique. Catford (1965) introduced formal correspondence and textual equivalence which applicable for legal text. further, Nida (1982) proposed formal equivalence and dynamic equivalence for the sensitive text as translation, and Blum-Kulka (in Venuty, 2004) recommended text focused and reader focused shift of coherence for medical text.

All experts above have aims to give easy to the students generally about the strategy in translation. But in this research, the writer only focuses on the strategy of translation for students in Diploma class. They are as the beginner in translation so the teacher should accept the response and give the appropriate strategy for the students. Every teacher has different strategy to teach English especially for translation. The teacher also has different way in teaching translation for the students. The difference level of course needs difference way to teach the students in order to can reach the aims. Below are the strategies in which used some stages for the beginner translator, namely:

1. Pre-teaching translation

This stage is needed for giving description about the translation, what is translation, what procedure should be used, and what method in which used for the beginner translation. The steps of translation also is explained well in this level. It can be used some description and argumentation about the advantages of translation and strategy in translation. The most important thing is how the way give motivate to the students in learning translation.

2. While-teaching translation

In this stage the teacher as the partner of students can explain and introduce some methods and theories in translation. It is used as the concept of translation for beginner translation. Of course, it is not easy to conduct the translation well. The beginner translators should be given more drill about translation, strategy, problem, and method in translation.

3. Post-teaching translation

For this level as the stage in evaluation the result of the translation for students. Evaluation is as flashback for the teachers and students. It is as evaluation material for the next steps in translation.

The Translation Problem

Every beginning of course face some problems in translation as the beginner translators. A problem should not be avoided. Problems have to overcome to solve. Problems are as way to solve everything in learning translation. In translation, there are some problems generally faced by the beginner translator. The problem in translation discusses below.

1. Theoretical Based of Translation Problems

Theory translation is as basic in translating especially for beginner translation. difficulties of translation sometimes as big problem for student in translation. The students often do not know about the strategy of translation as the problem in translation. According to Catford (1965: 93) categorized two kind of untranslatability can be used to discuss the fact the translation is not an easy task.

a. Linguistic and Cultural Perspective

A translation is not an easy task. The beginner translator have to understand about some aspects in translating, because it is as basic of beginner to understand and comprehend the problem in translation. in this stage there are two kind of elements such as 1) linguistic untranslatability, and 2) cultural untranslatability,

b. A Non-Linguistic Perspective

In this stage discuss about problem translation may be focus on the main factor namely the internal factor and external factor of the translator.

2. The Practice Experience of Professional

The problems also as big case when the translator face the presentation dealing to the translation. It is only way to know about problem translation in English. This article only talks about the problem generally as the beginner translator.

3. Undertaking Translation Task

Translation is as task described on the basic of two perspective namely (1) translation as theoretically explained in several references on translation studies and (2) an activity taken by the professionals who make translation their job. Jayantini (2007: 70) stated that translation task as a project proposed in number of matters which are included in the project namely the text, the target, the team, and the tools. Beside, the practices make perfect. It is one way strategy for the beginner translation. Without practicing, the result translation is not perfect. There are some ways be beginner translator should be understood well such as a) peer assessment in translation class and 2) practice from simple text for translation.

CONCLUSION AND SUGGESTION

As the beginner translators are not reason as the problem in learning translation at level class of Diploma SBC Menganti Gresik. It is one way to reach the aim learning translation even though in learning translation often face problems in which could not be avoided. It is as dynamic phenomenon in translation.

Based on the analysis above, clearly shows that method, strategies and problems are the major most factors for the beginner translators. As the beginners translators at least they should understand the method, strategies in translation about the context of reading books such as culture other nation, equivalents, SL text (message), and replacements. They are very important element processes in translation for the beginner translation, namely (1) text analysis source language (SL), (2) transforming messages; and (3) reconstruction. Translation needs process and strategies to get the result translation well. Beside, the beginner translators have to do more drill in translation. And one thing that the students face are about overcome the problems in the translations. No one is perfect without practice.

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MAXIMIZING AUTHENTIC ASSESSMENT FOR TEACHING SPEAKING

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ABSTRACT

English seems quite complicated in Indonesia as it is a foreign language in this developing country. English is introduced at a very early age until university. As one of the compulsory subjects in, English is taught based on the curriculum implemented. Curriculum is changed and developed every ten years based on national educational goal, situation, and condition. In ELT there are four elements that is interrelated--learners, methods, objectives, and evaluation. The teacher does evaluation in order to assess the learners after the learning teaching process to evaluate whether the teaching objectives is achieved. The most popular assessment implemented in ELT is Authentic assessment, consisting of process assessment and product assessment. However the implementation of authentic assessment in ELT has some characteristic, strengths, and weaknesses. The teacher should be very clever to implement authentic assessment in ELT, including speaking. Therefore, it is very challenging and interesting to maximize authentic assessment for teaching English, including speaking.

Key words: *authentic assessment, process assessment, and product assessment*

INTRODUCTION

As a foreign language in Indonesia, English is viewed as one of complicated subjects. Many students get problems in mastering English. Many ways are tried to increase students' ability in mastering English, especially speaking, one of productive skills. Related with this case, Brown (2004:5) explains that teaching sets up the practice of language learning: the opportunities for learners to listen, think, take risks, set goals, and process feedback. Therefore, teaching and learning process can not be separated from the activities of teaching. Teaching, test, and assessment is very close since they are interrelated. To clarify this assumption, Brown (2004:5) draws a diagram of the relationship among testing, teaching, and assessment as follows:

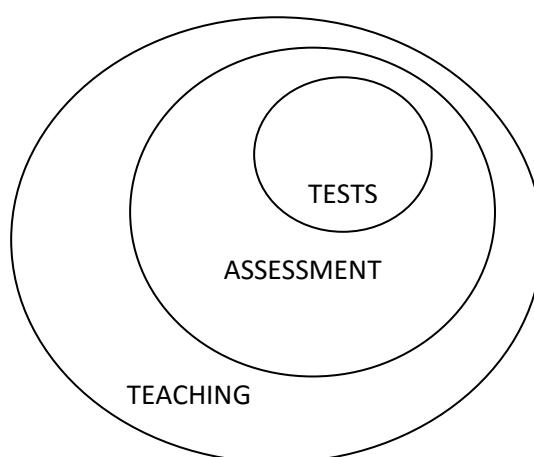


Figure: assessment, and teaching
(H. Douglas Brown, 2004:5)

The figure above shows that there is a very close relationship among teaching, test, and assessment.

Brown (2004:16) explains that assessment is an integral part of the teaching-learning cycle. In an interactive, communicative curriculum, assessment is almost constant. Tests, which are a subset of assessment, can provide authenticity, motivation, and feedback to the learners.

Tests are essential components of a successful curriculum and one of several partners in the learning process. Keep in mind these basic principles:

1. Periodic assessment, both formal and informal assessment can increase motivation by serving as milestones of student progress.
2. Appropriate assessment aid in the reinforcement and retention of information.
3. Assessments can confirm areas of strength and pinpoint areas needing further work.
4. Assessments can provide a serve of periodic closer to modules within a curriculum.
5. Assessments can provide student autonomy by encouraging students' self evaluation of their progress.
6. Assessments can spur learners to set goals for themselves.
7. Assessments can aid in evaluating teaching effectiveness.

Further, he (2004:19) discusses about the principles of language assessment. It consists of five, that is: practically, reliability, validity, authenticity, and washback. The quotation above proves that assessment is very necessary since it is a part of teaching-learning activities. Assessment is always done in learning-teaching process. In English language teaching, the teacher applies authentic assessment.

DISCUSSION

Speaking in a foreign language is much different from speaking in mother tongue since it has many differences in many aspects. Thornbury (2005:17) explains ways of organizing the content of a speaking syllabus, as follows:

1. Spoken grammar, including heads, tails, ellipsis, discourse markers etc.
2. Pronunciation features, including stress and intonation, rhythm, and chunking.
3. Communication strategies, such as paraphrasing, appealing for help, formulaic language etc.
4. Conversational routines or gambits, such as openings, closings, interrupting, changing topic etc.
5. Conversational rules and structure, such as turn-taking, adjacency pairs, and the co-operative principle.
6. Speech acts, such as inviting, requesting, complimenting etc.
7. Register, such as formal vs informal language.
8. Scripts, such as service encounters, greeting, telephone language.
9. Genres, such as telling stories and jokes, making a speech, interviews.
10. Situations, such as at a ticket office, at the bank, in a restaurant etc.
11. Cultural factors, such as politeness, taboo topics, use of gesture etc.

Further, Thornbury (2005:18) explains that speaking needs to be practices in conjunction with other skills, which suggest an integrated skills approach. Nor is listening the only other skill that is implicated. Many real-world tasks that involve speaking may also involve reading and writing as well. A learner's first contacts in an English-speaking country for instance, may be at the immigration desk of an international airport, where they will not only have to respond to questions, but they will have to interpret and complete an immigration card, follow signs, make a customs declaration, and read the associated literature. Clearly, preparation in the form of the speaking dimension of this task would be inadequate. Based on this assumption, it is very clear that speaking can not be separated from other language skills, listening, reading, and writing since those four language skills should be practiced integrated.

Brown (2004:140) states that speaking is productive skill that can be directly an empirically observed, those observations are invariably colored by the accuracy and effectiveness of attest-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Further Brown (2004:142) explains that the micro and macro skills of speaking enumerated the various components of speaking that make up criteria for assessment. These criteria serve as taxonomy of skills from which you will select one or several that will become the objective(s) of an assessment task. 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 options. The micro and macro

skills total roughly 16 different objectives to assess in speaking. These micro- and macro skills of oral production stated by Brown (2004: are as follows:

Micro skills

Produce chunks of language of different length orally produce differences among the English phonemes and allophonic variants. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stress and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), system (e.g., tenses, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents in appropriate phrases, pause, groups, breath groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macro skills

12. Appropriately accomplish communicative functions according to situations, participants, and goals.
13. Use appropriate styles, registers, implicature, redundancies, pragmatic, conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as focal and peripheral ideas, event and feelings, new information and given information, generalization and exemplification.
15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Further, Brown (2004:143) states that as consideration of designing tasks for assessing spoken language, these skills can act as a checklist of objectives. While the macro skills have the appearance of being more complex than the micro skills, both contain ingredients of difficulty, depending on stage and context of the test-taker. There are three important issues as the considerations to design speaking tasks, that is:

1. No speaking task is capable of isolating the single skill of oral production. Concurrent involvement of the additional performance of aural comprehension, and possibly reading, is usually necessary.
2. Eliciting the specific criterion you have designed for a task can be tricky because beyond the word level, spoken language offers a number of productive options to test-taker. Make sure your elicitation prompt achieves its aims as closely as possible.
3. Because of the above two characteristics of oral production assessment, it is important to carefully specify procedures for a response so that ultimately you achieve as high a reliability index as possible.

Therefore, the teacher should consider those three aspects in designing speaking tasks.

Brown (2001:401) discusses about the differences between test, and assessment. Further Brown (2001:401) defines that a test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria. Tests are almost always identifiable time periods in curriculum when learners muster all their

facilities to offer to offer peak performance, knowing that their response are being measured and evaluated. Tests can be useful devices among other procedures and tasks designed to assess students. Assessment encompasses a much wider domain than tests. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher makes an assessment of the students' performance. Written work—from a jotted-down phrase to formal essays to journals—is performance that ultimately is assessed by self, teacher, and possibly other students. Reading and listening activities usually require some sort of productive performance that the teacher then assess. A good teacher never cases to assess students, whether those assessments are incidental or intended.

Further, Brown (2001:402) distinguishes between the informal and formal assessment. Informal assessment is involved in all in all incidental, unplanned evaluative coaching and feedback on task designed to elicit performance, but nor for the purpose of recording results and making fixed judgments about a student's competence. Most informal assessment is what testing expert calls formative evaluation: assessing students in the process of forming their competences and skills in order to help them continue that growth process. Formative assessment often implies the observation of the process of learning, as opposed to a product. Our success as teachers is greatly dependent on constant informal assessment, for it gives learners information about how they are progressing toward goals and what the next step in the learning process might be.

On the other hand, Brown (2001:4012) explains that formal assessments are exercises on experiences specifically designed to top into a storehouse of skills and knowledge, usually within a relatively short time limit. They are systematically, planned sampling techniques constructed to give teacher and students and appraisal of students achievement. Such assessment are sometimes, but not always summative as they occur at the end of a lesson, unit, or course and therefore attempt to measure or summarize, what a student has grasped. By nature, such assessments tend to focus on products of learning: objectively observable performance that may be evaluated somewhat independent of the process that a student has traversed to reach the end product. It should be added that most formal assessment are what we ordinarily call tests.

Brown (2001:403) also presents important guidelines for assessment, consisting of three pairs of constructs as follows:

Assessment Constructs

Informal	Formal
Formative	Summative
Process	Product

Further, Brown (2001:404) states that in the new era of educational setting around the world, test-makers are now tackling the new and more responsible agenda. Instead of just offering paper and pencil single-answer tests of possibly hundreds of discrete items, performance-based testing of typical school subjects involve:

1. Open-ended problems
2. Hands-on projects
3. Students portfolios
4. Experiments
5. Labs
6. Essay writing
7. Group projects

Similar idea stated by Thornbury (2005:124) saying that testing, both informally and formally takes place at the beginning and at the end of most language courses, as well as at various times during the course itself. An assessment of learners' speaking skills can be done by means of an interview that includes different oral tasks. A placement test includes no spoken component provides an inadequate basis for assessing speaking and the same can be said for any test of overall language proficiency, whether it aims to test progress during the course, or achievement at the end of it. Further, he (2005:125) explains that the activities of speaking assessment designed to test speaking are generally the same as the kinds of activities designed

to practice speaking, there need to be no disruption to classroom practice. The challenge is more in deciding and applying satisfactory assessment criteria.

Authentic assessment is very popular and lately lots of English teachers implement it in learning teaching process. O'Malley (1996:4) explains that the term of authentic assessment is to describe multiple forms of assessment that reflect students learning, achievement, motivation, and attitude on instructionally-relevant classroom activities. Examples of authentic assessment include performance assessment, portfolio, and student self-assessment.

According to O'Malley (1996:4) performance assessment consists of any form of assessment in which the student constructs a response orally or in writing. This idea is supported by Gronlund (2003:136) saying that performance assessment can provide useful information concerning students achievement, but they are subject to all of the errors of observation and judgment, such as personal bias, generosity error (tendency to overrate), and halo effect (judging individual characteristics in terms of general impression).

O'Malley (1996:9) defines that portfolio assessment is a systematic collection of student work that is analyzed to show progress overtime with regard to instructional objectives Valencia 1991). Further, he (1996:14) explains that portfolio is a purposeful collection of student work that is intended to show progress overtime. The portfolio may include samples of student work, usually selected by the student or by the student and teacher to represent learning based on instructional objectives.

O'Malley (1996:5) clarifies student self-assessment is a key element in authentic assessment and in self-regulated learning, "the motivated and strategic efforts of students to accomplish specific purposes" (Paris and Ayers 1994, p 26). Self assessment promotes direct involvement in learning and the integration of cognitive abilities with motivation and attitude toward learning.

Johnson and Johnson (2002:269) explain some advice in conducting authentic assessments, students need to be involved in assessment s for many reasons, not the least of which is that teachers' time so limited that, without student help, very little assessment would actually take place. Involving students allows you to accomplish the following tasks:

1. Provide students with powerful learning experiences that increase their achievement.
2. Conduct more frequent assessment.
3. Assess a wider variety of outcomes.
4. Use more modalities in assessing students' work.
5. Provide more sources of information.
6. Reduce the bias inherent in making reading and writing prerequisites for engaging in a performance.

CONCLUSION AND SUGGESTION

Authentic assessment is widely implemented by the English teachers recently. Based on the latest curriculum, authentic assessment is highly recommended to be implemented in English language teaching, including in speaking. When the teacher implements authentic assessment, the class becomes more alive. The students are also more enthusiastic in joining the activities of speaking activities. As the result the students' speaking ability becomes better. Therefore the English teacher should be very creative in maximizing authentic assessment for teaching speaking.

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“MASTERCHEF” VIDEO SERIES AS A MEDIUM TO TEACH SPEAKING FOR VOCATIONAL STUDENTS

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ABSTRACT

In Vocational High Schools, teaching English, specifically teaching speaking, faces some problems, such as traditional method, limited time, unvaried activities, and lack of exposure. These problems affected students' performance in speaking English. To solve the problems, a Classroom Action Research was conducted in four meetings by utilizing “MasterChef” Video Series to teach procedural text. “MasterChef” Video Series are chosen for its availability and accessibility. The students are asked to make their own video cooking by referring to the example given in “MasterChef” Video Series. At the end of the lesson, students are able to improve their speaking ability with assistance of video series during their speaking activities. This paper, in addition, aims at providing some insight for English teachers in developing speaking activities using video series during teaching procedural text.

Keywords: *teaching speaking, procedural text, video, vocational students*

INTRODUCTION

Based on the data gathered by *Badan Pusat Statistik Republik Indonesia* (Statistics Indonesia), the number of unemployment in Indonesia is still high from year to year. The Government needs a young generation who is educated, skillful, and ready to work once they graduate from school. To help the Government in reducing the number of unemployment, Department of Education of Indonesia sets programs in vocational schools that link and match to the need of both local and foreign labor markets. Therefore, after graduating, vocational students are skilful on the program they have taken, and it is likely for them to be easier in finding a job. However, it needs not only skill in a particular job but also skill in communicating using foreign language to enter a labor market, especially foreign labor market. Since English is an international language spoken throughout the world, the vocational students should be able to use English well to support their skill in a particular job. For example, vocational students joining Food and Beverage Program have to be good in cooking and in speaking in English so that they will have more opportunities to work in a restaurant whose guests are mostly foreigners, or even it will be easier for them to work abroad. In order to help the vocational students to compete globally, henceforth, the teachers teaching English in vocational schools have to be able to help their students promoting those skills.

English is taught as a compulsory subject for students of vocational schools in Indonesia, and it is one of the subjects that are tested in the national examination. However, considering its importance in vocational field, teaching English has not been implemented thoroughly. It is taught traditionally in the classroom. Brown (2007: 225) describes a traditional language class as a class in which teacher lecturers, explains grammar points, conducts drills, and best leads whole-class discussions. In other words, the teacher is dominant in talking without giving the students many opportunities to talk so that the students are not used to speaking in English. While Ur (2012:117) argues that classroom activities that develop students' ability to express themselves through speech are important components of a language course. Considering the fact that English in vocational school is taught once in a week with only limited length of time, which is around 90 minutes, it is not surprising if English becomes an undesirable subject for most

vocational students. They are forced to do well in all required competences within short period of time. In addition, some teachers are lack of sources in developing their English teaching materials that it results on unvaried activities in the class. The worse thing happening in the classroom is that both the teacher and the students rarely speak in English during language learning, whereas the classroom is the only place for English as Foreign Language (EFL) students to practice their English. Accordingly, the teacher should have an innovation in teaching English in order to improve the vocational students' speaking ability.

Video is an audio-visual medium that can be used as a teaching speaking aid. Video can also become the media to help teacher in giving model of native speakers in using the language in real context, thus students will have the examples on how to speak English in a correct way (Priajana, 2011:45-46). Since video provides sounds and pictures, students will be more interested in learning English and motivated to produce the language orally. Finding videos for teaching materials is not a difficult task because various types of videos can be found in the Internet, such as YouTube, wikiHow, and other websites. The teacher simply needs to select ones supporting the subject matter. One of video topics available in YouTube is the "MasterChef" Video Series. It is a video compilation of a cooking competition held in some countries. "MasterChef" Video Series provide several cooking activities which, then, can be used as a medium in teaching procedural text for Food and Beverage Program.

This paper discusses how "MasterChef" Video Series downloaded from Youtube can be used to teach procedural text in order to improve the speaking ability of vocational students. The first part of this paper explains the use of "MasterChef" Video Series for teaching procedural text to improve speaking ability. It, then, shows the implementation of teaching procedural text using "MasterChef" Video Series supported with some possible activities that can be conducted in the classroom using the videos. The last section of this paper also discusses the assessment that can be done to know the improvement of students' speaking ability after the implementation of "MasterChef" Video Series in the classroom.

THE USE OF "MASTERCHEF" VIDEO SERIES FOR TEACHING PROCEDURAL TEXT TO IMPROVE SPEAKING ABILITY

In many EFL classes, particularly in Indonesia, students are introduced to various types of text. Not only they have to comprehend the text to get some information, the students are also expected to be able to employ the information in their real life. Among those genres, procedural text is one of the texts that the students are most familiar with. Procedural text generally provides sequenced information or direction to do something. As mentioned by Sulisty (2011: 64), a procedural text consists of goal or aim, material/ equipment/ ingredients, and steps/ methods. Since vocational students are likely to enter workplaces when they graduate, they need the skill to both understand and re-explain a protocol or standard of process in their work place. Thus, it is important for them to know the language features of procedural text and use the language to achieve the purpose.

Since procedural text has a specific structure in which something can only be accomplished through a sequence of actions or steps, therefore teachers should give more attention in teaching it so that their students master not only writing a procedural text but also presenting the text verbally. However, in Indonesia, most teachers do not provide any media in teaching procedural text. Most of the time, the teachers only present the generic structures of a procedural text. Next, they show their students some examples and finally ask the students to make their own procedural texts afterwards. The students are even rarely asked to present the procedural text in front of the classroom. The lack of media in teaching this genre makes the students lack of inspiration to describe the process of making or doing something. Hence, students will Google a procedural text in the Internet, copy the text to their paper, and submit it to their teachers. This lack of media in teaching procedural text will, furthermore, influence the students' motivation. While in fact, motivation is the most powerful influence on learning (Williams and Burden, 1997: 111). When students are highly motivated, they use their learning strategies effectively so that it can affect better to their learning achievement. An innovative medium in teaching procedural text, therefore, should be implemented in the classroom so that the students are able to make a procedural text and present it confidently.

Video can be utilized as a medium to teach procedural text. A previous study on the use of video to improve students' writing of procedural text by Bachtiar (2013) shows that video is significantly effective in improving students' writing of procedural text. Teaching procedural text using video affects both in students' achievement and classroom atmosphere. As video is effective in improving students' writing of procedural text, it is likely that video is effective in improving students' speaking ability as well. Priajana (2014: 50) asserts that video provides a lot of opportunities to view the authentic language use particularly in spoken form. The authentic language use can be a language input to be exposed by students. From the video, the students can have an appropriate language model as well as recognize how the language is used and uttered in the real context.

However, video used to teach procedural text must be right selected. By choosing videos that best represent what students need, the students will be easier to apply their knowledge in the real life. "MasterChef" Video Series, which show real life cooking demonstrations, can succeed this need. Students of vocational school, particularly taking Food and Beverage program, are mostly familiar with this show as the Indonesian version has been made for couples of seasons. The language features and the sequenced information in the cooking demonstrations of "MasterChef" Video Series show the students an actual model to present a procedure of making something. Beginning with introducing ingredients/ materials/ equipment and then moving on to the first up to the last stage orderly, "MasterChef" Video Series can stimulate the students in using the language properly. This idea is supported by Ellis (1997: 5) who states that language learning cannot occur without some input. Teachers cannot expect their students to be good in speaking if they cannot provide them enough examples. Therefore, the "MasterChef US and Australia" Video Series are best selected to be implemented in the classroom because English is used throughout each episode. This language exposure will help the students to be more familiar with English as well as assist them as a role model in speaking.

In supporting the use of "MasterChef" Video Series in the classroom, teachers should also be creative in designing the tasks. Showing videos to their students is not sufficient without the following of communicative activities and tasks triggering the students to speak. The teachers can have interactive games and discussions in the classroom in which the topic is not far from the video that the students just watched. They should also understand that asking the students to speak is not an easy task. Indonesian students tend to be reluctant and shy if they have to be the center of attention. Thus, the activities can start from big groups and later on gradually be changed into smaller groups or individual activities. Harmer (2007: 345) suggests that giving students some time to prepare and practice what they are going to speak is also useful to help them improve their speaking skill. Preparation and practice increase the students' confidence as they know they have something to talk about. However, it is important to notice that spontaneous conversation is also needed in conducting speaking activity in the classroom.

THE IMPLEMENTATION OF TEACHING PROCEDURAL TEXT USING "MASTERCHEF" VIDEO SERIES

There are various activities that can be done in class by using "MasterChef" Video Series. Teachers can have one to two videos to be watched in each meeting. In the first meeting of teaching procedural text, the teacher can use the video as a tool to expose the students' vocabulary. The students also discuss the generic structure and language feature of procedural text by referring to the video. The second meeting becomes the next stage for the students to use their vocabulary to make a simpler version of cooking demonstration from the "MasterChef" Video Series. In this second meeting, the teacher provides a guideline for the students to make their own procedural presentations as a project. The teacher, moreover, is ready for project consultation in the third meeting. Finally the last meeting is used to watch the video they have made and share their experience during the project. Detailed information of the activities is given in the form of lesson plan presented in Appendix 1.

Meeting 1

1. The teacher plays a video entitled Spice-Rubbed Rib Eye Steak and asks students to share their opinion about what is shown in the video.
2. The teacher plays the video one more time and asks them to make list of the ingredients.

3. The students are asked to share their findings with other students near them.
4. The teacher leads a whole-class discussion about the students' findings.
5. The teacher conducts a game to match the ingredients with the verbs provided by the teacher.
6. Using pictures used in the game, the students are led by the teacher to retell the order of making food presented in the video.
7. The teacher leads the students to discuss the key points in describing a process.
8. A handout is distributed by the teacher as a practice at home for the students.

Meeting 2

1. The class is divided into six groups.
2. The teacher plays two videos entitled King Salmon Gordon Ramsay Demo and the Perfect Scrambled Egg and asks the students to watch the videos with their groups.
3. Two handouts containing pictures in the videos are distributed.
Handout A is for Group 1, 2, and 3
Handout B is for Group 4, 5, and 6
4. The teacher asks the students to finish the handouts with their groups.
5. The students present their work in front of the class.
6. The teacher distributes an outline to make a procedural text presented in the form of video.

Meeting 3

1. The class is divided into some groups consisting of five students in each group.
2. Each group discusses the criteria of a good video.
3. The teacher calls the students one by one to report their progress while the other students are discussing with their group.
4. The teacher leads the students to share the result of their discussion.

Meeting 4

1. The students share their experience in making a video.
2. The teacher plays the best three videos made by the students.
3. The teacher gives general feedback about the students' works.

ASSESSMENT

There are some points teachers should focus on when they are assessing their students' performance in making a procedural text presented in the form of a video. The teachers do not only assess the content of procedural text but also the way the students present their procedural texts verbally and the quality of the video as well. Since there are some points to be assessed, it is likely that rubric is the best tool to be used in assessing the students' performance. Popham (1997, cited in Reddy and Andrade, 2010: 1) describes that a rubric has three essential features, namely evaluation criteria, quality definitions, and scoring scale strategy. From a rubric, the teacher can get the standard of the students' performance that will be assessed.

Some points assessed in the procedural text, students' speaking performance, and the video are put in evaluation criteria. Based on the class activities listed in the previous section, the teachers can take the generic structure and the language feature of a procedural text as two criteria to be evaluated. Regarding the students' speaking performance, Fachrurrazy (2011: 82) divides aspects of speaking to be assessed as ideas/ comprehension, fluency, diction (choice of words), and accuracy (pronunciation, stress, intonation, and grammar). Since the students' speaking ability is assessed when they are presenting their procedural texts, it seems like all aspects mentioned by Fachrurrazy cannot be taken as the evaluated criteria. Ideas/ comprehension and diction (choice of words) can be included in the generic structure and the language feature of the procedural text the students made. However, accuracy is not taken into account because there is no a particular strategy to teach pronunciation, stress, intonation, and grammar during the four meetings. Correction for the students' mistakes in pronunciation, stress, intonation, and grammar is given during the teaching-learning process. Therefore, instead of accuracy, fluency is the criteria put in the rubric since students are given chances to practice delivering their ideas in spoken form. The last criterion of speaking to be evaluated in the rubric

is the quality of the video because students have to present their procedural texts in the form of a video.

After listing all criteria to be evaluated in the rubric, the teachers need to define the scale for each criterion. Each scale represents the students' performance for each criterion. The rubric consisting evaluation criteria, quality definitions, and scoring scale to assess students' performance in presenting a procedural text in the form of a video can be seen in the Appendix 2.

CONCLUSION

This paper has proposed a possible teaching medium that can be implemented in teaching procedural text to improve students' speaking ability, particularly for vocational students. "MasterChef" Video Series is one of alternative videos used as a teaching medium for Food and Beverage Program. There are also other possible online tutorials to teach procedural text for Food and Beverage Program students, e.g. master chef cooking demonstrations available on YouTube, wikiHow, or other websites. There are, moreover, a lot of different topics of online video that can be utilized in teaching the same genre for other programs in vocational school. Hair and Beauty Program, for instance, can implement videos of makeup tutorial to show a sequence of steps to adorn someone. Nevertheless, teachers of senior high school can also employ "MasterChef" Video Series as a medium to show how to cook something to their students. On other words, it is not only vocational schools have the opportunity to implement "MasterChef" Video Series to teach procedural text but senior high schools also do.

Teachers are expected to get an inspiration from this paper to vary their teaching media by using video in teaching procedural text because the variation of teaching media used in a classroom will affect students' attitudes in learning. Not only being creative in maximizing the use of video, the teachers also have to be selective in choosing the videos. The teachers must concern about the duration and the content of the videos.

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APPENDIX 1: LESSON PLAN FOR TEACHING PROCEDURAL TEXT USING “MASTERCHEF” VIDEO SERIES

LESSON PLAN

School	: Vocational School
Subject	: English
Material	: Describing Process
Skill	: Integrated Skill
Objective	: At the end of the lesson, students are able to understand the characteristic of a procedural text and present it verbally
Time Allotment	: 4 x 90 minutes (4 Meetings)
Media	: “MasterChef” Video Series, PowerPoint Slide Show, Handouts

MEETING 1

I. Pre activity

- a. Exchange greetings.
- b. Ask the students to share their experience in cooking competition.
- c. Play a “MasterChef” video as a warm up activity.
 - Video: Spice-Rubbed Rib Eye Steak. (Downloaded from <http://www.youtube.com/watch?v=GfAqfpj02co>)

II. Whilst activity

- a. Ask the students to share their opinion about what is shown in the video.
- b. Play the video one more time and ask them to make list of the ingredients.
- c. Ask the students to share their findings with other students near them.
- d. Lead a whole-class discussion about the students’ findings.
 - Whiteboard Consolidation: the teacher writes on the whiteboard the ingredients that students found.
- e. Conduct a game: Matching Race.
 - Have the students work in a group of five.
 - Give each group a flag with different color.
 - Ask each group to compete with the other groups in matching the ingredients mentioned with the appropriate verb as fast as they can.
- f. With the help of the teacher, ask the students to retell the order of making food presented in the video.
- g. Lead the students to discuss the key points in describing a process and show the Power Point Slide Show consisting of the generic structure and the language feature of procedural text.

III. Post activity

- a. Give a chance to the students to ask question.
- b. Distribute a handout as a home assignment.

MEETING 2

I. Pre activity

- a. Exchange greetings.
- b. Review the generic structure and the language features of procedural text.

II. Whilst activity

- a. Divide the class into six groups consisting five students for each group.
- b. Play two videos and ask the students to watch them in their groups.
 - Video A: King Salmon Gordon Ramsay Demo. (Downloaded from <http://www.youtube.com/watch?v=3xabZoZuQhM>)
 - Video B: The Perfect Scrambled Egg. (Downloaded from <http://www.youtube.com/watch?v=tEBIbUECI3A>)
- c. Distribute 2 handouts:
 - Handout A is for Group 1, 2, and 3
 - Handout B is for Group 4, 5, and 6
- d. Ask the students to recall the information they got on the video based on instructions given in the handouts.
 - The result of the students’ group work is in the form of procedural text.
- e. Ask each group to present the result of group work in front of the class.

III. Post activity

- a. Distribute an outline as a guideline to make a procedural text that students should present in the form of a video.
- b. Give the students a chance to ask question.
- c. Tell students about the activity in the next meeting.

MEETING 3

I. Pre activity

- a. Exchange greetings.
- b. Ask the students about the progress of their video project.

II. Whilst activity

- a. Have the students work in a group of five.
- b. Ask each group to discuss the criteria of a good video.
- c. While the students are discussing, call the students one by one to report their progress.
- d. Ask the students to share the result of their discussion.

III. Post activity

- a. Ask the students to finish their project.
- b. Tell the students that they may ask question or consult with the teacher outside the class if they want.
- c. Remind the students about the due date in submitting the project.

MEETING 4

I. Pre activity

- a. Exchange greetings.
- b. Ask about the students' reflection in making a video.

II. Whilst activity

- a. Play the best three videos made by the students.

III. Post activity

- a. Give general feedback about the students' works.

APPENDIX 2: RUBRIC TO ASSESS STUDENTS' PERFORMANCE

PROCEDURAL TEXT PRESENTATION RUBRIC

CRITERIA	4	3	2	1
The Generic Structure of Procedural Text Presentation	Stating a purpose, identifying all materials and how much of each is needed, providing detailed steps, and including a specific and conclusion	Stating a clear purpose, identifying and listing all materials, providing most steps without enough detail, and including a simple conclusion	Stating part of a purpose, listing some materials, providing some steps (details are missing), and including a fragmented conclusion	Stating no purpose, not identifying and listing materials, providing few or no steps, and including no conclusion
Diction (Choice of Words)	Using powerful verbs, sequencing words (e.g., first, next, then, after), and various adjectives to convey ideas	Using appropriate verbs, sequencing words (e.g., first, next, then, after), and acceptable adjectives to convey ideas	Using simple verbs, sequencing words (e.g., first, next, then, after), and weak adjectives to convey ideas	Using incorrect verb tenses and few adjectives to convey ideas
Fluency	Speaking fluently	Speaking with occasional hesitation	Speaking hesitantly because of rephrasing or searching for word	Speaking in single word utterances or short utterances
Videography	Being clear both in audio and visual, not shaking, and having excellent focus in every part	Being mostly clear both in audio and visual, not shaking, and having excellent focus for the majority of the video	Being acceptably clear both in audio and visual, having a little shaking, and having good focus for the majority of the video	Not being clear both in audio and visual and has problems with shaking and focus

LEARNING COMMUNITY BETWEEN ENGLISH TEACHER–LECTURER TO DEVELOP INSTRUCTIONAL MATERIALS FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

One of the important factors which influences the success of teaching and learning process at school is instructional materials. Instructional materials cover language contents, media, and classroom activities. Ideally, good materials for teaching and learning process should fulfill students' needs and ability. In order to get good materials, English teachers may adopt, modify, and supplement the available materials. It can be done through learning community between English teacher–lecturer who work collaboratively to develop materials which combine theoretical and practical points of view. This paper aims to describe the process of developing instructional materials for junior high school students through learning community between a junior high school teacher and two lecturers of a university. The first step is the teacher and lecturers evaluate the existing lesson plan and materials; then they make a plan by revising the weaknesses found in the existing lesson plan and materials. The result of these revisions are implemented in the classroom by the teacher and observed by the lecturers. Finally, the teacher and lecturers make reflection to what has been implemented by the teacher. By doing learning community both the English teacher and the lecturers get many benefits to improve the quality of teaching and learning English.

Key words: *learning community, instructional material, junior high school student*

INTRODUCTION

A teachers should always improve their knowledge, or to make changes because of the rapid education changes. He/she can do this by joining learning community with other teachers or lecturers. Learning community is a group of people who share common academic goals and attitude, who meet semi-regularly to collaborate on classroom. According to the Glossary of Education Reform (2014) Professional Learning Community is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. In this study, learning community means a group of educators (English teachers and lecturers) who work collaboratively to develop instructional materials to improve the quality of teaching.

This activity is very important as it gives many advantages both for teachers and lecturers. They can review lesson plans or assessments that have been used in the class, then offer critical feedback and recommendations for the improvement. They can also analyze the students' works and find some weaknesses in order to help students learn certain materials. Furthermore, they can work together to develop materials which are appropriate with their students. In short, teachers and lecturers can share ideas about their experiences and problems in teaching so that they get the best solution from other teachers as well as lecturers.

One of the activities in learning community is developing instructional materials. The materials cover language contents, media, and classroom activities. Ideally, good materials for teaching and learning process should fulfill students' needs and ability. In order to get good materials, English teachers may adopt, modify, and supplement the available materials in course books. Teachers and lecturers can work collaboratively to improve the quality of teaching and learning, especially by developing the materials.

Many English teachers find problems when they follow an available course book. The problems may cover the content are unsuitable with the students proficiency (whether it is too easy or too hard for students), the course book does not include teaching steps that teachers feel should be applied, and the course book does not completely provide language items, skills,

ideas, discourse or strategies that learners need (Nation & Macalister, 2010: 161). In order to solve the problems, English teachers are allowed to provide their own materials.

The fact shows that some English teachers of junior high school in Kediri have problems to provide their own materials. They rely on the existing materials available from the government or other publishers. They do not adapt the materials with the students' needs and ability. As a result, the materials are sometimes too easy or too difficult for students.

The English teachers actually can build learning community with other teachers or lecturers to get a solution. Learning community As Iksan et.al (2014) say that the learning community gives big impact in the lesson study approach by collaboration, discussion and reflection to enhance the development of teaching and learning process. Due to the condition, this study is designed in order to answer the question: "How to develop the instructional materials collaboratively between the English teachers and lecturers?"

METHOD

The method of this study is adopted the steps in conducting Lesson Study (LS). It is an activity in which aims at enhancing the learning outcomes and teaching process continuously through teacher group collaboration (Sudrajat, 2010). Wang-Iverson and Yoshida (2005) define LS is more than studying instructional materials and developing useful lessons. LS also explores ideas for improved teaching that grings out students' thinking and thinking processes, helps students to develop mental images for solving problems and understanding topic, and expands those skills and abilities (Zahroh and Wardani, 2011). In other words, LS collaborative activities among teachers and lecturers to find solution and to improve the quality of teaching.

Lewis (2002) formulates the three main stages of LS cycle: PLAN, DO, and SEE. Moreover, Carbin and Kopp in Sudrajat (2010) propose six steps LS include: 1) Form a team, 2) Develop student learning goals, 3) Plan the research lesson, 4) Gather evidence of student learning, 5) Analyze evidence of learning, and 6) Repeat the process

The implementation of LS in this study involved one English teacher of a Junior High School and two English lecturers of a university. They worked collaboratively for each session that starts from defining the objectives of the teaching up to the reflection. Because this study aims to build a learning community among English teachers and lecturers in order that the teacher is able to develop the instructional materials, therefore the steps of this study are adapted as follows: 1) evaluating lesson plan and materials; 2) Revising the lesson plan and adapting the materials; 3) Implementing in the class; 4) reflecting.

The first step in the lesson study is the English teacher and the lecturers discuss and specify learning objectives appropriate to the target students. They evaluate the lesson plan, especially the teaching objective and develop the materials. They analyze the compatible of the teaching objective and the materials used for teaching. The materials should be in line with the teaching objectives and the students can follow the lesson easily. The objectives of the content should not be too much for the students to understand and to be taught effectively. Iksan et.al (2014) suggests utilizing a student-centered teaching approach is recommended so students can actively participate and fully involve.

The second step is the teacher and the lecturers collaboratively revised a complete lesson plan for teaching. The lecturers and the teacher helped each other to define the teaching objectives and to develop the materials. They may use the existing materials if it is suitable with the teaching objective. If it is not, then they work together to resource the materials. Hopefully this partnership would generate more brilliant ideas which result in an interesting lesson plan.

The third step is the teacher used the lesson plan as guidance to teach in the classroom. She implemented the teaching process and the lecturers monitored and made notes for evaluation. The lecturers played role as collaborators to observe the teaching process by using observation check lists and a field note. Questionnaires were given to the students in order to collect information about their perception on the learning process.

The last step is the teacher and the lecturers made reflection on the instruction and discussed to see the strength and weaknesses of the process so that changes could be made to improve the teaching plan.

FINDINGS AND DISCUSSION

In this part it will be presented the process of developing the instructional materials done by the English lecturers and teacher through learning community.

1. Evaluating the lesson plan and materials

The first activity of learning community is evaluating the existing lesson plan and materials written and developed by the teachers. The lecturers and the teacher shared ideas in Forum Group Discussion (FGD) as a team. The aim of FGD was to identify the weaknesses of the lesson plan and the materials used by the teacher to teach English. From the discussion, it was identified that two problems faced by the teacher, they were misconception of formulating teaching objectives and the steps of teaching. Actually the material selected by the teacher was interesting, but the ways how to present the materials was not suitable with the students' needs. She provided video as the teaching media and also power point slides.

The problem found was the teaching objective was not clear so that the competence expected from the students were difficult to measure. For example, the formulation of teaching objective made by the teacher was: "*Students are able to response a descriptive text orally*". The word response in the formulation is not clear. There are many activities to response a descriptive text. For examples, if the teacher focuses on listening skill, the students can identify some factual information such as the object to be described, the characteristics of the object, etc. When the team checked the materials and the learning activities, it was found out that the students were assigned to fill in the blank parts in the text. The students had to complete the missing words in text after they had listened to the text were read orally.

The other problem was the formulation of indicator of learning only reflected the students' final competence. In fact, according to Susanto (2010) indicators are students' behaviors which can be measured and observed to show certain competence. Indicators are formulated in order to show steps how students reach the competence. They should reflect the sequence of learning. This formulation will influence the choice of learning activities.

In teaching speaking, the teacher only formulated the indicator: "*Students are able to describe a person*". Then the team read and analyzed the steps of teaching and the student worksheet in the lesson plan. It was found out that the steps of teaching did not reflect the sequence how the students learn to practice speaking skill. It was written, after the teacher explained the characteristics of descriptive text, the generic structure, and the language features. The next activity was she played the video of a descriptive text and the students were assigned to answer a number of questions about the information in the video. After that she reviewed about the materials and she asked the students to make a descriptive text based on the pictures given. The students had to write first in pairs before they performed in front of the class.

2. Revising the lesson plan and adapting the materials

From the problems above, the teacher and the lecturers tried to find the solution. They reformulated the indicators and added some activities to facilitate students learning. The team applied 'learning strategy based' to formulate the indicators and to provide the learning activities. O'Malley and Chamot (1990, P 1) define that learning strategy is special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Learning strategy here refers to the process and actions that are consciously deployed by language learners to help them learn or use a language more effectively. Learning strategy based means the formulation of the indicators are based on the typical strategies deployed by Indonesian students to perform speaking competence. For example, the goal of teaching is students are able to describe an object orally. The students usually make preparations before they are ready to perform speaking ability in front of the class. The strategies are developing ideas which will be described, finding the English words to express, arranging the ideas into an English text, and practice how to perform.

After knowing the students learning strategy, the team formulated the indicators. Students are able to:

- a. Develop ideas based on the pictures
- b. Create sentences based on the pictures
- c. Arrange sentences into a text
- d. Introducing a special person.

The next activity was that the team selected the materials which were appropriate with the teaching objectives. The team tried to get the instructional materials which were suitable with the context in a real communication. For example, when the students are able to describe something, they identified some situations in which a speaker uses a descriptive text. Before having FGD, the teacher only provided a picture of some famous important persons, such as 'Joko Widodo', 'Liliana Natsir', 'Taylor Swift', etc. However, she did not provide a context when someone has to describe those persons. Then, they create some situation in which a speaker had to introduce a famous person. The activity chosen was a TV presenter who interviewed a famous person. When she/he had to introduce the guess, she/he gives information about the name, the age, her/his profession, her/his achievement, her/his social activities, etc. This is the application of real speaking skill activity that is describing a person. A presenter does not need to tell in detail about the physical appearance of the guess. Another example of the application of describing person is when an announcer gives information about the missing person. She/he will describe the characteristics of the person in detail, including the physical appearance. She/he does not need to inform about the achievement of the missing person.

Based on the selected materials, then the team arranged the learning activities for the students, including how to manage the class. They decided to have a small group discussion reach the teaching objectives. The next step was they rewrote the steps of teaching and the assessment.

3. Implementing in the class

After revising the lesson plan, the teacher applied the plan in the classroom. The teacher applied the plan, such as preparing worksheets for the students, arranging the student seats, making group-work activity. The lecturers played roles as the observers. The lecturers made notes about the situations during the teaching-learning process in field-notes. They noted about students' participation, the process interaction between teacher and students, and students' response toward the developed materials. Besides, the students had to write their perception of the teaching process in the questionnaire. At the end, to know the effectiveness of the instruction the students were tested by performing in the classroom.

Some notes from the observation can be reported here. At first, the students felt strange that there were some observers, but gradually the class ran normally. The students were active during the learning process. When a student had problems, her/his partner helped her/him. For example, a student did not know some English words to express characteristics of a person, and her friend told her what the English words were. Next, the class was alive as the activity was in real context. They played roles as a TV presenter and a guess to be introduced. The observer also noted that the teacher could easily manage the class. She arranged the seats i. She asked the students to make a group of three students for the activity.

4. Reflecting

After the application the teacher and the lecturers had discussion to make reflection. Each person reported what they felt and thought about. The teacher as the model made confession that she felt nervous as it was the first time she was being observed. That was why she made some small mistakes as she did not inform the goal of teaching and sometimes her instruction was clear. However, she thought that there were some positive things as the steps of teaching were in the right order. She thought that her students enjoyed the activities she provided.

The lecturer also made a report on what they saw from the observation. The teacher had already applied the plan. There were positive responses from the students that they attended the class seriously, but the situation of the class was relax. They seriously followed the activity. When the teacher asked them to make a report after they had finished doing the discussion in pairs, most of them presented confidently. In the last activity, the students had to perform as if

they were a TV presenter and a guest. Some of them still had problem, especially the fluency. The observer thought that they need time to practice before they perform. However, the teaching presentation was overall good. After doing one cycle of LS, the team used the reflection to make plan for the next teaching preparation.

CONCLUSION AND SUGGESTION

Learning community in LS approach is beneficial for English teachers and lecturers. Through this activity they can collaboratively work to share knowledge and experience in teaching English. From the present study it can be concluded that the problem faced by the teacher was developing materials for teaching English. The problem was how to formulate the teaching indicators and how to provide learning activity for the students. As one team they worked together to reformulate the teaching indicators, to select the materials, and to arrange the materials for learning activity for the students. After doing the LS the teacher was more concerned with the process of teaching students, and the students are more motivated to study English.

Based on this study, English teacher should always develop their professional by creating learning community with other teachers or lecturers. They can work collaboratively to find solutions of their problems of teaching.

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I dedicate this article to education in my country, especially in my hometown. Hopefully, it will inspire teachers that by having learning community, they can share ideas to do many good things for students. I would like to thank all my colleagues and my students who participate in this learning community.

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DIRECTING DIVERGENT THINKING APPROACH FOR PRE-SERVICE ENGLISH TEACHERS' INTEGRATED LEARNING

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ABSTRACT

This study was experientially observed from a full semester of classroom-based instruction during in the academic calendar of 2015-2016. Data collection was undertaken from the seventh semester pre-service English teachers' (PSETs') seminar on language teaching courses and documents in terms of their learning control and objectives, and classroom management which were mixed with their prior existing knowledge. Data analysis was qualitatively analyzed through Miles and Huberman's model (1994) to extract PSETs' presentation, question and answer, and discussion during the class. The findings showed that PSETs' initiatives began and completed with cognitive and non-cognitive learning activities, which had flexibilities to operate the learning activities due to the contextual-based topic. The PSETs understood what should be done in dealing with the facts. Nevertheless, classroom management aspect did not indicate a satisfactory learning atmosphere, since mostly PSETs still focused on their presentation turns. Besides some reluctant participants and unidentifiable activities, and similar topics presented among PSETs shown the presentation sessions indicated ineffective results. This study concluded that divergent thinking approach was accordingly established, rapidly accepted for teaching and learning model that might be highly effective to address PSETs' achievement within conditional learning environments.

Keywords: *Divergence, existing knowledge, learning implication*

INTRODUCTION

Thinking effectively in most cases involves facing up to difficult or complex situations and finding successful ways. Higher education students are expected to apply themselves effectively to their multi tasking and in such situations having the right kinds of dispositions play an important factor in how they deal with the work, as well as involves other important factors such as persistence, patience, courage and hopefulness with which they follow the rules and concepts (Glevey, 2006). To pursue sustained development, higher education students need to place an emphasis on creativity. It has been appreciated that creativity is a powerful propellant for cognitive and affective transformation (Shneiderman et al., 2005; Zeng, Proctor, & Salvendy, 2011), since creativity would become the potential for continuous improvement and/ or innovation (Howard, Culley, & Dekoninck, 2008; Zeng, Proctor, & Salvendy, 2011). The creative thinking process refers to the sequence of cognitive activities that can lead to novel, yet appropriate, productions in a given problem context (Lubart, 2000-2001). This means that higher education students can be more creative if they are trained to effectively apply appropriate meta-cognitive strategies to stimulate their creativity (Kilgour, 2006; Kurtzberg & Amabile, 2000-2001; Zeng, Proctor, & Salvendy, 2011), since it can be conceived of as a form of problem-defining and problem-solving (Zeng, Proctor, & Salvendy, 2011).

Divergent thinking is defined as the kind of thinking that generates multiple alternative problem solutions, represented a wide variety of interesting, creative thought to convey novel alternative answers upon the problems (Vincent, Decker, & Mumford, 2002; Meyerhoff, 2008; Kharkhurin, 2008; Foos & Boone, 2008). Divergent thinking is one of the most commonly recognized components of the creativity complex, which reflects the ability to generate ideas (Charles & Runco, 2010-2011). It encompasses a term, coined by Guilford in 1950s to describe the processes of breaking apart or deconstructing a topic into parts and then generating as many creative, original, and varied productions as possible in as short a time as possible (Gallavan & Kottler, 2012). The ability of divergent thinking predicts certain aspects of performance on creative problem-solving tasks and real-world creative achievement, the substantive meaningfulness of relationships has (Vincent, Decker, & Mumford, 2002).

Divergent thinking starts as early as the problem finding phase, when the task concerned is explored and defined (Lee & Cho, 2007; Kamp et al., 2015), and the process continues for as long as people keep exploring creative solutions (Kamp et al., 2015), which is a kind of thinking that doesn't aim at producing single correct answers only, but unusual, various and original ideas and solutions (Kousoulas & Mega, 2009). It entails imagination, curiosity, flexibility, complexity, and intellectual risk-taking associated with brainstorming an array of feasible answers to open-ended questions or solutions to challenging problems or situations followed by sharing the new ideas with the entire group so participants teach and learn from one another. The processes associated with divergent thinking may be organized and structured, spontaneous and free-flowing, or, ideally, a combination of both approaches (Gallavan & Kottler, 2012). It also generates a multitude of connections, associations, and possibilities in relation to a topic (Chermahini & Hommel, 2012; Kleibeuker, De Dreu, & Crone, 2013; Nijstad et al., 2010; Nusbaum & Silvia, 2011; Chin, 2013), besides seeing concepts and ideas from a variety of perspectives, through diverse interpretations, and seeking multiple pathways and solutions to a question or problem (Robinson, 2008; Chin, 2013). So far, highly skilled divergent thinkers may seem to be more "objective" learners (Grohman, Wodniecka, & Klusak, 2006).

According to Kharkhurin (2008), divergent thinking has four characteristics: (1) *fluency*—the ability to rapidly produce a large number of ideas or solutions to a problem; (2) *flexibility*—the capacity to consider a variety of approaches to a problem simultaneously; (3) *elaboration*—the ability to think through the details of an idea and carry it out; and (4) *originality*—the tendency to produce ideas different from those of most other learners. Another point of view, Chang (2010) points out that lecturers need to motivate students of all academic issues to engage in tasks involving higher order thinking skill, such as question-posing, argumentation skills, critical thinking skills, and reasoning skills. This thinking skill collaborates in seminar on language teaching that becomes one of the core courses instructed for senior pre-service English teachers (PSETs). As designed in the teaching syllabus, this course enables the PSETs engage in a supporting presentation and discussion session where the flexible learning control and objectives, and the classroom management component are performed. Thus, the purpose of this study is to contribute the flexible learning control and objectives towards the divergent thinking and to respectively bridge the classroom management component towards the divergent thinking.

METHOD

Data collection was undertaken from a single source of direct classroom observation. As a non-participant observer, this direct observation was set in the classroom and the observer concisely viewed all activity (Fraenkel & Wallen, 2009) and disrupted a field site as little as possible to minimize the impact of PSETs' presence that had the contribution (Kalof, Dan & Dietz, 2008). This study decided five participants out of twenty undergraduate pre-service English teachers (PSETs), Widya Dharma University, Klaten who were engaged on-going presentation, question and answer, and discussion session with the same topics. This direct observation recorded all activities performed by five participants within 30 to 40 minutes each and took place at seminar on language teaching class. This amounted to an hour and forty minutes of observation in every meeting and the participants equally had the opportunity to present, answer the questions from the audiences, and discuss their presented slides. The recorded data were transcribed orthographically, whilst non-spoken data such as site circumstance, participants' presentation style, and participants' mimicry expressions and other gestures were recorded in field notes. Necessary memos were also documented to suffice the data summary and to draw preliminary conclusion through the existing data.

Data analysis was analyzed through data reduction, display, and conclusion drawing model (Miles & Huberman, 1994). Data reduction worked with the process of selecting, focusing, simplifying, abstracting, and transforming written in the transcriptions. Next, data display focused the organized and compressed assembly of information. The last step dealt with conclusion drawing which conveyed the concise elaboration during participants' presentation, question and answer, and discussion session.

FINDINGS AND INTREPRETATION

To accommodate Miles and Huberman's model, out of twenty pre-service English teachers (PSETs) participating in seminar on language teaching class were reduced (data reduction) into smaller numbers of participants, there had been purposively decided five PSETs involved in the direct observation. The findings began with PSETs' initiatives maximizing their cognitive and non-cognitive learning activities respectively. The flexibilities operated the learning activities due to the contextual-based topic. The PSETs understood what should be done in dealing with the facts. Some accuracy and appropriateness skills relating to language terms, errors and correctness identification were revealed during the discussion. Another observable fact constituted with the classroom management aspect. Mostly the PSETs still focused on their taking-turn presentation sessions as the core program from this class. An effectively managed seminar on language teaching class might also potentially produce the PSETs who cared with their cognitive and affective functions as evidence that the learning activities ran as designed in the teaching syllabus. However, an effectively managed seminar on language teaching class potentially triggered the PSETs who had a fast and adaptive learning mechanism. On the other hand, the classroom activities were multidimensional with the PSETs creating various objectives, interests, and experiences which were definitely simultaneous. The classroom dynamics was influenced and developed mostly by the internal factors, in which the classroom management setting empirically required a more established supports to create a more inspiring learning among the PSETs.

The empirical facts showed that the PSETs needed to use the different learning styles to focus on the flexibility of adapting solutions. This situation was associated with PSETs' creative thinking in different directions for responding questions. The learning activities might emerge and influence the experiential base of the individual PSETs through the challenging processes of language learning aptitude. In this situation, the divergent thinking ran with the constructive discussions, which enabled the PSETs to accommodate the multiple feedbacks. The effective supports and collaboration in the classroom were needed as the process of creating a better learning, promoting engagement and discussion, concerning and respecting for the participants and maximizing PSETs' academic achievement that would be the priority. An effectively managed seminar on language teaching class might also potentially produce the PSETs who cared with their cognitive and affective functions as evidence that the learning activities ran as designed in the teaching syllabus.

Based on the classroom interaction, the effectiveness and success depended upon PSETs' quality of relationships. It was found that PSETs' interaction supported a knowledge construction and learning establishment. A good interaction quality was reflected by increasing in emotional engagement and declining in emotional disaffection during the discussion sessions. The progressive understanding of the classroom interaction was indicated where the communication types should positively occur among the PSETs. This could be emphasized that classroom interaction was influenced by their language proficiency, as English was the medium of acquiring the achievable knowledge. However, some factors referring to PSETs' flexible learning control and objectives, and classroom management were about to address what the PSETs experienced with their presentation and discussion competence within 30 to 40 minutes for each participant. This measurement corresponded with the harmonious learning circumstance encouraging the positive academic and behavioural outputs towards PSETs' experience and competence, talent creation and ability to provide constructive feedbacks.

CONCLUSION

During seminar on language teaching class was conducted on the routine schedule, mostly PSETs propose their questions with "what" to begin the question and answer session. This common activity initially led to the entrance of involving and engaging participants' roles in the respective discussion. Being realized to the use of PSETs' flexible learning control and objectives, they naturally gained an understanding of delivering ideas, and vocabulary development to behave critical and creative thinking to generate new and interesting details from the discussed topic. Next, the PSETs continually applied their critical reasoning through PSETs' involvement by addressing the question with "why" to engage in rationalization, conversational defence, and ideas expression and exchange. Furthermore, the PSETs attempted

to convey some ideas by asking the question with “how”. At this expression, mostly PSETs learnt the advance purpose of the discussion session to show maturation and to classify common and unique characteristics among the participants to address the divergent thinking. The last but not least, regarding with the classroom management aspect, mostly PSETs do not indicate a satisfactory learning atmosphere, since they made their position busy with the presentation turns. However, the divergent thinking was conditionally established, rapidly accepted for the classroom-based seminar on language teaching. Directing divergent thinking might be continually effective to address PSETs’ achievement within conditional learning environments.

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Appendix A. Learning Control and Objectives, and Classroom Management Field Notes

Site : Course : Doc. No.: Date : Description: Objectives: Activity Summary: Participants' Expression: Observer's Notes:

HOW DO PROFESSIONAL EFL TEACHERS DEVELOP THEIR TEACHING MATERIALS?

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ABSTRACT

The present study intends to reveal how professional EFL teachers in Junior High School develop their teaching materials. The subjects of this study are three professional EFL teachers in Malang who have been selected based on the criteria which cover personal, social, pedagogical and professional competences. The data are collected through observation and interview. The findings are divided into two aspects. The first aspect is related to ways of developing teaching materials. The second one deals with consideration in preparing teaching materials. In terms of ways of material development, the findings show that they mostly make use of internet to find materials, compile and adapt from other handbooks, discuss with colleagues, make use of the environment, and cooperate with IT students who do internship at the school is undertaken. In terms of consideration in preparing the materials, there are four consideration that include competence as stated in the curriculum, students' proficiency, students' interests as well as material availability. Future researchers are suggested to investigate how professional EFL teachers in Senior High School or university level develop their teaching materials. Also, other areas in pedagogical competence of professional EFL teachers in Indonesian context are still needed to be investigated further.

Keywords: *professional teachers, teaching materials, material development*

INTRODUCTION

A number of studies concerning about a profile of professional EFL teachers in Indonesian context done by Kolo (2006), Anugerahwati (2009), Mustofa (2011), Amin (2013), Husein (2013), and Priajana (2015) have shown that professional EFL teachers have to possess several competences related to their personal, social, pedagogical and professional competences. Those studies reveal that professional EFL teachers refer to those who are personally kind, patient, helpful, and friendly during their teaching and presence at school; pedagogically has the skills and knowledge of teaching techniques, develops appropriate instructional media, and develops appropriate syllabus and lesson plans; professionally know and understand what to be taught, has sufficient mastery of English language, continuously develop professionalism, socially they are able to socialize flexibly and respectfully with school community members.

Out of four competences of professional EFL teachers which have been mentioned previously, the present study focuses on pedagogical competence. Pedagogical competence is teacher's competence in designing lesson plans, preparing teaching materials and media, implementing teaching strategies to promote students' learning, evaluating students' learning as well as doing teaching reflection. More specifically, the focus of this study is knowing how professional EFL teachers develop their teaching materials. Teaching materials have become essential aspect in teaching and learning activities because they help students achieve the learning objectives. Without relevant materials, students will find it hard to achieve their learning objectives and improve their English. This is in line with Harmer (2007) who says that various and relevant materials related to learning objectives can promote students to learn English successfully. In other words, careful ways of selecting or developing teaching materials with some consideration needs to be done by EFL teachers to help their students learn English well.

Therefore, the purpose of this study is to investigate ways how professional EFL teachers develop their teaching materials and what consideration they have in preparing the teaching materials. The findings of this study are greatly beneficial for other EFL teachers in giving them fruitful insight for material development related to their day-to-day teaching practice.

METHOD

This qualitative study is done in Malang which involves three professional EFL teachers at Junior High School level as the research subjects. The research subjects have been selected by using criteria that cover four competences of professional EFL teachers as mentioned in The Teachers and Lecturers Act No. 14/2005, Chapter IV about Teachers' Academic Qualification, Competence, and Certification (Depdiknas, 2005). The subject selection is done through the following steps: getting recommendation from MGMP forum through the interview with the head of MGMP and distributing questionnaire to MGMP members; interviewing the headmasters and colleagues of the research subject candidates; observing the research subject candidates' teaching practice; and distributing questionnaire to the students of the research subjects candidates. After getting three professional EFL teachers to be the research subjects of this study, having in-depth interview with them is then done in order to get information about how they develop their teaching materials and what consideration they have in preparing the materials. The data analysis is then done by classifying the ways how the material preparation is done from the most frequent activity until the least one done by the research subjects. The subjects' consideration is also presented in details from the highest consideration up to the least one. The data analysis procedure can be seen in Figure 1.

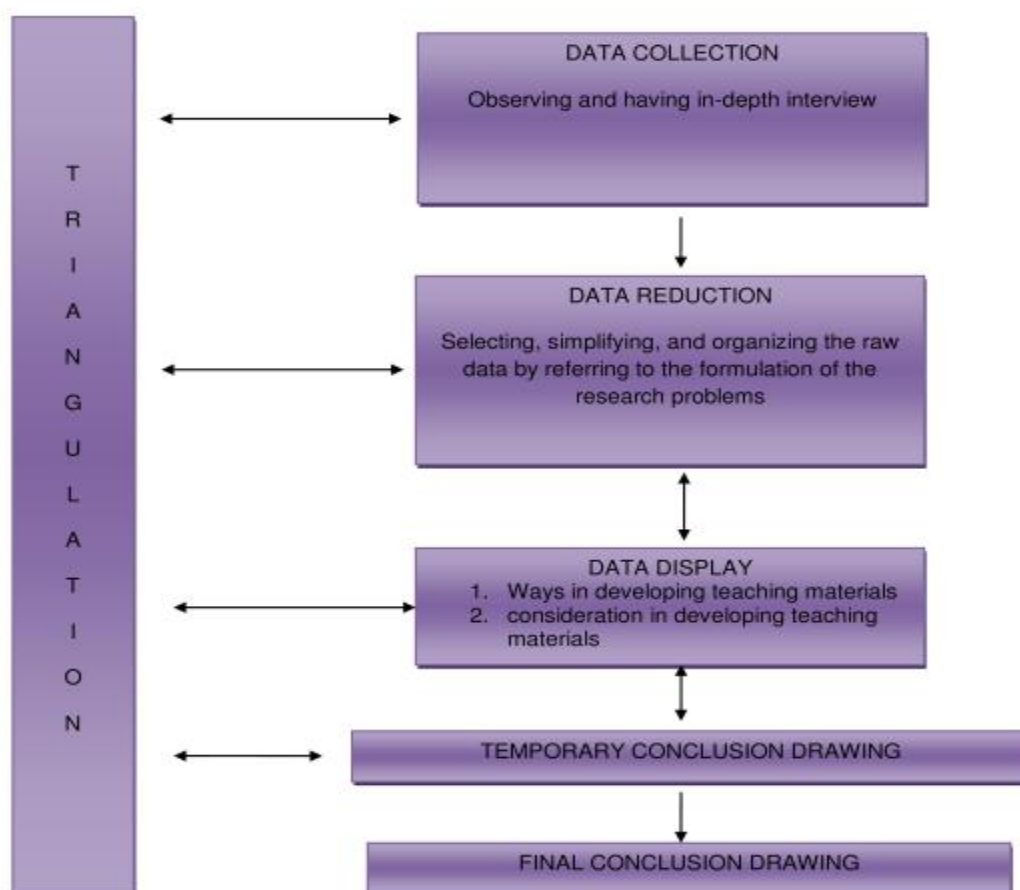


Figure 1 Data Analysis Procedure

FINDINGS AND INTERPRETATION

The research findings are presented in two aspects. The first aspect covers various ways done by Professional Teachers (PT) in developing their teaching materials to enhance students' learning. Then the second aspect consists of four consideration of the research subjects in preparing the materials.

Professional EFL Teachers' Ways in Developing Teaching Materials

The most frequent activity done by PT 1, PT 2, and PT 3 in developing teaching materials is making use of the internet. They agree to say that this way is done frequently because the internet is easy to access. Thus, they can do it anytime either through their smartphone or laptop. Besides having an advantage related to time efficiency, the internet also has given them a lot of insight related to useful and interesting materials. Furthermore, PT 1 says that she makes use of the internet when she is in need of preparing materials related to reading skill. She can get a lot of relevant model texts as well as the worksheets. Moreover, PT 2 explains that he gets inspiration in making his own teacher-made texts after reading some model texts from the internet. In addition, relevant pictures are also easily obtained from the internet to support the teaching and learning activities. Besides reading skill, the research subjects also have got the advantage in surfing the need when preparing materials related to speaking and listening activities. They often download videos, songs, and other listening sources. In addition, they google some sources for writing materials such as worksheet, scoring rubric, and model texts.

Next, the research subjects also say that compiling and adapting sources from relevant handbooks become their way in developing teaching materials. PT 1 further states that she has to be careful in selecting materials from handbooks because not all of them are always suitable with her students' English proficiency and the learning objectives that need to be achieved. Besides compiling, the research subjects also often adapt what are available in their handbooks. PT 3 explains that adapting means that he adds, modifies, or replaces some content in order to ease students to understand the materials. This way is often done when the research subjects think that the materials in the handbooks are sufficient enough to help students achieve the learning objectives.

Then the third frequent activity done by the research subjects to prepare teaching materials is having discussion with colleagues either in MGMP forum or in the same school. Sharing what materials need to be prepared to help students achieve learning objectives is often done in MGMP forum. The teachers usually do it in the forms of peer teaching, so they will also bring the materials that they use for peer teaching. If the materials used during the peer teaching is relevant and interesting to be used, the other members of MGMP usually ask the teacher who is in charge of teaching during peer teaching at that moment to share the materials. This activity has encouraged the members of MGMP forum to be more creative and challenged to prepare other interesting and relevant materials. Besides doing peer teaching, MGMP committee also usually invites experts to give workshop in how to develop teaching materials. Through this activity, PT 2 says that he has got a lot of insight to create better materials such as models of writing worksheet or better model texts. In addition, having discussion with other colleagues at the same school is often done by the research subjects to prepare teaching materials. Having material exchange or adapting what has been prepared by their colleagues is often done to help them prepare teaching materials.

The next activity usually done by PT 1, PT 2, and PT 3 in developing teaching materials is that making use of the environment. This is usually done along with giving tasks or project to the students. For an example, they often use what can be observed around the school for the students' task. Later, the tasks will be then used to be something discussed during the learning activity. This activity can be considered as an effort to involve students in preparing their learning materials. When the students get actively involved and learn English using something around them, they will find it more interesting and easier to learn the target language.

Also, PT 1 explains that she sometimes cooperates with IT students who are doing their practice teaching at her school to prepare teaching and learning materials, specially those related to speaking and listening activities. She, together with IT students, make software so that it can be used as supporting materials when her students need to learn more about speaking and

listening activities. Thus, the learning activities will be not only about listening to the song or watching videos. She hopes that the software she has made with IT students can attract students' attention in improving their listening and speaking skills.

Additionally, reading relevant ELT books which deals with what things to consider in designing materials as well as how students learn a language is also done by the research subjects. It means that when they are confused where to start in designing materials, they usually read books related to Second Language Acquisition. The books give them valuable information in preparing the materials because the research subjects are then able to know what kind of input that needs to be provided or given to the students to help them learn the target language well and the process of how the input needs to be exposed or given to the students. This idea goes the same way with what Richards (2005) explains that there are two important factors which determine what the materials will look and how they will work. Those two crucial factors are the theory of language and language use reflected in the materials as well as the theory of language learning on which the materials are based. In other words, concerning about how students learn is greatly essential in designing teaching and learning materials.

Professional EFL Teachers' Consideration in Developing Teaching Materials

There are some consideration that influence how the research subjects develop their teaching materials. The consideration is presented in two ways: (1) several considerations from PT 1, PT 2, and PT 3, and (2) the most frequent consideration used in developing teaching materials until the least one.

In developing her teaching materials, PT 1 says that she has four considerations. The first is whether the materials are related to the competence as stated in the curriculum. She always follows what is stated in the curriculum when developing materials to help student learn the target language. The next consideration is about students' proficiency. She needs to know her students' English proficiency before developing the learning materials so that the materials used will not make students get difficulties in understanding the target language itself. Then students' needs become the third consideration in developing the materials. understanding what students need will ease her develop suitable materials so that the students will also think that they will enthusiastically learn the materials because they need those materials. The last consideration is students' interest. Developing interesting materials for students will help them learn the materials in more fun ways. Thus, the students are expected to be able to achieve the learning objectives.

PT 2 has also some considerations in developing his teaching materials even though some of them are not the same as what has been stated by PT 1. PT 2 states that the first consideration he has in developing teaching materials is availability. It means that he will use what are available in the handbook, other sources in the school library, or anything around the school so that the students will find it easier to access the materials. This is because he realizes that his students are mostly from the poor, so he will try to ease the students to learn the target language using what are around them. When the materials he needs are not available in his handbook or in the school library, he will try to provide the materials for his students by making his own materials that has been adaptep from other handbooks or internet. Then the second consideration is the students' needs. What the students need is the one that will be taught during his teaching practice. Of course, this needs to be suited with the curriculum as well. The next consideration is about students' interest. He further states that making the students like English first is more important than making students get perfect scores. This is because the background of his students which is mostly from the poor family has influenced their motivation in learning English also. Thus, developing exciting materials which can be learnt in non-threatening ways is essential for his teaching practice.

Not only PT 1 and PT 2 who have consideration related to the students' proficiency, PT 3 also considers students' proficiency as an essential aspect in developing the materials to help his students achieve learning goals. Since he has heterogeneous classes, he needs to be careful to develop the materials to make sure that the materials are not too difficult or easy for his students. The point is that the materials need to be understood by the students to help them learn the target language well. The next consideration is related to the availability of the materials. It means PT 3 chooses available sources when developing his teaching materials. This

consideration also means that the materials which have been developed need to be available for the students. Thus, students find it easier to get the materials for their learning.

Having presented what consideration that PT 1, PT 2, and PT 3 have in developing their teaching materials, here are the considerations based on the degree of importance based on their teaching experience. The first consideration is related to what is stated in the curriculum. Being in line with what is stated in the curriculum, particularly about what standar of competence and basic competence that need to be achieved help the research subjects a lot in developing teaching materials by selecting, adapting, adapting, or making the materials. Then the students' proficiency, students' interests, and material availability have been in the same position regarding the importance level. It mean that those three considerations are essential in the same ways to help students learn the target language. The findings are in line with what is stated by Richards (2005) that students' language needs and interest are important factor to design effective instructional materials in language teaching.

CONCLUSION AND SUGGESTIONS

In conclusion, three professional EFL teachers in the present study have done several various ways to develop their teaching materials in order to help students learn the target language. The various activities include making use of the internet, compiling and adapting materials from other handbooks, discussing with their colleagues either at MGMP or MGMPS, making use of the environmnet either around the scool or around the students' daily lives, and having cooperatin with IT students who do practice teaching at the school. In addition, they also have some considerations in developing their teaching materials which cover the material relevance with the curriculum, students' proficiency, students' interests, and material availability.

In relation to the limitation of the present study, future researchers are recommended to investigate how professional EFL teachers in different levels of education such as senior high school or university level develop their teaching materials. Also, other areas in relation to pedagogical competence of professional EFL teachers such as teaching techniques and assessmnet are still needed to be studied further to contribute more to the body of knowledge, particularly related to competences of professional EFL teachers in Indonesian context.

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PRACTICING THE STUDENTS' PRONUNCIATION AND ADDING THE VOCABULARY IN INTENSIVE ENGLISH CLASSES BY PLAYING THE TABOO GAME

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ABSTRACT

Intensive English Course is a course held in the first semester of English Department in Lambung Mangkurat University. This course is supposed to focus on 'fixing' the students' pronunciation in English. Most students' mother tongue is Banjarese; with Hulu Dialect which has fewer vowels sounds than English. Sound /ɔ/ doesn't exist in Banjarese with Hulu Dialect. The speakers tend to pronounce the word 'sekolah' into 'sakulah'. The vowel /e/ is replaced by /a/ and the vowel /o/ is changed into /u/. Therefore, pronunciation practice class is needed in order that the students really pronounce English. The long-live strategy of drilling; 'Listen and Repeat' has always been implemented. However, it might be possible either the students or the lecturer experience boredom. This study investigates whether another alternative in practicing the students' pronunciation might vary the steps during the lecture, in which one of them is the taboo game. Moreover, the increase of vocabulary mastery will also be considered by implementing the game. Taboo is a word game by using flash cards with a main word and four clue words. Observation and questionnaire is used to gather the data related to the implementation of those activities.

Keywords: *practice, pronunciation, vocabulary, taboo*

INTRODUCTION

It is beyond doubt that pronouncing a language properly is a key aspect when understanding and making ourselves understood. In the English as a Foreign Language (EFL) teaching and learning process pronunciation should play a determining role since it is directly related with the development of students' communicative competence and thus to language proficiency and comprehensibility (Marza, 2014). For second language learners it is likely that the size of their working memory in the second language is affected by their knowledge of patterns of pronunciation and grammar in that language (Nation & Newton, 2009). It is thus important that attention is given to pronunciation in the course so that learners can quickly develop a stable pronunciation, and become familiar with the patterns and rules that work within the second language since the way correction and pronunciation practice is done can affect the learners' attitude to changing their own pronunciation (Nation & Newton, 2009).

Intensive English, an obligatory course in the first semester of English Department Lambung Mangkurat University, is considered as the basic subject since its importance relates to the aim. It is purposed to achieve the particular standard in the students' pronunciation and vocabulary mastery, and to focus on 'fixing' the students' pronunciation in English. It is believed that the freshmen of the English Department in Lambung Mangkurat University comes from different areas and has different outcomes in terms of pronunciation and vocabulary. Therefore, Intensive English is needed in order that the students really pronounce English. However, pronunciation is not an easy thing to deal with since it has always been perceived as a difficult area by teachers and learners. As stated by Setter (2014), "pronunciation is a difficult area for classroom-based teaching and learning, and also self-study, using a textbook alone; although materials have for decades been accompanied by audio cassettes, reel-to-reel tapes and vinyl records". Therefore, pronunciation can be taught and learnt with a wide variety of methods and activities that make students naturally and confidently improve and progress (Marza, 2014). As a result, a student must learn how to pronounce it in a way which can be understood by a variety of listeners.

During the implementation of Intensive English, the long-live strategy of 'Listen and Repeat' has always been implemented. However, it might be possible either the students or the

lecturer experience boredom. Therefore, the use of classroom activities that empower students to take control of the correction process by making them aware of problem sounds is needed. If students have a model of a clearer standard and a support platform for practice, they can improve. That support platform is conducted by playing the taboo games as being explained as follows:

a. The Taboo Game

Taboo is a word guessing party game (Hasbro, 1989). The objective of the game is for a player to have their partners guess the word on the player's card without using the word itself or five additional words listed on the card. (Cervantes, 2009)

1. Equipment:

- Taboo Cards which contain six words on each side – one in large, colored print at the top as the keyword, the rest in smaller black print beneath as the taboo words.
- A tray for holding the card.
- A Taboo box which contains taboo cards.
- A buzzer which is used as a censor when the clue giver uses the keyword or the taboo word.
- A timer
- A pencil and paper to write the score



Figure 1. Taboo cards

2. Rules

There are several rules to be followed by the students to implement the taboo game as follows:

- An even number of players from four to ten sit alternating around in a circle.
- Players take turns as the "giver," who attempts to prompt his or her teammates to guess as many keywords as possible in the allotted time.
- However, each card also has "taboo" (forbidden) words listed which may not be spoken.
- Should the giver say one, a "censor" on the opposing team hits the buzzer and the giver must move on to the next word. For example, the giver might have to get his or her team to deduce the word "baseball" without offering the words "sport," "game," "pastime," "hitter," "pitcher," or "baseball" itself as clues.
- The giver may not say a part of a "taboo" word; for example, using "base" in "baseball" is taboo.
- The giver may only use speech to prompt his or her teammates; gestures, sounds (e.g. barking), or drawings are not allowed.
- Singing is permitted, provided the singer is singing words rather than humming or whistling a tune.

- The giver's hints may not rhyme with a taboo word, or be an abbreviation of a taboo word.
- While the giver is prompting the teammates they may make as many guesses as they want with no penalties for wrong guesses.
- Once the team correctly guesses the word exactly as written on the card, the giver moves on to the next word, and tries to get as many words as possible in the allotted time.
- When time runs out, play passes to the next adjacent player of the other team.
- The playing team receives one point for correct guesses and one penalty point if "taboo" words are spoken.

b. The characteristics of Taboo game

The game that is used in the teaching and learning process should include six characteristics as suggested by Garris et al (2002), they are fantasy, rules/goals, sensory stimuli, challenge, mystery, and control as explained below:

- Fantasy is one of game characteristics since the activity involves imaginary world that is separated from real life (Garris et al., 2002). Fantasy allows players to interact in situations that are not part of normal experience. When students play Taboo game, their roles in the class are not as students who are studying, but they have different roles as players of the game. The roles are being the speaker who gives description of the keyword and being the members who guess a many keywords as possible. Consequently, students' attention will be focused when they become immersed in game activity. They can self-absorb and be interested in the material presented in the game. In brief, the material may be learned more readily when presented in an imagined context (Garris et al., 2002). Although game activity is separated from real life, it has fixed space and time period with rules that govern the game play (Garris et al., 2002). Since the rules of a game describe the goal structure of the game, the rules should be clearly specified. And the goal of the game must be related to the learning objective. The goal of Taboo game is giving description of the keywords listed on the card.
- The imaginary world in a game allows the player to experience a distortion of perception that is not experienced in the real world (Garris et al., 2002). Sense of perception can be provided by sights and sounds that stimulate students' senses. The Taboo cards may stimulate students' visual sense, while the sound of the buzzer stimulates their audio sense. The sensory stimuli such as visual and audio senses in Taboo game can enhance students' motivation to be engaged in the activity.
- Games should have progressive difficulty levels so that students are challenged by the activities that are neither too easy nor too difficult to perform. Challenge is the game characteristic that engages students' competitive and cooperative motivations. In Taboo game, the keywords provide different difficulty levels to be described since the related description words are include in the taboo words (the forbidden words to be used). Therefore, students will challenge to find another word to describe the keyword or make a sentence which defines the keyword. This game will be more challenge because the possibility of the opposing teams to be the winner of the game is uncertain. It depends on their ability to give description and guess the correct word. Then, the progress of their performance is shown by the scores they get.
- The external feature of a game which encourages students' curiosity is mystery. As Malone and Lepper (1987) noted that curiosity is one of the primary factors that drives learning (as cited in Cervantes, 2009). It includes sensory curiosity (evoked by novel sensation) and cognitive curiosity (a desire for knowledge). Taboo game provides this kind of characteristics since the keyword may be a mysterious word that should be guessed by the group who plays the game. The visual and the sound in playing Taboo can increase the curiosity which entails students' senses. Their curiosity about the keyword will lead students to learn about certain knowledge.
- A game has program control (the game instruction) and learner control in which students have the ability to regulate, direct or command something (Garris et al., 2002). Providing learner control in a game can improve motivation for greater learning. Taboo

game evokes a sense of personal control when players are allowed to select strategies, manage the direction of the activity, and make decisions that directly affect outcomes. The clue giver directs the teammates to guess the keyword by selecting the best strategy to describe the words. The players have their own authority to manage the direction of the game in the minutes given.

Based on the explanation above, this study is basically answering this question: “How is the students’ response toward the implementation of taboo game in Intensive English course in terms of their pronunciation and vocabulary?” The significance of this study is closely related to how the Intensive English course in the future will be conducted since if the students’ response is positive, this technique is highly recommended to be implemented in the classroom.

METHOD

This study employed the descriptive research design. Descriptive study is a method of research in which aims to describe existing condition without analyzing relationships among variables (Fraenkel & Wallen, 2006). In this study, the condition that is going to be described is the students’ response toward the implementation on taboo game.

The subjects of this study were the first semester students who took Intensive English course of the English Department of Lambung Mangkurat University, Banjarmasin. There were two classes consist of 26 students each who have conducted the taboo game, and they were all becoming the subject of the study. The Intensive English has 6 credit-semester units with three meetings in a week.

The instruments in this research are observation and questionnaires. The observation was conducted during the implementation of the taboo games. The researcher put the focus on how the students were excited during the implementation, how the students pronounced the words, and how the aim of the Intensive English has achieved.

The questionnaires, which consist of 15 questions, were distributed to 52 students in order to gather data about the implementation of the taboo games. The questionnaire asked about how the techniques can help the students’ pronunciation practice, how it can add the students’ vocabulary, and the perception towards the technique used compared to drilling in the classroom.

The data obtained from the students’ completed questionnaire were presented in descriptive statistical analysis which used to summarize the overall distribution of responses to each item of the questionnaire. The steps of analyzing the data were presented as follows: showing the number of percentage of responses from the students, and determining whether the response is positive or negative.

FINDINGS

The result of the students’ perception toward the implementation of taboo game in Intensive English course as the complimentary technique for improving their pronunciation can be seen in the following table:

Table 1. The Result of Students’ Response toward the Taboo Game

No	Indicator	Students' response	
		Yes	No
1	Taboo game is fun	92.30%	7.70%
2	Taboo game helps the students' pronunciation practice	86.50%	13.50%
3	It can help students to practice their speaking ability	75%	25%
4	Taboo game helps adding the students' vocabulary	86.5%	13.5%
5	Taboo game is one of appropriate activity to practice the students' pronunciation and to add students' vocabulary	73%	27%
6	Taboo game can help to reduce the <i>Banjarese</i> accent	61.2%	38.8%

From the table above, it is agreed that 92.30% (48 students) of the students believes the taboo game is fun. Then, 86.50% (45 students) of the students agrees that taboo game helps the students' pronunciation practice. Meanwhile, 75% (39 students) of the students has the same opinion that it can help students to practice their speaking ability. The amount of those who believed that taboo game helps adding the students' vocabulary is 45 students (86.5%). 61.20% (32 students) of the students agrees the taboo game can help them to reduce the *Banjarese* accent, and 73% (38 students) of the students believes that taboo game is one of appropriate activity to practice the students' pronunciation and add the students' vocabulary. Since the students' response is above 60% of the students agreed, it can be concluded that taboo game gets positive response.

The finding using observation showed that the students were all actively participating in conducting taboo game. Most of the students did some repetition on the vocabularies to explain the correct one. This repetition can help the students to be able to practice their pronunciation. During the game, there were also some unfamiliar vocabularies found by the students. Observation result showed the students would guess the meaning of the vocabulary and tried to explain the word to their teams. At the end of the each session of the game, the students were asked to find out the meaning of the sophisticated vocabularies in the dictionaries so that this taboo game can help the students increasing their vocabulary. Moreover, the students were looked enthusiastic during playing taboo games since they considered the activity as the fun one compared to the drilling "listen and repeat" activity in Intensive English.

DISCUSSION

This study deals with the students' attitude towards the implementation of taboo game relates to their pronunciation and vocabulary. Acton (1984) states that it is important to give a lot of attention to helping the learners to deal with their attitudes and feelings as these affect their pronunciation. It is an obligatory for students to master good pronunciation for its importance as Derwing and Munro (2005) states, "Having a good pronunciation of the language can help in normal communication, particularly intelligibility". Therefore, there were five indicators in the questionnaire that shows the students' response towards the technique applied.

The first indicator shows whether the taboo game is fun. Comparing taboo game to the 'ancient' strategy; drilling, the technique gives fresh air to the Listen and Repeat routines in Intensive English. Since the students experience listen and repeat activities in Intensive English, they need to have some other activities to make them aware and have motivation to practice their pronunciation by themselves out of the more interested in the classroom. Therefore, in order to avoid boredom experienced by the students and the lecturer, the taboo game is implemented.

The second indicator shows how the taboo game can help the students' pronunciation practice. In conducting taboo game, the students, who act as the giver, are supposed to explain the vocabulary in the card without saying the taboo words. In doing so, the student may repeat the hint of the guessed vocabularies so that other students who guess the word will get the correct one. This activity will make the students practice their pronunciation in order to make their partners understand and it is in line with Pennington and Richards (1986) who take a look at a range of factors that should be considered as a part of pronunciation. Moreover, the lecturer always asks the students to find out the meaning of the unfamiliar vocabularies they found during the game after the game session. This can help the students in adding their vocabularies.

The third indicator reveals how the students believe the taboo game can add the students' vocabularies. Vocabulary is one of the important elements in teaching English. This is in line with Hatch and Brown (1995:1) who state, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication". It describes that by mastering vocabulary; people can express their ideas and understand the other basic competence well. Moreover, they define the vocabulary as a list or set of words for a particular language or a list or set of words that individual speaker of a language might use. In this case, the words the students utter when they implemented the taboo games can also be appropriate to the definition. The questionnaire of the students' response indicates the increase of the students' vocabulary since most of them stated that the taboo game can help them increasing their vocabulary mastery. The students get some vocabularies about the topic, they also practice forming

sentences and it forces them to use words and structures they might otherwise not use (Amato, 2004). The mini dictionary the students' made after each session of the game also one of the way to support the previous statement. It can help the students to memorize the vocabularies they found sophisticated and unfamiliar.

Next, the speaking ability, as the fourth indicator, is closely related to pronunciation. The students need to practice their pronunciation to be able to produce the correct pronunciation which will lead to the increasing of their speaking ability. Apart from being an enjoyable game, Taboo gives chance to practice speaking (Cervantes, 2009). This game helps students to speak and engages students in the activities. Taboo game is used to make the students speak up in order to make their partners in the group guessed correctly as much words as they can in the limited time without saying the taboo words written in the cards. This activity will consequently demand the students to have intelligibility in explaining the mystery word. Therefore, taboo game can improve the students' speaking ability.

The fifth one talks about how the techniques may reduce the students' Banjarese accent. Most students' mother tongue is Banjarese; with Hulu Dialect which has fewer vowels sounds than English. Sound /ɔ/ doesn't exist in Banjarese with Hulu Dialect. The speakers tend to replace /ɔ/ into /u:/ when they utter the word *long*. Instead of saying /lɔŋ/, they pronounce it as /lu:ŋ/. Another example is the word *sekolah* which is turned into *sakulah*. The vowel /e/ is replaced by /a/ and the vowel /o/ is changed into /u/. Therefore, pronunciation practice class is important in order that the students really pronounce English. Taboo game requires the students to do some repetition in practicing the performance as well as to explain the words in taboo game to the other students. As Rahmah (2013) states, "There are many factors that might possibly influence the dominance of first language on the second language." However, regarding some factors causing the acquisition of *Banjarese* accent, the researcher believes pronunciation practice in the forms of taboo game is one of some ways to reduce it; although it takes only small amount of reduction.

Finally, the last indicator shows whether the students agree that taboo game is one of the appropriate ways to practice their pronunciation compared to the listen and repeat activities for every meeting in Intensive English. As Nation and Newton (2009) states, "To maintain learners' interest, activities need to be short & various and to involve the learners in responding to or using the language". It is clearly stated that the lecturers need to use various activities to make the students excited and motivated to learn the language. Then, there is strong evidence that anxiety influences learners' willingness to communicate in a second language (e.g., Yashima, 2002). Therefore, it is particularly important that, in the early stages of learning a second language, learners have successful, low stress learning experiences. Some of the factors that contribute to a positive beginners' classroom are variety, movement, physical comfort, frequent interaction, successful language experiences, and opportunities for learners to experiment and make mistakes without penalties. When learners listen and repeat, Locke (1970) found that after a learner had copied a model to pronounce a new sound twice, there was very little further improvement. That is, after repeating the sound for the second time the learners did not usually make any more improvement even though they heard the same model and tried to copy it several times. This means that repeating after the model is only useful for a short time. If the teacher wants the learners to make further improvement, she must either explain to the learners how to make the sound, show the written form of the sound, or use some "trick", such as forcing, to help the learners make the correct sound (George, 1972). Using some trick in this case can be done by having taboo game as one of the activity in the classroom.

CONCLUSION

Based on the finding and discussion above, it can be concluded that the taboo games is succeeding in increasing the students' excitement since most of the students believes that they are fun. It also shows that this technique is successful in helping the students to have better pronunciation as well as to add their vocabularies. They also believe that it helps to reduce *Banjarese* accent –for those who have one. The main point is, if taboo game is combined with the drilling, it will be an interesting yet effective Intensive English course since the students do not have to experience boredom for the repetition activity; e.g. "Listen and Repeat". It is also suggested for the lecturer to do supervision during the taboo game to observe the students'

activity during the game implementation since the game should be conducted several times in order to make sure every students get the turn to be the speaker in the game. The lecturer may also ask the students to provide a small note to write down the unfamiliar vocabularies they found during the game as well as the meanings so that at the end of the Intensive English class, they will have a small dictionary made by themselves.

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THE COLLABORATION OF TEACHER-STUDENTS ASKING GOOD QUESTIONS IN REDUCING CODE SWITCHING AND CODE MIXING OF EFL CLASS

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ABSTRACT

Code Switching and Code Mixing phenomenon is commonly viewed with suspicion in EFL Class. This article reports the result of the study aiming to investigate the collaboration between teacher and students by using asking questions to reduce code Switching and code Mixing. The study was conducted in Al Mawaddah Boarding School, Ponorogo East Java. Teaching method, collaborative learning, code switching and code mixing also asking good questions method as basic theories of this study. The study used qualitative research design with data collected from interview and observation. The interview between 20 participant consist of teacher and students from that boarding school. The result of the study showed that asking good questions is effective to reduce code switching and code mixing. The study also give evidence that collaborative learning can be used as a technique teachers use to group students together to impact learning in a positive way. The study conclude that asking good question by using collaborative method between teacher and student made EFL clases more active and code switching and code mixing can be reduced.

Keywords: *Collaboration learning, Asking Good Questions, Code Switching and Code Mixing*

INTRODUCTION

Language is not something rare to be heard. However, not all people understand about the meaning of language. In general, people know that language is one of the communication tools used by humans to do daily activities. In communicating, sometimes people do not just use one language. Recently, the interesting phenomenon that often occurred is many people make the code alteration, both code switching and code mixing in communicating with others. The phenomenon of code switching and code mixing can be viewed either through electronic media or printed media. Moreover, by using deep observation, it will be found a lot of the activities of code switching and code mixing between the speaker and hearer in our daily lives, both written or verbal.

The role of code switching and code mixing in the community is very important in the connection with the use of language variation by a person or group of community, especially in the use of language in bilingual or multilingual communities, for example in boarding school. Boarding school has uniqueness in relation to the use of code switching and code mixing. Boarding school is unique because it is not only incorporated as non-formal institutions but also referred as formal education, because it has its own education program. In the boarding school there is no clear separation between the school and the environment. Boarding school environment is generally unified and organized in a systematic way so it has double functions, they are; a formal school in the form of classes and an environment that trying to grow a certain lifestyle which make up a subculture in a general public.

Boarding school as a subculture of society has a particular culture and norms that used as system and agreement rules in their social interactions. In the terms of language contact of member community in the boarding school (students and *ustadz*) a lot of them have the ability more than one language (Indonesian, English, Arabic, and local language) that allow bilingualism and multilingualism with the variety of events, including code switching and code mixing.

In process of oral communication, the community of boarding school performs a variety of communication in different events, purposes as well as interests. Based on the tendency of language usage in that events, the researcher has tried to focus on events of teaching and

learning activities in the classroom, the process of teaching and learning activities are selected based on the consideration that language variations may appear and happen, including code switching and code mixing. *Ustadz/ustadz* and students will try to understand and learn about the knowledge by using language variations that is easily understood for them.

Communication activities in the process of teaching and learning in modern boarding school of Al Mawaddah always involve two or three languages. As a result, a speaker (students and *ustadz*) sociologically cannot avoid from the communication strategy, not only for acceptance from the perspective of religious anthropology but also from the education sociology. Strategies undertaken by the speakers in boarding school of Al Mawaddah use the potential of language variation as a medium for transfer of knowledge including religious and general knowledge. Religious Studies involves transcendental consciousness, while general knowledge involves the rational consciousness in communication. It means that Arabic on one side feels more acceptable in religious contexts for students or *ustadz* in the boarding school to learn about Islamic Studies. On the other hand, the appreciation of English that relate to modern science and technology is emphasized. The further consequence, there is happened the language contact among languages that dominated by the language that has been dominated later, it is because not only the encouragement of academic environment but also non-academic, including code switching and code mixing.

The use of code switching and code mixing in boarding schools of Al Mawaddah is an interesting phenomenon for further study. The tendency of language usage, especially in oral communication both formal and informal indicates the consistency and makes kind of specific patterns and norms. Two foreign languages namely English and Arabic are learned and used together, either in the dormitory or outside the dormitory, both in formal situations (teaching and learning activities) and non-formal situations (nurture system), except the local language (Java) and Indonesian. Even, the consistency of foreign language usage increase significantly after modern boarding school of Al Mawaddah proclaimed as modern boarding school of international program. The core curriculum and, such as Arabic and English are applied actively as intermediate language for lessons (in the process of teaching and learning activities), daily conversation, discussion, writing, and so on.

Along with the phenomenon of code switching and code mixing as mentioned above, it is necessary to develop a method, technique or strategy to minimize the events of code mixing and code switching in the learning process, especially in English learning process. In this research, the collaborative method is one of the methods that are considered capable to minimize the occurrence of code mixing and code switching by combining the role of teachers and students in teaching and learning activities especially the ability to ask.

This research uses several collaboration theories, learning methods of code mixing and code switching proposed by the experts of education and linguistics as the references in this research. According to Myers & Scotton (1993: 1-2), said that Code switching is the term used to identify alternations of linguistic varieties within the same conversation. The linguistic varieties participating in code switching maybe different languages, or dialects or styles of the same language. Meanwhile, code mixing is the use of language units from one language to another to expand the style or variety of languages, including the use of words, clauses, idioms, greetings and so on (Kridalaksana, 2001). For example, when referring to the mixing in communication that is developed by a bilingual or multilingual speakers, they involve the elements of language X in an utterance of language Y, then it will occur code mixing event. Based on the above explanations, the selection of collaborative methods is the process of developing the ability to ask, especially in English learning, it is assumed that the collaborative method can improve the students' skills in asking question so the teacher can explain learning materials clearly because there is an active response from the students without using Indonesian.

METHOD

This research is a qualitative descriptive research, while the research strategy using a rooted case study approach because the problems and the focus of the research has been determined in the proposal before the researcher heading to the field. The location of this research is in modern boarding school of Al Mawaddah. This boarding school has an open tendency towards positive values of current development and has participated in establishing the

values of life in society, particularly in the correlation with foreign language usage (Arabic and English). This location was chosen because its community is in a social and educational institution that has given characteristic and motivation towards the image of Indonesian society in the rural areas. Specifically, the location of this research is class II in the process of teaching and learning activities carried out by students and *ustadz*, in the event of oral and written communication. The type of learning activities is focused on the exploration, the elaboration and the confirmation of formal learning in certain subjects. The object of this research is focused on the students and *ustadz/ustadzah*. By considering the effectiveness of data mining, this research uses 20 people informants. This restriction is because the focus of the research is in the class, so the researcher tries to find the informant who representatively and reliable in limited quantities.

In the listening method are frequently used tapping techniques as the basic technique, dictation techniques and recording technique as the advanced technique (Sudaryanto: 2001: 133-140). In order to obtain data regarding the collaboration of teachers and students in asking question, for minimizing code mixing and code switching is used technique of interview and observation in depth interviews. In this research, the researcher selects several informants who understand well about this case so these informants are expected to develop according to the needs and steadiness of the researcher in collecting data (Sutopo, 2002: 56). Observation less has a role in collecting data. In this case, the researcher only observes the teaching and learning process in classroom by applying collaborative method, especially on the skills of asking and preparing to ask well and correctly. In this research, the data analysis is done by using an interactive model (Miles & Huberman, in Sutopo, 2002). The three components of the analysis models are data reduction, data presentation and conclusion or verification during the process of data collection takes place. Furthermore, it is continued with the activity of data presentation, structured information will give the possibility of drawing conclusions and taking action. In drawing conclusion, the final conclusion is not considered as the final of data collection process, but is a part of the activities of the complete configuration. The conclusions are also verified during this research.

FINDING AND INTERPRETATION

As we know that learning methods that are used by the teacher has a role to support the fluency of teaching and learning activities. The success of teachers in teaching and learning process cannot be separated from the used method. In this research, based on interviews with *ustadzah* and students in Female Modern Boarding School of Al Mawaddah can be argued that collaborative method done by the teachers and the students in the activities of asking question is in a group discussion to discuss learning materials, the ability of asking question correctly and grammatically. The application of this collaborative method with the aim of learning implementation that is actually using English goes well with minimizing the use of code switching and code mixing. In boarding school of Al Mawaddah, the intermediate language used for teaching and learning process is Arabic and English. Based on observations in the classroom *ustadzah*/teacher is often switching to Arabic and Indonesian to explain the learning material that is not understood by the students.

Collaborative methods applied in this research basically are learning together by creating the small good study groups (Slavin, 1991). It means that in teaching and learning process, all of the students are divided into small groups so they can discuss with their group members, if they have some difficulties they can ask to their friends and teachers and still use English. Before conducting group, the teacher should explain the purpose of group work, the goal for students learning clearly, also the reason why the class around grouping learning. Then, the teacher gives the students clear directions about how they are supposed to work together, also monitor grouping during class. These teachers' activity avoid misunderstanding among the students, in other words, all of member of the group has same goal in learning language (Brewer, 1997: 22). These results indicate that collaborative method can develop the cooperation and tolerance towards the others opinions and improve the ability of expressing ideas. For the English skills, the students will be motivated to learn from group work and present a working atmosphere that they would have in the professional world at the future (Allen: 1986). Moreover, female students will reflect themselves habitually and write drafts repeatedly, the students become the most loyal readers (Brookes and Grundy, 1990: 21). For writing skill, this method can cultivate an

attitude of writing as a process because the working group emphasize on revision, enable the students for peer teaching, and allow the author with lower ability recognize the others writings by higher ability peers (Lunsford: 1986).

Furthermore, this boarding school also maximizes the function of the existing language center by providing logic consequence, for example translating, memorizing of vocabularies, writing English, when the events of code switching and codemixing are happened. In addition, the senior guidance also is applied to help female students to improve language ability. Here, the students discuss with their senior students and try to minimize the code switching and codemixing by using English.

The next discussion is about the implementation of collaborative method for the teacher and female students in asking question well and grammatically. Asking good questions is productive, positive, creative, and can get us what we want (Leonard, n.d). Most people believe this to be true and yet people do not ask enough good questions. Perhaps one of the reasons for this is that effective questioning requires it be combined with effective listening. At this step, the teachers motivate and lead the female students to make questions of the subject that has not been understood both in the classroom and outside the classroom. A series of directing questions can explore the potential of the students' process skill. The use of open questions during teaching and learning process has an important role because of the good questions will be able to give a positive impact for the students to develop mindset. A better questions that are asked during teaching and learning process, it can provide opportunities for the students to learn a new knowledge well. The questions must be able to affect the students to think critically for solving the problem. The activity of asking question is considered as the teacher's activity to stimulate, guide and assess the students' thinking skill. The teacher can start stimulating the female students for asking question by using a simple interrogative sentence and understandable, using question words, or a common sentences. At this moment, the teacher can release the class by giving wide opportunity for the students to ask questions. By the collaboration and interactive relationship between the teacher and the students can minimize the use of Arabic or Indonesian in boarding school of Al Mawaddah.

CONCLUSION AND SUGGESTION

Collaborative method can stimulate students' creativity, develop attitudes, and increase the students' knowledge. By using this collaborative method, the teaching and learning process can run well. Collaborative method establish the cooperation and tolerance towards the others opinions, stimulate the students to learn together in a group, and habituate to reflect them selves for their mistakes. For further research, the researcher suggests to conduct a various language teaching workshop or training that focus on students active learning in order to improve the students' mastery in English. In the end, code mixing and code switching can be reduced.

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DESIGNING MATERIALS AND THE IMPLEMENTATION OF METHODOLOGY FOR BUSINESS ENGLISH FOR *MAGISTER MANAJEMEN* STUDENTS IN ENGLISH FOR ACADEMIC PURPOSES CONTEXT

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ABSTRACT

This paper discusses the designing of materials for Business English, for adult learners in post graduate programme, Universitas Pamulang (UNPAM) who have specific needs, in studying and using English for communication in English for Academic Purposes (EAP) for the learners' job settings. The first step to do in designing the materials was by doing need analysis: why is the course necessary? These questions are very important to help a course designer to design the materials. Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Content-Based Instruction and Content and Language Integrated Learning (CLIL) were used to implement the materials. To develop their language abilities in terms of language competence and performance that cover accuracy and fluency is a must to be considered. The goal of studying English for this group of learners was to use English in a particular domain that can be used in business context. It can be concluded that the result of studying business English could give a lot of benefits to the MM students at Universitas Pamulang. Besides, the students enjoyed studying business English.

Keywords: *Materials, Business English, Needs Analysis*

INTRODUCTION

English for Academic Purposes (EAP) is one of the English for Specific Purposes (ESP) branches that is concerned with teaching the English needed by college students in particular disciplines to perform both academic tasks and the workplace setting. The teaching of ESP, in its early days, was aimed at using English for communication such as in commerce and technology (Paltridge and Starfield 2013). This has now expanded to include other areas such as English for Occupational Purposes (EOP) and English for Business Purposes (EBP). As Hutchinson and Waters (1987) point out English for Science and Technology (EST) has been very important in the development of ESP. Hutchinson and Waters also discusses that these branches of ESP deal with particular needs of the learners related to the variety of actual teaching materials. Before the materials were designed a course designer had to know the needs of the learners and to meet both academic and the student expectation.

Needs analysis usually covers who the learners are, why they need to study English, what the content areas will be (McDonough, 1984). Needs embraces such as learners goals and backgrounds, their language proficiencies, their reasons for taking the course, and the situation they will need to communicate Hyland (2006) in Dew (2013), edited by Paltridge and Starfield (2013). What is stated by Hyland is true as without knowing the learners goals and background it is very difficult for materials developers to give the sub topics of the course materials. For example, the college students of computer science have English subject, and the content of the materials should deal with and computer science registers, in which are much different from economics and business.

Extracts of material content for English for Business and Office Purposes written by Farwell (2013) are such as How to Write Business Letters and Emails. These materials are business subjects in EAP context. There are other material developers who design the course materials in integrated design, for example, the material developer starts with speaking, reading, and writing with a series of tasks followed by authentic tasks in EAP context. Authentic tasks could give the learners experience of using the language in the real world' outside the class room (Tomlinson, 2004). In Indonesia, especially in facing an era of ASEAN Economic

Communities (AEC), the students of economic should be able to communicate both orally and written because of a lot of opportunities for business.

There have been a number of accounts in designing materials for EAP group of learners, however only a few of them describe the implementation of methodology related to the materials designed. This paper thus discusses the designing materials and the implementation of methodology for business English for *Magister Manajemen*(MM) students.

METHOD

Various sources and methods were used to gather information with regard to business English in EAP context. To design the materials for the group of *Magister Manajemen*(MM) students, needs analysis was conducted, firstly, by interviewing Head of MM Programme Universitas Pamulang (UNPAM). The interview questions were divided into two parts. The 1st part asked about personal information and the students job experiences. These profiles were related to past educational background and the students previous jobs. The 2nd part asked about the objective of studying business English, what the students needed to do in the learning process, who they want to be in the future, what kind of English skills they could apply in their future jobs.

Questions were also given to the previous students who graduated from MM Programme. The questionnaire was composed of four main sections: (a) grammar points, (b) language skills, (c) methodology, and (d) the students' main problems in studying business English. The purpose of asking these four main sections is to find out their opinion, Was the methodology or approach used boring/interesting?, and what were their main problems in their learning process?

Based on the interview and questionnaires results, grammar points, listening, speaking, reading, and writing had to be included in the teaching materials. The materials designed have to be implemented with appropriate methodology. In this study, qualitative data analysis was used to describe the materials designed in integrated way. The course programme needs variety in learning process with regard to topics, activities, and tasks (Fink, 2013). Fink states that to develop knowledge and skill are prominence. What Fink points out is true as in this context, grammar is knowledge of the rules, therefore, in this study Revision of Grammar Points were included within the units of materials, whereas, the four English Skills: listening, speaking, reading, and writing were included as well.

The scope of this study is designing materials for Business English for *Magister Manajemen*(MM) Programme, Universitas Pamulang in EAP context, which is limited to topical materials, for example, for speaking skill the topics are Business Telephoning and At the Meeting, and reading skill topics, for example, deal with Economy Sectors, Management Company Structures. (extracts from Mackenzie 2007).

FINDING AND ANALYSIS

Business English Class, *Magister Manajemen*(MM) in Universitas Pamulang consists of \pm 26-30 students. The students graduated from different majors of undergraduate schools. Their English levels are intermediate and post-intermediate. The duration for Business English is ten meetings, two hours for each meeting. Before they started the MM Programme, their English levels were tested, in order they could be put in the same level.

Communicative speaking materials with the topics that were needed. For example INTRODUCING SELF (Unit 1) consisting of Model Dialogue, Free practice in pairs and followed by Grammar Revisions that focus on Simple Present Tense, Verb BE, and Simple Continuous Tense. These grammar points were included in the Model Dialogue such as "What are you doing here in Singapore?" "I'm attending an International Conference for a Business Meeting.

In free Practice activity, with a partner, the students were asked to complete a dialogue for example "Haven't we met before?" "I don't think we have. "I think I met you in the business meeting in Bali. "You're Tony Brown, and you work for Body Shop as a Marketing Manager, don't you?"

In speaking activities for meeting one the materials were designed to ask the students to introduce themselves. As in the business meeting the professional people usually introduce

themselves for the 1st meeting. The materials and the grammar points seem easy, however they had to practice it, as for this group of learners English is not the 1st Language (L1), but it is as a foreign language (EFL). Therefore the students had to practice it. The method used in this activity was Communicative Language Teaching (CLT). According to Richards and Rodgers (2014) the primary function of language is to allow interaction and communication. Richard and Rodger also explain that authentic and meaningful uses of language that are linked to the learners communicative needs can develop accuracy and fluency of the learners.

In the topics of Writing Skill, one of the writing exercises is about someone's job and his/her business. The students were asked to study a paragraph about personal information in this activity. How long he/she has worked in his/her company. What his/her job is like What business activities he/she does every day. For the next exercise, the students were asked to work in pairs to write three short paragraphs of ten sentences each with regard to personal information concerning someone who is famous in running a business in Indonesia. The aim of asking the students to work in pairs is to share information and facts about a businessman. Besides, it is one of the authentic materials the students may have read in a magazine or news paper. While writing, the students had to use English in organizing the sentences and paragraphs.

In speaking and writing materials, the topics related, deal with content-based teaching that generate the coherence of certain topics. As a result the students could understand more with regard to the topics, content, vocabulary, and the grammar points used both in speaking and writing. In addition, the speaking and writing activities relate to "real-life" tasks that could also improve their language competence and performance.

SELLING ONLINE (Unit 2) is the second topic for speaking material. It talks about the key success to treat customers. The content of Selling Online topic was discussed in the form of questions and answers. The model Dialogue was practiced in pairs and followed by Free Practice activities. In writing exercise regarding the topic of Selling Online, the student were asked in group of four to write three short paragraphs about a business online they know. The aim of this activity was to encourage the students to express their ideas and opinions both in speaking and writing. Before completing the writing exercise, the students were very active to participate in the discussion.

The third topic for meeting three is BUSINESS TELEPHONING (Unit 3). Firstly, the model dialogue was practiced consisting of language functions such as asking, requesting, offering, and suggesting. The language focus, for example are:

How may I help you?

Could you put me through to...?

I'm calling because I'd like to work together with your company and talk about our new design and pattern.

What about in the ... ?

Could you send us the best design of your batik printing?

Why don't we ... ?

The Language Functions used in Business Telephoning conversation seem easy, however they have to be practiced. Harmer (2007) states that... plenty of opportunities to use a language are vitally important for a student to develop their knowledge and skill.

The topics of speaking 1, 2, and 3 according to the students were interesting as they felt that they were in really real world situation because they were asked to stand up to introduce themselves about their real personal information and their jobs in the 1st meeting. The topic Selling Online in the 2nd meeting was challenging and a bit demanding as they had to dig more information and found more vocabulary and phrases with regard to Business Online run by business people in Indonesia. Business Telephoning in the 3rd meeting is the easiest one as the pretended to talk about their business: what it was like, how to do mutual cooperation in running a business. Overall these three topics were very useful for the language used in their future workplaces.

The language for meeting was given in the meeting 4 with the topic AT THE MEETING (Unit 4) The key languages learnt for this topics are:

Asking and giving opinions

What do you think of ...?

How do you feel about ...

What's your opinion of...

Well,	if you ask me		
	As far as I'm concerned, they're terrible		
	I think		pretty bad pretty good. terrific.

Agreeing with an opinion

They're terrible

I agree but what bothers me is that...

I think so too, and besides...

Disagreeing

In my opinion, ... are extremely

I think ...

I don't know about that. I think they're excellent

Do you think so?

I don't think so

Oh, no.

(Person to Person, 1985)

In practicing these key languages, the Business English students, in group of five were asked to choose their own topic for the meeting discussion. The topics they chose were such as, Marketing, Advertising, and Staff Development. In this activity, everybody had to be active to express his/her ideas or opinions because it was the right time for him/her to produce the language. In this context no interruptions from the teacher. In communicative activity students do not only know the language, but also it is about how it is used (Harmer, 2007). Therefore by giving group work activity the students can communicate with the key language they have learned.

The last task, the groups were asked to write the content of the discussion in the form of writing dialogues. The aim of writing exercise is to improve the students grammar and the language focus used at the meeting. There was one interesting thing, in these activities, some of the groups did recording while having discussion. When they played the recording, they listened again and improved their writing. There were other supplementary materials used to develop the discussion AT THE MEETING such as, the language of arguing and interrupting as the following:

I could (really) do with a hand

It would help a lot if someone could write up the report

I'm in danger of falling behind.

I may not finish on time if don't get any help.

May I interrupt?

Can I say something?

Oh, sorry Victor. Are you saying something?

(Real Listening & Speaking, 2008)

In the meeting 5 the *MM* students were given the topic of GIVING PRESENTATIONS(Unit 5). The unit deals with Preparation, What to say, How to organize information, and How to create interest. These are the extract taken from (Nina O'Driscoll et al, 1992)

Preparation

Presenter: good morning, my name is Sarah Benson

And, ..., work for ...

What **I'd like to do** this morning **is to present ...**

The subject of my presentation

So, in my presentation today I'm going to explain ..., and outline the investment ...

How to organize the information

Presenter:

... The presentation will be in three parts.

First, ...

Second, ...

Then ... I'll go on to

Lastly. I'll explain ...

Etc.

The Informative Presentation

Presenter:

A key area of ... is ... **have dropped by** 14 percent

This sector **has shown** the **most solid** performance ...

A **particular reason for this is ...**

The brand **Performed badly ...**

The key problem here is price

The Persuasive Presentation

Presenter: There are certain advantages, for the systems staff. Because each data ... full range of services.

The result is ...

We've looked three different options. **First, to** run all your ... **So, what are the** benefits of this option?

There are, however, some practical **problems ...**

So, now let's look at

Referring to visuals

Presenter: Now, **let's look at ...**

The **top half** of the slide **tells you** how much ... in France **in general**, and in ... **in particular.**

Now, **lets move on** to the new slide. This shows you the position at the end of ...

However, **when we turn to the ...** we can see a more positive result.

Now turning to the situation in ...

I'd like to draw your attention to the study growth in ...

Concluding the Presentation

Presenter: **At this stage I'd like to** summarize main findings of the study.

First ...

To summarize. Firstly, the overall performance of the ... has not been good.

Thank you for your attention, and if you have any questions, I'd be pleased to answer them.

After studying the useful language of different stages of a presentation and listening to the recording, the students were asked to prepare their own presentation. After each student did a presentation, the rest of the class asked questions about the topic presented.

Meeting 1 to meeting 6 focused on CLT and TBLT in which the materials were designed for communicative activities started from the simplest grammar points, the key languages, and also the types of exercises and tasks. Richards and Rodgers (2014:180) point out:

“Language use involves integration of skills. TBLT assumes a holistic view of language one where language use draws on different skills being used together”

What Richards and Rodgers state is true, as to improve the learners English skills, integrated materials content including English skills have to be included for this Business English class. Their needs and expectation have to be met, started from using and practicing language in the classroom with variety of tasks. In language learning process, teachers should facilitate students with variety of tasks (Freeman and Anderson, 2011). While performing tasks, learners can learn the target language through contextualized and meaningful use of the language (Huh 2006; Kuzborska 2011)

The materials for meeting 7, 8, 9, and 10 were based on Content-Based Instruction and Content and Language Integrated Learning (CLIL) related to English for economics and business that consist of specific registers. The skills taught were integrated consisting of the following extracts taken from (MacKenzie, 2007):

The tree sector of the economy (Unit 1), Management (Unit 2), Company structure (Unit 3), Work and Motivation (Unit 4)

Most exercises and tasks cover Reading comprehension and Vocabulary, Discussion, Listening and Vocabulary, Case Study, Role Play and Writing. The most challenging activities were Discussion. An example of discussions instruction is as follows:

Unit 3 Company Structure

Discussion (an extract task of unit 3)

Do you, or would you, prefer to work for a big or a small company or organization? Why?

What are the advantages of each?

CONCLUSION AND SUGGESTION

Needs analysis had to be done in designing materials for Business English for *Magister Manajemen (MM)* Universitas Pamulang (UNPAM) students in English for Academic Purposes (EAP). The materials topics deal with economics and business context beginning from communicative activities, revision of grammar within the topics, and the integrated English skills: listening, speaking, reading, writing, and vocabulary which is one the most important of language elements had to be taught as well.

The exercises, activities, practices, and tasks in using the materials applied Communicative Language Teaching (CLT), Task Based Language Teaching (TBLT), and Content-Based Instruction and Content and Language Integrated Learning (CLIL). These are all could improve the *MM* students competence and performance to meet their needs and expectations for their job setting in the future. CLT, TBLT, and CLIL support each other in achieving the objective of business English course design.

Findings of the materials designed in this study, indicate the content of the Business English course still lacks of writing skill and exercises: Business correspondence, Writing emails, and Writing reports. It is therefore suggested that more content about various writing topics should be included in Business English course design. Besides, other appropriate methodology/approaches could be chosen with regard to the proposed Business English course design.

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INTEGRATING E-LECTURES BLENDED WITH PROBLEM BASED LEARNING ACTIVITIES

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ABSTRACT

The research setting for much of the exploration of the integrating e-lectures blended with Problem Based Learning is in English Department of Ma'arif Nahdlatul Ulama of Kebumen (UMNU). The research focus is on using technology e-lectures to support the student of English Department blended Problem Based Learning (PBL), which the participants undertook in collaborative groups. Video-based e-lectures offer interactive learning and more vivid and personalized forms of self-regulated learning. Participants learned from either a video-based e-lecture with synchronized written transcript of oral presentation (multimodal) or an e-lecture without the transcript (unimodal presentation). Learners could be classified as "repeaters", whose primary focus was on the lectured material, or as "surfers," who spent less time on the lecture itself and instead used the optional links. The Student of English Department was delivered using a blend of face-to-face and online Problem-based Learning. By analysing key experiences regarding the integration of a variety of learning technologies in these courses an effort is being made to determine how the teacher's role can plan for effective integration of technology into the curriculum. While a mixture of new media can offer significant opportunities for lecturers in higher education, this can also be a daunting hurdle for newcomers. Subsequently it is hoped that what is presented here in terms of the experience from these courses, can assist academic staff in feeling at ease with using a range of learning technologies to support e-lecturer and Problem-based Learning and replicate that in their own teaching practice in their disciplines. Results showed that the learning outcomes were significantly influenced by learner strategy (with repeaters outperforming surfers) using a range of learning technologies to support e-lecturer and blended Problem-based Learning, but not by presentation modality (with or without written text).

Keywords: *E-lecturer, Problem Based Learning, Multimedia Learning Activities, Learning of Technology*

1 INTRODUCTION

"When learning is conceived as a holistic adaptive process, it provides conceptual bridges across life situations such as school and work, portraying learning as a continuous, lifelong process... learning is the process whereby knowledge is created through the transformation of experience."

David Kolb (1984)

Based on the statement that proposed by David Kolb above, here the writer will discuss about the Education, Lectures and Problem Based Learning (PBL) especially in English Department at Universitas Ma'arif Nahdlatul Ulama Kebumen (UMNU). Universitas Ma'arif Nahdlatul Ulama Kebumen (UMNU) is the first university in Kebumen. UMNU was inaugurated on 21 July 2014 by minister of educational and culture with the decree No.262/E/O/2014. Campus UMNU are located in the Kebumen, precisely on Jl. Kusuma no.75. It is the newest one of the University in Kebumen where there was not university before. The location of UMNU is easily accessible to public transport. UMNU has four faculty, they are Faculty of Engineering, Faculty of Agriculture, Faculty of Math and Science, and Faculty of Teaching and Education knowledge (FKIP). One of the major which will be analyzed for this study is English Teacher Training and Education which belongs to Faculty of Teaching and Education knowledge (FKIP). In recent years, universities have become increasingly concerned with the issue of clarifying and (re)defining the aims, objectives and methodologies applied to development education. As the newest university in Kebumen, UMNU has required to train officials in charge of teacher especially in Problem-Based Learning. Thus, the grassroots

communities (lecturer) are the final beneficiaries of this capacity building process. For this reason, the content of this guide has been simplified; with emphasis essentially placed on the aspects that are of practical relevance for the establishment of the Problem-Based Learning system at local level. Of course, facilitators are strongly encouraged to improve on it by drawing on their own experience or through documentary research.

English lecturers at UMNU have lack of experience through the capability on their teaching. But actually the case is the reliance on lectures is the most glaring example of the problems plaguing education. Lectures are so futile that I would feel foolish describing their inadequacies if they were not so pervasive. Everyone recognizes the basic lecture model: a teacher stands at the front of the room, while students sit quietly taking notes. At university there is no attempt to disguise this model. With enrollment for some classes in the hundreds, there is little chance to do much else. A walk through the halls of any high school will confirm that lecturing is the predominant model there as well.

The biggest problem with lectures is that they are inherently ineffective because they involve groups. Students bring to class different backgrounds, experiences, interests, and aptitudes. It is impossible to meet the optimal learning pace of all students because one teacher cannot deliver dozens of customized lessons simultaneously.

3 THE STUDY

3.1 Participants

The participants for this study involved 25 mentor-teachers from 10 education institutions in Salatiga, Jawa Tengah, Indonesia. They have supervised the student-teachers from the English Teacher Education program, Satya Wacana Christian University, Salatiga when doing teaching practicum in their school. Among them, 1 comes from a kindergarten, five come from elementary schools, 8 from junior high schools, 5 from a senior high school, 4 from a vocational school, and 2 from an english course institution. All of the schools are located in Salatiga where this study took place. Each institution commonly receives around 8 teaching practicum students to be supervised.

3.2 Research Instrument

Research instruments used in this study were questionnaire and interview. The questionnaire was used for the mentor teacher-participants to assess the student-teachers' qualifications as an EFL teachers. Principally, the items constructed in the questionnaire were based on teacher qualification standard stated in Minister of national education Regulation no. 16, 2007 and from the sources used in the theoretical review above. In the questionnaire, there are five competences used as a standard to look at the student-teachers' qualification. i.e, pedagogical knowledge, pedagogical skill, personality competence, social competence, and professional competence.

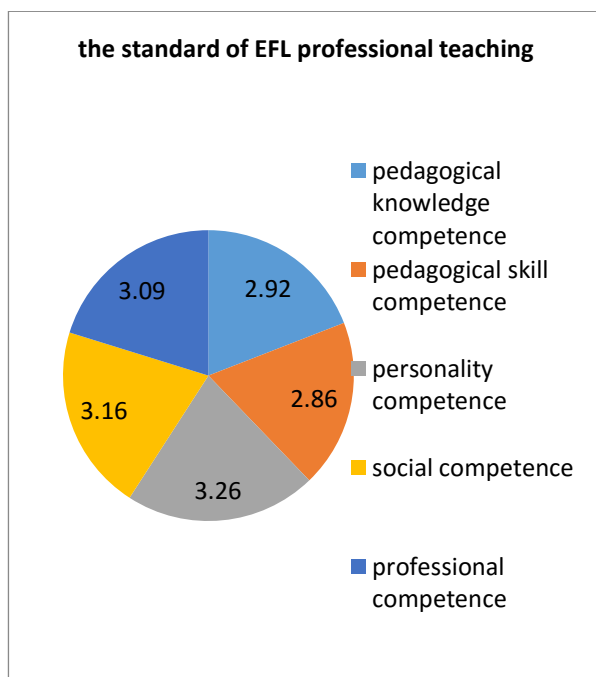
The questionnaire was divided into two parts. The first one is close-ended items in the form of Likert scale which was used to assess student-teachers qualification as an English Language teacher. The second one is open-ended items used to find out the rationale of giving such evaluation in the close-ended items and to find out what the participants think the Department can do to improve the student-teachers' qualification. The second research instrument was interview. This was used to dig out further information about the participants' answers as stated in the questionnaire. To be more convenient for the participants in expressing their ideas, the questionnaire and interview were designed in Bahasa Indonesia.

3.3 Data collection and analysis Procedures.

As the first step of collecting data is preparing and piloting the questionnaire. It was piloted to two lecturers whose major is in Teacher Education program. Secondly, it was distributed to the participants and collected back right after they finished completing the questionnaire. Thirdly, an interview was done to seek more information or to clarify unclear statements. After all procedures are done, the data was analyzed. The answers in the close-ended item part were counted to get the mean score of each type of competency. As for the open-ended item, the data were classified according to the emerging theme.

3.4 Finding and Discussion

This section discusses the finding and discussion to answer two research questions: what are the potentials and problems of the student-teachers in meeting the teacher qualification standard? And what can the teacher education program do to improve the student-teachers' qualification as an English teacher? The discussion of the finding is preceded with the result of evaluation to the student-teachers given by the mentor-teacher participants:



The pie chart represents the mean score of the mentor-teachers' evaluation on the student-teachers' performance in meeting the standard of EFL professional teaching. It is apparent that the mean score of the personality competence is 3.26, of social competence is 3.16, of professional competence is 3.09, of pedagogical knowledge competence is 2.92 and of pedagogical skill competence is 2.86. Needless to say, the findings suggest that the student-teachers' competencies in all aspects of EFL professional teaching standard are considered good and can turn out to be potencies in preparing pre-service teachers. In spite of this, what to be lack from the students in each competence also needs to be explored since they may suggest challenges in preparing pre-service teachers.

3.4.1 What are the potentials and problems of the student-teachers in meeting the teacher qualification standard?

Based on the questionnaire and interview result to what extent the pre-service teachers meet the standard can be seen from how potential the student-teachers are in attaining the standard of EFL professional teaching, as what so called potencies, and what sorts of problems they have, or what so called challenges.

a. Personality competence

To point up how the student-teachers are potential to meet the standard of EFL professional teaching in terms of *personality*, the opinions from the mentor-teacher participants are valuable to look into. First, 45% of the answers in the open-ended items acknowledged that the student-teachers are enthusiastic. I am convinced that this quality is pivotal for teachers to possess. As urged by Biggs and Moore, 1993, cited in Huang: 2010, enthusiastic is considered as one of personality traits that can make someone a successful EFL teacher. Second, around 27% of the answers agree that they respect their students by treating them justly no matter what their religion, race, and individual background. Third, they also show good work ethos. It is showed from the responsibility they have in performing their job. Apart from this strong points, however, there is a concern addressed by the mentor-teachers such as appearance and etiquette especially the ones related to our [Javanese] culture.

b. Social competence

In meeting the standard of social competence, the student-teachers are perceived to have good communication with the mentor-teachers well. As confirmed by 47% of the answers in the open-ended questionnaire, they regularly consulted their lesson plan, and teaching and learning process. Nonetheless, a grave concern on socialization is also necessary to take into account. As indicated by 38% of the answers, the student-teachers did not really socialize with the other school community members and not really participate in school activities such as morning exercise, flag ceremony (14,2%). In response to the matter, Participant 9 observed that the student-teachers have limited time to stay in school because they are also taking courses and busy with their work at campus. Hence, they do not have time to socialize with the non-English teachers and staffs.

c. Professional competence

In terms of professional competence, 60% of the answers show that the mentor-teacher participants perceive the student-teachers to have good knowledge on aspects of English language and able to use English well. Then again, language problems is also important to be noted because 30% of the answers address the student-teachers' problem in pronunciation, diction, spelling, and Grammar such as "are you agree?" "speak more louder." This problem seems to be close to the issue of speaking accuracy which involves the correct use of pronunciation, vocabulary, and grammar and valuable to be taken into account because accuracy is believed to be crucial for learners' oral proficiency (Saunders and O'Brien : 2006 as cited by Wang: 2014).

d. Pedagogical knowledge competence

The mean score for this aspect is considered lower than the previous ones. This result is matched to the answer in the open-ended questionnaire. 42% of the answers suggest that the student-teachers have good pedagogical knowledge in the way they understand the theory of learning, principle of material and curriculum development. However, half of the respondents suggested for improvement. As indicated by 30% of the answers, this pedagogical knowledge still needs to be improved. This point is supported by the other 26,9% of the answers stating that they do not understand the principle and application of the prevailing curriculum ("KTSP" and "2013" curriculum). As a result, they could not make RPP and evaluation based on the principle of curriculum.

e. Pedagogical skill competence

In pedagogical skill competence, the student-teacher participants are considered to be good in employing creative and innovative teaching and learning techniques such as by using technology in the classroom (44%). More to that, 16% of the answers indicated that they also can develop material well. Apart from these opportunities, some improvement are required since they still have problems in classroom management skill (16%) and in understanding the students' characteristics (16%).

In relation to understanding students' characteristics, From the individual interview, participant 23 discovers a connection between this issue to the problem of socializing, as stated in discussion of social competence. Because they did not spend too much time at school, they did not really mingle with many school community members, nor did with their students. Consequently, they did not really understand the characteristics of their students. Such observation is supported by Jennings and Greenberg (2009) in *Review of Educational Research* saying that teacher's social competence will enable him/her to develop raising his/her relationship with their students.

To sum up, to what extent the student-teachers fulfill the standard of EFL professional teaching is summarized in the potencies and challenges below:

3.4.2 Contextualizing the research findings to the real practice in the research setting

In attempt to contextualize the finding into the real situation and practice in our faculty, I would say that mentor-teachers' thorough evaluation is agreeably matched with what we have and have not equipped to the students. As revealed in the finding, the student-teachers are viewed to have good knowledge on theory of learning, principles of curriculum and material

development. Besides, they are also capable in designing material well, create innovative and creative teaching techniques, especially using technology.

In our faculty, we offer several teaching courses like Introduction to language education, Curriculum and material development, Teaching and learning strategies, Teaching English as a foreign language, Language assessment, and Micro teaching. Besides, we provide AVA (Audio and visual aids) course. From those courses, the students learn the principles of teaching and learning, and theories of English Language teaching. More to that, they are also exposed to practices of designing materials for teaching English skills and aspects using a variety of resources, techniques, approaches, and visual aids. Therefore, it seems to be right if the student-teachers perform well in those aspects.

On the other hand, some concerns were also addressed to the student-teachers due to their appearance, etiquettes, quality of socialization with school community members, and less understanding toward the characteristics of the students. Additionally, they are also found out to struggle to make lesson plan and evaluation based on the prevailing curriculum. Such findings go closer with the real situation in our faculty. We do not offer courses on ethical codes for teachers and students development in our curriculum but just practically address them in our daily contact with our students. Similarly, soft skills that support the profession of teacher is slightly addressed. Only Public speaking is offered. Hence, again, these concerns conform the real practice in our faculty.

3.4.3 What can the teacher education program do to enhance the student-teachers' qualification as a language teacher?

In response to the opportunities and challenges above and in order to improve the student-teachers capacity to meet the teacher qualification standard, the mentor-teacher participants recommend some insightful input. First, regarding with personality competence, character building should be reinforced. It also includes knowing teacher's personality standard starting from appearance to attitude as a teacher. Second, to enhance their social competence, the duration of teaching practicum should be added from three months to one month full. This will help the student-teachers to increase the quantity and quality of socialization with students, teachers, and all staffs. I think this will also help them to understand the students' characteristics as witnessed by the mentor-teacher participants to be lack of.

Third, to improve students' professional competence, the teacher education need to equip the students with more soft skills (socializing with colleagues, attire, attitude) and some others related to working skills (condition of real work situation, public speaking, leadership training). The other thing is to improve their speaking skill and/or language competence especially Grammar and pronunciation. By so doing, they will be ready to deal with the real work situation. Lastly, the teacher education program would be better to add credits for micro teaching course in order to prepare them for their teaching practicum.

Fourth, to build up the student-teachers' pedagogical competence, the student-teacher needs to be equipped with Psychology of Learning and with current issue of teaching and learning theories and methods and techniques. More to that, it would also be more realistic and useful to prepare them with the principles of the prevailing curriculum (2013), how to make RPP, lesson objectives and indicators. Furthermore, it would be a good idea to hold "student teaching" program for teaching and learning English and/or encourage them to do mini research and have it published in ELT journals or ELT conferences or to attend seminars. Last but not least, equipping them with the competence of being a teacher is also pivotal so they master teacher's preparation, classroom practice, and evaluation. In this case, emphasis on the notion of being a teacher needs to be given.

4 CONCLUSION AND PEDAGOGICAL IMPLICATION

Based on the research findings which has been contextualized in the the research setting, there are some important points to be highlighted in preparing the pre-service teachers to meet the teacher qualification standard in the following five competence areas: *Personality competence*. Character building is essential so the student-teachers will understand culturally and socially accepted-behaviour and perform good manner as an individual as well as a teacher. *Social competence*, the teacher education program needs to emphasize the importance of building

a good cooperation with the mentor teachers and good socialization with the school community member. *Professional competence*, the teacher education program need to make sure that the student-teachers have good knowledge and proficiency of English Language. *Pedagogical knowledge competence*. It is crucial to equip the student-teacher with knowledge on approaches, methods and techniques in TEFL, curriculum and material development, language assessment. More importantly, current issues and implementation on those areas are also necessary to be exposed. Therefore, the teacher education program should encourage the student teachers to attend and/or present in ELT conferences. Similarly, the implementation of prevailing curriculum in Indonesia also needs to be taught so the students know how to deal with the curriculum when teaching in local schools. *Pedagogical skill competence*. In this area, the teacher education program needs to enforce the student-teacher to be innovative and creative in teaching. The use of technology must be emphasized in order to achieve the purpose. More to that, skills for managing calassroom and understanding students' characteristics is also necessary to be cultivated. Therefore, courses like Psychology of Learner and Classroom Management must be offered.

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USING STORY DIFFERENT ENDING CHOICES TO ENRICH STUDENTS 'LITERATURE OVERVIEW IN EXTENSIVE READING CLASS

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ABSTRACT

The students' impression of reading literature-short story, novel got lower because of the dull of story based on one ending story. This qualitative study is aimed at enriching teaching-learning strategy in reading class. A brief practicing on enriching students' literature overview and creating their story game was given to a group of language learners who were studying extensive reading. Interview protocol project: story endings choices were then used to capture traces of their impression to enrich their overview about literature reading in extensive reading class. The subjects of the study were twenty five students majoring in the Teaching English as a Foreign Language in IAIN Tulungagung in the academic year 2015-2016. This class was taught by the instructor for 8 weeks from September 2015 to October 2015. The data show the change of their impression of learning literature. After practicing there is a tendency from the students to be more creative to create story endings of novels. It is concluded then that the brief practicing has prompted them to be more excited and challenged to play and create some different version of story endings.

Key words: *story ending choices; literature overview; extensive reading class*

INTRODUCTION

Reading literature-short story becomes dull when the students could predict the ending story. This study reveals how to apply teaching-learning strategy in extensive reading class. One of the authentic materials is short story or novel. It becomes lecturer's task how to attract his or her students to be interesting in joining extensive reading class. Related to this situation, many researchs conducted to reduce the boredom. The teaching of literature to EFL/ESL students has been extensively promoted (e.g. Baurain, 2000, Cope, 1998; Hall, 2003; Moon, 2010; Paran, 2008; Tran 2003) because literature is considered as a valuable type of teaching material not only for its authenticity, but also for the motivation, cultural and linguistic knowledge, as well as other social and academic skills it provides to the learner (Khatib, Rezaei & Derakhshan, 2011).

To nurture reading habits among the students and improve their cultural understanding and thinking skills (Rashid, Vethamani & Rahman, 2010), in addition to enriching their English proficiency (Knoeller, 2003), the students were encouraged to read short stories written by various authors often in the form of graded readers' series from 1,000 to 5,000 words found in the college library. Evidence of their reading was recorded in the form of summaries of approximately 100 to 150 words long, followed by another 100 words about their perceptions on certain aspects of the stories, like setting, plot, characters and writing style. Both common sense and research have shown evidence that students improve their reading by reading. Copious studies already exist in support of extensive reading (Krashen, 2004; Pikulski & Chard, 2005; Silva, 2009; Therrien, 2004). By extensive reading, it is meant that students read for a significant amount of time. It is an approach beyond skill development; an activity students "[choose] to do for a variety of personal, social, or academic reasons (Day & Bamford, 2000, p. 4). Susser and Robb (1991) agree. They claim that extensive reading involves reading a large variety of materials for general understanding and usually obtaining pleasure from reading. Extensive reading materials provide substantial linguistic input (Bell, 1998), which is needed for language acquisition. Thus, extensive reading provides a rich source for developing learners' linguistic competences. Researchers point out the importance of extensive reading, but what does extensive reading entail? Successful extensive reading requires the following (adapted from Maley's list, 2009).

1. Reading often and in a large quantity;
2. Reading in a wide variety of topics and genres;
3. Reading content that is interesting and compelling
4. Reading books themselves select;
5. Reading for pleasure and information
6. Reading is its own reward
7. Reading at levels appropriate for the readers;
8. Reading speed is fast, not slow.

Based on the successful extensive reading above, this study conducts reading content that is interesting and compelling. In this case, the activities are supported with the use of authentic materials; novel or short stories which offer some types of story endings. This study talks about using some teaching reading in extensive reading class. There are some types of story endings can be learnt towards literature short story, novel which offer different impressions.

METHOD

This qualitative study sought to investigate students' perception of using short story ending choices. In the study, an interview protocol project: Story Ending Choices was used to obtain the students' perceptions of using this teaching learning strategy in reading class. The interview had eight questions. The respondents of this study were the students who attended the Extensive Reading Class, State Islamic Institute of Tulungagung were the targeted population for this study. A total of 25 second-year students majoring in English voluntarily participated in this study. All students have passed Literal, Inferential reading.

To gain a detailed depiction of participants' perspectives related to their experiences, individual interviews were conducted; an interview protocol was utilized during the interviews. Once data was collected through individual interviews, audiotapes were transcribed and transferred from spoken to written word to facilitate analysis. Qualitative data analysis procedures followed. Finally, it was an attempt to describe their perception about using story ending choices.

The study had some limitations. The first limitation was related to small sample size. The sample size consisted of 25 second-year students attending the Extensive Reading Class. Due to the small sample size, the number of completed responses was limited as well. A second limitation was that the sample represented ESL students at a single institute, State Islamic Institute of Tulungagung. Therefore, the participants' sample was not a probability sample. The next one is the time limitation; it was only conducted for 8 weeks from September 2015 to October 2015.

FINDINGS AND INTERPRETATION

The results of the study show that the students perceived all the activities which were conducted in extensive reading class were challenging and exciting. Most of them responded that it was the first experience for them to read the story which offered them some different types of ending stories. Their responses of answering all the items of interview protocol project: Story Ending Choices to be exciting and challenging experience for them.

Student perceptions

An interview protocol project: Story Ending choices conducted at the end of course with the class to measure the level of satisfaction with course, impression, especially with the materials, course delivery and assessment. For the purposes of this article, only selected data are reported here. The interest in reading class using story ending choices was generally high, 88% of the respondents gave very positive responses (70% considering it 'fairly interesting' or 'quite interesting' and 30% 'totally interesting', which meant 3, 4 and 5 on a 5 point Likert-scale respectively). Justifications for this evaluation were provided as follows.

*Have you ever read a story or watch a video which offered you some different endings from one title you read?

All of the students answered that they have never read a novel or watch a video which offered some different endings.

I have never read a novel or watch a video which offered me some different endings from one title I read.

**If it was ‘yes’ tell me more about your impression towards the story? If it was ‘no’; tell me also about your impression towards the story that only has one ending?*

My impression towards the story that only has one ending is just so-so (bored/uninterested) because we as readers have to follow the ending of the story which the writer created. As usual prediction, when we read a story we do hope that the ending of the story will be the same ending as our mind but we cannot do anything if the story which has one ending. We just follow the ending what the writer created.

It indicates that the story which offered one ending makes the students get bored to read the novel or video.

**How was your feeling towards the story given by your lecturer on the first time (story entitled “Puti and Meli” which has one ending story)?*

My feeling towards the story is I feel just so-so because as a reader or readers, we can guess the ending of the story, there is not curiosity or triggering to read the story further. It causes us lazy to read the ending.

A novel or a video which offered one ending makes the students get bored and uninterested to continue reading.

**How was your feeling towards the story given by your lecturer which offered you some different types of endings (story entitled: Puti and Meli” which has some different endings)?*

My feeling towards the story which offered different types of endings is I felt so excited because this was the first time I knew the story which offered some different endings, we were as readers were allowed to choose one of the ending story or we could choose all of ending stories to read. I felt enjoyable to read the story which has more than one ending stories. So my curiosity of the story got higher or triggered more and more. It made us excited to read the story.

We have become more excited and curious. This way of using this strategy made us more challenging reading any stories especially the story which has more than one ending.

The students also found their vocabulary and reading skills were improved.

Which one do you like-to have a story with only one ending or more than one ending? Why?

I liked the story which has some different endings because we could predict the story mind beside that we would know the various types of endings stories which we read. We would be more excited to read more ending of the story.

Will you recommend a story which has some endings to be applied in reading class?

Yes, I recommended as story which has some ending stories to be applied in reading, because it would be attractive strategy to invite the students perceiving and creating their imagination.

How was your feeling when you have to write your own story ending? Did you enjoy that feel some difficulties more?

I felt enjoyable, grateful, excited, and happy. It enriched my knowledge about types of story endings; we could be creative to create any ending stories. I also got difficulties, sometimes I was lack of vocabulary and synonymy.

Many students (60%) really liked the materials, with 20% of them even finding it 'totally enjoyable', as remarked in the following comments.

How was your feeling when you played story game? Why?

In my opinion, to play a story game was very challenging, it seemed that our brain should be awake all the time to guess and predict any ending stories. It could be based on the fact (factual experience surroundings environment) or based on our imagination (fiction: Imaginative literature, on the other hands, aims to arouse thoughts and feeling). The stories had deep meanings and taught us many useful things for life. The stories reflected our life and I could find myself in the stories.

In addition, the way of teaching was well received by the students (87%), with the following justifications.

The way of teaching was very exciting and lively. I liked the questions and the video or novel that the lecturer used as illustrations.

This strategy teaching- learning helped me understand and appreciate poems and the stories because there were many cues and details to help us. We also got types of story endings which we could apply to create version of story endings in our short stories. It made us so happy to create our imagination. It seemed that literature was no dull as we thought previously.

The students (94%) found that this teaching learning strategy the teacher posed beneficial in helping them to understand the readings literature and creating their own creation(short stories with different version of story endings).

By conducting strategy, most of the students felt that they could enrich their overview about literature and have joyful reading classes by creating and reading some different versions of story endings. Thus the students' enthusiasm on reading increased.

Motivation in the course was clearly expressed by the various comments in the survey as they found the course inspiring and they discovered new things about literature, about life and about their lives.

The lessons from the stories were taken as learning source to have self-reflection and models. Her way of behaving and thinking was much influenced and controlled by her memory of characters she ever found from her reading. She was always reminded of things which are morally good or bad

Learning literature could be considered an effective way for the students to improve their reading and writing skills as they were exposed to the literary language, which was generally higher than their own levels and this required them to think, to predict, to learn and to understand the content and the messages conveyed via the stories or poems. However, the students did not feel intimidated by the lessons, as our teaching and assessment promoted an open, exploratory style of learning where creativity and the imagination promoted risk-taking, as recommended by Maley and Duff (2005). After joining these activities, the students create their own short stories which have some ending stories. They felt that the story ending choices offered different impressions; they are happy ending, sad ending, and twist, unresolved and anti-climax. All those knowledge make them curious and challenged to create any short stories using some types endings.

CONCLUSION AND SUGGESTION

The course seemed to show that teaching literature could be done through practical and motivating activities. Instilling in EFL students the love and the desire to learn literature in English was highly important as it released them from the misunderstanding that this subject was only for highly intellectual people. Especially, the knowledge developed from the course was not 'taught' by the teacher but it was gained by the students exploring it, thus largely transferring the responsibility for learning from teacher to learners (Maley & Duff, 2005).

A number of recommendations might be considered in implementing such teaching learning strategy with intermediate EFL students. First, the strategy needs to be in accordance

with the delivery of the course and it should be clearly discussed with the students at the beginning of the course so that they know in advance what is expected of them. This also means that material selection should be done with care to make sure the materials students learn are relevant to their language levels, age, gender and interests. Second, students could be guided to become independent learners who know what they need to do, both in their preparation for their lessons, in class, as well as for their independent learning. Third, even though assessment can be necessary to measure the improvement the students make during the course, it is more important to focus primarily on their learning rather than on their assessment, so that students are willing to take risks both in their learning and their assessment. As a result, this can lead to their creativity and new discoveries of different abilities that they may possess.

As the values of teaching literature to EFL to students are numerous, time and energy put into making students appreciate literature and discover it as a useful resource for their lifelong learning is worthwhile. Therefore, it is suggested that EFL teachers try different ways that suit their students to integrate literature into their teaching and to introduce the students to the world of literature.

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THE USE OF INFORMATION TECHNOLOGY AS THE MEDIA TO BOOST THE STUDENTS' READING COMPREHENSION

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ABSTRACT

It is inevitable that the difficulties to understand reading text in English are a problem that often occurs among students. It is caused by various factors, including the difficulty of the students' to understand the vocabulary used by the author, the situation, and the background knowledge. Indeed, the ability to read in second language especially in English cannot be achieved instantly. This capability requires continuous exercises. However, these exercises should be supported by the model of learning approach that fits to the needs of students. Moreover, the use of technologies that are already familiar to students could be one of the alternative ways that can be used both by lecturers and students to simplify the process of understanding the reading text in English. The use of appropriate technologies in accordance with the curriculum subjects of reading will help students to more easily understand the content of reading either implicitly or explicitly. In relation to this condition, the writer conducted the research about the use of information technology as the media to boost the students' reading comprehension. This research is conducted for the students of English Education Department Kanjuruhan University. It is hoped that by using information technology as the media in the teaching reading, students may develop strategies for understanding, synthesizing, and interpreting new information from the text.

Keywords: *teaching reading, Information technology*

INTRODUCTION

Reading is one of the essential materials that must be mastered by students majoring in English education. In understanding the reading text takes various strategies that will allow students to understand the reading text in English. Furthermore, to make it easier for students to understand the reading text given by the teacher in the learning process, it is important for the teacher to give the appropriate reading materials for the students in order to support them in understanding the content of the text. The process of understanding the reading text requires a strategy that will help the reader to understand the reading either implicitly or explicitly. Understand the various methods of reading text can be applied as an attempt to understand the reading in English easily.

It is inevitable that the difficulties to understand the reading text in English are a problem that often occurs among students. It is caused by various factors, including the difficulty students understand the vocabulary used by the author, the situation and the text background readings. Indeed, the ability to read in L2 especially in the English language cannot be achieved instantly. This capability requires continuous exercises. However, these exercises should be supported by the model of learning approach (approach) that fits the students' needs.

The use of technologies that are already familiar to students could be one of the alternative ways that can be used both by lecturers and students to simplify the process of understanding the reading text in English. The use of appropriate technologies in accordance

with the curriculum subjects of reading will help students to more easily understand the content of reading either implicitly or explicitly. Structuring and revamping the curriculum according to the needs of students and the development of the era is the way that could be done by the lecturers to improve the quality of learning in the subject of reading. Selection of reading text that is in accordance with the level of student ability and the level of students' thinking need to be the main reference for lecturers in selecting materials for teaching reading courses.

Moreover, the implementation of teaching reading in English education students by using technology will provide a lot of convenience for both faculty and students. Lecturers can make learning assessment system quickly and accurately through software that has been designed. In addition, the students were also able to use technology as a medium of learning instruction. So, the learning process will be easier and more enjoyable. Based on the above background, the researchers intend to examine the above issues in more depth by linking devices in the reading course with the use of technology that will produce the materials for learning products and software to be used in teaching of reading.

METHOD

The research is a qualitative study using research design and development. The model used in this development was adapted from the development of instructional design models Recursive Reflective Design and Development or abbreviated R2D2 (Willis, 1995 in Arikunto, 2002). The definition of adaptation is the modification of the model R2D2 to be adjusted for developmental purposes (Tomlinson, et al, 2004).

Adaptations related to the focus of the development and test the effectiveness of the product. In the model of R2D2 there are three development focus, namely (1) the focus determination (define focus), (2) focus on the determination of the design and development (design and development focus), and (3) focus on dissemination (dissemination focus) (Willis, 1995 in Arikunto, 2002). R2D2 Model has four flexible development principles, namely (1) recursion, (2) reflection, (3) nonlinear, and (4) a participatory. The principle of recursion allows a developer to set a temporary decision and reconsider its decision about the product at any time during the development process (Sugiyono, 2008; Hendrayana, 2009).

The principle of reflection require developers to reflect, rethink conscientious, search and find feedback and ideas from many sources during development. The principle of nonlinear allow developers to start the development process is not in order, meaning that developers can undertake preparatory activities and simultaneously start the product of development.

In the process of development, the development team was allowed to carry out ongoing evaluation. This means the findings, feedback, comments, and ratings from participants in the development process the team used as a benchmark to revise the product continuously during the development process. The last principle, participatory allows developers involve teams of participants on some or all of the development poses. In this study, researchers used the instrument in the form of observational format, questionnaire, record activities on the ground, the guideline to analyze the product, as well as the validation form from the experts.

Then, the researcher analysis the data obtained from this research includes two main activities, namely the analysis of data from a team of experts and analysis of data from the test results of the product. The data analysis from experts conducted by domain analysis techniques. The Data are grouped by its scope. Acquisition of data in each group is reflected in a conclusion on the analysis.

The conclusions of analysis used as the basis for revising the product. Analysis of data from users of the products made from the test results of products to give comments, criticisms, and suggestions of the expert team during the ongoing of trial process. Analysis of data transactions are carried out by classifying data based on a domain that is consistent with research problems, interpret data, the data thus reflected, and concluded the results of the analysis. The results of this analysis are used to enhance the product.

FINDINGS AND INTEPRETATIONS

From the results of this study show that the implementation of the technology information, especially the use of the computer program in the teaching of reading and the reading test make the students more enjoyable in the reading course. They feel comfort in

joining reading course. They found the new experience in the teaching of reading. In the implementation of the use of information technology in the teaching of reading, the students found new experiences in the teaching learning process. The reading texts which is provided online or offline through the computer help the learners to learn with the new environment of the teaching and learning process.

The test was piloted 4 weeks before the main study for validation purposes. First, two experts, who were experienced in the teaching and testing of English as Foreign language, were asked to work independently and to classify the texts into familiar or unfamiliar texts based on some criteria provided by the researcher. Furthermore, the two experts also have the duties to classify each question as either inferential or critical questions based on the reading text provided. The result of the expert validation shows that the expert suggested the researcher to base all the texts on the familiarity in order to make the scoring easier. They also said that all texts provided have strong American nuances.

Furthermore, in order to decide the vocabulary use, familiar/unfamiliar, context, setting and subject matter, the experts suggested the researcher to decide first who the readers or the subjects of the study were. Trying out related to these instruments has been done, and the results showed that the text was unfamiliar when the students did not have background knowledge and experiences related to the text they read. On the other hand, the texts were familiar when the students had the experience or background knowledge related to the text they read. Based on the expert suggestion and the results of try out, the researcher could decide the familiar and unfamiliar texts that can be used as the instruments. The questions on reading test on which no consensus was reached were revised. Second, the test was administered to a small but similar sample of Indonesian university students in terms of age, academic background, and L2 proficiency level. Using Cronbach alpha, the internal consistency of the test was found to be 0.987 for unfamiliar texts of reading test and 0.980 for familiar texts of reading test. Very easy and very difficult items were revised for the subsequent version of the test.

From the results of the expert validation and the researcher selected materials, then, the researcher created the software as the materials for the teaching reading for the university students. The reading text provided online in the computer with the duration for reading help the learners to understanding the content of the text literally and implicitly. The learners get the benefits to learn through the use of information technology. They practice to read the text and they do the exercises through the computer.

The results of this study indicate that foreign language reading comprehension among students a foreign language can be significantly influenced by the type of text, whether it was familiar or not for the students' background knowledge. On the other hand, the use of information technology and content familiarity appeared to get the interaction among the students comprehension, but on the other hand, it is still questionable whether the switch of these variables have the same results or not.

The results of this study are consistent with the findings of Hambrick and Engle (2002) and Hambrick and Oswald (2005) conducted in the first language setting. But they raise questions about the findings Leaser (2007), which refers to the results of the hypotheses that have been made. It should be noted that this study was measured through tests based on memory, all required given the information after listening or reading. Given the focus of the memory of these measures, it is possible that they inhibit the ability of individuals to fully demonstrate understanding (Chang, 2006). The software of reading texts and reading tests will be develop more to make the situation and the materials of reading more various. The materials of teaching reading are more suitable with the students' needs and more authentic. It also based on the curriculum. The development of the materials and curriculum are based on the students' need, the situation, the students' environments, and the students' background knowledge.

From the finding of the research, it can be showed that the implementation of information technology could improve the students' reading skills especially for literal and inferential reading comprehension. This could be viewed from the result of the analysis of process and product implemented throughout the research. The reading test was administrated by the researcher at the end of the study. The materials of the test were taken from the reading text which provided online through computer.

After the researcher implemented the information technology in the teaching of reading for about 7 times, the researcher knows that the students' ability in reading comprehension were increased. It can be seen from the result of the students reading test in every meeting which become better. In the implementation of teaching reading by using information technology, the students feel easy to understand the content of the text; they feel free from the burden, since the researchers using the meaningful text to them. The students get the knowledge from their reading and discussion. So, it really helps the student to comprehend the content of the text.

The use of information strategy differs from traditional approaches to teaching reading skills. It can be considered by the teacher to use the online reading text and online reading test through the computer as an alternative ways to improve the teaching reading because this strategy can make the students interested to write, read, and speak. When the students practice all the component of the language skill together, it will enable the students to memorize the information they get longer than the students only see it. The use of this strategy in teaching reading is more interesting and it can give motivation to the students to understand about the lesson longer and automatically. The information technology can give the chance for the students to discuss their difficulties in group with their friends, and they have the chance to use the technology as the media for the teaching and learning process. It also gives the students understanding about the vocabulary and the grammar use. It was to improve the students' motivation and their reading comprehension.

CONCLUSION AND SUGGESTIONS

From the findings of the research and also the discussion part, it can be seen that the implementation of information technology in the teaching of reading really helps the students in improving their reading comprehension. The students find it easy to understand the literal and inferential meaning of the text, because they got sufficient knowledge related to their topic. Their ability to understanding the meaning inside the text and the connected words were improved significantly, because they had the model through the computer. Overall, the students' reading ability was improved as it can be seen from the result of the students reading test. The average score of the students' reading test were 7.6, from 25 students in the reading course. It means that the students really enjoyed and got the benefit in the implementation of information technology through online text in the teaching of reading comprehension.

The result of this research explains the useful strategy in the teaching of reading comprehension and it describes the implementation of the strategy. This is supported by the result of the students reading score and their opinion about the implementation of this strategy in the teaching of reading. Since this research was only small scale of research with the very limited time to implement the research due to the use of information technology through online reading text, the researcher suggests other researchers to explore more about the implementation of online reading materials by using special software in large scale research, with other various types of text, material to be explored, and also with the adequate time to employ.

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TRANSLATION QUALITY OF ENGLISH INTO INDONESIA SIMPLE SENTENCE AND TEACHING TRANSLATION PRACTICE

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ABSTRACT

The article is written based on a descriptive qualitative research. It aims at (1) classifying the types of English simple sentence found in The Magic of Belle Isle movie and their translation quality into Indonesian (2) describing the application of the first finding in teaching translation practice. The data are all utterances in the forms of simple sentence and their Indonesian subtitling. The other data are information related to translation quality taken from questionnaire and interview. The data sources are movie script and its subtitling of The Magic of Belle Isle. Besides, the other data are rater's descriptive score result and students' opinion related to translation practice. The data are collected using content analysis, questionnaire, and interview. They are analyzed using Nababan's theory, Catford theory, and Spreadly's four analysis steps, namely domain, taxonomy, componential, and cultural theme. The first finding shows that there are eight types of sentence and they are in good translation quality, indicated by the average score of the translation quality is two point nine (2,9) from three as the highest score. Second finding shows that in applying the first finding in teaching translation practice, there are six steps. They are: students are asked to (1) translate the English simple sentence into Indonesian; (2) evaluate their translation result; (3) find the weaknesses, (4) compare the students' result and the first research finding; (5) practice translating, and (6) evaluate their translation quality. The two last steps were done in six meetings.

Keywords: *Translation quality, strategy, and subtitling quality*

1. INTRODUCTION

Translation activity can not be separated from language use. It will always be done by human being in everyday life. It is an activity done by someone to transfer the message of source language into the target language accurately. At the same time grasping accurate message, a translator or a subtitler is also attempt to gain acceptability and readability. Those three things are the elements of translation and subtitling quality. The translation quality itself can be achieved in transferring the message of text or movie the subtitler or translator uses some strategies such as. The example of sentence accuracy can be seen in the subtitling of *The Magic of Belle Isle*.

Source language: I stocked the pantry for the summer.

Target language: *Aku mengisi dapur ini untuk kebutuhan musim panas.*

The two sentences are accurate because there is no distortion of meaning, no specific terminology, and the sentence is also simple. Although the subtitler uses intra-system shift, meaning shift, and level shift, the subtitling has good translation quality.

Research on subtitling has been conducted by Hooseinnia entitled *Omission as Strategy in Subtitling*. In his finding revealed that the subtitler most dominantly omitted words or expression. Second research done by the writer in 2015. She talked Translation (process) quality assessment (TQA) as Farahzad (2012, P. 2) redefines as an area in TS [translation studies] to ensure the quality of translation in terms of accuracy, adequacy, naturalness, and other such criteria.

Based on the phenomena, this paper purposes to (1) classify the types of English simple sentence found in *The Magic of Belle Isle* movie and their translation quality into Indonesian (2) describe the application of the first finding in teaching translation practice.

Translation is transferring the message of source language into the target one. In transferring the message, the translator applies some strategies such as shift, adoption, adaptation, addition, and deletion. The strategies used to grasp translation quality consisting of accuracy, acceptability, and readability. The three elements of translation quality have descriptive criteria. Accuracy indicated by the equivalence message between target language (TL) and source language (SL), no difficult terms. While acceptability refers to the appropriateness of diction and pattern. Translation can be said readable when it can be easily understood, no difficult word more than ten percent. The quality is usually used to measure translated text but it can also be applied in sentence.

A sentence is a full predication containing a subject plus a predicate with a finite verb. Types of sentence are divided into two. First, sentences are divided based on their predicate, simple sentence, compound sentence, complex sentence, and compound complex sentence. Secondly, based on the purposes, sentence types are declarative, interrogative, imperative and exclamatory sentences (Frank, 1972: 220). A declarative sentence has subject and predicate have normal word order of subject and predicate aimed at informing. The order of the subject and auxiliary are often reversed in an interrogative sentence and ended by a question mark in writing. An imperative sentence, only the predicate is expressed at the beginning. The simple form of the verb is used, regardless of person and tense. An exclamatory sentence is begun by an exclamatory phrase usually but not always consisting of what or how plus a part of the predicate.

2. RESEARCH METHOD

This paper is a result of a descriptive qualitative research. The data are all utterances in the forms of simple sentence and their Indonesian subtitling. The other data are information related to translation quality taken from questionnaire and interview. The data sources are movie script and its subtitling of *The Magic of Belle Isle*. Besides, the other data are rater's descriptive score result and students' opinion related to translation practice. The data are collected using content analysis, questionnaire, and interview. They are analyzed using Nababan's theory, Catford theory, and Spreadly's four analysis steps, namely domain, taxonomy, componential, and cultural theme.

3. RESEARCH FINDING AND DISCUSSION

Two findings based on the analyzed data are (1) the types of English simple sentence found in *The Magic of Belle Isle* movie and their translation quality into Indonesian and (2) describing the application of the first finding in teaching translation practice. The Type of simple sentence in this research is based on sentence purpose. They are declarative, interrogative, imperative, and exclamatory.

2.1 Types of English Simple Sentence and Their Translation Quality

From the analyzed data, there are eight types of sentence and they are in good translation quality. The eight types of sentences are two types of declarative, three type of interrogative sentence; two types of imperative sentence; and two types of exclamatory sentence.

2.1.1 Declarative Sentence

It is usually expressing statement or conveying information. The sentence type is divided into two based on its predicate element. Those are verb and verb phrases. The translation of both types of sentence has high quality. It is proved that the translation is accurate, acceptable, and readable. The mean score is 2.8 from 3.

Declarative Sentence with Verb Predicate

0082b/TMBI6/TL6/NP1/NPa/SS

Source language: I stocked the pantry for the summer

Target language: Aku mengisi dapur ini untuk kebutuhan musim panas.

Both English and Indonesian are accurate, readable, and high readability. No specific terminology in the sentence and there is no different meaning between them and easily understood.

Declarative Sentence with Verb Phrase Predicate

0081b/TMBI2/TL3/VP1/

Source language: I will have most assuredly surrendered the last vestige of propriety remaining in my life.

Target language: Akan kehilangan sisa-sisa kesopanan yang tersisa di hidupku.

The translation has good quality indicated by the given score of raters. Their average score is nearly perfect, two point nine. The English declarative sentence is translated into declarative without changing the message although subject *I* is deleted and the strategy used is codensation. Verb phrase functioning as predicate *will have most assuredly surrendered* is transferred into *akan kehilangan*. The subtitler shorten the utterance in Indonesian.

2.1.2 Interrogative Sentence

Interrogative sentence found in the movie can be divided into three. They are WH question, yes no question, and question without WH and yes no markers. The translation quality of those can be seen in the following analysis.

WH Interrogative Sentence

0001/TMBI1/TL1/

Source language: What is all that crap on the windshield?

Target language: Kotoran apa di kaca depan itu?

Both WH interrogative sentences have same message, no distortion of meaning, and no difficult word for the reader. The translation can be categorized into high quality because the three raters of accuracy, acceptability, and readability give score three. There is different order of both sentences, level shift from compound word *windshield* into phrase *kaca depan*, and deletion of *is*, *all*, and *the*.

Yes No Interrogative Sentence

0032/TMBI1/TL2/

Source language: Does it have indoor plumbing?

Target language: Apa ada pipa air di dalam?

Second type of English interrogative sentence found in the data source is rendered into interrogative with different order, such as *indoor plumbing* translated into *pipa air di dalam*. Besides, the subtitler deleted pronoun *it* but no different meaning of both sentences contextually and based on the raters, the translated sentence above is in high quality.

No WH and Yes No Interrogative Sentence

0005/TMBI1/TL1/

Source language: Before or after it burns down?

In the data source, there are also sentences include into no WH and Yes No Interrogative Sentence translated into the same type. The following is the example of the analysis.

0005/TMBI1/TL1/VP1

Source language: Before or after it burns down?

Target language: Sebelum atau sesudah rumahnya terbakar?

The English interrogative sentence above does not have marker of auxiliary verb and question word except question marker (?). Both languages have different pattern but no distortion of meaning in the translation although the subtitler uses category shift from pronoun *it* into noun *rumahnya* and level shift of verb phrase *burn down* into verb *terbakar*. The informant as raters also give three, the highest score of the translation quality consisting of accuracy, acceptability, and readability.

2.1.3 Imperative sentence

Imperative sentence usually expresses commands or requests and indicated by period for written English. Based on the analyzed data, imperative sentence can be divided into two. They are imperative with verb and verb phrase. Most imperative sentences are translated into imperative.

Imperative with Verb

0096/TMBI2/TL4/

Source language: Leave a message.

Target language: Tinggalkan pesan.

English and Indonesian sentences are imperatives and the translation is in good quality. No different meaning between the two sentences. The subtitler deleted article *a* that does not influence the message. In the target language, *leave* is translated into *tinggalkan* consisting of *tinggal* and *-kan*.

Imperative with Verb Phrase

0131/ TMBI2/TL5/

Source language: Shut up, Willow Tree.

Target language: Diam, Pohon Willow.

The translation quality of the Indonesian is good and no changing of meaning from source language into the target language. There is no difficult word for the readers although the subtitler borrowed word *Willow*.

2.1.4 Exclamatory Sentence

Exclamatory sentence or exclamation show emphasis. This sentence can be formed from declarative, interrogative, imperative, and exclamation itself. Instead, imperative, declarative, and interrogative sentences become exclamatory by added emphases. The research result shows that there are two kinds of exclamatory sentence. They are declarative exclamatory and imperative exclamatory.

Declarative Exclamatory Sentence

0117/ TMBI2/TL4/V10117/ TMBI2/TL4/V1

Source language : She left me!

Target language: Dia meninggalkanku!

The data number 0117 above is declarative exclamatory sentence that is translated accurately into the same sentence type without changing the content. The quality is good because there is no different meaning between the message of TL to SL, even three raters give score three to it.

Imperative Exclamatory Sentence

0056/TMBI1/TL2/

Source language: Don't need any help!

Target language: Aku tak butuh bantuan!

The English sentence is imperative exclamatory sentence translated into the same type without changing the message. The English sentence does not use subject but *Aku* is used as Indonesian subject. The subtitler translated the sentence accurately, acceptably, and readably and the average score is

2.2 The Application of the first Finding in Teaching Translation Practice

The application of translation quality of simple sentences in teaching translation practice is divided in six steps. First, students are asked to translate the English simple sentence into Indonesian. The lecturer gave different part taken from the data sources to every student and they practiced translating then submitted their works to the lecturer. Second step, evaluating their translation result. The students evaluated the translation accuracy, acceptability, and readability one by one others after understanding it from their lecturer. Next step, the learners attempted to find out the strength and weaknesses. In this stage, they determined accuracy, acceptability, and readability. Fourth step is comparing the students' result and the first research finding; Fifth is practice translating, and the last evaluating their translation quality. The two last steps were done in six meetings.

Students are asked to (1) translate the English simple sentence into Indonesian; (2) evaluate the their translation result; (3) find the weaknesses, (4) compare the students' result and the first reseach finding; (5) practice translating, and (6) evaluate their translation quality. The two last steps were done in six meetings.

4 CONCLUSIONS

After analyzing the data and discussing the findings, the followings are conclusion of this papar. Firstly. There are eight types of sentences and their translation quality is good. Secondly, there are six steps in applicating the first finding in teaching translation

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TEACHING VOCABULARY BY USING MEDIA WORDWALL OF PROJECTOR IN THE THEME "PEOPLE AND THEIR PHYSICAL APPEARANCES" TO THE SEVENTH GRADE STUDENTS OF MTSN MODEL 2 PALEMBANG.

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ABSTRACT

Vocabulary is one of the equation step that would support the learners in mastering English. Many students were not interested in learning vocabulary because they did not use media and good technique. Therefore, the objective of this study was to investigate whether or not the use of wordwall of projector media in the theme "people and their physical appearances" could help the students in learning vocabulary. There were 70 out of 289 of the Seventh Grade Students of MTsN Model 2 Palembang as the sample. The pre and post-test were used to both experimental and control group in collecting the data. In calculating the data, the SPSS was used. The result showed that that t -test obtained was 10.3 it was higher than the critical value in the t -table was 1.9949 so that $10.3 > 1.9949$. It means that the research hypothesis (H_a) was accepted. It can be concluded that media wordwall of projector was significantly effective than teaching vocabulary through conventional way.

Key words: *vocabulary, wordwall media as learning media, projector.*

INTRODUCTION

There are four language skills that must be learned in English; listening, speaking, reading and writing. In addition to the four language skills, language components are crucially taught in order to support the students' language skill. They are grammar, pronunciation, spelling, and vocabulary (Suharto, 2009:202-204).

In this case, one of the English components that would be the object of the research is vocabulary. Many students were not interested in learning vocabulary because they did not use media and good technique. Therefore, the use media and also technique might be the alternative strategies to learn English vocabulary easily. The choice of technique and media in teaching will highly influence students' success in learning. In this study, using media wordwall of projector technique is one of the strategy of learning to be interesting, fun and not boring to the students.

Vocabulary is taught in many different ways in Indonesia. In most Indonesian traditional English classroom, most teachers still use conventional method in teaching vocabulary, in which they only give the students a non-stop drilling and memorization practice in a dry classroom drill. These conventional methods make the students feel bored, not motivated to learn and even caused lack of vocabularies and fluency. On the other hand, Lewis and Hill (1990, cited in Aprian, 2009) state that students are unlikely to be very successful at learning unless they enjoy the process. So, it is important to remember that students' feeling toward the lesson will influence the learning process outcome.

That is why the teacher must apply an interesting technique to teach English, because good technique can motivate students to learn English, especially to teach vocabulary. In line with this statement, Saleh (1997:20) says that the teacher of English should use technique when they teach, because it is important in teaching.

From the statement above, interesting techniques are very important for students to make them active. It is also supported by Klein and Schiler (cited in Susanti 2005:2) who say that:

Children tend to change their mood every other minute and they find it extremely difficult to sit still. It means that children easily forget and find difficulties to concentrate for long time. Additionally, the teacher of English should learn how to motivate the students' interest in learning vocabulary.

Wordwall of projector media will help teachers to relate subject matter content to students' real lives so that the students know the benefits of learning in the class. Wordwall of projector media will give the students time to practice the target language and to reflect them. In other words, the students will be able to improve their ability or competence in English. Students are more critical in analyzing the images, learn the application of the material in the form of sample images, gives the opportunity to express their opinions, and actually the students have a lot of fun during the lesson.

The Concept of Media Wordwall

For vocabulary learning in the classroom more meaningful and enjoyable for the students, the authors try to use the approach and vocabulary learning media that used with wordwall.

Wordwall is a collection vocabulary systematically organized the show with large letters and pasted on the walls of a classroom. Wordwall is an instructional media should be used not only displayed or viewed. This media can be designed to enhance learning and group activities can also involve students in the making and the activities of the user. By using wordwall, student is expected to increase understanding of vocabulary in English without having to always depend on the use of dictionary or also the meaning of words given by the teacher.

There are several ways to make wordwall efficient, practical and easy to remember. Wordwall is interactive media in classrooms to support the learning of listening, speaking, reading and writing.

As for some of these ways are:

1. Make easy to remember by using your favorite words on a particular theme.
2. Make it becomes useful is by frequently using these words in various listening activities, speaking, reading or writing
3. Make it easy to see, to write with big letters and placed on a wall in the classroom.

The Strategies use Wordwall

The use of media is intended to seek the meaning of certain words through the learning process interactive and communicative. There are a few examples of what writers do in finding the meaning of the word.

Example 1: Theme : Animal

Wordwall : bat, camel, giraffe, wild, wildlife reserve

Strategy : Guess the word

- It is on the wall
- It rhymes with paint
- It is an animal
- It likes to see for food at night
- What animal is it?
- What is the equivalent meaning in Indonesian?

After that the students guess what they mean and what that meaning in Indonesian. For more strategies teachers can develop it using other strategies.

Example 2: Themes : Natural Disaster

Wordwalls : flood, landslides, destroy, earthquake, shake

Strategy : Quick Definitions

- Provide a definition of a word
- Student writing and choose words according to the definition given by the teacher
- Repeat the back while giving encouragement to students.

- Check students' answers

Example 3 : Theme : Parts of body

Wordwalls : Nose, shoulder, eyebrow, smell,

Strategy : Guess the word

Follow-up : Simon Says games.

- This game begins with the phrase "Simon says touch your"
- If the teacher does not start sentences with "simon says" So the students are not allowed to touch anything, aka silent. For example the teacher just says "touch your ear" (not preceded by the phrase "Simon Says" so if there are students who do something he will be punished to sing a song

That vocabulary learning examples that use wordwall that with this strategy of learning to be interesting, fun and not boring to the students. To integrate with other language learning materials such as listening, speaking, reading, writing, so teachers can develop their own learning strategies and techniques and this will be easier because the students already understand the key words from the theme of learning that we provide.

The Advantages and Disadvantages Using Media Wordwall and Projector

According to Setiadi (2008), the advantages and disadvantages of using media wordwall are:

a. The Advantages

- 1) Practical
- 2) Easy
- 3) It took a lot of time in the pass
- 4) Students feel impressed and happy during the learning process
- 5) Easy to remember student

b. Disadvantages

- 1) Only considered as regular notes by students
- 2) Easy to oblivion
- 3) There is impressive to students
- 4) Students are too often open the list of words in the learning process.

METHOD

The method of this study was used the *Quasi-experimental* method through *The static group comparison: Randomized control-group only design*. According to Richard et al (1985:100) state that the experimental method is an approach to educational research in which the idea or hypothesis is tested or verified by setting up situation in which relationship between different subject or variables can be determined. It means the experimental method was an investigation characterized by the direct manipulation or control of one variable (i.e., the cause) so its effect can be seen on another variable (i.e., the effect). All other variables (i.e., extraneous variables) that might have an effect are controlled.

The groups were given the pre-test and post-test, the experimental group was given the treatment, and the control group got no treatment

Students Population

In this study the seventh grade students were used as the population. The number of seventh grade students was 289 students. The seventh grade consisted of seven classes. In this study, it was used *Purposive Sampling* technique. Researchers had certain considerations in making the determination of the sample or samples for a particular purpose (Ridwan, 2004:63). Based on the results of Mid-term tests, there were two classes; class A and C because these classes have relatively homogenous score or balanced. Based on the data was taken, the average score of Mid-term test was 72,2 for class A and 72,5 for class C. In this study, class A was as an experimental group and class C as a control group. So, the total was 70 students taken for a sample.

Technique for Collecting and Analyzing Data

The data of the study was collected by using a test. Test was consisted of pre-test and post-test. The first test was pre-test, this test was given before treatment and function as a “guide” to know how the students’ ability of vocabulary mastery. The result of this test was compared to the post-test result.

The next test called post-test and it was given after students got different treatments. The objective of this test is to find out how far is the students’ vocabulary mastery after they were given different treatments.

The test was given to the students consist of 30 questions. The test formed of multiple choice test, matching picture test, and completion test; 10 questions for multiple choice, 10 questions for matching picture and 10 for completion items. In this study, it has the same questions between the pre-test and post-test to see if the type of instructional approach had an effect.

In collecting the data, the writer used tests in order to know the students’ ability vocabulary. In this study, the analyzing data has calculated by SPSS program to find out the result accurately.

RESULTS

Teaching vocabulary by using projector is significantly effective. It can motivate all of the students in mastering vocabulary, and it can help the students understand about the lesson easily, then make more active, and interested in learning teaching vocabulary though.

From this part, it explained the result of pre-test and post-test from the experimental group and control group. It was found from the experimental group that the highest score 80 reached by one student, the lowest score 40 reached by five students. The average of the students’ scores of pre-test in the experimental group was 55.9. Then in the post-test experimental group, the highest score 93.3 reached by one student, the lowest score 60 reached by four students. The average of the students’ score of post-test in the experimental group was 77.58.

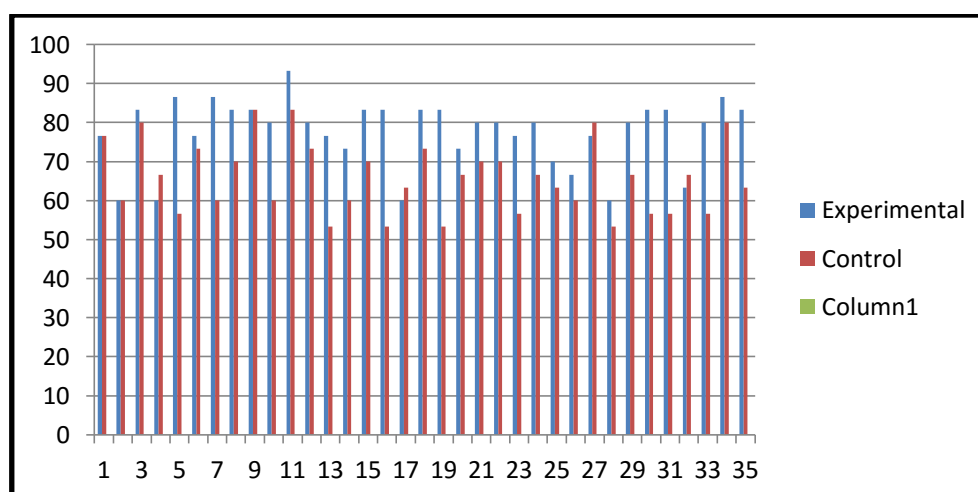
While from the control group, it was found that pre-test of the highest score 70 reached by three students, the lowest score 40 reached by nine students. The average of the students’ scores of pre-test in the control group was 49.014. Then in the post-test control group, the highest score 83.3 reached by two students, the lowest score 53.3 reached by four students. The average of the students’ score of post-test in the control group was 65.777.

It means that both of experimental and control group, the students’ average score in the post-test is higher than the students’ average score in the pre-test, but the progress score in the experimental group was more significant than the control group.

The Comparison between the Score of Control Group and Experimental Group.

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig (2- taile d)	Mean Differen ce	Std. Error differen ce	Low er	Uppe r
Equal variances assumed	,495	,484	5,39 5	68	,000	8,243	1,528	5,19 7	11,2 89
Equal variances not assumed			5,39 5	70,39 9	,000	8,243	1,528	5,19 6	11,2 90

Based on table above, we could see t-obtained on table above were 5.395. At the significance level of $p < 0.025$ in 2-tailed testing and degree of freedom (df) we got it if N in experimental group + N in control group – 2, so $35 + 35 - 2 = 68$, the critical value if (df) = 68 was 2.00. Since the value of t-obtained was higher than the critical value of t-table, the null hypothesis (Ho) was rejected and the research hypothesis (Ha) was accepted. It means that there was a significant difference in vocabulary achievement between the students who were taught vocabulary through examples non-examples by using projector and those who were taught vocabulary through conventional method.



The differences between control and experimental group in teaching vocabulary through the pictures in the theme of people and their physical appearances was described which the slight scores difference were seen. The experimental group showed higher score than control group. The lowest score in the experimental group was 60 point, and in the control group were 53.3 point. The highest score in experimental group was 93.3 point, and in the control group 83.3. Based on the explanation above could be said that projector through examples non-examples technique especially in the theme of people and their physical appearances were more effective than conventional method, because learning vocabulary through projector especially in theme of people and their physical appearances was very interesting, and it made students easier in learning.

Interpretation of the Study

From the scores that were found, the result of statistical analysis between experimental group and control group (t-obtained) should be higher than t-table (1.9949). Furthermore the result of the students' score in control group and experimental group (value of t-obtained) was 10.3. Since the value of t-obtained was higher than t-table, so that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It can be stated that teaching English vocabulary using projector was more effective than conventional method.

CONCLUSION

From the scores that were found, the result of statistical analysis between experimental and control group (t-obtained) should be higher than t-table (1.9949). Furthermore the result of the students' score in control group and experimental group (value of t-obtained) was 10.3. Since the value of t-obtained was higher than t-table, so that the null hypothesis was rejected and alternative hypothesis was accepted. It can be stated that teaching English vocabulary using media wordwall of projector is more effective than conventional. It means that media wordwall of projector was very interesting, and it made students easier in learning.

Besides that, it concluded that when she taught vocabulary through conventional way, there were many students got the bad score or "fair" and "poor" level and little students got good score. But when taught vocabulary using media wordwall of projector, there were so many students got good level and excellent level and little students got bad score or "fair" level

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THE PHILOSOPHY OF SH TERATE AS LOCAL WISDOM IN TEACHING SPEAKING FOR VOCATIONAL SCHOOL STUDENTS

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ABSTRACT

Every area has their own local wisdom which reflects to the citizen way of life. In this article, the author will discuss the implementation of the philosophy of SH Terate as one of Madiun's local wisdom in teaching speaking for Vocational School students. SH Terate is one of the greatest local wisdoms in Madiun which has been national issue in Indonesia. This research is aimed to: (1) show the implementation of the philosophy of SH Terate as Local Wisdom in Teaching Speaking, (2) To describe the implementation of the philosophy of SH Terate for Vocational School Students increase students' speaking ability. The research was conducted in SMKN 1 Madiun. The population was the students of SMKN 1 Madiun. The research belongs to Case Study Research (CSR). The qualitative data were collected by conducting observation, questionnaire and interview. The qualitative data were analyzed by Miles and Hubberman theory. The findings can be concluded that the implementation of the philosophy of SH Terate as Local Wisdom is successfully enhance students ability in speaking. Implementing the philosophy of SH Terate for Vocational School Students increase students' speaking ability because the topics are interesting and relating to students' daily life.

Keywords: *SH Terate, Local Wisdom, Speaking, Vocational School Students*

INTRODUCTION

Speaking in learning English is often regarded as very important compared to other skills. Mastery Speaking English used as an indicator of success, so that people who speak English proficient regarded as the man who mastered English. This phenomenon is common in Indonesian teaching learning process. Students are always of the view that the success of English language learning views of the extent to which the mastery of speaking English. Therefore, in learning speaking takes harder effort so that the ideal goals of the student can be achieved.

Learning speaking generally defined as a process of transferring the knowledge of English of teachers to students. The knowledge transfer in the sense of learning is not only how teachers teach knowledge to students but the process is expected to emerge changes in attitudes and behavior in line with the life of society, nation and states. The students need to be able to speak English well is a proud condition. Brown said that teaching speaking goal is to involve students in a brief conversation, give and answer questions, find ways to convey meaning, and collect other information (2001: 113). In line with that students do some efforts, one of which is trying to close with native speakers as well as find earnest culture of the target language. Serious imitation of the culture happen if it is not seriously considered will fade their own culture, Indonesian culture. Furthermore, by mastering cultural similarities and foreign-controlled behavior, the student will be considered as a modern person. Observing this phenomenon, it should be considered a learning bias filter out the effects of modernity so that the noble values of the nation are not extinct. Incorporating culture, values and the Indonesian character into the learning process can be through curriculum policy through the involving process of the local wisdom. Learning to be able to represent the area and schools need to improve the form of socialization that is able to translate themselves in a corporate context-based through Local Wisdom.

Local Wisdom is defined as a human effort using his intellect (cognition) to act and behave towards something, objects, or events that occur in a given space . Local can be interpreted specifically as the limited space of interaction with the system of limited value.

SH Terate as the icon of Madiun has a very high academic philosophy. Loyal followers of Terate mostly teenagers and students. This is confirmed by Abraham Nurcahyo in his research stating that the era started in 1990 SH Terate's members were growing and most of the youth of 17 years (2013: 33. The age when aligned with high school or vocational school.

Departing from the idea above, the implementing of Madiun's local wisdom through the philosophy of SH Terate could be merged in Speaking learning process. Hopefully, the learning process will emerge a true warrior character that has a sense of patriotism, love of country, dares to defend the truth, virtuous and knights.

METHOD

Strategies or research approach used is qualitative research approach with a Case Study Research (CSR). The sampling technique research is non probability sampling (sampling technique that does not give opportunity/equal opportunity for each element/member of the population to be selected into the sample, while the technique of extraction is using purposive sampling (sampling technique with consideration or specific purpose). The subject of research is vocational students with certain criteria. Arguing that all vocational competence and capabilities are various, not all students are used as research subjects .

Data collection techniques in this stage using nontest. The nontest done through direct observation, questionnaires/questionnaire, and interviews. Observation techniques used to obtain data on natural to determine the competence and abilities of students. The data collection techniques in the form of a questionnaire used to determine the competence and abilities of students. In addition, data collection techniques such as interviews were used to collect qualitative data related to the implementation of learning in the classroom. Further data collection techniques is documentation. Researchers want to obtain data on student achievement to fetch data document (document method) on each of the English teachers.

The instrument used in this study are the questions that formed a questionnaire which is then supplied to the research subjects are students of SMKN 1 Madiun. In addition, the researchers also used the instrument interview by asking questions of the research subjects.

FINDINGS AND INTREPRETATION

At the first meeting, the data showed that the lesson topic of speaking "The philosophy of SH Terate" to arouse the spirit of the students in learning. Learning technique used is the discussion. In the 4 SH Terate' symbols controlled most students is a brotherhood, a faithful heart and white heart lined with red. The five group discussions were active although some students still have problems with vocabulary. Students are still less in vocabulary mastery, so in 27 % discussions the students doing code mixing.

In the second meeting, the students are given a topics of "Panca Dasar SH Terate". To help students understand the topics that will be discussed then each group is given a picture. Through these images the students are invited to activate the background knowledge then connect with the topics covered. Learning technique used was discussion. The results of this meeting are students still do not understand well the basic philosophy Setia Hati Terate. Most students only see Setia Hati Terate as one of the body work. The teacher should more active to guide students in discussion. The problems of students in the vocabulary mastery has not yet changed. Several times the teacher looks still justify the students in the pronunciation. Teacher tried to provide an explanation regarding the outcome of the discussion on that day. At the end of the lesson, the teacher gave an overview of topics to be discussed at the next meeting.

In the third meeting, the students are given a topic "*sah-sahan*". Teacher showed several pictures by using power point and then the students were asked to give an opinion about the picture. In these discussions, the class looks lively. Most students have already mentioned without prompting for legitimate separation equipment such as, rooster, bananas, black uniforms. Then the teacher showed the slides one by one that contains pictures and descriptions. At this stage, the students were having difficulty to understand the Javanese terms. For example "*kain mori putih sag dedeg pengawe*" , "*suruh temu rose*". Then the teacher divided the students

to discuss in a group then each group comes forward to explain about the legitimate. Each member of the group is required to get the parts explained. Students are given the freedom to browse through a laptop or mobile phone to understand the learning topics. The teacher asked students to prepare a good appearance when they explained. The results of interviews with teacher that this strategy encourages students who are less active or not active. Based on the evaluation of teachers are some students who are less active are able to explain the material, although some have to be corrected the pronunciation, but in general the fluency have made progress. At the end of the lesson teacher gave assignments to students to prepare at home, the performance at the next meeting in term of role play. Students are free to be creative to make the dialogue and performances around the SH Terate. This meeting looks very enthusiastic students in learning. At the beginning, the class looks a bit rowdy as each group tried to prepare their performance. Teacher conducted the draw to determine the order. The number of groups are 5 groups. The results of this activity is that students are quite creative in packaging their performance. Each group seemed to have a different performance. Some groups featuring SH Terate's movements. Learning conditions seem conducive. Students were active, in the spirit of trying to show the best.

Learning speaking through the implementation of the philosophy of SH Terate becomes more interesting and lively. Students become more bold and active. This model also can develop students' speaking skill. This is in accordance with the opinion of Hughes(1989: 130) that learning outcomes can be seen from speaking accent, grammar, vocabulary, fluency and comprehension. Generally student pronunciation (accent) are still affected by the language of the area. Average volume is quite loud. Some students may offset talk with gestures and facial expression. In grammatical errors in preparing sentence by sentence structure completely still common. Mistakes most often happens are: (1) the establishment of a verb in a sentence to the third single, (2) the use of to be, (3) and the use of an adjective and an adverb. While in vocabulary, students are still having problems. Students often mix with Indonesian. Some students already looks good in vocabulary mastery. Fluency in general is good, there are only few students were substandard (haltingly) and pausing for language difficulties. Most of the students understanding can be understood well, and can respond to the talks.

The Model of Speaking Through the Philosophy of SH Terate makes students develop their characters. It can be seen from the emergence of responsibility, respect, fairness, honesty, discipline, caring and proud of the Indonesian culture. These results were obtained based on observations in the learning process, namely, (1) the quality of student performance, (2) the teacher's processes and procedures in giving lessons, (3) and the processes and procedures of students in completing a given task. In this phase, the students looked excited and try to complete the task well. The results of performance of each group showed good cooperation and creativity of students. It is also an indicator that the student discipline can be achieved by either. In the learning process through discussion techniques to foster mutual respect, students can provide the opportunity for other students to give their opinions and objections.

CONCLUSION AND SUGGESTION

Based on the results of the interview with students, it can be concluded that a large part of them feel proud of their city, Madiun which popular in Indonesia because of SH Terate as the local wisdom. The responsibilities of students can be seen from the students were able to do and accomplish a given task groups well that indicates the seriousness of learning English. The last, role play requires cooperation and solidarity in the task .

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SELF- REGULATED LEARNING AND SELF EFFICACY BELIEFS OF PRE-SERVICE TEACHER PROFESSIONAL DEVELOPMENT

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ABSTRACT

This is a qualitative case study to investigate pre-service teachers' self-efficacy beliefs and their use of self-regulated learning (SRL) strategies in the process of professional development. Drawing upon the social-cognitive and sociocultural perspectives of self-regulation and recent studies of pre-service teachers' self-efficacy beliefs, this provides a description of ten pre-service teachers' behaviors associated with self-efficacy beliefs and their strategy use across campus-based and school-based contexts. Pre-service teachers in this case refer to students of English Department who take teaching practice in SMA 5 Magelang. Data were gathered through: (a) participant observations of teacher in the classroom of English; (b) interviews and (c) analyses of documents such as syllabus, lesson plan, and supervisors' report cards. Based on data analysis, self-regulated learning and self-efficacy beliefs improve pre-service teachers' professional competence. These provide opportunities to analyze and reflect on problems of professional development. It also shows more pedagogical reasoning that as a vehicle for competencies acquisition and teacher reflection. Participants report self-efficacy beliefs across a variety of teaching practices. This study suggests that self-efficacy is a task-specific construct. All participants in this study reported higher self-efficacy to complete teaching practice activities. Their self-efficacy to have an on-going assessment was the lowest among all teaching practice activities, and this low self-efficacy was associated with their lack of practice in assessment. In addition, the participants' self-efficacy beliefs and self-regulated learning are associated with their expertise in the content area, self-perceptions of competency level, task difficulty level, social persuasion, physiological or emotional state, interest, attitude toward the teaching practice and the social and cultural context.

Keywords: *novice teachers, teaching, student*

INTRODUCTION

One of the crucial topics of study about education in the last decade concerns with the quality of education. Referring to PISA (Program for International Student Assessment) study, it presents the average of Indonesian students' achievement about three years behind the OECD (Organization for Economic Co-operation and Development). More than 50% of Indonesian fifteen year olds do not master basic skills in reading or mathematics. Raising performance in Indonesian education is crucial to meeting the challenge of reaching a high income status (Asian Development Bank, 2015).

The quality of education is frequently discussed and supposed to be determined by the quality of teacher. This implies that the quality of teachers and teaching brings the decline or improved quality of education. Due to the fact to improve the quality of education, improvement of teacher quality is needed accordingly.

In line with the fact above, this paper is a report of a longitudinal study that examines teacher students' teaching practice, beliefs, and their expectations towards teaching and professional development. This is a report that focuses on pre-service teachers' self-regulated learning and self efficacy belief in teaching prior to the start of their teacher preparation programme. The concept of "teacher self-efficacy belief" is the beliefs of teachers related to their capabilities to affect the learning outcomes of students (Ozder, 2011). Teachers' self-efficacy belief is defined as a judgment of one's capabilities to bring about a desired outcome of students engagement and learning even among those students who may be difficult or unmotivated. Teachers' self efficacy is appositive and significant predictor of children's vocabulary gains only within the context of high quality, emotionally supportive classroom (Guo, Piasta, Justice and Kaderavek, 2010)

Self regulated students are characterized by having active participation in metacognitive, motivational, and behavioral point of view (Montalvo and Torres, 2004). It needs two interrelated things, i.e. will and skill. For this reason, teachers training institution should help students who are teachers will be to be aware of their thinking and strategies and to direct their activities to achieve their valuable goals. In this case the goal of being teachers. Thus this paper presents how pre service teachers as novice teachers move from teaching to self reflective practice to have professional practice development.

Related with the concept above, self regulated learning is organized using four processes, they are planning, self monitoring, control and evaluation. These four phases represent what the students have to do the tasks. The students do not have to carry out the task in linier order or hierarchically. They may have them dynamically or simultaneously.

METHOD

The study utilizes a case study that is supposed to be the most appropriate method to capture data and explore the topic. It also makes use of sources of data such as events of teaching-learning process, 10 teacher students as novice teachers who teach in SMA 5 as a public school in Magelang Municipality as subjects, and documents. In collecting the data, this research uses the following techniques: document analysis taken from syllabuses, schemes of work, lesson plans, and worksheets, recording, questionnaire, structured open-ended interviews, classroom observations, and stimulated recall. Due to the nature of the study, inductive analysis was ongoing throughout the full period of data collection. The researcher conducted this form of analysis simultaneously throughout the research period for six months in teaching practice program.

DATA ANALYSIS

Data that concerns with self regulated learning use four indicators cover planning, monitoring, control, and reflection. These indicators are actually phases which are carried out step by step. The performance during teaching practice of teacher students as novice teacher in this paper and the findings are presented in the following table.

Table 1. Phases and areas of self regulated learning

Phases	Cognition	Motivation	Behavior	Context
Planning	10	10	10	10
Monitoring	8	8	10	5
Controlling	9	9	10	8
Reflection	10	9	10	8

Based on data analysis, the subjects of the research carry out self regulated learning starting with planning. All of them or ten teacher students as novice teachers always plan what they have to do within the teaching practice program. Since this is an institutional compulsory program, they have to obey the rule and requirement of the faculty member. Goals of program have been set by the institution and setting the goals of teaching is also a must for them in writing lesson plan. As students, they are motivated to meet the requirements in order to get good score. Thus, they discuss in group about important activities to carry out such as determining desired goals or specific objectives to achieve in carrying out the task, activating previous knowledge concerning with material and metacognitive knowledge in this case recognizing difficulties involved in several task, identifying knowledge and skills needed for addressing the tasks, knowledge about resources and strategies to carry out the task. These cognitive areas relate with the activation of motivational beliefs, i.e. self efficacy, goals, value given to the task, personal interest and emotion or affective area, planning time and effort and activation of perception regarding the task and the context of area.

Within the second phase, self monitoring, 10 teacher students as novice teachers share their teaching experience with their consultants who are senior high school English teachers after teaching. There are eight students who have metacognitive awareness and monitoring of cognition by telling their weaknesses and difficulties during teaching. These occur to those who have awareness of monitoring effort, time use, and need for help. These activities reflect self

observation of behavior. They get helps to be aware of their cognition, motivation, emotions, use of time and effort and condition of tasks and classroom context. The activities are realized in the following teaching practice when they are aware of mismatch in lesson plan and teaching practice. They understand that what they design in teaching objectives is not suitable with learning activities and evaluation, likewise, this process direct the teacher students to put into play in order that they are aware of motivational pattern. This process represent judgment of them whether they are competent for performing the task, value them, or guide and direct their academic behavior. This phase also cover an activity of being aware of teacher students as novice teachers' behavior in having more time and effort to understand the task of teaching practice such as designing syllabus, lesson plan, teaching materials, teaching methodology that is used, teaching aids, evaluation as well as classroom context for example existing class, task requirement, how teaching performance is assessed, reward and punishment system, etc. Self monitoring seems to be a very important component in the intervention of the consultants. That is why all teacher students present monitoring behavior when the consultants about their previous teaching practice. These 8 of them earn strategies. They have to oversee the application of carrying out the task, the effectiveness, and how to change of modifying in case they are ineffective. The rest two novice teachers tend to be passive. They are not motivated to be teacher in their future life. Thus they are reluctant to have self reflection of their teaching practice.

Due to control activities, 9 teacher students encompass the selection and utilization of thought control strategies. They use cognitive and metacognitive strategies, motivational strategies and strategies of emotional control. They are able to select and adapt cognitive strategies in teaching practice. In regulating time and effort most of them get difficulties in the first month of practice. They need an effort to control diverse tasks, control the classroom atmosphere as well as manage the class. These are realization of thinking and learning in professional development. This professional development is indicated by being able to change and renegotiate task and context.

In the last phase, reflection, it is actually evaluation of task and context that covers judgment and evaluation that the teacher students make regarding their tasks execution, comparing them with the criteria that have been determined by the faculty members, attributing made concerning with causes of failure and success of the teaching practice, choice of behavior in the future, and evaluation of the task and class environment. Two of the subjects who fail to meet the determined criteria tend to argue that being teacher is not his idea.

The data that relate with teacher students' self efficacy belief and their teaching practice perform the issue of students' engagement in class and instructional strategies. The table below presents the findings of the data.

Table 2. Self efficacy belief and teaching practice

Category	Management of negative students behavior	Student expectation and classroom rules	Coordination of in-class activities
Giving verbal warning	5		
Reminding classroom rules	8		
Establishing eye contact	5		
Giving negative reinforcement	0		
Approaching students	6		
Calling the students by name	2		
Giving positive reinforcement	7	7	
Reminding the classroom rule of undesired behavior	6	6	6
Providing verbal explanation		10	10

Preparing lesson plan		10	10
Adjusting time		8	8
Explaining activities		10	9
Using teaching aids		7	8
Having additional activities for students' tasks		5	7
Implementing teaching practice as the order of lesson plan		7	9

Based on the data that concern with self efficacy belief especially about learning activities the teacher students as novice teachers give verbal warning which is followed by eye contact for a minute. They are afraid of having eye contact with all students. The most common method that they apply to satisfy English lesson students expectation is determining classroom rules together with students by asking for confirmation such as “it is good to have active learning of English, right?”, or “we need to read the text carefully to understand the meaning of words, Ok”, etc. they usually then approach the target students and give explanation to improve the students’ motivation.

Due to above findings, the data presents the method of the teacher students use in classroom to ensure students’ engagement. They often use a technique of motivating high school students to be successful. There are only two the novice teachers who can spontaneously give positive reinforcement. To have interesting materials, most of them explore internet to get texts, films, pictures, or other media as teaching aids. To make the high school students active during teaching learning process, the novice teachers tend to make use of discussion technique. They believe that discussion encourage students to have creative and critical thinking. This is followed by using role play, completing story and making questions based on texts.

In the case of instructional strategies in classroom all teacher students as novice teachers provide explanation with concrete examples. There are only 4 of them who provide examples and additional explanation of figures or pictures. They hardly use drama due to time allotment. They prefer mini role –play in oral cycle. Another finding shows that most student teacher research participants in this study conduct classes or teaching practice using recitation methodology of teacher created question and answer. The students respond using very short utterances or less than sentence level. This question and answer methodology is typical of beginning level of foreign language teaching-learning activity in classes where the focus of instructions are vocabulary and grammatical mastery and their practice to use them in full sentences. Asking question is clarity skill that is mostly used by the student teachers. This finding dealing with the use of asking question and the use of example suggests that in the context of foreign language teaching student teachers preferred recitation method, use example in text-book, and their own example rather than discussion-based teaching.

Related with data analysis and finding, teacher students as novice English teacher perceive in their six months of practice to be more adequate in classroom management and using instructional strategies in class than ensuring students engagement in class. This can be interpreted that the English Department of education and teacher training faculty, Tidar university is more successful in providing students with these skills than the skills ensuring students engagement. The finding of analysis is also based on the facts that the instructional design, teaching English as foreign language (TEFL) and micro teaching as classroom management courses and special training course are emphasized.

Data analysis also reveals that the novice teachers conduct various activities in classroom. This reflects the training that they get in the pre-service period in classroom.

CONCLUSION

Based on data analysis, self-regulated learning and self-efficacy beliefs improve pre-service teachers’ professional competence. These provide opportunities to analyze and reflect on problems of professional development. It also shows more pedagogical reasoning that as a vehicle for competencies acquisition and teacher reflection. Participants report self-efficacy

beliefs across a variety of teaching practices. This study suggests that self-efficacy is a task-specific construct. All participants in this study reported higher self-efficacy to complete teaching practice activities. Their self-efficacy to have an on-going assessment was the lowest among all teaching practice activities, and this low self-efficacy was associated with their lack of practice in assessment. In addition, the participants' self-efficacy beliefs and self-regulated learning are associated with their expertise in the content area, self-perceptions of competency level, task difficulty level, social persuasion, physiological or emotional state, interest, attitude toward the teaching practice and the social and cultural context.

To sum up, self efficacy belief affects self regulation of teachers' behavior. The teachers who have better self efficacy belief are those who are more competent in using instructional strategies effectively, in ensuring students' participation, and in classroom management skill. They make more effort to solve problem that they face. However those who have low self efficacy beliefs get difficulty to make effort in using new technique and positive attitude towards the development of teaching methodology. In short, teachers are able to develop their professional practice when they can maintain their self- regulated learning and self efficacy beliefs in teaching practice.

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INTERNET-BASED MATERIALS IN TEACHING WRITING: HOW DOES IT WORK?

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ABSTRACT

Learning using internet can direct students to learn by themselves and give more chances to dig materials up. This study aims to: 1) describe the implementation of internet-based materials in teaching writing; 2) to explore the usefulness of the implementation of internet-based materials in increasing the students' writing skill. One of Islamic Junior High School in Ponorogo is the setting of the study and English teacher of Bilingual class is the subject of the study. Interview, observation, and documentations are used in collecting the data. After analyzing the data, it is found that: 1) the students are motivated to discover activities improving their language development. The teacher tends to only use created materials in form of text to avoid the inappropriate materials by considering some aspects such as goal, theme, description, evaluation, language level, level of difficulty, length of the text, students' need, and content of the text. The steps done by the teacher in teaching using internet-based materials are: selecting a website, deciding the target of learning, topic, objective, arranging evaluation tool and giving score; 2) the students can enhance their writing skill and reach excellent achievement which is higher than passing grade's score.

Keywords: *internet-based materials, teaching writing*

INTRODUCTION

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete (Ghaith 2002:1). Writing is one of productive skill which requires the writer to be able to generate ideas and support them with some supporting sentences with accurate and correct grammar. By using correct grammar, the writer can transfer his/her opinions, facts, and experiences well. However, in producing a coherent, fluent, and extended piece of writing is probably the most difficult thing to do in language (Nunan, 1999: 271).

According to Harmer (2004: 11), there are four steps in the writing process. They are planning, drafting, editing, and final version. In planning, the writers try and decide what it is they are going to say. A writer emphasizes the content and meaning rather than mechanics and conventions when he is in drafting stage. A writer puts down his ideas and thoughts, composes rough draft based on pre-writing and planning activities and considerations. Then, once the writers have produced a draft they then, usually, read through what they have written to see where it works or where it doesn't. The last, once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.

Technology development has brought high technology in some field of our life. Information technology is one of technology development. Information technology (IT) is the application of computers and telecommunications equipment to store, retrieve, transmit and manipulate data, often in the context of a business or other enterprise. In education field, information technology is realized in using computer and laptop. Those devices are familiar for everyone and almost everyone has it. Moreover, it is supported by internet connection or Wi-Fi. Furthermore, with the existence of computer and laptop which supported by Wi-Fi, the students can study using it by taking internet-based materials.

Somekh (1998) states that internet-based material is a learning material taken from various in the internet that are given to the students as an innovative learning and it can be considered as a part of teacher professionalism besides the use of the internet shows that the teacher is still up to date. Moreover, Tait (1998) explains that an extension of internet-based materials which the sources can be found from the internet in which the learners be able to access global rather than local materials.

One of school which uses internet-based materials is Madrasah Tsanawiyah Negeri (MTsN) Ponorogo, especially at bilingual class. The school provides various facilities to support and improve the teaching and learning quality in order that its graduates are able to compete in globalization era. At the present, all classrooms are supported by LCD and internet connections. To access the internet easily, the school provides hotspots and some computers laboratories with high-speed internet access in the hope that these facilities can fulfill the students' need to improve not only the learning process but also their learning achievement. Furthermore, the English teachers try to use the hotspots for teaching writing to make students be interested in writing class and to make teaching and learning process run well and effective.

Considering the background above, the researcher intends to analyze how the implementation of internet-based materials in teaching writing at the eighth grade of Bilingual class in MTs Negeri Ponorogo in academic year of 2013-2014 and how far the internet-based materials is implemented to increase the students' writing skill. Furthermore, this study aims to get the clear description of the implementation of internet-based materials in teaching writing at the eighth grade of Bilingual class in MTs Negeri Ponorogo in academic year of 2013-2014 and to explore the usefulness of the implementation of internet-based materials in increasing the students' writing skill at the eighth grade of Bilingual class in MTs Negeri Ponorogo in academic year of 2013-2014.

METHOD

The study uses qualitative research design. Qualitative research is descriptive. Frenkel and Wallen (2000: 502) write that qualitative research is a research study that investigates the quality and relationship, activities, situations, or materials in particular activity or situation. While, Bogdan and Biklen (1982: 27) state that qualitative research has natural setting as directed source of data, and researcher is the key of the instrument.

The study was conducted in MTsN Ponorogo. It is located on Jl. Ki Ageng Mirah No.79 Japan Babadan Ponorogo. It is a state Islamic Junior High School which provides Arabic and English lesson in its teaching learning process. The school has three kinds of classes; regular class, bilingual class, and acceleration class. The study was conducted in the eighth grade of Bilingual class in academic year of 2013/ 2014. All data taken from two sources (two data taken from primary source, and one datum taken from secondary source), they are activity, informants, and documents. The purpose data gathering in qualitative research is to provide evidence for the experience. There are three techniques which are used to collect data for the purpose of this research; they are interview, observation and documentations. In analyzing this research, the researcher uses Flow Model proposed by Miles and Huberman (1994: 21-22). This type of data analysis is divided into four parts: data collection, data reduction, data display, and drawing conclusion and verification.

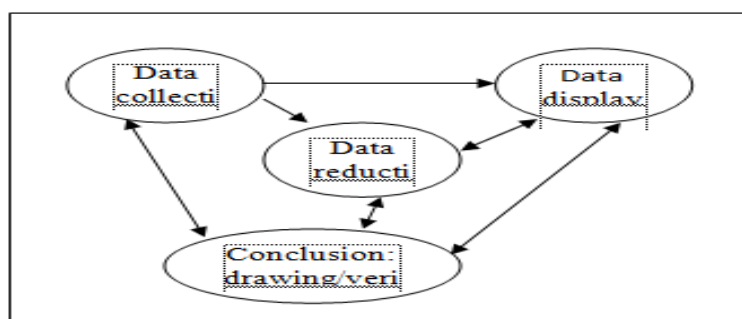


Figure 1 Flow Model Proposed by Miles and Huberman

1. Data Collection

Data collection is all of the information gotten from the whole informants is gathered to analyze.

2. Data Reduction

Data taken from interview, observation, and documentation are analyzed by reducing those data. Data reduction means summarizing the data, choosing the main issues, focusing on the important issues, and finding the patterns and losing unimportant issues (Sugiyono, 2008: 338).

After reducing the data, the researcher focused on the data as follows: (1) the implementation of internet-based materials in teaching writing at eighth grade of Bilingual class in MTs Negeri Ponorogo in academic year 2013-2014, and (2) how far the implementation of internet-based materials in teaching writing at eighth grade of Bilingual class in MTs Negeri Ponorogo in academic year 2013-2014.

3. Data Display

After reducing the qualitative data, the next step is data display. In the qualitative research, data can be displayed in the form of narrative text, flowchart, and relation among categories. Miles and Huberman (1994) state that the most frequent form of data display for qualitative research data in the past has been narrative text. So, in displaying the qualitative research data, the researcher uses narrative text. By having data display, it will be easier to understand what actually happen in the setting of research, in this case, the implementation of internet-based materials at eighth grade of Bilingual class in MTs Negeri Ponorogo. Miles and Huberman (1994: 49) state that looking at displays help us to understand what is happening and to do something-further analysis or caution on what understanding.

4. Conclusion Drawing / Verification

The last step in analyzing qualitative data based on Miles and Huberman model are conclusion and verification. Here, the researcher makes an initial conclusion. It is hoped that this initial conclusion is able to answer research questions based on the qualitative data taken from interview, observation, and documentation, so the research would be credible.

RESEARCH FINDING

The research findings showed that: 1) Internet-based materials motivated students to explore activities that would enhance their language development. They became more productive, creative, and adventurous as they appreciated the richness and variety of language. Internet-based materials offer various materials so that the students get challenges to find out the newest material. The students are more enthusiastic to study English because they can study interestingly using internet-based materials so they are not bored in the class. When choosing internet-based materials, the teacher considered some aspects such as goal, theme, description, and also evaluation. Besides, the teacher also considered about language level, level of difficulty, length of the text, students' need, easy to be understood and of course interesting text. The teacher used text when she was teaching English. The teacher also focused the text on created materials only to avoid the unsuitable materials for the teaching and learning process. In teaching and learning process, the teacher selected a certain website for the first. Then, she decided about the target of learning, topic, and objective. The teacher also arranged the evaluation tool and gave score for the last. There were some challenges when the teacher was teaching using internet-based materials. The teacher and the students had problems in using IT (Information and technology). The students also had difficulties on language. They had difficult to understand the language used in the internet-based materials. They also thought that the vocabularies used in internet-based materials are low frequency vocabularies; 2) Internet-based materials could support the students in increasing their writing skill. It motivated students to learn English enthusiastically so that they could understand the lesson deeply. Furthermore, the students got excellent achievement for their test. The students could reach score over passing grade (KKM)'s score. Besides, internet-based materials gave extra reference for the students when they joined English Olympiad.

DISCUSSION

1. The Implementation of Internet-Based Materials in Teaching Writing

Based on the description of the result in the previous section, teacher started the teaching learning process by arranging teaching planning which include syllabus, lesson plan, teaching materials and evaluation. The teacher used those teaching planning well which include preparing syllabus, lesson plan, materials, and carrying out the evaluation. Unfortunately, teaching syllabus and lesson plan of eighth grade do not mention the materials taken from internet-based materials. It means that the materials given to the students do not suitable to the syllabus and lesson plan. In evaluation, the teacher took questions of evaluation from internet. It is good because it is equivalent to the materials which taken from internet too. On the other

hand, the teacher understands about the definition of internet-based materials and its role in language teaching. It is proven that the teacher's perception about internet-based materials is equivalent to Somekh's statement (1998) written in previous part. The teacher has applied internet-based materials in teaching English. The teacher stated that the implementation of internet-based materials support English teaching learning process. Internet-based materials provide various and newest materials to attract students joining the class. Internet-based materials also cover a wide range of reading, listening, speaking, and writing so the teacher can give different materials in every session to make interesting class. It is relevant to Somekh's (1998) statement written in previous part.

Internet-based materials are alternative learning materials chosen by the teacher to motivate students joining the class. By using internet-based materials in teaching learning process, the teacher receives some advantages. The teacher believed that internet-based materials is a valuable resource in teaching English and enriches students' vocabulary development. Internet-based materials motivate students to explore activities that would enhance their language skills. They become more productive, creative, and adventurous as they appreciate the richness and variety of language. The teacher stated that internet-based materials provide various materials so the students have many choices to determine the most suitable for their learning. They also received challenge to find out the newest material which attractive for them so that the students were not bored and be able to enjoy the class enthusiastically.

Besides, the teacher expressed that internet-based materials are learning facility, learning source, and learning tool. Internet is one of facilities used by the teacher. It is free for every student and can be accessed during school time. The teacher received various materials from the internet to design joyful learning environment. Then, she used internet-based materials as a tool to explain the material for the students and to make students understand easily.

Those advantages received by the teacher are new advantages in using internet-based materials. Perrin and Mayhew (2000: 6) concluded that using internet-based materials are more effective because it can be accessed wherever and whenever without limited time.

When choosing internet-based materials, the teacher must make sure that internet-based materials meet some criteria. The teacher considered about goal, theme, description, and also evaluation. Besides, the teacher also considered about language level, level of difficulty, length of the text, students' need, easy to be understood and of course interesting text. On the other hand, Nuttal (1996: 155) states that internet-based materials are not only interesting for the students but also it should be relevant to the students' need, motivate students, develop students' competence, but also describe the combination of structural and lexical difficulty of a material. Besides, Nuttal (1996: 156) also states about other consideration when choosing internet-based materials including whether the materials challenge the students' intelligence without making unreasonable linguistic demands, whether the language reflects written or spoken usage, whether the language is natural or whether it has been distorted in order to try and include example of particular teaching point. The teacher's criteria in selecting internet-based materials for her teaching is good but there are some weaknesses because Nuttal (1996) states about other criteria should be considered includes suitability of content, exploitability, and readability. Furthermore, the teacher should consider whether the materials motivate students, develop students' competence, and challenge the students' intelligence. Besides, the teacher S also considers whether the language reflects written or spoken usage, or whether the language is natural to make the materials suitable for the students.

In teaching English using internet-based materials, the teacher chose text only. The teacher believed that by using text, the students will get new many vocabularies so that they will have many choices of diction when they are writing. The teacher also focused the text on created material only to avoid the unsuitable materials for the teaching and learning process. In this case, there is no certain suggestion from the experts about which one is better for teaching and learning process whether authentic material or created material. Tomlinson and Richards (2004: 263) only describe some characteristics of good language teaching materials. Tomlinson and Richards' statement can be conclude that good language teaching materials should provide the learners with opportunities to use the target language to achieve communicative purposes and it should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities. Unfortunately, the teacher adopts

only the materials from internet-based materials directly without adapting it. It makes the students have difficulties to understand the materials well. Besides, by taking materials from internet-based materials directly without adapting, it means that the materials used by the teacher are authentic materials, not created materials like the teacher says in the interview.

Internet-based materials are one of the most powerful materials for the teacher to help students collaborate, interact, and participate actively in the learning process. In the teaching and learning process, the teacher assists the students when they discover what they enjoy most according to their level of linguistic competence. The teacher is a facilitator helping the students build their own learning strategies. The teacher also has a role in planning, analyzing, organizing, coordinating, and problem-solving in a student-centered environment. Besides, the teacher is also responsible for the evaluation of all the web tools offered. The teacher used some steps when teaching English using internet-based material. The first thing that the teacher conducted was determining the certain website. Then, she decided about the target of learning, topic, and objective. The teacher also arranges the evaluation tool and gives score for the last. The teaching steps carried out by the teacher are good. The teacher's teaching steps are not much more different with the theory described by Warschauer, M and Whittaker, P. W (1997: 1), include considering carefully the goal, thinking integration, avoiding to underestimate the complexity, providing necessary support, and involving students in decisions.

Internet-based materials offer a lot of benefits in language teaching and enrich the language learners. Students exposed to different texts through reading and practical classroom exercises have opportunities to interact with the text, to improve their linguistic knowledge and human experiences. When students read, they interact with the text. By interacting with the text they interpret what they read. By interpreting what they read, they can express what they think by writing English more effectively. However, there are some challenges when the teacher is teaching using internet-based materials. The teacher and the students had problem in using IT. They knew IT but not totally so when they study using internet-based materials, the teacher asked help to IT teacher. The students also had difficulties on language. They had difficulty to understand the language used in the internet-based material. They also thought that the vocabularies used in internet-based material are low frequency vocabulary. Safdar, Muhammad, et al (2010: 4) state that lack of hardware, lack of software, lack of training, lack of technical support, and power failure are the barriers/ problems in using internet-based materials in teaching English. Kuiper, Volman & Terwel, 2008, Madde, Ford, Miller & Levy 2006; Safdar, 2010, Scott & O Sullivan, 2005; Walton & Archer, 2004; Bilal, 2001; Sorapure, Inglesby, & Yatchisin 1998 in Safdar (2010: 4) also found these barriers in the use of internet-based materials. Furthermore, it can be concluded that teacher's challenges in using internet-based materials are almost similar with previous research.

2. The Effectiveness of The Implementation of Internet-based Materials in Motivating Students to Study English

Internet-based materials offer the latest and newest sources. When studying using internet-based materials, the teacher stated that the students were motivated during the class. They like browsing to get materials for their discussion or for finishing their assignment. They studied English more enthusiastic. Besides, the students could complete their assignment in short time. On the other hand, research on asynchronous internet-based materials in general reported high level of students' satisfaction with the courses (Collin, 2000; Fredericksen, Pickett, Pelz, Shea, & Swan, 2000; Jiang & Ting, 1998; Motilla & Tello, 2000; Oliver & Omari, 2001; Swan, Shea, Fredericksen, Pickett, Pelz, & Maher, 2000 in Hong 2003: 5). Swan et al. and Frederick et al in Hong (2003: 5) reported that the students have perceived a high level of learning with their internet-based material. Motilla and Tello in Hong (2003: 5) found that the students appreciated the flexibility of accessing the courses anytime and anywhere. Carswell in Hong (2003: 5) stated that the students felt that they gained valuable experience in using internet-based materials.

Internet-based materials encourage the students to study English deeply. The teacher stated that by using internet-based materials the students received inspiration so that they can express their idea through writing. Because of interesting and attractive materials from internet-based materials, the students studied English enthusiastically so that they received excellent

score for their test. The teacher also stated that internet-based materials gave extra reference for the students when they joined English Olympiad. Kulik and Kulik in Hong (2003: 3) reported that significant achievement gains among students using computers compared to students in conventional setting. It means that internet-based materials support the students' achievement. However, most studies reported no difference in learning achievement between students taking web-based courses and students enrolled in traditional face-to-face classes (Carswell, 2000; Collin, 2000; Kearsley, 2000; Wegner, Holloway, & Gordon, 1999, in Hong, 2003).

CONCLUSION

The teacher who was the participant of this research understands about the definition of internet-based materials and its values in language teaching process. Internet-based materials offer a lot of benefits in language teaching and enrich the language learners. The teacher believes that internet-based materials are a valuable resource in teaching English and enriches students' vocabulary development. Internet-based materials motivate students to explore activities that would enhance their language development. They become more productive, creative, and adventurous as they appreciate the richness and variety of language. The teacher states that internet-based materials provide various materials so the students have many choices to determine the most suitable for their learning. They also get challenge to find out the newest materials which are attractive for them so that the students were not bored and be able to enjoy the class enthusiastically. When choosing internet-based materials, the teacher considers some aspects such as goal, theme, description, and also evaluation. Besides, the teacher also considers about language level, level of difficulty, length of the text, students' need, easy to be understood and of course interesting text. The teacher uses text when she is teaching English. She believes that the students will get many new vocabularies so that they will have many choices of diction when they are writing. The teacher also focused the text on created materials only to avoid the unsuitable materials for the teaching and learning process. In teaching and learning process, the teacher leads the students to explore the materials for their discussion. The teacher is a facilitator helping the students in building their own learning strategies. She selects a certain website for the first. Then, she decides about the target of learning, topic, and objective. The teacher also arranges the evaluation tool and giving score for the last. Unfortunately, there are some challenges when the teacher is teaching using internet-based materials. The teacher and the students have problems in using IT (Information and technology). They know IT. However, they know it partly so when they study using internet-based materials, the teacher asks a help to IT teacher. The students also have difficulties on language. They have difficult to understand the language used in the internet-based materials. They also think that the vocabularies used in internet-based materials are low frequency vocabularies.

Internet-based materials give many advantages in English teaching and learning process. Internet-based materials can support the students in increasing their writing skill. It motivates students to learn English enthusiastically so that they can understand the lesson deeply. Furthermore, the students get excellent achievement for their test. The students can reach score over passing grade (KKM)'s score. Besides, internet-based materials give extra reference for the students when they join English Olympiad. The students are familiar with texts used in English Olympiad because they have discussed it when they were studying in their class. It means that, internet-based materials not only can increase students' writing skill but also can be learning source for the students who join English Olympiad.

The findings of the research suggest for further investigations to critically explore issues related to this research. Future researchers can investigate the implementation of internet-based materials in other classes which are not focused on Bilingual class only. Different samples might be taken and other techniques are applied. It can be beneficial to replicate this study with different populations since it produces different results.

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AUTOMATIC WRITING ASSESSMENT PROGRAM

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ABSTRACT

The Automatic Writing Assessment Program (AWAP) is a web-based program to assess an academic writing work. As a part of a system of eltgallery.com, a website developed for mainly teaching vocabulary and writing, AWAP checks the grammar of the students' writing assignments and score the grammar, development, and coherence of the work. Throughout the course, the students are engaged in a series of activities of paragraph writing, commenting, and revising. Meanwhile, the tasks of the lecturer are explaining the material briefly and helping the students solve their language and paragraph organization problem in class and running the grammar checking and paragraph development and coherence checking applications to help the students see their language and organization problem outside class. With such learning and teaching interaction, it is hoped that the students can to become autonomous and well-motivated learners to develop in their writing skill.

Keywords: *automatic, assessment, writing, web-based application*

INTRODUCTION

Writing is an essential skill which university students have to master. University students have to write a short passage or essay to show their mastery of the content of the subject they are taking. They have to construct sentences and organize their ideas in paragraphs to express their understanding of the subject.

The task, however, is not easy to do for Indonesian students. Most Indonesian students or probably students from non-English speaking countries find it difficult to write a good academic work. They still have difficulties in writing grammatical correct sentences and in organizing their ideas in a good passage. They still need a lot of practice to be able to write well.

A great deal of practice, however, will not likely produce a good result if the practice is not accompanied with feedbacks from their writing lecturer. The students who write an English passage need have corrective feedbacks on their passage grammar and organization. The feedbacks enable them to know mistakes and the problem they still have in writing a good passage.

To give corrective feedbacks to students, however, is a hard task for an English lecturer. To give corrective feedbacks in a class of 10 - 20 students takes a long time. The use of a computer application or web-based application will be very useful for a writing teacher. Such an application can give feedbacks of correct grammar use and good passage organization in a few minutes or second for the work which probably needs more than 15 minutes to be completed manually by an English teacher.

Several studies on such an application has been done. Chen and Cheng (2008), for example, study the pedagogical practice and the effectiveness of automatic writing evaluation. Rich (2012) studies the impact of online automated writing evaluation. Yannakoudakis (2013) studies automated writing to score the students' language competence and discourse coherence and cohesion. Cotos (2015) studies the use of a novel-genre approach for automated analysis.

This paper is a temporary report on an on-going study on the development of a web-based application for teaching paragraph writing for English department students. The application is hoped to be able to help the students to develop both their macro- and micro-components in writing (Cumming, 2009).

METHOD

This study is a research and development (R&D) study. A research and development study is usually defined as follows.

Research and Development (R & D) is basically an industrial model which the result of the research aims to find the new design procedure and product, which then are systematically field-tested, evaluated, and refined until they meet specific criteria of effectiveness, quality or similar standards" (Gall et.al, 2003 p. 569).

This study aims at producing a web-based application for assessing the students' writing work.

To produce the application Czaja and Sharit's Instructional System Design or ISD model (2013) and Branch's Analysis, or ADDIE model (2010) are used. The ISD model consists of four phases, namely the *front-end analysis*, *design and development*, *full-scale development*, and *program evaluation* phases. As the name implies, the ADDIE model consists of six stages, namely *analysis*, *design*, *development*, *implement*, and *evaluation* stages. Although each phase has a different emphasis, the two models are basically similar. The design and development stages in the ADDIE model combine into the design and development phase.

Another model is given by Burkhardt (in Van Den Akker *et.al*, 2006). Burkhardt gives a three-phase model for a research and development project. The three phases are *design*, *systematic iterative development*, and *comparative in-depth evaluation*. Design is taken as the first phase with the assumption that the designer has possessed a clear goals of the project. He states that "it is the integration of research-based design principles and excellence in design with appropriate educational goals that produces really exceptional educational products" (Burkhardt, 2006, p. 136). In the model, development is a systematic process with a continuous evaluation. The important element in the development process are structured observation of the project, samples of student work, and informal but structured interviews with the persons involved. The evaluation process covers several aspects such as the available treatments, its variables (users, style of users, and level), outcome measures, and alternative products.

The three models shares three characteristics. The first is a good knowledge of the users' need. The final project has to meet the educational and personal needs of the users. The second is evaluation. The design and development of the product should be continuously evaluated to see that the product meets the needs. The last is final evaluation. Final evaluation is done to see if the product has met the criteria of product.

This study of AWAP adopts Burkhardt's model, namely the design, systematic iterative development, and comparative in-depth evaluation phases, for some reasons. Firstly, the researcher is the lecturer of Writing II for which the product (AWAP) is going to be used. He is assumed to know the educational and personal needs of the students. As a lecturer, the researcher also has access to his students. He can get feedbacks on the application from the students easily whenever he wants. The students may also do not hesitate to address their complaint if they have a problem from the application. Secondly, the researcher is also the designer and developer of the application. The researcher has managed the website *eltgallery.com* which he uses for conducting a web-based vocabulary and writing class for more than ten years. He will not likely have any problem to design and develop the project and make necessary changes to meet the educational and personal needs. Finally, as both the teacher and designer/developer of the project, the researcher can apply two kinds of assessment, manual and automatic, to see the validity of the project.

As AWAP is both an educational and technological project, Schoenfeld's scientific approach and Burkhardt's technological approach are also used. Schoenfeld (2002) states that a good research output has to meet the principle of generality, trustworthiness, and importance. It should be able to be applied to a wide range of audience, can be trusted, and is important for the target users, who, in this case, are both the writing teacher and the students. Burkhardt states that a good research output:

go beyond improved insights to direct practical impact – helping the world to work better by, not only understanding how it works, but developing robust solutions to recognized practical problems. It builds on science insights, insofar as they are available, but goes beyond them (2006, p. 129).

The application which this project produces can solve the writing teacher's problem in giving corrective feedbacks. It can give corrective feedbacks promptly and accurately to a wide audience.

This R&D study on the development of AWAP is conducted in Sanata Dharma University Yogyakarta. The setting is the web-based class of Writing II. The course lasts 18 weeks with a two-week break for the midterm test and two weeks for the final tests at the end of the semester.

RESULT AND DISCUSSION

The result of the study is basically a web-based application which can be used to assess the work of the students who take the writing course. The application has eight features which are designed for the students to participate in the course and three features for the teacher to manage the course. Each of the features for the students is presented in a menu, and all the three features for the teacher is presented in one menu.

Student Menus

The features of the application for the students are available as pull-down menus. The first feature for the student is *Select topic*. The feature lets the students choose the topic of the course. The course consists of 15 topics including the midterm and final topic. For each topic, the students have an assignment to write. They have either to write one paragraph or a short passage of 5 - 7 paragraphs. The topics covered throughout the semesters are introduction, topic sentence, development, unity, coherence, logical division, comparison and contrast, definition, cause and effect, essay organization, midterm, and final work. The logical division, comparison and contrast, and cause and effect topics are allocated two meetings, and the rest only one meeting.

The second feature is *View material*. The feature presents the course material of the week. The material consists of the topic discussion and sample paragraphs or passages illustrating the topic.

The third feature is *Practice topic sentence*. This menu presents 50 topic sentences, and the students have to determine whether the topic sentences are good or poor, and their answers are scored automatically. Every practice on the topic presents different topic sentences. A student who has finished the practice and submit his or her answers will have a different set of topic sentences to practice. The topic sentences are selected randomly.

The fourth feature or menu is *Write passage*. The students have to write a paragraph or short passage on the topic given. Each topic may be subdivided into sub-topics, and they have to choose the sub-topics. They write their passage in a word processor and save the work in a plain text or .txt format. They have to upload their work according to the sub-topic which they choose. They have two chances to upload their work. The first submission is by the day of the course. After the first version of their work has been commented by their lecturer, they can revise their work and upload the revised work. The due date of the second submission is the day before the following topic submission. The submission page is displayed in figure. 1.

EIT Gallery

Menu Sentence Writing Paragraph Writing Vocabulary Papers

Submitting passage (Unity):

1. The file must be in a .txt format.
2. Submit your assignment on time. You will get a penalty of 0.5 for the submitted work for a one-day late submission.
3. Please do not write any personal information in the passage.

Choose a file to upload : No file chosen

Passage topic : ☐ 1. Student Club
☐ 2. Study Group
☐ 3. Discussion Club

Submitted files :

Figure 1: Submission Page

The fifth menu is *Comment passage*. The students have to give their comments or corrective feedbacks to their classmates' works. The works which they have to comment are programmed automatically or they cannot choose their classmates' works. They give comments on the language and organization of their works. They give their comments during the course time. In that way, the students who have the paragraph commented and the students who have the comment talk if they have a problem with the comments. They may also ask the lecturer if they cannot come to an agreement on their comment.

The comments serve as corrective feedbacks for the students to revise their work before the work is scored by the lecturer. The students are supposed to revise their work according to the classmates' comment, and upload their work again. That is why a punctual comment is needed because they may not have time to revise their works if the comment is late.

The sixth feature is *Read passage*. The feature lets the students to read their classmates' works on the same topic. When the works have been commented, the comments are also displayed. Thus the students can learn from their classmates' work, their classmates' comments, and their teacher's comments when the comments are already given.

The seven feature is *View score*. This menu display the students' scores. Each time the students' work get a score from their lecturer, the score is displayed. Thus, the students can see their progress of their work and plan their activities to get the final score they desire.

The last application feature for the students is *View personal pages*. This feature lets the students read the students' work from the first assignment to the last assignment. It enables them see their progress in the grammatical aspect and organizational aspects. They know how they have developed.

The eight features of the application enable the students to develop their writing skill autonomously with some interaction which enables them to get corrective feedbacks, and with strong motivation. The students know well the demands and goals of the course and the ways to get meet the demands and reach the goals. They know what they have to do to get the score they desire.

The students are also engaged in some interaction to give corrective feedbacks. They give comments on the language and organization of their classmates' work. The interface for the interaction can be seen in figure 2.

[WC]: a wrong word choice [PCT]: a punctuation mistake [SP]: a spelling mistake [?]: any other

A WA S P V T PN NB VF VO NO N WC PCT SP ?

Did you ever join any of school organization or school clubs? If you don't you must try to join any of them. There are many benefits if you join school organization or any school clubs. With joining any organization at school you may train your personality to become more better than before. Example your bravery, your behavior towards people around you. It is the social skills that you need in the future when you're making relationship with other people that you don't know.

When you join the school organization it can sharpen your skill or your potential. You also learn to cooperate with many different personality to solve some problem, unique character that sometimes against your personality or some time it easy going with your personality. It will guide you into another stage from teens become adult. You also can have many friends in the organization you joined.

That's some of benefits that will you get with joining school organization or school clubs. Even though the activity may be tough for us but look at the bright side, it will be paid off after you success in that

Assess the passage using the following rubric.

NO	CRITERIA	1	2	3
1.	The paragraph/s starts with a clear and specific topic sentence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	The topic sentence expresses the writer's opinion on the topic clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	The paragraph presents enough ideas to support the topic sentence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	The paragraph presents details or examples to clarify the writer's idea.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	All the ideas in the paragraph are relevant to the topic sentence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	All the sentences in the paragraph support the topic sentences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

Figure 2: Submission Page

They students have to mark the paragraph show the mistakes which the paragraph has, assess the paragraph using the rubric, and give their comment on the paragraph in brief. The comments which mark that their works contain some incorrect use of the language serve as corrective feedback (Lightbown and Spada, 1999).

The corrective feedbacks and scores which they get from their classmates and lecturer may serve as an intrinsic motivation for them to prove that they can learn well and get the best score. They are motivated to use English correctly and get a good score as their classmates do.

Lecturer Menus

Three menus are provided for the lecturer to run the Automatic Writing Assessment Program. The first menu is *Score topic sentence*. This menu analyzes the *first* sentence of the students' paragraph as the topic sentence. The application matches the words which constitute the first sentence and the key words. A score of 10 is given if 80% of the words in the topic sentences match the key words. A lower score is given if the number of words which match the key words is also lower.

Consequently, the students have to practice to develop a good topic sentence seriously. They have to write a sentence which expresses the ideas in the paragraph and place it in the beginning of the paragraph.

To avoid a wrong analysis of the students' topic sentences, all the topic sentences and the scores are displayed in one page when the menu is click. Then, the teacher can check manually whether the scoring for the topic sentences is already well done or not. The teacher can correct the scores if he needs so.

The second menu for the teacher is *Score development and coherence*. The application to assess the development of the students' paragraphs or passages only works if the lecturer has provided the key words of the paragraphs. For every paragraph assigned, the lecturer needs to read the *standard* paragraph. Based on the standard paragraph, the key words of the paragraph, or the words which should be present in the paragraph, and the number of the occurrences of the key words are determined. The score of the paragraph development is computed according to how well the paragraph matches the key words and the number of occurrences.

A standard paragraph is needed for every course topic for which the students have to write a paragraph, and if the topic is divided into sub-topics, the standard paragraphs are written according to the sub-topics. The lecturer writes the standard paragraphs in a word-processor and saves them in plain texts. Then, he has to upload the paragraphs, and AWAP will process them. The words which constitute the paragraphs and the number of the occurrences of the words are displayed in the computer screen. Here, the lecturer has to delete words which are not important for the development of the paragraphs and, then, upload the key words.

The third or last menu for the lecturer is *Score grammar*. Here, the teacher only has to click the link to the grammar scoring application, and the application will identify the mistakes which the paragraphs of the students have and compute the score. The grammatical mistakes of the paragraphs and the score will be displayed in the students' personal page and classroom page for the selected topic. At present, AWAP only identifies *seventypes* of grammatical mistakes. They are article – noun agreement, subject – predicate agreement, missing subject, missing predicate, missing article, finite – non-finite verb agreement, and non-predicative verb form.

The assessment of the students' work is done twice except for the midterm and final test. The first assessment is done at the weekend of the submission week or five working days after the course day, and the second submission is at the end of the following week or five working days after the second submission. The midterm work and final work are only assessed once because the students are not supposed to revise their work.

The final score of each assignment is based on the first score and second score. The first score is worth 60% of the final score, and the second score is worth 40%. The first score is given a higher contribution to encourage the students to do their best for every new assignment.

The assessment in AWAP is done because the focus of the course is not on the product but on the process. Thus, it follows to the new emphasis in language teaching assessment, namely focus on process rather than product (Chin-chi, 1999). Throughout the course, the students are encouraged to do their best, get corrective feedbacks, make improvements for what they are weak in, and achieve the best result. When they get a low score, they have to know why their score is low and, later, improve their work.

CONCLUSION

Automatic Writing Assessment Program or AWAP is a promising application. Used in a well-planned system, AWAP motivates the students to learn writing autonomously and work to achieve the best result. The students are involved in a series of activities with corrective feedbacks to better their language mastery and organization skill.

As the application has not been completed perfectly during the course, a stricter application of the web-based program is need. The project needs to be applied in another academic year to get good feedbacks from the students which are needed to make the program contribute well to the students' writing mastery development.

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VIDEO RECORDING-BASED PEER FEEDBACK IN MICROTEACHING COURSE

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ABSTRACT

Using peer feedback is one of effective and encouraging ways to improve the teacher's teaching performance. To practice giving feedback can start from teaching practicum programs, such as Microteaching course in the pre-service teaching training. Video recordings become important, more accurate, and complete resources for giving feedback. This study was aimed at improving the teaching competence of student-teachers in English Education Study Program, Yogyakarta State University, Indonesia. This is action research. The data were collected through questionnaires, students' written feedback, and observations. The data show that the students' teaching competence improved particularly in several aspects, i.e. the use of classroom English, selection of materials, and implementation of steps in Scientific Approach.

Keywords: *video recordings-based feedback, microteaching*

INTRODUCTION

Microteaching refers to a training context in which the situation or condition of the teaching is reduced or simplified systematically. There are three ways to make the situation simplified. They are: (1) making the lesson simple and specific, (2) shortening the lesson time, and (3) decreasing the number of students (Wallace, 1999: 6). In one lesson there are three main activities of microteaching, i.e. 'the briefing', 'the teaching', and 'the critique'. Microteaching course in English Education Department, Yogyakarta State University, lasts about 100 minutes and each student has 20 minutes to teach followed by the critique (which is about 5-10 minutes). Commonly in one class there are 9-10 students and all have to do those three stages in microteaching. In the 'critique' the students reflected what they felt about their teaching experience and got feedback from the lecturer/supervisor and peers. However, the problem was not much information effectively received by the teachers because they only had maximum 10 minutes to listen to the comments. Furthermore, some students (the teachers) still needed more feedback on their teaching particularly in the first teaching practice/experience. The aspects of the teaching improved are related to the use of Classroom English, selection of materials, method and techniques, and classroom management. Most of the students found microteaching as their first teaching experience; consequently it needs much feedback. The more feedback given the more time needed.

Feedback can come from different resources, for instance, from the peers, the lecturer, and from one self or self-monitoring based feedback. In the peer feedback activity, the teacher or student teacher has opportunities to observe his/her peer's teaching. Peer feedback contributes towards the student teacher's self development positively, such as helping them become successful learners, developing critical thinking, developing problem solving skills, and building collaboration culture (Harmer, 2007; Kavas & Ozdener, 2012; Richards & Farrell, 2005). Moreover, the students teachers will get objective input about their teaching (Richards & Farrell, 2005:86).

Peer feedback can be done with various techniques. They are observing directly the teaching and learning process before giving the feedback, reading the vignette, and watching the teaching video recording. Using video recordings gives advantages, i.e. giving more complete and accurate information about the teaching process, focusing on certain parts of the teaching more effectively, and becoming one solution to overcome the lack of time for example in mini lesson or microteaching (Richards & Farrells, 2005; Kavas & Ozdener: 2012; Qin Chen, Fancai Zeng, & Zhen Yan, 2010).

It has been mentioned previously that using video recording can be one solution to deal with the limited time because it is not effective to give all feedback in the classroom. This research was focused on using teaching video recordings to solve those problems.

METHOD

This classroom action research was aimed at improving the students' teaching performance in microteaching course through video recordings-based feedback. The subjects of the research were ten students of English Education Department, Faculty of Languages and Arts, Yogyakarta State University, Indonesia who took a Microteaching course. There were two cycles done in this research. Each cycle consisted four main stages, i.e. planning the actions, implementing and observing the implementation of the actions, and reflecting the implementation.

All data are in the forms of words. They were collected through different techniques. i.e observations, questionnaires, and written peer feedback. Observations were held to see the implementation of the planned actions in the process of teaching in the classroom. We observed the students of Microteaching course while they were teaching. Questionnaires were distributed after the students gave the feedback to their peers and after the intended students improved their teaching based on the feedback from their peers and lecturer.

Data collection and data analysis are two dynamic, related, and continuous processes. These processes involved some steps: (a) gathering information or data and reading the data, (b) coding the data, (c) comparing the data, (e) interpreting the data, and (f) reporting the results (Burn, 2010). Five criteria were considered in meeting the validity. The reliability was achieved through triangulation technique, i.e. using different techniques in collecting data. In this research we used observation, questionnaires, and students' written peer feedback.

FINDINGS AND INTERPRETATION

Before the research was conducted, some data about the problems faced by the students were collected. After the problems and the students' needs in microteaching course were identified, the actions to solve the problems were planned before they were carried out. This research has two cycles. One cycle had spanned a period of three weeks.

The first cycle concerned more on the solutions of the lack of confidence, the achievement of the objectives as stated in the curriculum, the teaching procedure, the materials, the techniques, and the use of classroom English. To solve those problems, the following procedure of peer feedback was taken:

- (1) video tape the students' teaching
- (2) give the video recordings to the teacher and all students
- (3) assign the students to do peer feedback activities by watching the teaching videos and giving some feedback on the teaching performance.
- (4) give a guideline in doing the analysis
- (5) provide the results of video taping to the other students whose performance was analyzed.

Before the students did peer feedback, some guiding questions below were given:

- | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Does the teaching process correspond closely with the basic competences stated in the curriculum?2. Are the materials suited to the students' characteristics and related to the basic competences stated in the curriculum?3. Are the stages suitable with the method selected and do they correspond with the curriculum?4. Do the students participate actively in the learning process?5. Is the classroom English used appropriately?6. Does your friend (the teacher) help the students on understanding the use of language or tend to test them?7. Does your friend look confident in teaching?8. What are the other aspects of learning language needed to improve? |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

There were ten students in my class and all were involved in giving the feedback. Before they taught, they had to make a lesson plan, prepare learning materials, teaching media, and assessment instruments. Eight students used Curriculum 2013 as the basis for designing those learning kits because the schools where they will do their real teaching practicum use that

curriculum. The learning and teaching kits were designed to help students achieve Core Competences and Basic Competences formulated in Curriculum 2013. As suggested by the curriculum, Scientific Approach was implemented in carrying out the process of teaching and learning.

In this cycle the students had to share the feedback to all students who had practiced the teaching a week after their peers did the teaching. It would give the peer teachers time to study the feedback and reflected what they had done in their teaching based on the feedback to revise or to improve their teaching in the next round. In each meeting there were three students given opportunities to teach. In addition, after they gave feedback, a questionnaire was distributed to know how the feedback helped them improve their teaching. The questions asked in the questionnaire are:

- a. Do you think that peer feedback gives you benefits for improving your teaching competence?
- b. Do you find any difficulties in doing the peer feedback? What are they?

In Cycle 1, there were only seven students sharing their feedback to their friends and two of them gave the results late. There were some problems they encountered in conducting the process of giving feedback. Some were not able to access the recordings easily because of technical problems in playing the videos, and the others did not understand how to give feedback and what kind of feedback they had to provide. The guiding questions did not help much in expressing their opinions about their friends' teaching performance. Here are some of their comments on the peer feedback activity:

'I found some problems in copying the videos and playing them. My laptop, may be, is not compatible.'

'Probably I don't have adequate experience and knowledge to give feedback, so I am little bit confused and not confident.'

Some key findings identified in this first cycle are:

- (1) There was an increase in the students' confidence standing in front of the class although for most of the students teaching the peers in Microteaching course was their first teaching experience.

Based on the observation, it is found that the students' confidence in teaching improved. It was also supported by statements given by the students. Here is one of them:

'Comparing to the previous performance, X (name of the students) has good improvement in confidence.'

One of the aims of this research was to improve the students confidence standing in front of the class and teaching their friends. Most of them spoke more fluently, confidently although the classroom English used by some of the students needed to be improved in terms of the frequency, accuracy, and appropriateness.

- (2) They cooperated with each other in sharing feedback on their friends' teaching performance.

Harmer (2007), Kavas & Ozdener (2012), and Richards and Farrell (2005) believe that peer feedback can contribute towards developing collaboration culture.

Based on the observation on the students' teaching performance and students' comments given through questionnaire, it was found that there were some problems that had to be solved. These problems were not only related to the students' teaching skills, but also on the non-teaching methodology aspects, such as technical problems in accessing the video recordings and the students' motivation to participate in the peer feedback activities to improve their and their peers' teaching skills. Therefore, we concluded that we needed to evaluate the actions implemented in the first cycle and continued implementing some actions for Cycle 2.

Cycle 2 was still focused on the selection of learning materials, teaching method, achievement of the competences stated in the lesson plans, and the use of classroom English. Being aware of the importance of doing peer feedback activity to improve their teaching quality was also the concern in this cycle. Assigning the students to give peer feedback also needed some considerations, for example, the students' experience in giving feedback and the guiding questions used to help them.

The same procedure, with some additional actions, was conducted in the second cycle as follows:

- (1) video tape the students' teaching
- (2) give an example of giving feedback
- (3) give the video recordings to the teacher and other students
- (4) assign the students to do peer feedback activities by watching the teaching video recording and giving some feedback on the teaching performance.

In the first cycle each student had to give feedback to all students. However, it was not effective and some of the students said that it was really time consuming. Therefore, in the second cycle, one student gave feedback to two students only.

- (5) give a guideline in doing the analysis

In this cycle guiding questions were still given to help students focus on what they had to evaluate, but some questions were followed by additional information.

- (6) give the results of peer feedback to the target teachers and to the lecturer.
- (7) hold a sharing session in certain meetings to see whether they did peer feedback appropriately.
- (8) answer the questions in the questionnaire given after they got feedback and made some changes on the next teaching.

Because most of the students would use Curriculum 2013 in teaching English in their real teaching practicum at schools in the following semester and for all of them this curriculum was new, we put more attention on the implementation of Scientific Approach, as the recommended approach in Curriculum 2013, and the stages, i.e. observing, questioning, collecting data/temporary answers, associating the data, communicating, and creating.

Meanwhile, the guiding questions provided in Cycle 2 are:

1. Does the teaching process correspond closely with the basic competences stated in the curriculum?
2. Are the materials suited to the students' characteristics and related to the basic competences stated in the curriculum? For examples, the level of difficulty, the topics selected, language features (e.g. grammar, vocabulary, pronunciation)
3. Are the stages suitable with Scientific Approach?
4. Are the instructions easily to understand?
5. Is the classroom English used properly? (e.g. clarity and speed)
6. Do the students participate actively?

In the second cycle, the students participated actively in the classroom, but there was one student who missed some meetings. In addition, the students responded more positively to give feedback to the peers. They had given the results of the feedback to two of their friends and to me, as their lecturer. We also found an increased number of students who gave the peer feedback. It shows that peer feedback appears to support the improvement of their teaching competence. On the whole, the students were in favor of giving peer feedback. Some said that their teaching performance was better than the previous teaching.

Table 1. Sample Students Comments on the Benefits of Peer Feedback

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> a. I need some feedback from other people. b. Peer feedback activity is very good to improve the students' teaching competences, as prospective teachers. This activity should be continued. c. I hope that this activity will be continued because it gives benefits. d. Peer feedback is very helpful because I can see myself from different perspectives. It supports my microteaching. e. Some improvements that I feel are (1) the choice of input texts, (2) the use of classroom English, and (3) the sequence of activities which are more systematic. f. I feel there are some improvements that: <ol style="list-style-type: none"> (1) I understand how to formulate indicators (2) I begin to be able to choose the learning materials that are appropriate with the students (3) I understand how to implement stages in Scientific Method |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Based on the observation and several comments from the students above, when we compared how the students selected the texts to be taught in Cycle 1 with how they chose the texts in Cycle 2, we found that some students could choose the materials, in this case the texts, which were more suitable with the target students, but some others still needed to learn more.

We can also see that there was an increase in the implementation of the procedure in Scientific Approach although for most of the students the second step, questioning, still became a problematic thing. The students' skill in giving instructions and asking questions in English also increased. In general, the use of Classroom English was expanded considerably.

Compared with the feedback given by the students, there were some similarities. So, we see that in doing the peer feedback the students showed positive responses. It also indicates that their skill in giving feedback to their peers improved. The following are sample students' comments to the peers' teaching performance.

'The achievement of competences has not been maximal. He can use Classroom English fluently and it is easy to understand. The text is still too long. The implementation of stages in Scientific Approach is good, but the teacher's effort to encourage the students to ask should be improved.'

The other students said that:

'The stages are suitable with the Scientific Approach, but I cannot find the state questioning. The materials are appropriate with the level of the SMP students. The students are active. The use of Classroom English is good.'

'The teachers' instruction and questions to the students are clear although sometimes there are some pauses, but it can be understood.'

'The instructions given are clear and systematic.'

'Basically, the texts and language features are used in the input text are appropriate with Grade 8 SMP students and correspond with the basic competences achieved.'

CONCLUSION AND SUGGESTION

Different actions done in two cycles in this action research demonstrate that video recordings-based peer feedback can improve the students' (prospective teachers') teaching skills in Microteaching course. The main action implemented in this research was assigning the students of the course to do peer feedback activity to their peers' teaching performances video taped during the teaching. The procedure taken in supporting this action included video taping the students' teaching process, distributing the videos, giving written peer feedback, proving guiding questions, and revising or making some changes on their teaching performance based on the feedback. Generally, the students' teaching competence improved. That improvement is related to different aspects which are about the achievement of the competences, learning materials, students' participation, and Classroom English, and the students' awareness of the significant advantages they would get by doing peer feedback.

Considering the results of this research above, peer feedback activity can be done in other microteaching courses. It is much better to provide the students more experience in doing peer feedback early in the previous courses.

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“WHY SHOULD I DO SUMMARIZING?: THE VOICE OF UNDERGRADUATE STUDENTS

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ABSTRACT

Reading journal articles for students at undergraduate level is not a common practice particularly at English Department of Mulawarman University. This study reports on how the students are able to summarize the academic articles through some stages such as skimming, scanning, noting, and paraphrasing accomplished by three undergraduate students who enrolled in writing academic course in the fifth semester at Mulawarman University. The data were taken from self-report and interview. Using thematic analysis the findings reveal that reading academic texts was uncommon activity for them, they encountered different challenges in each stage with the most complicated was paraphrasing. In more specific, the students were unfamiliar with journal articles therefore this lead to difficulties to understand new words related to research terminology and confusion related to the topic they are interested in. In addition, they also reflected that completing the summarizing task of journal articles has offered them some self-awareness such as time management, new vocabulary, and plagiarism. This study implied that reading journal articles should be taught since in the first semester to provide more opportunities for the students to be more familiar with the process towards summarizing to develop research interest for their completion of their mini thesis.

Key words: *reading, journal articles, summarizing*

INTRODUCTION

Since credible open journal articles could be accessed and the requirement of research mini thesis for the undergraduate students, it is expected that they could take the advantages of this condition. The question appears here is how they could use the articles for the benefits of their thesis. Therefore in this study I would like to report my student experiences in the academic writing course to summarize journal articles throughout four various major phases namely, skimming and scanning, highlighting and noting, paraphrasing, and summarizing.

Making a summary as a task in tertiary education is a common practice. When the students do the summary they acquire the course content (Coffin, 2006; Friend, 2002) improve reading comprehension (Cordero-Ponce, 2000), writing expertise (Garner & McCaleb, 1985; Taylor & Beach, 1984) and facilitate learning (Brown, Campione, & Day, 1981). They need to identify, analyze, and synthesize the source text (Van der Geest, 1996).

However, summarization was an uneasy task. In the second language context, Grabe and Zhang (2013) have pointed out that the major factors that contribute to effective how to summarize in critical review of the integration of reading and writing with the implications for L2 learners which could be summarized that lack of academic vocabulary knowledge impaired students for better reading abilities or writing task. Further they suggested that there needs some ways to provide L2 learners to cope with reading and writing in the academic context.

Li (2014) examined the role of reading and writing in summarization tasks with 64 Chinese college students. The results revealed that the students require both reading and writing skills to allow them to do summarization tasks with more dominant of writing skill needed. The strategies employed during writing had a significant relationship with students' summaries.

Researchers (Hidi & Anderson; 1986; Kirkland & Saunders; 1991) emphasized that the length of the text, genre, sentence construction, topic familiarity and text organization will influence the way students do summarizing. With regard to genre, students encounter difficulty in summarizing texts of different genres might be linked with register which deals with variation of a language or a level of use. This variation is established by the level of formality, vocabulary, pronunciation, syntax, communicative aim, social context and degree of proficiency. Additionally, schemata that attributes to topic familiarity will allow students have

better comprehension (Bachman & Palmer, 1996; Brown & Yule, 1983). Length of a source text that influence time for reading, how many times readers read the source text, and awareness to details influences in the summarization process (Kirby & Pedwell, 1991; Stein & Kirby, 1992).

Regarding the summarizing as one of the strategy for reading comprehension, in this study the students have to read and write subsequently. In other words, they have to combine reading and writing skills in order to summarize the journal.

METHOD

The participants of this study were five students undertaking writing academic course at Mulawarman University. They were taught in three different phases; browsing journals, highlighting, paraphrasing and summarizing. Demonstration and exercise to do the four major phases were conducted for four meetings. Next in the fifth to the 16th meeting, the students needed to start doing with their own with guidance during the meetings. They were required to have about 12 relevant articles based on their concern. Two weeks after the course ended, interview was conducted to five selected students. Therefore the primary data of this study were gathered from the in depth interview supported by self-report. The focus of the interview was their experiences during the course particularly in the process of summarizing. Semi structure questions were employed. In addition, the end of the course the students were required to make self-report as the supporting data used in this study. Both data were analyzed based on the theme emerged from the responses and reports.

FINDINGS AND INTERPRETATION

Generally the results of the interview indicated that the students had difficulties in browsing the articles and paraphrasing. In the browsing stage, the students had difficulty in searching similar topic from reliable recent journal articles and in the paraphrasing stage they struggled in the similar meaning with different way to say the ideas. The students also reported some strategies they cope with the problems they encountered. They realized that the task was uneasy and very challenging.

All the student responses indicated that browsing the journal articles was demanding because searching relevant recent journal articles was uneasy. One student highlighted that this phase was the most difficult one as she said

“Browsing is the most frustrated stage because I have change the topic many times. I have got the articles but then I could not get other six. I have difficulties in searching reliable journal articles. I read the title but then I found out that after reading the content was not about the games. If it should be related then I got confused about the content because it should be similar”.

The quote implied that searching for journal articles particularly the reliable ones was challenging for students. The results from the self-report also indicated similar problem as it is highlighted. This quote is also supported by the results of the self-report which written “I felt extremely stress and cried when I searched for the articles for the first time because they must be reliable articles and at least had ten pages (S-1-Feb). This implied that searching for journal articles is moderately a burden. This might occur due to the task that they never completed before. The students also were unsure whether the articles they were interested in were the required ones as one student wrote

At the beginning, when I got this assignment for the first time, I thought it was difficult since I had to find 12 articles in one topic with all of the requirements. I kept asking Mrs. Dyah about the difficulties that I have found. I often come to the front of the class and asked Mrs. Dyah “Is this article okay, Mrs.?” or “Mrs., this is my topic, is it okay if I choose this article?. I was asking whether the topic of the article is too broad to use or not. She gave me advice on how to make the topic more specific. In addition, I need to find reliable article so that I can account for it when I used the article for reference, so sometimes I ask about “Is this article reliable Mrs.?” because I am not sure about the article. (S-2- Yaya).

It could be said that the students were confused with the task in terms of the relevancy of the article and the topic of their concern. Additionally the requirement of recent articles gives more complication for them as a consequent more time is needed as one reported "Browsing is the most difficult to search similar topic therefore it takes time to search recent articles". One suggested that two weeks is considerably enough for seeking the articles. Furthermore the students also applied some strategies to deal with the situation as one of them said "I browsed the articles using key words and the year, and in order to get the topic I want, I need to know what the updated topics. But sometimes the internet network disturbs it. It makes me to stay up late". This means that the problems can be from the students and the media for learning. The self-report also indicated similar result that internet connection was one of the problem the students had as one reported

Shortly after that I was confused and distress to choose what titles and what topics in order to get the update of articles, I searched for days and I still didn't get the appropriate topic. That's so difficult for me because I should stay in campus till few hours to use "wifi" in library and my house is quite far but I should go home. (S-3-Didi). Further, they indicated that during this phase they need to keep changing their topic as they were not able to find at least 5 articles with similar topics.

Skimming

In the skimming, all students experienced unfamiliar new words as their concern, for example one student said "I got difficulties to get direct ideas because of the vocabulary. I have to read 2-3 times for skimming". Other mentions "It is good in skimming to find out the main ideas of the article but when there are some difficult words and new framework then they become problems". These quotes revealed that in doing skimming the students concerned about unfamiliar words as these hindered them to understand the text. At the same stage the students did highlighting simultaneously while skimming as one said "When I did skimming and I found words that I can't understand then I highlight them... some are words or phrases but when I still can't understand then more phrases or sometimes sentences I underline". This implied that more highlighting would be completed when more new words were found.

Scanning

Three students basically experienced similar problem of vocabulary in the scanning phase. When they were asked about what they did in this phase, as one student reported "I have to read detail words or sentences for 3 times. I think skimming is more difficult than scanning because I do not know many unfamiliar words. Sometimes I have to guess. When I read the article in a scanning way I could understand the beginning part of the text but then I get lost in the middle". This statement implied that although scanning is less complicated than skimming and could understand the introduction but not in the main part of the article. Although it is not explicitly stated, this could be implied that this is due to difficult words as she signified in the previous statement. Furthermore, since the students have problem in vocabulary therefore they tried to solve it by finding out the meaning by reading many times and circled them. One also needed to translate into Bahasa Indonesia "I have to read, again and again and I sometimes I have to translate into Bahasa"

Paraphrasing

When the students were asked about the paraphrasing phase, the findings from the interview revealed that paraphrasing was the most challenging phase in the process to summarize. They struggled in the way how to express similar meaning of the original source with different expressions as one student said "Paraphrasing is the most difficult one... I have to combine the main points. Need to understand the text and I have to read again and again especially if the article provides new theory that I don't understand. Moreover, there are some paragraphs that has 28 lines". The results from the self-report shows similar opinion

Then, we read the articles, put the highlight as the keywords, made sentences and did the paraphrase and the summary. The articles had so Many paragraphs and I Must did the

Paraphrasing for Each paragraph. So firstly, I read and used my highlighter .also I wrote the sentences from the keywords then I did the paraphrasing first I copied the original sentence then I used Thesaurus and thought the new structure. And it would be better if I had used the 2 sides of the paper for printing the article so it would not become thick. (S-4-Kuku)

In addition the other mentioned “paraphrasing is uninteresting phase at all because there are many paragraphs in one article and we have to paraphrase each paragraph. These two quotes implied that the students needed to put more efforts to paraphrase compared to other phases. This could happen due to lack of understanding about the content and vocabulary that to some extent contribute to this problem (Kirby & Pedwell, 1991; Stein & Kirby, 1992). Furthermore, one underlined that she had to do translation as she reported “I need to look for the main ideas, try to understand, if I don’t then I must translate and arrange the words with my own way. If it is still difficult for me then I need to search for the synonym”. Again, the students faced difficulties of vocabulary and reading comprehension. It is supported by the statement of the other who said ”I don’t understand therefore I checked difficult words and try to get the meaning. If I don’t get it then I just paraphrase by changing the synonym. This phase is very complicated because I have to comprehend and articulate the meaning with my own”. Additionally, the results of self-report shows that it takes time for students to get used to it.

Paraphrase is the most difficult step in these assignments because I have to find similar words each other, so that the meaning which is contained of the statements in the sentences did not change. Over time, I can make myself to be more excited with these assignments because slowly but sure the contents of my articles are appropriate with the topic that I really want (S-5-Didi). This indicated that although the students were struggle to do paraphrasing due to lack of vocabulary however they were able to complete it (Grabe & Zhang, 2013).

Summarizing

All of the student responses revealed that summarizing is slightly easier than paraphrasing. This is because the phase of paraphrasing assisted them to do summarizing as one student said “I need to check again every single main idea, and then combine them. This phase is less complicated than paraphrasing”. Other student also mentioned that summarizing was very dense information therefore the detail could be seen in the paraphrasing.

In addition to all experiences the students had during the process of the summarizing which could be said as uncomfortable way, what they have learnt to some extent seems to be valuable. “The task was not easy.... As I have to sleep only about 3-5 hours only everyday but I am able to figure out my thesis will be. I think this topic... searching article should be given from the first semester so that we don’t get shocked when we are in the fifth semester. The task was challenging. The impact was great as we can get use to the new vocabulary. This implied that perhaps the key problem of the students to do the summarizing was unfamiliar vocabulary that create confusion in comprehension the articles. The self-report indicated that the way the students did the summarizing.

After I finished paraphrasing the articles, I come to summarizing stage in which it will help me remembering what I have read in the future. In summarizing, I took the important sentences of the paragraphs. I sometimes cannot make it short because if I remove the sentences, I am afraid I would destroy the ordering or arrangement of ideas that would influence my understanding, so I just let it be long paragraphs in the table of summary (Yaya)

What they have learned

Further students also pointed out that the task was useful for their research ideas for their mini thesis. The students were able to have a draft of their research plan and tried to develop it as one said “Yes I am now working on my proposal and try to complete it from the articles that I have summarized” other indicated that she needed to learn more about research methodology “I am still confused about the statistics so I think I have to learn more about research” These quotes show that the students become more aware about the research particularly their own

research which means that the task was a research learning process (Brown, Campione, & Day, 1981).

The findings from the self-report revealed more details about what the students have learnt as they written as follow:

Now I understand that to achieve a success (making thesis) then is not as easy as turning the palm of the hand, but we have to search for reading materials in accordance with the topic what we want. I hope what you've been taught in this semester will be easier and useful for me to make my thesis then and I can graduate quickly from this campus, thank you for all of assignments and your motivation words that you have given to me in this semester (Didi). Another report

I finished one by one article cycles including finding the articles, highlighting, noting or paraphrasing and summarizing. During the process, I found something goes better on me. Sometimes I feel like the way I paraphrase the paragraph becomes more creative and faster. I also summarized the article in a way that it has ordering of ideas in order when I read the summary next time I am not going to miss something important. Now, I know how someone conducts a research, although I do not know much about the methods, especially data analysis. I believe that I will learn about how to analyze data in the next semester because this is a process. Through reading many articles, I know the organization and directions of conducting a research. Within the process, I know how to find a reliable article and be able to distinguish the types of research including qualitative, quantitative or what is called literature based (Yaya).

The findings from interviews and self-reports have revealed that summarization was challenging as the students need to identify, look for detail, try to understand, link the ideas from each paragraph, analyze and synthesize them (Van der Geest, 1996). This is very demanding as they had to adhere both reading and writing skills concurrently (Grabe and Zhang, 2013).

CONCLUSION AND SUGGESTION

This study reveals that seeking articles from open access journals with some strategies has offered students some benefits such as more competencies and skills in browsing and searching relevant journal articles as they are familiarity with the internet. The students indicated that from the four phases of browsing journals, highlighting, paraphrasing, and summarizing, they found that paraphrasing was the most complicated phase, however, this allows them to do summarization with less problems. The students were able to broaden their research knowledge, learn to read and write synchronously. Even though they have yet incomplete their mini research proposals, they have developed some theme and schema for their research. This study also implied that reading open access journal articles should be immediately trained as the students study at the tertiary level.

Since the data of this study involved only few participants and focused on the interviews and student' reports of what they have experienced and learned in summarizing, it is suggested for future research to include more interviewees and source of data such as questionnaire and think aloud protocol to gather more comprehensive understanding of summarization process.

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DESIGNING AND DEVELOPING SUPPLEMENTAL TECHNOLOGY- INTEGRATED TEACHING, LEARNING AND MATERIALS OF POWERPOINT, AUDACITY, CAMTASIA AND INTERNET (PACI) MODEL THROUGH BLENDED LEARNING METHODS

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ABSTRACT

The 21st century English teachers and lecturers are required to have competencies in translating Content Knowledge (CK), integrating various Pedagogical Knowledge (PK) and implementing Technological Knowledge (TK) in order to produce effective and efficient teaching. This research reveals and describes researcher's efforts and pre-service EFL teachers' (PSEFLT's) roles in designing and developing the supplemental teaching and learning materials with PowerPoint, Audacity, Camtasia and Internet. To transform researcher roles and model to introduce and implement Technological, Pedagogical, and Content Knowledge (TPACK) framework, this research implemented blended learning: traditional face to face (F2F) and Facebook closed-group discussion (FBcgD) based on Project-Based Learning (PBL). This research employed the qualitative autobiography narrative of self-study from the researcher's experiences to implement blended learning. Semi-structure interviews were conducted with four PSEFLT's of group A and five PSEFLT's of group B to seek the PSEFLT's' experiences in designing and developing PACI model. The results suggested that blended learning is can effectively and efficiently integrate and implement the design and development of a PACI model. Most importantly both of researcher and two groups realized that in integration of TPACK during a Computer Literacy course, the subject matter may be shaped by the application of technology; teaching as well as learning might be changed by the use of technology and the way to represent and communicate specific lessons to students.

Keywords: *TPACK framework, Blended Learning, Project Based Learning, Facebook, PACI model*

INTRODUCTION

Aligning with the 21st century demands, the Indonesian Minister of National Education (MoNE) has issued several laws and regulations regarding teacher and lecturer competence to improve the quality of education in Indonesia. One is the Regulation of National Education Minister No.16 Year 2007 on Teachers Standard Academic Qualifications and Competency which directs that each Indonesian teacher should meet specific standards of academic qualifications and competencies. The standard competencies consist of pedagogic, personal, social and professional competencies. Pedagogic and professional competencies concern the utilization of information and communications technologies (ICTs) in the development of educational; specifically, teachers and lecturers need to be able to design teaching and learning with technology and utilize and integrate technology into the teaching and learning process (MoNE, 2007).

In response to this regulation, faculties of teacher training and education, particularly English Study Program of the Teacher Training and Education of Mulawarman University (ESPoTTEoMU), which is located in Samarinda, Indonesia has the responsibility to educate their pre-service English as a Foreign Language Teachers (PSEFLT's) graduates to be able to master these four competencies.

Aligning with MoNE demand and following the suggestions of many researchers, the ESPoTTEoMU offers three educational technology courses; namely 1) Computer Literacy (CL), 2) Computer Application (CA), and 3) Computer Assisted Language Learning (CALL) as component of its syllabus (Bullock, 2004; English-Department-Study-Program, 2009; Leh, 1998; Oakley, 2008; Sumarni, 2013).

The PSEFLT's start to enroll the CL in semester two. This topic covers the knowledge and skill (technical skills) needed to operate software such as PowerPoint, Audacity, Camtasia, and Internet literacy. During this topic, the PSEFLT's also learn the Windows operational system embedded with the knowledge and skills to search and download any educational sources and

materials from the Internet. They also need to understand social media (i.e., YouTube, Facebook, Twitter and so on) to support their learning. During their study of this topic, PSEFLT's are able to design and create their presentation during their program in addition to make multimedia to support their future teaching (English-Department-Study-Program, 2009). There are two projects that the PSEFLT's need to design and develop as the goals of this topic. In the first project, the PSEFLT's have to design and develop supplemental multimedia to provide explanations of the specific grammar point they selected to focus on. The books as the main sources were the English books in the Junior High School (Year 7 to 9). The second project was to follow up the first project by creating and exercises or quizzes to evaluate the learners' understanding about the specific grammar selected.

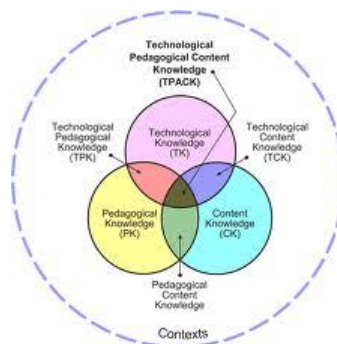
The Computer Application topic is offered by the English Study Program in semester three. This topic covers the knowledge and skills to operate the Photo story, Scratch, Sparkol Video scribe, and Powtoon software. At the end of this topic, the PSEFLT's are able to operate and apply the four softwares to support their learning and teaching in EFL lessons during their courses and also in their future teaching (English-Department-Study-Program, 2009). They have two projects to complete in this topic. In the first project, the PSEFLT's have to design and develop the supplemental multimedia to explain a specific English lesson by using the Photo story, Scratch, Sparkol Videoscribe, and Powtoon software. The books as the main sources were the English books in the Junior and High School (Year 7 to 12). The second project, as a follow up from the first project, was to create an exercise or quiz for evaluating the learners' understanding about the specific English lesson. The Computer Assisted Language Learning is taken by PSEFLT's in semester four. This topic covers the knowledge and skills for making and editing videos using mobile phone, flip video and other videos of educational materials to support their teaching and learning by using Windows Movie Maker. The PSEFLT's also may combine the previous software that they had mastered in CL and CA topics to teach EFL. During those three courses, the PSEFLT's also learn how to integrate of all offline and online software into their lesson plan within other courses during their program (English-Department-Study-Program, 2009).

In addition, during the CALL course, the PSEFLT's should experience an innovative technology learning environment that provides them numerous opportunities to use technologies and to adopt effective and efficient strategies to integrate the technology knowledge from their technology courses with other teaching courses by putting the TPACK framework into practice, the roles, modelling and assistance of the lecturers who support and encourage PSEFLT's are essential (Brown, 2007; Larsen-Freeman & Anderson, 2011; Limbong, 2015; Mulyasa, 2010; Nunan, 1999; Stephenson, 2001). In other words, PSEFLT's not only learn about technology but also learn with or through technology (Cahyani & Cahyono, 2012; Dede, 2010; Eickelmann, 2011; Koehler & Mishra, 2005, 2006, 2008a, 2008b, 2009; Koehler, Mishra, & Yahya, 2007; Lemke, 2010).

THEORETICAL FRAMEWORK OF THE RESEARCH

In education contexts, the teacher education institutions should apply the TPACK framework in their undergraduate program (Kay, 2006; Niess, 2005; Sweeney & Drummond, 2013) because technology can help make complex subject matter ideas more accessible to students, because the integration of technology changes the teaching as well learning experience, and because with technology specific concepts and topics of a subject matters become easier to master by students (Chien, Chang, Yeh, & Chang, 2012; Rilling, Dahlman, Dodson, Boyles, & Pazvant, 2005). The strategy to combine the subject matter with pedagogical and technological knowledge is essential to the success of the teaching and learning process (Koehler et al., 2007). One the strategy is to adopt the TPACK framework to make teaching and learning more effective and efficient (Koehler & Mishra, 2005, 2006, 2008a, 2008b, 2009; Koehler et al., 2007; Mishra, Koehler, & Henriksen, 2011).

Figure 1. Technological Pedagogical Content Knowledge Framework (Koehler & Mishra, 2005, 2006)



PROBLEM STATEMENTS

Many teachers, instructors, and researchers have already explored and used the TPACK framework in varieties of knowledge, and its advantages have been well documented (Chai, Koh, Tsai, & Tan, 2011; Harris, Mishra, & Koehler, 2009; Koehler & Mishra, 2005, 2006, 2008b). However, more research is required on the use of TPACK framework as guidance for lecturers in delivering and modeling it in their specific lessons. TPACK should be combined with the Project Based Learning (PBL) approach (Sumarni, 2013; Yusofa, Hassan, Jamaludin, & Harun, 2012) and with Blended Learning (BL) of Face to Face (F2F) and Facebook closed-group discussion (FBcgD) methods (Yusofa et al., 2012) in teaching specific lessons so that learners (PSEFLT) may observe its implementation in the real classroom. In particular, research is scarce in teaching EFL context on the impact the implementation in the EFL classroom of the of TPACK framework combined with the PBL through Blended Learning (BL) between Face to Face (F2F) and Facebook closed-group discussion (FBcgD) methods.

Another aspect that has largely been neglected is for PSEFLT not only to learn about technology but also to learn with or through technology (Koehler & Mishra, 2005, 2006, 2008a, 2008b, 2009) in designing and developing multimedia for problem-solving (Macklin, 2008) in specific lessons, how lecturers teach and how PSEFLT learn to teach with technology and how to make multimedia has been scarce explored.

THE PURPOSES OF THE STUDY

The aims of this research was to (1) to describe the researcher's experiences in designing and developing multimedia technology-integrated materials of the PACI model with PBL through BL between traditional F2F and FBcgD methods throughout the TPACK framework, (2) to explore the PSEFLT's experiences with PBL through BL between traditional F2F and FBcgD methods during the CL course throughout the TPACK framework

THE KEY RESEARCH QUESTIONS

The major research question describe in this research was what are the experiences of lecturers and pre-service EFL teachers to implement TPACK framework in action in designing and developing multimedia technology-integrated materials of PACI model with project based-learning through blended learning between traditional face to face and Facebook closed-group discussion methods.

The major research question was broken down several sub-questions:

1. What are the researcher's experiences in designing and developing multimedia technology-integrated materials of PACI model with project based-learning through blended learning between traditional face to face and Facebook closed-group discussion methods throughout TPACK framework?
2. What are the PSEFLT's experiences with project based-learning through blended learning between traditional face to face and Facebook closed-group discussion methods during the CL course?

SIGNIFICANCE OF THE STUDY

The significance of this study, therefore, lies in describing and discovering the researcher experiences with the method of BL in designing and developing multimedia technology-

integrated materials of the PACI model throughout TPACK framework implementation during the CL course.

This study can contribute to the improvement of teacher training programs in Indonesia by lecturers, teachers and pre-service EFLT teacher because it demonstrates the model and activities of the TPACK framework in action by employing the BL between traditional F2F and FBcgD with PBL methods in designing and developing multimedia project, particularly in the education of teachers of English.

Finally, as this is a new area of implementation of the TPACK framework in the Indonesian context, the findings of this narrative explanation may contribute to future research in this area. Further study of how the integration of multimedia of PACI model into the teaching of EFL classrooms in combination with TPACK framework can be achieved would enhance the quality of teaching and learning for educators, especially for university lecturers, teachers and pre-service teachers, which would in turn lead to an improvement in learners' achievement in any lessons.

THE EPISTEMOLOGY AND METHODOLOGY OF THE RESEARCH

The major aims of this study were to describe how the researcher in design and developed multimedia technology-integrated materials of PACI model with PBL through BL between traditional F2F and FBcgD methods throughout TPACK framework during the CL course in the Faculty of Teacher Training. The goal was to better prepare lecturers and the PSEFLTs to design and develop supplemental multimedia for teaching specific English lessons in their teaching of EFL in the Indonesian context.

Interpretivism as the epistemology was chosen as the most appropriate for describing the participants' experiences. Denzin (2001) asserted that interpretive research focuses on life experiences "that radically alter and shape the meanings persons give to themselves and their live projects" (p. 34). Cohen, Manion, and Morrison (2011) highlighted that an interpretive paradigm is to understand the subjective world of human experience focusing on actions. Actions are only meaningful to us in so far as we are able to ascertain the intentions of actors to share their experiences (Cohen et al., 2011, p. 18). Thus, this approach aims to grasp the diversity of subjects' experiences (Kvale, 1996). The aim of the scientific method for the interpretive researcher is to understand how this glossing of reality goes on at one time and in one place and compare it with what goes on in different times and places (Cohen et al., 2011).

QUALITATIVE APPROACH OF AN AUTOBIOGRAPHY NARRATIVE SELF-STUDY

In this context, this research used qualitative research. According to Norman K. Denzin (2003) "qualitative research primarily involves a variety of activities and empirical material collections including case study, personal experience, introspection, life story, interview, artifacts, cultural texts, and historical texts that describe routine and problematic moments and meanings in individuals' lives" (p. 5). The narrative autobiography self-study design as the methodology was chosen to describe his experiences in designing and developing multimedia technology-integrated materials of PACI model with PBL through BL between traditional F2F and FBcgD methods throughout the TPACK framework. According to Creswell (2012), "in an autobiography approach, the individual who is the subject of the study writes the account" (p. 504). In this research, the researcher or lecturer used his own story as the data. Both autobiography and narrative are similar in that, it depends on who writes or records the story (Clandini & Connely, 2002).

To seek the experiences of PSEFLTs, qualitative narrative study was employed in which the researcher sought to understand the phenomenon by focusing on a total picture of the PSEFLTs' experiences with PBL through BL between traditional F2F and FBcgD methods throughout TPACK framework (Ary, Jacobs, & Sorensen, 2010).

PARTICIPANTS SELECTION PROCEDURE

The CL course was the focus of this research with four classes (A,B,C,D) with approximately 28-32 of PSEFLTs in each class. This study employed purposeful sampling to select the participants. Gay, Mills, and Airasian (2011) stated that in qualitative study the most common form of sampling is purposive or purposeful sampling "based on the assumption that the researcher wants to discover, understand and gain insight and therefore must select a sample from

which the most can be learned” (Merriam, 1998) and the participants must be “information-rich” (Patton, 1990). In addition, Creswell (2012) points out that the participants are to know more about the central phenomenon. Due to overload of assignments and preparation for final exams, only nine PSEFLTs (2 from A class; 3 from B class; 2 from C class and 2 from D class) were willing to participate and were able to be interviewed. The researcher divided them into two groups (Group A and Group B). The four of PSEFLTs on Group A were named with Wati, Ita, Joni, and Anton, while the five PSEFLTs in Group B were named with Efflin, Raiendi, Erna, Siska and Robiah. These are all pseudonyms.

INTERVIEW COLLECTION TECHNIQUE

The most common and widely adopted data collection technique in qualitative research is the interview (Bryman, 2012; Donley, 2012; Gay et al., 2011). The interview is a basic mode of inquiry that assists researchers in gathering comprehensive information from the research constituents (Miller & Glassner, 1997; Seidman, 1991) and “is one of the most powerful ways we have of understanding others” (Punch, 2005, p. 168). Describing and interpreting experience can be gained through qualitative interviews (Oishi, 2003).

In this research, face to face group semi-structured interview data collection was employed (Bryman, 2012) and the interviews were digitally voice recorded. The researcher interviewed Group A and Group separately on different days in order to acquire a deeper understanding of the meaning of the interviewees’ experiences as a phenomenon in society (Creswell, 2009; Fontana & Frey, 2003; Seidman, 1991). The semi-structured interview allowed the researcher to expand the standard questions with additional questions to elicit richer, and sometimes unexpected answers from the participants (Mitchell & Jolley, 2012) and to let the participants develop issues they regarded as important (Longhurst, 2010).

DATA ANALYSIS PROCEDURE

Content analysis data was employed after transcribing the data to find the codes. By coding the data the researcher was able to detect frequencies (which codes occur most commonly) and patterns (which codes occur together) (Strauss & Corbin, 1998). Starting with open coding in which the researcher attaches a code to a piece of text to describe and categorize-themes and also properties/sub categories (the characteristic of a category/theme or phenomenon of that piece of text). The researcher then did axial coding, grouping the open codes that are similar in meaning, causal conditions that lead to the phenomena, their intervening conditions and the actions and interactions of, and consequences for the actor in situation (Cohen et al., 2011; Strauss & Corbin, 1998). Last was selective coding, in which the researcher identified the core categories or central categories or phenomena of the text data, integrating them to form a theory (Cohen et al., 2011; Strauss & Corbin, 1998).

FINDINGS AND DISCUSSIONS

What are the researcher experiences in designing and developing multimedia technology-integrated materials of the PACI model with project based-learning through blended learning between traditional face to face and Facebook closed-group discussion methods throughout TPACK framework?

The researcher’s experiences that have been implemented during CL course are narrated below.

Redesigning the Content of Educational Technology

The researcher is the lecturer for the CL, CA and CALL courses. The first step that researcher took was to redesign the goals of the CL, CA, and CALL courses after completing his Doctor of Education (Ed.D) from Flinders University in 2015. Learning from his dissertation with the title ‘Experiences of Indonesian Pre-Service English as Foreign Language Teachers in Implementing Technology in Teaching Practicum: An Investigation through the TPACK Framework’ (Limbong, 2015), the researcher aimed to fill the gaps from his findings in order to overcome the issues faced by the PSEFLTs and also to prepare PSEFLTs ready for being 21st century teachers. Some books and journals such as Morrison and Lowther (2010), Grabe and Grabe (2001), Roblyer and Doering (2013), Newby, Stepich, Lehman, and Russell (2000), Smaldino, Lowther, and Russell (2008) and Newby, Stepich, Lehman, Russell, and Ottenbreit-Leftwich (2011), Mayer (2009), Alessi and Trollip (2001), (Koehler and Mishra (2006); Pamuk (2012)), ISTE (2007a), ISTE (2007b) were the resources that inspired him in his redesign of the

three courses' goals, to adopt and implement the TPACK framework and ISTE NETS-T and ISTE NETS-S these three technological courses.

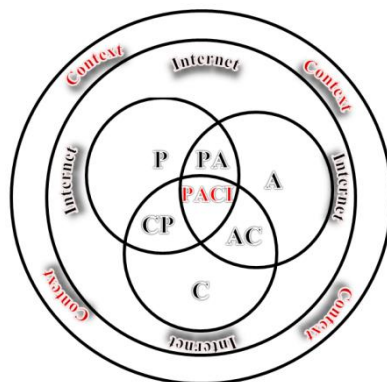
The focus outputs of NETS-S are creativity and innovation, communication and collaboration, research, and information fluency, critical thinking, problem solving and decision making, digital citizenship and technology operations and concepts (ISTE, 2007b). The details of NETS-S are to prepare PSEFLT's to demonstrate creative thinking and develop innovative products and use digital media to communicate and work collaboratively and apply digital tools to gather, evaluate and use information with technology. The aim was to prepare the Prepare PSEFLT's to use critical-thinking skills to plan, manage projects, and solve problems using appropriate digital tools and resources and to demonstrate capability in selecting and using applications effectively and productively (ISTE, 2007b; Morrison & Lowther, 2010). The expectation was that during their English teacher training program, especially the three technological courses, the PSEFLT's would be able to learn, see, and implement the model of the TPACK framework implementation from the lecturers in the classroom (Harris et al., 2009; Koehler & Mishra, 2005, 2006, 2008b; Koehler et al., 2007; Mishra et al., 2011; Schmidt, Thompson, Mishra, Koehler, & Shin, 2009; Shulman, 1986, 1987; Zhao, Tan, & Mishra, 2001). The additional goal was that after completing their teacher program, the PSEFLT's would be able to interpret the ISTE National Educational Technology Standards for Students (NETS-S) and for Teachers (NETS-T) (ISTE, 2007a) and the TPACK framework in their future teaching.

Preparing the PSEFLT's for being 21st century teachers is the core target of the Minister of Education, as well as the vision of the Faculty of Teacher Training and Education which is to educate its professional graduates to implement the TPACK framework in their future teaching. Hence designing and creating supplemental multimedia technology-integrated teaching and learning materials using the PowerPoint, Audacity, Camtasia and Internet (PACI) model are the learning targets of the CL course, as explained below.

Designing and Developing Supplemental Multimedia of PACI Model for Teaching Grammar

Adapting Allessi & Trollip (2001), Model of Instruction and Mayer (2009), Multimedia Learning, the researcher created the PACI model. It stands for PowerPoint (P), Audacity (A), Camtasia (C) and Internet (I). The intersection amongst these four software create four knowledges and skills, namely PowerPoint-Audacity (PA), Audacity-Camtasia (AC), and Camtasia-PowerPoint (CP) for designing and developing the multimedia of the PACI model for supplemental technology-integrated materials. As can be seen from the figure below, the Internet is the main additional sources for designing and developing the multimedia of PACI model, while the context circle is the frame that limits the scope of the multimedia purposes (e.g. the scope of lessons, the students' level and varieties of lessons).

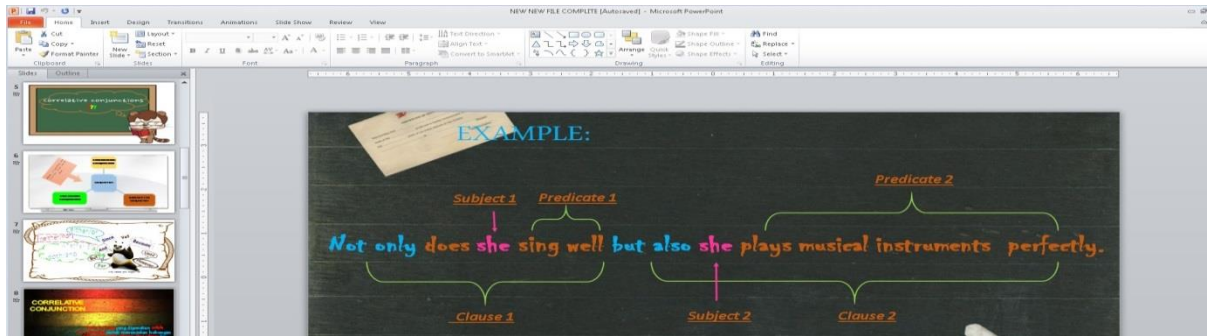
Figure 2. The model of PowerPoint, Audacity, Camtasia and Internet (PACI) Model



a. PowerPoint

PowerPoint (P) is software that is embedded with Microsoft Office and was introduced many years ago. It provides a user-friendly interface that lets users create colorful and informative displays in any subject area. It covers backgrounds, animations, sounds, and functions that can be formatted to create a limitless variety of slides for presentation and to set to automatically show according to a present schedule. It can also be hyperlinked to other technology sources (Morrison & Lowther, 2010). In short, with PowerPoint we may input the materials you are going to present, create slides, decorate the PowerPoint, add background and gifs, add more objects and pictures, change the font color you want, change the font styles, and put in some effects and transition. To make its features more beneficial for teaching and learning, the researcher combines it with other software, as mentioned previously.

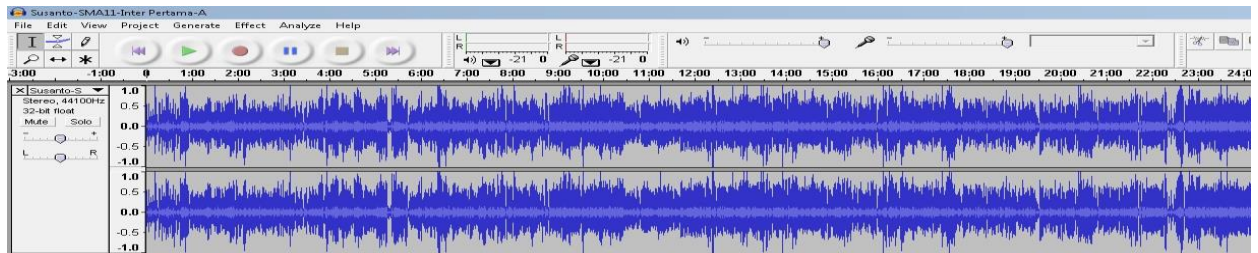
Figure 3. The PowerPoint Interface



b. Audacity

Audacity (A) is free and open source software for recording sound that runs on Windows, Mac, and Linux and can be downloaded from <http://www.audacityteam.org>. Audacity can be used for recording any sound of our choice, whether it is voice, music, audio playing on the computer, and so on. Specifically, Audacity is a simple software for editing sounds, for instance cutting, copying, pasting and deleting part(s) of the recording, inserting silences, pauses or music, splitting recordings into separate tracks, mixing tracks, raising or lowering the volume, speeding the recording up or down, and even improving the audio quality by removing constant background noise (Martínez, 2010).

Figure 4. The Audacity Interface



c. Camtasia

Camtasia (C) is not free software. It is available at <http://techsmith.com> for about \$99. According to Silva (2012) Camtasia is a screen-capture software that directly records all movement and activities on screen that we are working on such as typing in word-processing application, surfing the Internet, using photo editing or web design software and interacting with social networks or online activities.

Figure 5. Camtasia Interface



d. Internet

Internet (I) is the a network consisting of cables and radio signals used to connect millions of computers to other computers to form the Internet that can be used to exchange massive database of information (Morrison & Lowther, 2010).

THE INTERSECTION AMONG POWERPOINT, AUDACITY, CAMTASIA AND INTERNET

There are four knowledges and skills are arising from the intersection between PowerPoint, Audacity, Camtasia and the Internet. The figure below is the intersections between P,A,C,I that the researcher named the PACI model.

a. PowerPoint and Audacity

The first knowledge and skill is the intersection between PowerPoint and Audacity (PA). Any instrumental music or sounds as back sound that have been downloaded from the Internet can be added into PowerPoint slides. However, it is better to add these instrument music or sounds into Audacity because the editing features are better done with this software. Audacity is used for recording sound, voice or the other audio, or compounding two sounds or voices, depending on the text in the presentation. The other benefit of Audacity is its capability to decrease noises during the recording phase. We can delete these noises wherever the location. With Audacity, we can decrease or increase the volume of the instrument, sound or recorded narration. Also, it can be used to speed up or to slow down the instrument or narration depending on the text or explanation on the PowerPoint slides.

b. Audacity and Camtasia

The second knowledge and skills are the intersection between Audacity and Camtasia (AC). It is used for transferring the voice or narration or music from the Audacity into Camtasia. Since the function of Camtasia is to produce things becomes a video, so it will be better if the video has been integrated or mixed with sounds, narration or any kinds sound related to our lessons which can be imported and edited by using Audacity. While the Internet benefit on this stage is a media to look for some free instrument to enrich the sound of the objects or for instrument only.

c. Camtasia and PowerPoint

The third knowledge and skills are the intersection between PowerPoint and Camtasia when the whole completed PowerPoint slides are transferred directly to Camtasia to be made into movie file. It is strongly suggested to ensure that all animation on PowerPoint slides are designed correctly because if there are any mistakes on the slides, it will need time to edit these mistakes. The connection between these two applications is to make a presentation more alive by producing it as a video.

d. PowerPoint, Audacity, Camtasia and Internet (PACI) model

The last knowledge and skills are of these four knowledges and skills of PowerPoint, Audacity, Camtasia and Internet (PACI) model. These four knowledge and skills cannot be separately. The content or lessons that are designed, selected, and created by using each of these software are combined to produce a video multimedia for teaching specific lessons and in this research is Grammar lesson. In this research, the specific lesson was Grammar. In short the PACI model covers several applications that have been described. Its purpose is to make supplemental multimedia of the PACI model of technology-integrated materials to make the presentation more attractive and efficient by producing it as a video with varieties of texts, colors, sounds, instrument, animation, graphics and so on. The users, particularly educators and learners may create their own multimedia by using the PACI model to help them to understand the specific lessons better.

To produce the first and second projects in the Computer Literacy topic, the researcher and PSEFLTs drew on the Model of Instructional Design by Allessi & Trollip (2001), and Mayer (2009). The first phase of their design are similar in planning which comprises defining the scope, identifying the learner characteristics, establishing the constraints, producing a planning document, and determining and collecting resources. Second phase is the design which comprises developing initial content ideas, conducting task and concept analysis, doing a preliminary program description, and creating flowcharts and storyboards. The last phase is development which comprises preparing the text, creating the graphics, producing audio, producing animation and video, assembling the pieces, preparing support materials, doing an alpha test, making revisions, and finally doing a beta test.

To understand how to operate the PACI model in terms of technical skill, the 14 weeks with 90 minutes face to face time with the help of FBcgD were integrated during the CL course. The details of CL course content and activities are described on appendix 1.

IMPLEMENTING BLENDED LEARNING IN THE CLASSROOM OF CL COURSE

The process of teaching and learning during CL was the main data for this research. The learning target or goals of this course is to enable PSEFLT's to design and create their own presentation during their program as well as to make multimedia to support their future teaching, (English-Department-Study-Program, 2009).

BL or mixed or combined learning was the approach that the researcher applied by combining technology with traditional F2F instruction in a teacher-directed environment without Internet or e-learning components (Allen & Seamn, 2007; Hilliard, 2015; Picciano, 2007; Shea, 2007). BL is technology facilitated learning that retains a strong and deliberate role for the teacher in the learning process (Oliver, 2005). Simply, BL courses combine the delivery of "traditional face-to-face class activities" (Picciano, 2007, p. 9) with "computer-mediated" (Graham, 2006, p. 5) and online instruction (Hilliard, 2015; Picciano, 2007).

a. Experiences in Implementing F2F Method in the Computer Literacy Course

During the teaching and learning process (F2F sessions) some technical issues arose because of insufficient hardware facilities such as the low processor and RAM of the computers and low bandwidth available in the campus area. For example, due to insufficient Internet bandwidth in the Computer Laboratory, not all laptops could access the FBcgD to open the links provided (Limbong, 2015). In addition, not all computers were installed with Camtasia software, hence all PSEFLT's had to bring their own laptops (Sweeney & Drummond, 2013). Although all PSEFLT's brought their own laptops, the rendering process (preparing the PACI model) for making a video of the multimedia often failed. The main reason was that the laptops were not faster enough to render the multi-tasking of the multimedia.

The Camtasia software is not free and not all PSEFLT's were able to buy the software. As a result, not all of them were able to finish the draft of the project in time. They often borrowed other PSEFLT's' laptops that had the software. As a result, not all groups were ready to present their projects. Furthermore, not all PSEFLT's lent their laptop as they were still busy with their own projects. Although the Camtasia software was installed in the Computer Laboratory, it could not be used every time as it was used by other lecturers.

b. Experiences in Implementing FBcgD in the Classroom of CL Course

A FB closed-group discussion (FBcgD) was created by the chairman of each class and all PSEFLT's were actively engaged in sharing the links as external resources of information. The researcher also often shared the links related to the specific information in the FBcgD. The researcher found that not all PSEFLT's engaged in discussing problems encountered during the Computer Literacy course. The main factors inhibiting PSEFLT's from engaging in the FBcgD were lack of personal Internet Data to access FB on their mobile phone and no Internet access at home. Also, not all PSEFLT's had advanced mobile phoned to access FB. The majority of PSEFLT's asked other PSEFLT's who had the FB information to provide it via short message text (SMS). One of the most serious impacts was that not all PSEFLT's were able to open the links on their mobile phone at home. They usually opened FB at campus the slow Internet connection was another issue that inhibit them from opening and watching the links of FBcgD.

The lecturer faced these issues by providing a lot time to recheck the FBcgD and answering questions from all members of the four classes. It was not an easy job to handle these questions one by one. Also, he often ran out of the battery on mobile phone that always connected with the FB.

The special purpose of the lecturer in designing and developing the PACI model during the CL course was to implement technological, pedagogical, and content knowledge especially content knowledge (CK), technological knowledge (TK) and technological, content knowledge (TCK) in a real context. This meant that the PSEFLT's would become familiar with TPACK framework and could learn the technology and use it to support teaching and learning of specific grammar lessons.

c. Experiences in Implementing PBL in the CL Course

PBL was the approach the lecturer employed during the teaching and learning process. The main reason for adopting this approach was to make the PSEFLT's engage in working together by using research based-learning or experiential learning. By implementing PBS, the expectation was that the PSEFLT's would experience interesting and meaningful learning and would be enriched with the knowledge they found by themselves (Sumarni, 2013).

However, the majority of PSEFLT's were not familiar with this approach. They lacked experience in being involved in the learning process through research assignments, authentic questions, and well-designed products. They were still incapable of autonomous work together over a particular period (Sumarni, 2013). The PSEFLT's preferred to adopt the traditional curricula in which they wanted to be passive learners. They still expected to be taught one by

one as if high school students. As suggested by Sumarni (2013) these PSEFLT's 'should be accustomed to follow the learning at campus with the learning approach that can internalize the values and spirit of the Scientific Method' (p. 479).

FINDINGS AND DISCUSSIONS FOR RESEARCH QUESTION NO. 2

What are the PSEFLT's experiences with project based-learning through blended learning between traditional face to face and Facebook closed-group discussion methods during the CL course?

The Experiences of PSEFLT's toward PBL on CL

The interview data showed that some PSEFLT's were not familiar with PBL approach, although the majority were happy with this approach because it allowed them to become active learners, with central roles in designing, planning and implementing by working together with other members when they did were working on their own projects. They agreed with Wati's expressions as stated below.

I seldom practice the PBL, but I like it as it is a good approach for learning something from others when we worked together. I myself do not know much about these software, but I always ask another student to directly teach me to do this project. But, he was always busy with his own assignments, so that I afraid to take his time.

The four groups of PSEFLT's also wanted to learn the technical skills, not only from the Internet and other PSEFLT's but also directly from the lecturer who showed, demonstrated and guided them to overcome the issues working on the project. For example, Efflin from group B expressed his opinion:

I hope that the lecturer not only gives the links and short explanation to learn the software, but he should guide us to do the project in the classroom. We still need a lot of exercises so that we may directly experience learning about the software in detail.

The data showed that majority of PSEFLT's had seldom experienced PBL, not only when they were in the high school, but also during their teacher training program. As a result, their experiences of solving the problems were scarce. Although they were familiar with this approach, by giving them the wide chance to gain experience and understanding of the problems by searching, discussing and finding the solutions with their own learning style they were able to improve their academic achievement, motivation and creativity in the real context. This finding is similar to the findings of with previous study that underlined that through PBL, students are given a huge potential to experiment with interesting and meaningful learning experiences (Sumarni, 2013). This finding suggested that all lecturers should provide PSEFLT's with PBL so that they can experience finding the solution to their problems during the teaching and learning processes. The expectation of adopting PBL approach is for the PSEFLT's to become constructivist learners in cooperating with each other in finding and building their own knowledge by experiencing learning by doing and learning from mistakes or trial and errors activities through active learning (Yusofa et al., 2012).

THE EXPERIENCES OF PSEFLT'S TOWARD FBcgD METHOD IN THE CL COURSE

All PSEFLT's agreed that through FBcgD they would be able to obtain any information, not only about the content of CL, links, webs, and other information for knowing the technical skills about PACI model, but also directly to find all the information regarding the comments, feedback and suggestions from lecturer and other PSEFLT's that are usually uploaded on the FBcgD. Below is Ita's opinion:

Any comments and feedback from the previous presenters and lecturer were directly seen by all of us, and we could directly apply it to our own projects, so as not to make the same mistakes again when we had our turn to present the project in the next meeting.

All PSEFLT's expected to have access to the Internet so that they could directly see and explore the links that were uploaded into FBcgD. They expressed their disappointed about low Internet access, not only in computer and language laboratories, but also around the campus area. As expressed by Joni and agreed by all PSEFLT's,

I realized that the FBcgD was very important for accessing any links, information, feedback and comments to improve our knowledge and skills. However, we experienced that the Internet connection was not enough to download that information. My own Internet data that connected to my mobile phone was not able to download the video or YouTube link. I did not even have Internet access at home; hence I often spent my own money to buy the Internet data.

From these interview data, it can be concluded that integrating FBcgD was important to support PSEFLT's understanding about the PACI model. However, their progress was slow due to the unavailability of Internet access in the campus area. The PSEFLT's had to provide funds to access the FBcgD. From this finding, the lecturer and all PSEFLT's expected the faculty to provide high Internet access that could help them to increase their knowledge and skills. My previous study (Limbong, 2015) suggested that the role of faculty was crucial in increasing the quality of lecturers and PSEFLT's by providing advanced hardware, software and Internet access.

THE EXPERIENCES OF PSEFLT'S TOWARD F2F METHOD IN THE CL COURSE

All PSEFLT's still preferred to have F2F method in the CL course. They agreed that FBcgD was important, but some technical issues such as trouble-shooting, slow laptops to render the video, and crashes in software processing were the critical problems that need to be solved immediately. All the groups expressed similar expectations, as Robiah expressed below:

Observing, doing, and guiding directly from lecturer, must be very helpful for us and the shortcut to do the PACI model were my expectation. Although, we still may learn those strategies from the Internet, the lecturer must have simple and easy strategies. Therefore, I still preferred to have F2F in addition to learn from FBcgD.

The above quotation showed that all PSEFLT's expected to have guidance, not only to improve their knowledge about the technical skills but also to acquire strategies to overcome the technical issues. Most of them were capable of mastering the technical skills, but were still unable to deal with the technical issues. Therefore, besides the guidance from the lecturer, hands-on instructions by technicians were needed as well. In the real context during designing, planning and implementing the PACI model, only few PSEFLT's knew how to record their voice by using an external device such as a mobile phone and external microphone. Most PSEFLT's directly recorded sound or voice using their laptop speaker which produced bad record quality of recorded voice. The lecturer uploaded strategies into FBcgD for the benefit of other members.

CONCLUSION

The results suggested that BL is effective and efficient for designing and developing supplemental technology-integrated materials of the PACI model and supports PSEFLT's and researcher teaching competencies. Although not all PSEFLT's were familiar with the PBL approach, at the end of this course, they were being familiar on it and were able to produce multimedia of PACI model. Most importantly both the PSEFLT's and the researcher experienced the integration of TPACK during CL course. The researcher and PSEFLT's realized that the content of CL may be shaped by the application of technology; teaching as well as learning was changed by the use of technology of FBcgD and the way researcher represented and communicated the content of CL to PSEFLT's. It was also revealed the role of the researcher change from being the primary source of information to being a support, collaborator, and coach, while PSEFLT's changed from passive to active designers and users of pedagogical technology.

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Appendix 1. The Computer Literacy Content and Activities

Table 1. The Computer Literacy content and activities

Week	Medium	Activities
1 st	F2F	<ul style="list-style-type: none"> - Welcoming PSEFLT's, - Discussing Learning Contract, - Introducing the PBL approach, - Creating FB closed-group discussion, - Introducing the CA topic goals and its projects, - Assigning the PSEFLT's to learn the PP-Audacity-Camtasia-Internet. - Asking PSEFLT's to make their own group
Follow up the FtF's first week class, lecturer started to upload and share some links (web, YouTube, and other engine searches) to support students understanding about the PACI software. Lecturer also asked the PSEFLT's to share the links that they have already known for supporting their understanding the technical skills about the PACI model. In short, they must understand how to operate the PACI model (technical skills).		
2 nd	F2F	<ul style="list-style-type: none"> - Showing the previous PACI model (lecturer's and PSEFLT's' project) - Discussing the specific Software were used to create the previous projects - Asking and Answering sessions about the lecturer's expectation for creating the PACI model - Installing the software needed.
Every comments and feedback from PSEFLT's and lecturer were uploaded to FBcgD for reminder to all members by the chairman of the class.		
3 rd	FB & F2F	<ul style="list-style-type: none"> - PSEFLT's share the link for helping them to understand the PACI model - All PSEFLT's may comments about the link or offer another links that they think easier to follow and understand. - During FtF session, the lecturer asked the PSEFLT's' progress about PACI - Lecturer asked for other PSEFLT's' help if other have difficulty in

		<p>understanding PACI model</p> <ul style="list-style-type: none"> - Lecturer gave some solutions and clarification about PACI model - Assigning the PSEFLT's to choose their specific Grammar to be presented for the next meeting in group (Project Group presentation)
4 th	FB & FtF	<ul style="list-style-type: none"> - Three of groups were started to design and plan their PACI model - The draft of the project were freely uploaded to FBcgD for getting comments from others and lecturer before the presentation day - Presenting draft multimedia from three or four groups. - Comments and feedback from lecturer and also from PSEFLT's were demonstrated particularly by lecturer
<p>In the three first group presentations, many comments and feedback were given by lecturer for making multimedia with the PACI model. Those comments and feedback were upload on FBcgD for reminding other PSEFLT's to follow and avoid in the next group presentations.</p>		
5 th	FB & F2F	<ul style="list-style-type: none"> - Presenting the draft project multimedia of PACI model by other groups - Comments and feedback from lecturer and also from PSEFLT's were demonstrated particularly by lecturer - Some technical issues were arose and solutions were demonstrated by the lecturer and also from other PSEFLT's
<p>Every comments and feedback from PSEFLT's and lecturer were uploaded to FBcgD for reminder to all members by the chairman of the class.</p>		
6 th	FB & F2F	<ul style="list-style-type: none"> - Presenting the draft project multimedia of PACI model by other groups - Demonstrating the comments and feedback from lecturer and also other PSEFLT's to address some issues in terms of text, animation, sound and so on. - Some technical issues were arose and solutions were demonstrated by the lecturer and also from other PSEFLT's
7 th	FB & F2F	<ul style="list-style-type: none"> - Presenting the draft project multimedia of PACI model by other groups - Demonstrating the comments and feedback from lecturer and also other PSEFLT's to address some issues in terms of text, animation, sound and so on. - Some technical issues were arose and solutions were demonstrated by the lecturer and also from other PSEFLT's
8 th	FB & F2F	<ul style="list-style-type: none"> - Submitting the Group project multimedia (First Project) - Preparing the Second project (Second Project); Individual Project: The ten of grammar test and explanation.
<p>Lecturer uploaded some links how to make animated test and asked PSEFLT's to search and upload the links for helping all members to understand in making animated test.</p>		
9 th	FB & F2F	<ul style="list-style-type: none"> - Presenting the first draft of individual project (three or four PSEFLT's) - Demonstrating the comments and feedback from lecturer and also other PSEFLT's to address some issues in terms of text, animation, sound and so on. - Demonstrating and answering the PSEFLT's' questions and give some comments and feedback from lecturer and also other PSEFLT's to address some issues in terms of text, animation, sound and so on.
10 th	FB & F2F	<ul style="list-style-type: none"> - Presenting the first draft of individual project (three or four PSEFLT's) - Demonstrating the comments and feedback from lecturer and also other PSEFLT's to address some issues in terms of text, animation, sound and so on. - Demonstrating and answering the PSEFLT's' questions and give some comments and feedback from lecturer and also other PSEFLT's to address some issues in terms of text, animation, sound and so on.
11 st	FB & F2F	<ul style="list-style-type: none"> - Presenting the first draft of individual project (three or four PSEFLT's) - Demonstrating the comments and feedback from lecturer and also other PSEFLT's to address some issues in terms of text, animation, sound and so on. - Demonstrating and answering the PSEFLT's' questions and give some comments and feedback from lecturer and also other PSEFLT's to address some issues in terms of text, animation, sound and so on.
12 nd	FB & F2F	<ul style="list-style-type: none"> - Presenting the first draft of individual project (three or four PSEFLT's) - Demonstrating the comments and feedback from lecturer and also other PSEFLT's to address some issues in terms of text, animation, sound and so

		on. - Demonstrating and answering the PSEFLT's questions and give some comments and feedback from lecturer and also other PSEFLT's to address some issues in terms of text, animation, sound and so on.
13 rd	FB & F2F	- Submitting the Individual Project
14 th	F2F	- Assessing the PSEFLT's together - Asking for comments and feedback to evaluate the overall Computer Literacy topic

Acronym: Face to Face (FtF), Facebook closed-group discussion (FBcgD), and Project based learning (PBL).

Appendix 2. Protocol of Interviews

- (a) Do you like the blended learning approach during the Computer Literacy (CL) course? Why?
- (b) Do you often get involved on Facebook closed-group discussion (FBcgD)? Why?
- (c) Which one do you prefer between traditional face to face or FBcgD to understand the CL course?
- (d) Do you like the Project Based-Learning (PBL)? Why?
- (e) Have you practiced this approach before? When
- (f) What did you experience with the PBL approach at the first time?
- (g) Have you familiarity with PowerPoint, Audacity, Camtasia and Internet software?
- (h) When did you learn the PACI knowledge? Where?
- (i) Did you learn to improve the PACI software from the Internet or friends?
- (j) Did your members group help you when you did the PACI project? Why?
- (k) Do you think that PACI Model is important in your future teaching?

MOBILE-ASSISTED LANGUAGE LEARNING AS A DIGITAL MEDIA IN A FOREIGN LANGUAGE TEACHING: FOSTERING STUDENTS' LISTENING

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ABSTRACT

The use of mobile technology has spread more widely in the last few years. More students and teachers have mobile device which actually can be used in the process of teaching and learning a foreign language. The usage of such technology in language learning is called as Mobile-Assisted Language Learning (MALL) which provides fun way for the students to master the target language more easily and in a fun way. It is assisted by the fact that our learners today are digital natives who are used to using technology inside and outside the classroom. Yet, the usage of MALL in the classroom is not popular yet. There is only few teacher applies mobile technology in their classroom. This article tries to discuss the result of applying "listening English" as one of the applications in a mobile device.

Key words: MALL, Listening English, listening

INTRODUCTION

Before the finding of computers, teachers of English in the previous decades encouraged their students to communicate with pen pals who speak the target language and live in their surrounding or even abroad in order that the students get accustomed to write to the users of the target language. In this case, the students had to send a letter by post and it took them several weeks to wait between the time they sent the letter and the time they got the reply.

Then, the ICT (Information and Communication Technology) comes where e-mail became a more popular way to send news at the end of the 1990s. It made the time needed for doing the communication increased rapidly. The students can send an e mail to their pen pals to get the reply in a shorter time. In short, e-mail which is done by applying ICT has helped them shorten the time to get the necessary news.

In term of education, teachers who used to conduct the teaching and learning process in a traditional way by doing context of learning (Beale, 2007, Klopfer, 2008) where all they had in class are books and board, have managed to renew the way they teach by applying the ICT in order to change the class into a more contemporary one.

In line with that opinion, Demouy et.al (2010) said that having the contemporary class is aimed at exposing the learners to the examples of situations that they should find by themselves because the existence of ICT can help them have the visual and the audio at the same time. These will help the students get the information about the authentic situation because the materials that the students get from the ICT usually contain the examples of the authentic situation (which really happens in daily life), and many other examples of learning materials. Besides, teaching the students by applying ICT will give the teacher occasion to assign the students to do some particular tasks individually so that they become more independent and even more autonomous in their learning.

The development of ICT makes people get introduced to the existence of portable and personal devices such as mobile phones, digital audio players and also PDA (personal digital assistance). In line with this condition, Demouy et.al (2010) state that there are more and more people own personal, portable devices. The similar opinion was also stated in the Sesame Workshop (2007) which mentioned that 50% of the children own a cell phone, 30% has portable game player and 20% of them bring their digital music player with them (<https://www.slideshare.net>). Another opinion is also stated by Garg (2012) who says that there have been more mobile devices in the world compared to that of PC and that by the end of 2015 it is predicted that US workers access Web via their mobile devices.

Demouy et.al (2010) mentions that this phenomena results in a potential new dimension which is called as location-aware support for communication and language learning. It includes location-specific content and interaction in which the learners can have access to vocabulary

which is related to a specific place (location) because the information is provided. It implies that ICT including mobile devices helps learners to get the information needed.

Furthermore, the functions of mobile devices are not as simple as before. They do not primarily function for doing communication (texting, making phone calls or sending an email) or having entertainment from the mobile devices anymore, but it has gone beyond those functions. They can take some photos and edit the results by using their mobile devices, or opening social media they are involved in. Learners can also enlarge their knowledge by applying the applications provided in their cell phone so that they can learn everywhere and anytime. Because of this situation, Sharples (2003) in Demouy et.al (2010) mentions that researchers should consider the possibilities that go far beyond those original functions.

MOBILE LEARNING

Veerappan et.al (2014) in their paper mention that the difference between conventional learning and Mobile learning is distinct in which M-learning suggests learners to get any information without having any time-constrain because they can get any information at what time they need them. Besides, by applying mobile learning, learners can learn at any place not necessarily to do it in one particular location as it happens in a conventional class.

Another opinion is stated by Sharples et.al (2005) who state that mobile learning gives chance for the learners to go back to the various contexts of information that they learn. Besides, applying mobile learning in a class provides the teachers new strategies to teach because of the availability of multimedia framework that can be used for the teaching and learning process. Furthermore, mobile learning also provides personal learning activities for the students because they can learn something from their mobile devices and adjust their speed of learning with the material. Learners can also find materials that they think are their favorite. Thus, it also increases the learner's autonomy in learning. Finally, because mobile learning can be done by learners at any time or any place, therefore, it is quite possible for them to be on and off engaging with the technology which means that if they have something else to do then they can leave their mobile coverage and go back later when the time has been possible for them to do so.

Another opinion is given by Farooq et.al (2002) who mention that M-learning is using mobile devices in an educational situation which extends the chance of accessing the educational system from desktop to mobile devices such as mobile phone, Ipad or Ipod. Further, it is also mentioned that by doing mobile learning the learners also have the opportunity to have online community which means that they can discuss a particular subject with those who have the same preference. It is quite possible to conduct because online community is able to provide mobile learning materials by having voice communication, learning the subject by sending any text or by retrieving the data from a certain learning portal or website. Finally, Ting (2005) also states that because of the existence of text, audio, image, web and mobile technology makes mobile learning an interactive educational process.

Dealing with learning community conducted by the help of mobile learning, Kukulska-Hulme (2006 and 2009) state that mobile devices have helped the students to become more learner-centered and self-directed learners which means that they can learn autonomously without having any teacher. It may happen if there is a community learning near the students where the members of the community are willing to share resources because of having the same or common needs. Thus, it can be said that mobile devices also provide a chance for the students to do collaboration and share the resources they have.

In term of mobile learning, Kress and Pachler (2007) mention that young learners are keen on operating their mobile phones because of the interactive modes they provide. Besides, mobile devices are cheaper and easy to find and operate than other technological devices so that young learners cannot be separated from their mobile phones. This situation is actually beneficial for the teachers and curriculum developers to include the usage of mobile phones in the teaching and learning process in their classes because the learners have been familiar with how to operate their mobile devices and how to find the links that the teachers can actually assign them to do. Yet, what the learners have applied so far is only using their mobile devices for having the dictionary or playing some games.

Further, Kukulsha-Hulme and Shield (2008) and Traxler (2009) mention that actually the function of having mobile devices in the classroom is not only to transmit and deliver the content provided by using the multimedia, but also to discuss the available discourse materials. It is possible to do because of the availability of the real-time situation, voice, text or the multimedia that both learners and teachers can discuss.

CHARACTERISTICS OF MOBILE LEARNING

Trifonova (2003) mentions that the main characteristic of a mobile learning is that it is a learning process that can happen because of the availability of a mobile device or because of its ability to be conducted in a mobile environment. Thus, the characteristic does not lie on the technical term but it is more on whether the learning materials are accessible to be given to the users or not. Hill and Roldan (2005) state that the coverage support from the providers of the mobile network has been growing so fast; therefore, the services exist and can be accessed everywhere at the same time. This condition makes the learners feel comfortable because they can get engaged in the mobile learning process whenever it is needed.

In term of the characteristic of mobile learning, Laurillard (2007) mentions that it enables the learners to do collaborative learning which assist other learners either inside the class or outside the class especially in doing the tasks assigned by the teacher. The collaboration can be done by sending short message service (SMS), email, voice or even MMS. Thus, the learners can help each other in finishing the task given by doing discussion using those services provided by the mobile devices.

Meanwhile, Gayeski (2002) proposes that mobile learning is supported by its performance function. The performance here refers to the productivity, creativity and the efficiency of the mobile users. It has the understanding that by having their mobile devices to support their learning, the users may become more productive and creative. Again, it is because of the application provided in their mobile devices.

The next characteristic dealing with mobile learning is that it provides blended approaches in conducting the teaching and learning process. It is because mobile devices equip the learners with pictures, animation, simulation and even video clip that can be accessed and become the topics of the discussion among the learners. In this case, the approaches also function as the learners' performance support (Bonk, Kim and Zeng, 2006: 57)

Jonassen and Murphy (1999) clarify that mobile learning can help the learners to learn by using different strategies suitable for each learner. They further mention that learner's learning environment should consist of authentic materials and that those can make the learners engaged in the materials themselves. If the learners are engaged in the learning process, then all parts of the activity can be involved in the teaching and learning process which will make the process more challenging and finally it will be much more meaningful for the learners. If the process and the materials are meaningful of course the learners will be more motivated in doing the learning. Dealing with these strategies, Rogers et.al (2002: 680) mention that the components needed to conduct a mobile learning should consider different learning strategies which are proper for the learners. Because mobile learning can assist the learners to become more learner-centered, then it should apply inquiry based, discovery based or problem based strategies.

WHY MOBILE-ASSISTED LANGUAGE LEARNING?

The questionnaire distributed by Kukulska-Hulme et.al, (2005) to learners and teachers about the reasons why they like using mobile devices in the language learning reveal that: (1) the devices are cheap and that is also the reasons why it is possible for one learners to have more than one device, (2) they are portable and can be used anywhere and anytime so that the learners can go back to the materials being learned anytime needed. Because of being able to be used anywhere, mobile learning allows those who live in the isolated area can still access to learning, (3) they promote information literacy because they make the learners know about the newest information, (4) they support independent learning which is very obvious because by doing mobile learning learners can learn something by themselves without having any teachers with them, (5) motivate the learners because they like dealing with technology. Besides, mobile devices support multimedia at one time so that it becomes challenging for the learners, (6)

becoming the reference tools because the learners can find any reference that they need to know from the mobile device, (7) for assessment, in which the teachers ask the learners to do any particular task from the device, (8) the demand of the educational environment. The government and the authority realize that if they do not insert technology in their curriculum then the school is going to be left behind by the others. Using technology in the classroom is intended to make any changes in the teaching and learning process from the conventional one into the digital one. Other reasons of the importance of using mobile learning are stated by JISC (2015). They are: (1) it embedded the learners in the authentic situation while accessing the mobile device. It happens because mobile device can provide the learners the real situation (2) the educational institutions may provide provisions for the learners.

Thus, it is clear that from the point of view of the educational institutions, mobile learning can become the consideration to redesign the curriculum and to insert the usage of mobile learning in the classroom. It also functions to personalize the learning in which the learners are not the object of learning anymore but they become the subject. Mobile learning also promotes digital literacy by making those who do not understand the technology becomes aware and literate. Furthermore, it can widen the learners' participation and improve students' engagement and retention because they are engaged in using the mobile device and will be more focused on the assigned task.

Another benefit of applying mobile learning is that peer-to-peer networks make learning more student-centered. Mobile learning can create community learning which consists of peers. When they have to deal with an assigned task in doing mobile learning, they will do peer-to-peer networks actively which mean that they become more student-centered.

Finally, mobile learning makes the communication, including speech and sharing the data becomes faster than it used to be. It also makes the learners' "dead time" (when they have to travel or queue) more effective because they can still access the learning while travelling or queuing.

METHOD

So far, although they have got a smart-phone with them, what the learners have done with the smart-phone is only to send a text, make a phone call, or to download dictionary and the very most common one is to download game. They never realize that actually they still can explore many applications in their smart-phone and apply them to improve their English skills.

This paper is based on the usage of one of the applications of MALL (Mobile-Assisted Language Learning) which can be downloaded by the learners from their smart-phones. This application is "English Listening". Learners often complain that listening is the most difficult subject because they have to listen to the native speaker from the audio and they are not used to listening to English text besides English song. Thus, when they come into the listening class, most of them cannot catch what the speaker is saying. They can only catch some of the words although the audio has been played for more than three times. When some questions were asked, only few learners could answer the questions. However, when the audio was discussed with the class they just found out the words uttered by the speakers. It happened because they did not memorize the pronunciation and the spellings of some words spoken so that when they listened to those words in the audio, they did not catch them.

When they were asked about what made them difficult doing listening, many of them said that it needed a hard effort to find English audio. Yet, actually, the students have them in their smart-phone and could have explored their smart-phone and found the application to drill their listening skill everywhere and any time that they want as it is suggested as the benefits of mobile learning in the previous subchapter of this paper.

This application consists of three biggest levels namely beginner, intermediate and advanced in which each part consists of some different contents. They are taken from BBC learning English.com which is actually a famous website for learning English but still the students never open that website. Yet, if they open the website, they have to open each section one after another which may take time for the students to do so. Instead, by downloading "English Listening" and focusing on one section of a certain level then they can have a pile of audio and just have to listen to the speaker.

This paper was based on “News Report” part exist in “beginner” level. Yet, it does not mean that the audios are easy. They are less than 1 minute but they are read in a normal speed the English people read the news which the students think that they speak too fast. Each topic provides the students with the recording, keywords and the meaning of the audio, and also an exercise for the students to do. Besides listening to the audio, the students can also read the script. It helps them get the words at the same time it is spoken. Thus, they will know about the pronunciation and the spelling of the words while listening to the audio. Thus, in this case, listening skill is combined with reading. It is different from the conventional listening class where the students have to listen to the audio only. They will not get the spelling of the unfamiliar words that they cannot catch. Therefore, it is difficult for the students sometimes to grab what the speaker is saying.

This application was given to the students after they had been in the regular class for about a month but still they had difficulties in listening class because they said that they did not have any audio that they could listen to. Only then was this application given to the students.

Yet, it was not given in the classroom. The students had to listen to the audio outside the classroom when they felt comfortable to do so. Thus, it was such an extensive listening for them. Besides listening to the audio the students had to make a journal about how many audios and what audios they listened to every time they opened the application and how often they opened the application. They were told that they had to tell the truth in the journal because although it was not scored but of course it had some benefit if they did it very often. They were given two weeks to do this program and after that they had to give in the journal and then a test on listening comprehension was given to them.

FINDING AND INTERPRETATION

There were 30 students who became the participant of this study. They took Extensive Listening and belonged to the second semester students of English department in FKIP Jember University. They had got the subject of intensive listening in which they were trained to focus on the detail of the audio.

After two weeks, the students had to submit their journal. Then, the frequency of how often they listened to the audio was calculated. The result revealed that only few students listened to more than 2 audios each day. In the average, they listened to 2 audios each day. The calculation can be seen in table 1 below.

Table 1 the number of the audio that the students listened to

No	Number of audio	No	Number of audio
1	30	16	14
2	33	17	20
3	25	18	15
4	28	19	23
5	20	20	24
6	25	21	18
7	26	22	18
8	20	23	23
9	30	24	27
10	33	25	28
11	20	26	33
12	18	27	20
13	15	28	25
14	30	29	14
15	18	30	30

The classification to analyze the result found in table 1 was based on the consideration that this study was given in 2 weeks so that if the students read 1 audio each day it meant that they listened to 14 audios. If sometimes they listened to 1 or 2 audios and did it in two weeks

then they listened to 28 audios at the most. Meanwhile, if the students listened to more than 2 audios each day, then the result was more than 29 audios.

Based on those classification, it was clear from table 1 that there were 7 (23,33%) of the students listened to more than 2 audios each day. Then, 21 (70%) of the students read 2 audios in the average, and 2 (6,66%) of the students read 1 audio in the average. Thus, in the average, the 30 students who became the participant of this study listened to 2 audios a day.

The students also reported that at the beginning of doing the program they could not understand what the speaker was saying because again they thought that the speaker spoke too fast for them. They read the script while listening to the audio. Thus, they knew how to pronounce and how to spell the unfamiliar words they found in the recording. Besides, they also said that they could not understand the audio by listening to the audio once only. They had to listen to the audio twice or even more. Yet, the more often they listened to the audio they got used to listening to the speaker's pronunciation and it helped much in understanding the content of the audio.

Then, a test of listening comprehension was given to the students after they had given in their journal. It was intended to know how far their comprehension was after doing the program for two weeks. The test consisted of 25 items of filling in the blank because the exercises in "News Report" are also in the form of filling in the blanks. The total score is 100. The result of the students' listening comprehension can be seen in table 2

Table 2 the result of the students' listening comprehension test

No	Number of audio	No	Number of audio
1	84	16	64
2	84	17	80
3	80	18	60
4	84	19	76
5	72	20	80
6	80	21	72
7	80	22	76
8	76	23	76
9	84	24	80
10	84	25	84
11	68	26	92
12	72	27	60
13	60	28	68
14	88	29	60
15	72	30	92

When the result was analyzed, the average of the students' score was 76,26. It was then classified to the categories as it is suggested by Djiwandono (2011:56)

Table 3 the students' score and its category

No	Scores	Frequency	Percentage (%)	Category
1	80 – 100	15	50	Excellent
2	70 – 79	8	26,67	Good
3	60 – 69	7	23,33	Fair
4	40 – 59	0	0	Poor
5	0 – 39	0	0	Very poor
Total		30	100	

Based on the table above, it is clear that the total number of students in the class is 30. Among those 30 students, 50% (15 out of 30 students) got 80 – 100 and was categorized as

excellent. Another 26,67% (8 students) got 70 – 79 and was categorized as “good”. Finally, the rest of the students or 23,33 % (7 students) got 60 – 69 and they belonged to the category of “fair”.

From the calculation, it was clear that most of the students (50%) (15 out of 30) got 80 – 100 and they belonged to “excellent”. Thus, it is clear that doing extensive listening by asking the students to listen to the audio when they feel comfortable to do so is something useful for them.

CONCLUSIONS AND SUGGESTIONS

From the result and discussion it was clear that 50% of the students belonged to excellent category. It shows us that assigning the students to do extensive listening can actually help them get used to listening to the native speakers and finally it is believed to help them get good score.

Therefore, it is suggested to the students and the teachers to explore their mobile devices more thoroughly to find the applications that can be applied to give benefit to the students. By doing so, it is expected that the students can have more audios as the exercises for listening so that listening is not regarded as the most difficult subject anymore.

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THE EFFECT OF COGNITIVE STYLES AND VOCABULARY MASTERY TO READING COMPREHENSION (AN EXPOST FACT RESEARCH AT UNIVERSITY OF RIAU KEPULAUAN)

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ABSTRACT

In this study, background of the research was that reading is one of the crucial subjects for English Department Students of Riau Kepulauan University. It is one of the skills that must be comprehended by the students. Reading comprehension is a complex activity since it is influenced by the students' language skill. Moreover, the quality of the skills depends on quality and quantity of vocabulary. Furthermore cognitive style is one of the factors that encourage the students to learn more in every situation. The students learn English in various ways. Some students need to be alone to learn and some of them need to work in pair or group. It means there are some students have field- independent cognitive style and some of them have field-dependent cognitive style. Methodology of the research is quantitative, an ex post facto design. The data was collected by questionnaire and test. There was the instrument testing that were tested the validity and the reliability. The data analysis used two way ANAVA and Tuckey test.

Keywords: *cognitive styles, field-independent, field-dependent, high vocabulary, low vocabulary.*

INTRODUCTION

Based on the curriculum of English department in University, reading is one of the compulsory subjects. This subject must be completely taken by the students. It is as a basic skill of EFL students to step up to the next level subjects.

Reading is a complex activity because it is influenced by students' skill to obtain the idea. As McWorther (1992, p.23) said that reading is a complex activity. It needs visual capabilities and cognitive abilities, both reading the letter symbols and understanding the reading material. The readers also need to consider many aspects while they are reading, such as intellectual intelligence, reader background knowledge and the process of reading itself. As a result, not only comprehend about the text but also the students can find many aspects related to the text.

Reading comprehension is one of the skills in English to understand about the message explicitly or impliedly. Reading comprehension is regarded as a process to understand the implied meaning in written, see the ideas contained in the written words.

One of the factors suspected to affect reading comprehension is vocabulary mastery. Students that have more vocabulary, have good comprehension in reading than students have less vocabulary.

EFL students may find difficulties in comprehending English reading material. Reading comprehension involves the determining process of meaning in a text. To gain reading comprehension skill, the students have to master one of the language aspects, named vocabulary. Nunan (1991, p.118) stated that vocabulary is one of the important aspects in language acquisition. Mastering the meaning of words, the students will be easy to comprehend the content of reading material. However, vocabulary can be mastered by relating them to the context. Palmberg in Nunan (1991, p.122) said that when giving new vocabulary, it is needed to start from a new item by using the context.

Another factor affected students' reading comprehension is cognitive style. It is the factor to facilitate and encourage learning in determined situation. Cognitive style is a key to develop performance at work, school and any interpersonal situation. According to Drysdale, Rose and Schults in Santrock (2010, p.155) cognitive style is not ability, but it is the chosen way by the people to use the ability. Moreover, Mortimore (2008, p.6) also said that cognitive style can be defined as individual habit and ways in processing information.

Students learn in various ways. Sometimes they need to read one paragraph loudly in order to catch the meaning of reading material; on the other hand, some of them need to be quiet and read the paragraph repeatedly. In other words, there are students need to discuss with others. It is called dependent cognitive style. There are also some students can be focus on learning when they do it by themselves, called independent cognitive style.

THEORY DESCRIPTION

Reading Comprehension

Wells (1981, p.276) comprehension means a maximum effort to do an activity. It can be said that gaining maximum result encouraged by high motivation. Moreover Tarigan (2008: 7) said that reading is a process done and used by reader to gain message delivered by the writer through words or written language.

According to Grabe (2009, p.13) reading is a process of comprehending and linguistics process. Someone reads to comprehend what the writer wants to convey in his/her writing. However, Nunan (1991, p.63) stated that reading has two different approaches concept, they are bottom-up and top down. In bottom-up, reading regarded as decoding process of written symbols, started from letters, then words, clause and sentence. In other words, reading use strategy to interpret written form to gain the comprehension. Meanwhile, top-down emphasize reader and text interaction. The reader utilizes the language knowledge, motivation, interest, and attitude to the content of text. Decoding and encoding will be easier to be understood when it is said that language as code that planned to convey the meaning.

There are some types of reading (Brown, 2004, p.189):

1. Perceptive reading.
This type involves discourse component, they are letters, words, punctuation, and graphic symbols.
2. Selective reading
Selective reading is to introduce someone's lexical and grammatical reading from the shorter part.
3. Interactive reading
It is to identify the relevant form (lexical, grammatical, symbol, and discourse) with the short text to keep the information that is processed.
4. Extensive reading
Extensive reading is used for more than one page text, such as article, essay, short story and book.

Furthermore, Anderson (1972) in Tarigan (2008, p.11) stated that there are some purposes of reading, they are reading to gain facts or details, to get main idea, to know the organization of the story, to summarize, to clarify, to evaluate, and to compare or contrast.

Reading comprehension is a reading activity to comprehend the reading content deeply. The reader has to know and remember the principal and the important detail. Reading comprehension needs thought in order to comprehend the content deeply.

Vocabulary Mastery

To comprehend a language, vocabulary is an important component especially for EFL students. It can be said that vocabulary is basic to learn English. Hiebert and Kamil (2005, p.3) Vocabulary is knowledge about words meaning. Vocabulary is divided into productive and receptive. Productive vocabulary is a group of words used when someone writes or speaks. Meanwhile, receptive vocabulary can be measured by listening and reading. Vocabulary mastery does not only understand and know about its word but also comprehend the words based on the context. Even they are able to apply the words into sentences correctly in spoken or written. Read (2000, p.2) there are three dimensions of vocabulary, they are:

1. Discrete-embedded.
It is a vocabulary measurement or uses independent construction meanwhile embedded is a measurement of vocabulary which forms parts of assessment from another vocabulary, or wider construction. The construction refers to the ability of measuring test.
2. Selective-comprehensive.

Selective means a measurement of certain vocabulary items which focus on the assessment, whereas comprehensive means measurement which takes vocabulary content from material.

3. Context-independent and context-dependent.

Context-independent is a vocabulary measurement in which tester produces expected response without referring to the context, while context-dependent is a vocabulary measurement assessed the ability of tester from the contextual information in order to obtain the expected response.

Cognitive Style

Santrock (2007, p.155) stated that cognitive style is not ability but it is a way chosen by someone to use his/her ability. It can be said that cognitive style is ways to ease learning process. Thus, someone will use certain ways to help them catch and understand the material. Furthermore Skehan defined that cognitive style is as general tendency, like or dislike, to process information in a certain. Cognitive style associated with someone personalities and also affected by education level and developmental history.

Kogan (1994) in Slavin (2006, p.126) stated that there are two types of cognitive styles, they are field independent and field dependent.

RESEARCH METHOD

The research carried out in English Department of Riau Kepulauan University, held on January to March 2016. Expost Facto is research method used in this research. It involves two independent variables; they are cognitive style and vocabulary mastery. Expost facto is a research in which the independent variable has been done when researcher begins the observation to dependent variable and independent variable, even independent variable and dependent variable. They did naturally and the researcher wants to recheck when there are factors caused them.

The design used factorial design 2X2. It is shown as table below:

Table 1. Factorial Design 2x2

<div style="text-align: center;"> vocabulary mastery Cognitive Style </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">High (A₁)</div> <div style="text-align: center;">Low (A₂)</div> </div>	
<i>Field independent</i> (B ₁)	A ₁ B ₁	>
<i>Field dependent</i> (B ₂)	A ₁ B ₂	<

Explanation:

A₁: Group of high vocabulary students

A₂: Group of low vocabulary students

B₁: Group of field independent students

B₂: Group of field dependent students

A₁B₁: Group of high vocabulary students that have field independent cognitive style

A₁B₂: Group of high vocabulary students that have field dependent cognitive style

A₂B₁: Group of low vocabulary students that have field independent cognitive style

A₂B₂: Group of low vocabulary students that have field dependent cognitive style

Furthermore, population in this research was English department students of Riau Kepulauan University. However, sample in this research was 60 first semester students of 83 first semester students of English department Riau Kepulauan University.

Data was gathered by administering one questionnaire and two tests. The questionnaire, cognitive style, was based on Witkin theory in Nasution (2010) about characteristics of cognitive styles. It consists of 50 items, with two types of cognitive styles, *field dependent* and *field independent*, which used Likert Scale that are for positive statements from *strongly agree* (5), *agree* (4), *Neutral* (3), *disagree* (2), *strongly disagree* (1), while for negative statements

began from *strongly agree* (1), *agree* (2), *neutral* (3), *disagree* (4), *strongly disagree* (5). Instrument testing was done to test the validity and reliability of the instrument. Pearson product moment was used as formula to test the validity. It was found six items drop and 44 remaining items of the questionnaires.

Table 2. Cognitive style characteristics

No.	Types of Cognitive Style	Characteristics
1.	<i>Field Independent</i>	1. Can not be influenced by the environment 2. Do not need detail information 3. Ignoring others
2.	<i>Field dependent</i>	1. Influenced by the environment 2. Like humanities 3. Accept criticism

Next instrument was test. The first test, reading comprehension, was assessed by using Brown theory. It consists of 40 items. Point biserial formula was used for the validity item test. 29 items remaining were revealed valid. The second test was vocabulary mastery. 50 items was tested and 38 remaining for research. It was used Thornburry theory (2002, pp.3-12) that there are five types of vocabulary. It can be seen as table below.

Table 3. Indicators of vocabulary mastery

No.	Types of Vocabulary
1.	Noun
2.	Verb
3.	Adjective
4.	Conjunction
5.	Idioms

The data analysis was conducted with two-way ANOVA and then continued by using *Tuckey* test. Two-way ANOVA used to test the hypothesis. In this study, four objectives was tested, 1) the difference of reading comprehension between *field independent students* and *field dependent students*, 2) the interaction effect of cognitive style and vocabulary mastery to reading comprehension, 3) the difference of reading comprehension for *field independent students* between high and low vocabulary students, and 4) the difference of reading comprehension for *field dependent students* between high and low vocabulary students.

FINDINGS AND DISCUSSION

Findings

Normality test and homogeneity test were used for testing of data analysis requirements. Liliefors test was used for each groups of significance level 0.05. The data can be said as normal distributed when L_{count} is lower than L_{table} . From the calculation it was found that reading comprehension students' of all groups were from the population that normal distributed. It can be seen on Table 4 below.

Tabel 4. Result of Normality Testing

Sample Group	L_{count}	L_{table}	Conclusion
I	0.085	0.161	Normal
II	0.106	0.161	Normal
III	0.112	0.161	Normal
IV	0.096	0.161	Normal
V	0.099	0.220	Normal
VI	0.190	0.220	Normal
VII	0.110	0.220	Normal
VIII	0.121	0.220	Normal

Furthermore, homogeneity test used Barlett test done to a) A_1 and A_2 , b) B_1 and B_2 , and c) A_1B_1 , A_1B_2 , A_2B_1 , and A_2B_2 . Variance was homogeny when $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ for significance level $\alpha = 0.05$.

Table 5. Result of Homogeneity Test

Category	χ^2_{count}	χ^2_{table}	Conclusion
A_1 and A_2	3,84	79,1	Homogen
B_1 and B_2	0,43	79,1	Homogen
A_1B_1 , A_2B_1 , A_1B_2 , A_2B_2	3,40	67,6	Homogen

Moreover, to test the hypotheses, two-way ANAVA was done.

Table 6. Result of Two-way ANAVA

Variance source	TS	df	MS	F_0	F_t (.05)	Meaning
Vocabulary mastery (A)	84,02	1	84,02	4,24	3,96	Sign
Cognitive Style (B)	104,02	1	104,02	5,25	3,96	Sign
Columns by rows (interaction)	421,35	1	421,35	21,27	3,96	sign
Between groups	1109,47	56	19,81	-	-	-
Within groups	609,38	3	203,13	-	-	-
TOTAL	1718,85	59	29,13	-	-	-

The study continued to analyze the data by using Tukey test. The following is the result of analysis of the data by using Tukey test.

Tabel 7. Summary of Tukey Test

Pair	Q_0	Q_t	a. Meaning
$A_1 - A_2$	4,12	2,89	Significant
$B_1 - B_2$	4,58	2,89	Significant
$A_1B_1 - A_1B_2$	9,43	3,01	Significant
$A_2B_1 - A_2B_2$	3,28	3,01	significant

From the summary of two-way Anava, it can be seen that F_0 (5.25) is higher than F_t (3.96) at the level of significance $\alpha = 0.05$, the difference between columns is significant. It means that students' reading comprehension between field dependent students and field independent students differ significantly. Mean score of students reading comprehension of field independent students (19.37) is higher than reading comprehension of field dependent students.

Furthermore, the result of interaction was shown that F_0 (21.27) is higher than F_t (3.96) at the level of significance $\alpha = 0.05$, it means that there is interaction effect between cognitive style and vocabulary mastery. It can be concluded that the effect of cognitive style depends on the types of students' vocabulary mastery. When the students have field independent cognitive style, they have high vocabulary mastery. On the other hand, the students have field dependent cognitive style, have low vocabulary mastery.

Moreover, because Q_0 between A_1B_1 and A_1B_2 (9.43) is higher than Q_t at the level of significance $\alpha = 0.05$ (3.01), it means that the students who have high vocabulary mastery and independent cognitive style is significantly different from students who have high vocabulary mastery and dependent cognitive style. Because the mean score of A_1B_1 (23.20) is higher than A_1B_2 (15.27). It can be concluded that reading comprehension of high vocabulary students that have independent cognitive style is higher than reading comprehension of high vocabulary students that have dependent cognitive style.

Lastly, because Q_0 between A_2B_1 and A_2B_2 (3.28) is higher than Q_t (3.01) at the level of significance $\alpha = 0.05$, it means that the low vocabulary students that have independent cognitive style is significantly different from low vocabulary students that have dependent cognitive style. The mean score of A_2B_2 (18.20) is higher than A_2B_1 (15.30). It can be concluded that reading comprehension of low vocabulary students is more effective for the students that have dependent cognitive style than independent cognitive style. It means that reading comprehension of low vocabulary students that have field independent cognitive style is lower

than reading comprehension of low vocabulary students that have field dependent cognitive style.

DISCUSSION

Hypotheses testing showed that students' reading comprehension for both of variables is significantly different. Cognitive style showed there was significantly difference between field independent students and field dependent students. Reading comprehension of field independent students is higher than field dependent students.

1. The difference between reading comprehension of field independent cognitive style students and field dependent cognitive style students.

In teaching and learning process, cognitive style is very important to get better achievement in learning English especially reading comprehension. The students who have field independent cognitive style have better attitudes in to get involved in the process of teaching and learning in the classroom. When they learn, they can do by themselves. They are not influenced by the environment. The students that have field independent cognitive style do not need specific information because they will find it by themselves.

On the contrary, the students that have field dependent cognitive style need to notice and get the material based on the social context. They need the lecturer to explain the lesson as slowly as possible so that they can get the point of the material. The students that have field dependent cognitive style also need detail information about the reading material to comprehend it, and get the enforcement and critics from others or the lecturer.

From the explanation above, it can be concluded that the students who have field independent cognitive style have better reading achievement than those who have field dependent cognitive style.

2. The interaction between vocabulary mastery and cognitive style

The result of hypotheses testing showed that there was interaction between vocabulary mastery and cognitive style to students reading comprehension, it showed the effect significantly. It indicates that vocabulary mastery closely related to cognitive style. It means that vocabulary mastery gives significant effect to students reading comprehension.

3. The difference between reading comprehension of high vocabulary students that have field independent cognitive style and high vocabulary students that have field dependent cognitive style

In this result, it was found that there was difference between reading comprehensions of high vocabulary students that have field independent cognitive style and students that have field dependent cognitive style. The result showed that reading comprehension of high vocabulary students that have field independent cognitive style is higher than reading comprehension of high vocabulary students that have field dependent cognitive style.

Based on the distinction, it can be explained that in the teaching and learning process affectively the students that have field independent is more dominant. Generally, the students are more independent, competitive and self confident, while the students that have field dependent cognitive style tend to have good interaction with others around them. They are usually more empathetic and understand the feelings and someone thoughts. It is in line with the students that have high vocabulary; they can solve their tasks well without depending on others and have willingness and ability to increase their learning achievement. Moreover, reading comprehension has one of the aspects: vocabulary mastery. Without mastering the vocabulary, the students will be hard to comprehend a passage that can cause difficult to think creatively.

Based on the result above, it can be summarized that reading comprehension of high vocabulary students that have field independent cognitive style has better achievement than the high vocabulary students that have field dependent cognitive style.

4. The difference between reading comprehension of low vocabulary students that have field independent cognitive style and low vocabulary students that have field dependent cognitive style.

For the last result of hypotheses testing, it was found that there was difference between reading comprehension of low vocabulary students that have field independent cognitive style and students that have field dependent cognitive style. The result showed that low vocabulary students that have field independent cognitive style is lower than reading comprehension of low vocabulary students that have field dependent cognitive style.

Based on the previous explanation, the students that have field independent cognitive style tend to be uninfluenced by the environment in learning, they have high curiosity about problems but they do not heed others in understanding some information and less interested in individual tasks. It is in line with the low vocabulary students that resolve the tasks depend on the others. Cognitive styles is bipolar has two sides. However, it does not show predominance of one side. Each of sides tends to have positive value in certain situation; but it tends to have negative value in other situation. Both of the styles have predominance for each characteristic to reading comprehension. Therefore, low vocabulary students that have field dependent cognitive style is better than low vocabulary students that have field independents cognitive style.

CONCLUSION

Vocabulary mastery and cognitive style give effect to students reading comprehension; therefore vocabulary mastery and cognitive style assist to increase the students' reading comprehension. There was interaction between vocabulary mastery and cognitive style to reading comprehension. Reading comprehension of high vocabulary students that have field independent cognitive style is higher than high vocabulary students that have field dependent cognitive style; while reading comprehension of low vocabulary students that have field independent cognitive style is lower than reading comprehension of low vocabulary students that have field dependent cognitive style.

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SMALL CLASSES OF ENGLISH LANGUAGE LEARNING IN UNIVERSITY LEVEL: TEACHERS' VIEWS

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ABSTRACT

The issues about class size impacts on cognitive and non-cognitive outcomes attract further studies and debates on the effectiveness of teaching activities within classroom, especially in EFL setting. Most of results argue that reducing class size has positive impact on students achievement. Further studies about the effectiveness of small-class size in language learning EFL setting need to be carried out for bringing forward more evidences of small class impacts in EFL classrooms. This paper explores the teachers' perception on small class impact in English language class at university level, whether they agree or disagree with the literature.

Keyword: *class size impacts, EFL setting, university level*

INTRODUCTION

Education is important for human life. It does not only give benefit for human life, but also it becomes a need for individual person. Education can be acquired through formal education at school or informal education such as reading books, watching TV, and many others. Everyone who has education opening his firmiment and gaining knowledge.

Realizing the importance of education, in Indonesia the government had sparked a compulsory of six years education in elementary school since May 2, 1984. The day is then recognized as national education day. This regulation has extended to a cumpolsory of nine years education (elementary and junior high school) since May 2 1994.

To face a competitive world, education is not enough until junior high school but the degree is demanded as highes as possible. The higher degree improves an individual's quality of life such as access to health care. Moreover, it offers graduates more jobs to choose more than nongraduates. Therefore, to have a better life the highest degree must be achieved.

The phenomenon in Indonesia, the government school has a large number of students in one classroom. Meanwhile in private school, the number is school is smaller than government school. In university level, people tend to choose state university than private university because of the cost as main reason. This condition creates a swell of students in a classroom. In short, the class size becomes a crucial issue among policy makers, parents, teachers and researchers.

Class size is defined as the number of pupils in a class with one teacher as stated in research education England report (2011). Class size represents the average number of pupils being taught by one teacher classes during a single selected period in each school. Number of students during a period of time can be in large number or small number.

Class size is interesting topic widespead around the world. Numerous research has been conducted related with small class. Some of the researchers study the impact of class size and some others study the implementation of small group teaching. This topic becomes controversion because there is no a distinct ideal number of students in a classroom. Some researchers agrees the a large number of students and some others refuse the big number of students in one class. Davies (2003) says that reasons of researchers who generally accept the small class size are: (1) Allow students more individual time with the teacher; (2) Enable "better" teaching methods to be implemented; (3) Reduce the incidence of non-productive class time; and (4) Increase learning time because there are less classroom management issues.

Mills and Alexander (2013) define "small-class teaching" as any teaching situation in which dialogue and collaboration within the group are integral to learning. Han in Tang (2013) adds that "small-class teaching refers to reduce the unit numbers of classes, that is reducing

class size, increasing the proportion of teachers and students, which make the teachers put more effort for each student, thereby effectively improving the quality of education and student achievement.” So, the focus is optimalization students-teachers interaction in small number of students.

There is no right number of the ideal ‘small’ group for teaching. Exley and Dennick (2004:2), in Booth (1996) states that in general a ‘small’ group should consist of between five and eight people, with six an optimum number for tutor-style small group teaching. Brown & Atkins (1988), on the other hand, assert that small-class consist of under 20 students. Otherwise, Jaques (2004) explain that six students is as optimal number for certain activities in small group for teaching. From the previous study, it can be concluded that the small class for teaching consist of less than 20 students.

Biddle and Berliner (2002) find out that the small class impact has been started since 1920s and the first informal review appears in 1960s. The result of the study shows that different class size has little impact on students achievement. Tang and Yongfen Wu (2013) conducted a small-class study about programming course. The study focuses on how to carry out small class teaching in the programming courses. They suggest the teachers should focus on basic course, improve evaluation system. Dealing with basic implementation course, they offer four steps to the small-class teachers; 1) give a brief review in the form of questions or exercise in accordance with students learning situation and learning difficulty, 2) build student eager to learn a new topic, 3) play their roles as organizers and guidance, use of instruction and various teaching methods. Guiding also should be given to the students through all kinds of communication between teachers and students or among students, 4) evaluate in the form of review, summary, problem solving, and so forth. Meanwhile, to improve evaluation system in small-class, teachers have to concern three aspects. First, the characteristics of small class have to be grasped by the teachers from learning theory, teaching observation, teaching design, environmental design therefore they can be implemented in small class. Second, the senior and new teachers have difference understanding to run the class well. Senior teachers centre on update their knowledge of teaching methods. Otherwise, new teachers centre on adjusting classroom environment and teaching practice. Third, the cost of small class must be supervised.

In beginning, small class has been implemented in early grade of students however it is also implemented by some others western country at university level. Oxford and Cambridge, and many other universities in UK and German have upheld small-group as approach to teaching and learning. This approach has continued as gold standard of quality instruction in Higher Education.

This study view the teachers belief on small class. Richards, Gallo, and Renandya Teachers’ belief play a central role in the process of teacher development, and changes in teacher practices crucial are the result of changes in teachers’ belief. In view of the above reviewed literatures, it is obvious that research studies have been carry out on small-class practices, small-class effect, teachers’ view in early and middle level in order that this study wants to find out the teachers’ view at university level.

METHOD

In order to answer the research question above, a university teachers was asked to fill the questionnaire to generate data about their perception on the literature of small class. The questionnaire was handed out by the researchers themselves. Besides the questionnaire and the background information sheet were also spread to all teachers.

Leahy’s questionnaire (2006) is used in this study therefore it is considered fulfilling reliability and validity. The questionnaire provides four responses from a Likert four point scale of 1) Strongly Agree, 2) Agree, 3) Disagree, and 4) Strongly Disagree. A 4-likert scale questionnaire containing 7 items about class size and 3 items about their background information adopted from a research entitled *A Survey of Selected Teachers Opinions to the Effects of Class Size on Student Achievement among Middle School Students* by Sarah Leahy (2006). To analyze the descriptive statistics of 4-likert scale questionnaire, the researchers used IBM SPSS Statistics 21.

FINDINGS AND DISCUSSION

The participants of study are lecturers in D3 English language in University of Merdeka Malang, East Java Indonesia. 15 persons were asked to fill out a 4-likert scale questionnaire containing 7 items about class size and 3 items about their background information adopted from a research entitled *A Survey of Selected Teachers Opinions to the Effects of Class Size on Student Achievement among Middle School Students* by Sarah Leahy (2006). To analyze the descriptive statistics of 4-likert scale questionnaire, the researchers used IBM SPSS Statistics 21.

Dealing with background of the participant, 40% of participants are in range of 25 and 35 years old. In addition, 33,33% of participants are ranged from 36 and 45 and the remaining 26,67% are between 46 and 55 years old. The minimum age of participants in the study is 25 years old therefore only lecturers over the age of 25 are involved in the study. In accordance with The length of experiences in teaching profession is represented in the figure 2. It shows that 26.67% of participants have been already teaching up to 20 years. 26.67% of participants have been teaching for 1-5 years, 33.3% of participants have been teaching for 6-10 years and 13.33% of participants already become educator in years, ranged from 11-15 years. Not only that, 73.33% the participants teach more than a subject every day. Only 26.67% of participants have already taught more than one subject everyday.

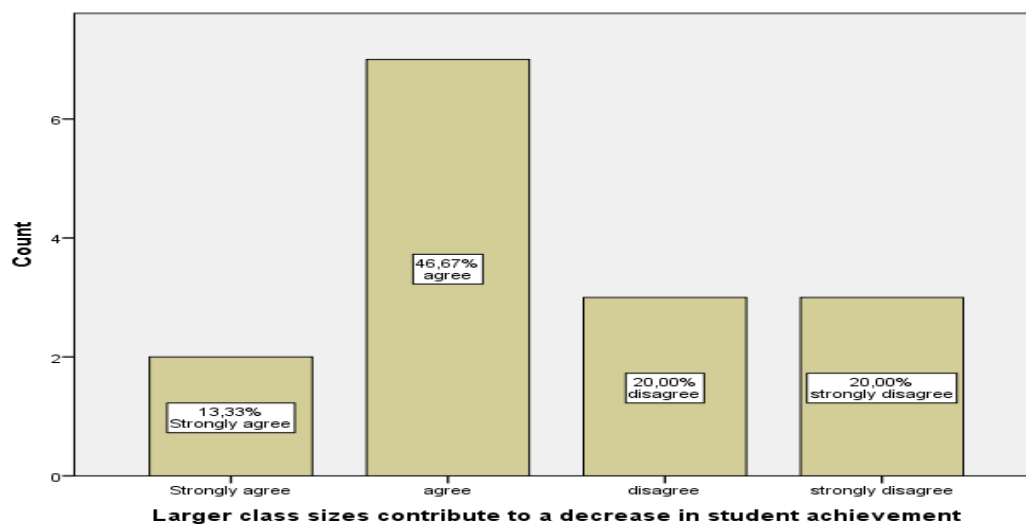


Figure 1. Larger class sizes contribute to a decrease in student achievement

Based on figure 1, 13.33% of subjects strongly agreed that large class size decreases the students achievement, 46.67% also agreed with the effect of large class size on student achievement. 40% of subjects are either disagree or strongly disagree with the statement anyway. In other words, most of lecturerers agree that class size contribute a decrease in the achievement of students.



Figure 2. Larger classes have more discipline problems

The figure 2 indicates that 66.67% of subjects agree that larger classes have more discipline problems. 6.67% of total numbers also strongly agree with the given statement. 26.7% of participants disagree that larger classes come with more discipline problems.

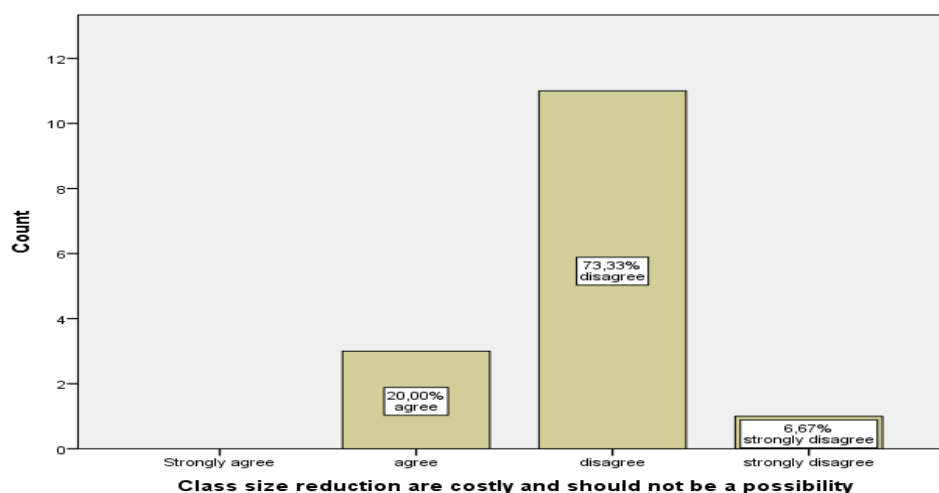


Figure 3. class size reduction are costly and should not be a possibility

As displayed on figure 3, we notice that almost all lecturers (73.33%) disagree that class size reduction costs a lot of money. 20% of total participants view the policy of class size is expensive. In other words, most participants disagree that class sizes are too high and not regarded as preference.

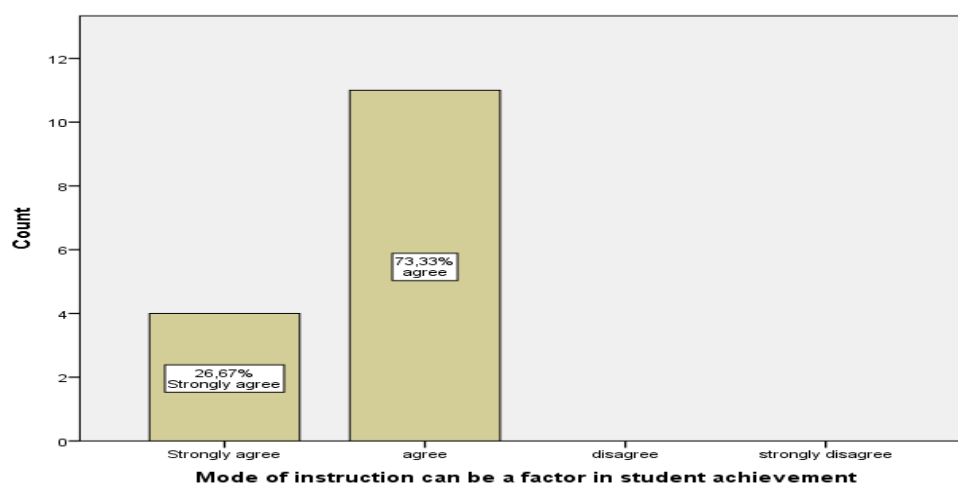


Figure 4. Mode of instruction can be a factor in student achievement

In figure 4, the result shows 73.33% participants agree that instruction style of lecturers contributes achievement of students, 26.67% of participants strongly agree with a related statement and 0% of participant disagree or strongly disagree with the statement. All in all, the data revealed the effectiveness of instruction mode in student achievement.

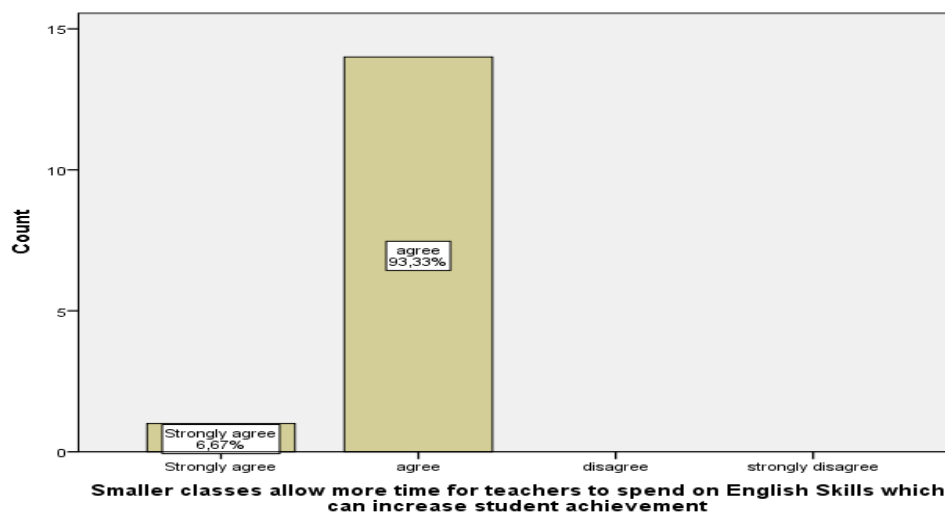


Figure 5. Smaller classes allow more time for teachers to spend on English Skills which can increase student achievement

As shown on figure 5, most lecturers agree that smaller classes give them more effective time on improving student achievement, particularly in English skills. It is beneficial to improve students' skill, particularly in EFL setting.

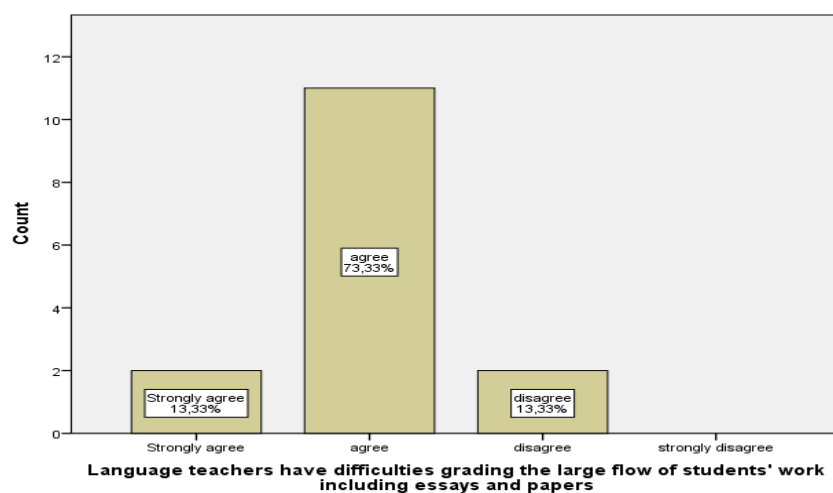


Figure 6. Language teachers have difficulties grading the large flow of students' work including essays and papers

As displayed on figure 6, most lecturers (73.3%) agree that due to large number of students, lecturers get difficulties in grading the works. 13.33% of participants strongly agree with the statement, and 13.3% disagree that large number of students would give a rise on difficulties when grading students' works.

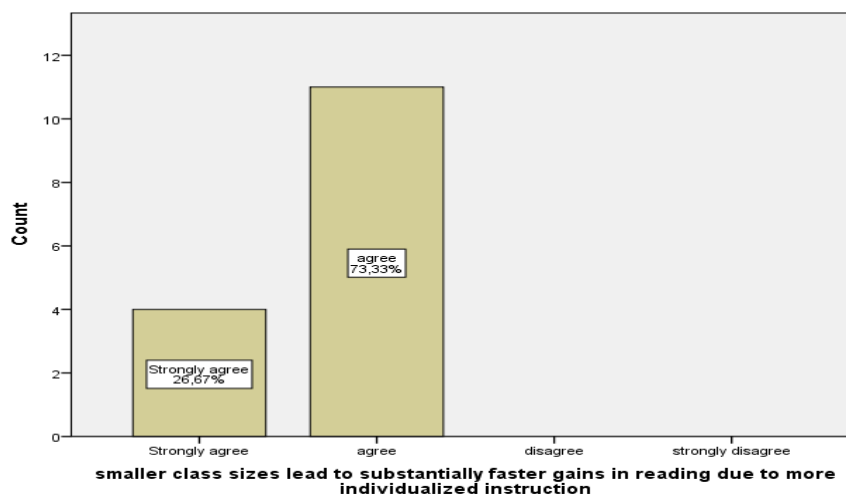


Figure 7. Smaller class sizes lead to substantially faster gains in reading due to more individualized instruction

According to data analysis (found in figure 7), 73.3% of participants agree that accelerated gain in reading is obtained in a small class situation, owing to more adapted instruction to each individual. Lecturers could pay more attention to each individual. 26.67% of participants even strongly agree with the statement. All in all, all participants agree that small class size lead to significant gain in reading achievement due to more focus on each student. All in all, almost participant agree that smaller classes give them way on increasing the achievement of student

Basically this study is intentionally carried out to investigate the perception of lecturers in D3 English language toward small size class. Some review of literature about the relationship between small class size and increase in student achievement gives us a profound understanding about the significance of small class size to set up positive learning environment. Around fifteen English lecturers at a university in Malang East Java come with background information and six items in 4-likert scale questionnaire. Based on the finding of the study, it shows that most lecturers agree with the existing literature review about the effect of class size on the achievement of students in EFL setting. Meanwhile, the effectiveness of small size class on student achievement was supported with the data finding (as found in figure 4) that 13.33% of participants strongly agree and 46.67% agree with the effectiveness of class size on achievement of students.

The advantage of small class size was obviously supported by the finding (as displayed on figure 5). Most participants agree that larger classes will spark more problems related to discipline because lecturers have no enough power in handling a large number of students in a time. Thus, smaller class size offers an alternate solution to tackle this problem. Moreover, Most lecturers involved in the study perceive the benefits of small class size because it gives more effective time on the increase of student achievement. 73.3% of participants agree with the fast-track gain in reading is perceived within small class environment. Even the perception of expensive small class is rejected with the data finding, most lecturers (73.33%) disagree that small class size cost a lot of money.

However many factors contribute the success of students in academics. Most participants of study view the effectiveness of instruction mode on the achievement of students (26.67% of participants strongly agree and 73.3% participants agree with the statement). Therefore it is necessary to grasp potential factors like small class size, instruction mode by lecturers to determine the success of university students in academics especially in EFL setting.

In this research, some limitation is found. A number of participants reaching up to 15 persons and the convenient sampling make it difficult to be taken for general finding because it doesn't represent whole population, but at least contribute some perception about class size in

EFL context. For further research, it is necessary to take probability sampling with more population.

CONCLUSIONS

The setting of small class size in EFL countries likely provide some benefits. Lecturers can easily manage the flow of learning activities in classroom, pay more attention to each individual, easily grade students' works without any hassles and attentively help students to achieve successful learning within EFL setting. Owing to benefits of class size in EFL setting, it should be recommended for classroom activities to enhance student achievement. The ratio of student-teacher should be properly arranged to promote good learning environment.

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THE IMPLEMENTATION OF *QUIPPER SCHOOL* AS EXTENDED ENGLISH LEARNING IN SMA NEGERI 1 SOOKO, MOJOKERTO

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ABSTRACT

The change of curriculum in Indonesia from KTSP to 2013 Curriculum causes Indonesian secondary students learn English only for two lesson hours a week (45 minutes x 2). This condition leads to an issue towards the lack of time in English teaching and learning process. The students cannot get enough time to learn English so that they might get problems in the process of mastering English. Consequently, the teachers are forced to cover all of the materials in a short time and place the students' understanding into the second place. Quipper School, an online platform enabling the teacher and students to do learning activities whenever and wherever they want, comes out as the solution. For the benefit, the teacher can give task to the students and know student's improvement via online, create electronic learning materials, make an online class, and communicate with students through online message. Additionally, since 2013 Curriculum upholds the principle of learners' autonomy, Quipper School also allows students to set their own strategy by choosing the materials and exercise they want to do and gives the students flexibility to set their own study time. One of the schools in Mojokerto, East Java which has applied this free online platform is SMA Negeri I Sooko. The use of Quipper School in this school is aimed to support the learning activities of English and cover the shortage of time in learning English. In this article, the researcher will observe how Quipper School supports English learning in SMAN I Sooko. The writer will do observation to the website, interview to the teachers and the stakeholders, and use questionnaire for the students to get the necessary data. This article is significantly expected to be an inspiration for the other schools, teachers or stakeholders to apply Quipper School in the learning activities for the better English learning.

Keywords: *Quipper School, English learning activity, Online learning*

INTRODUCTION

In 2013 curriculum, English still remains as the main subject for Senior High School students. It is included in one of the subjects in national examination. However, the 2013 curriculum causes Indonesian secondary students learn English only for two lesson hours a week (45 minutes x 2). This condition leads to an issue towards the lack of time in teaching and learning English process. Students do not get enough time to learn English so they might get problem in the process of mastering English. In Indonesia where English is a foreign language, the only English exposure students may get is in the school. The time limitation forces the teacher to put students' understanding on the second place. As a result, they put more attention on how to cover all materials in a short time during one semester.

Combination between using face to face instruction and electronic learning called as blended learning emerges as the blend of the two methods; old and new. Bersin (2004) defined blended learning as the mixing of different media such as technologies, activities, and types of events, to create a maximal learning for a specific audience. "Blended" means that traditional instruction is being supplemented with other electronic tools. Furthermore, Marsh (2012) argued that blended learning gives both learners and teachers a potential environment to learn and teach more effectively. Classroom which utilizes blended learning puts face to face interaction in the first option in teaching and learning process. Online learning is functioned to support the offline one. It does not mean that online learning will have more portions than offline learning. Additionally it does not mean that the function of teacher can be replaced by technology.

However teachers who are incapable in using technologies will be left behind. The most important, technologies which are used in blended learning should have features such as interesting, open access; any time-anywhere, varied information, and self-learning mode (Kanuka, 2004). In other words, blended learning doesn't get influenced of time and location limitations.

Nowadays Senior High School students who were born from 1998 up to 2001 are categorized to generation Z (Robinson, 2016). Generation Z is those who were born between 1995 until 2015. Generation Z is the internet generation, a digital native person. They are fluent gadget users. Moreover, they rely much on their gadgets. They use their smart phone not only as communication aid but it also uses in most aspects in their everyday activities; playing music, browsing, watching video, doing assignment, online shopping, playing game and so on. It is even impossible to forbid them to not operate their gadget in the classroom. Linked to the phenomena above, it is better for English teachers to integrate technology in the teaching and learning process so the students can maximize the use of their gadget in the class for good purposes to support their learning. Cook (2015) suggested adopting technology in teaching generation Z and stays connected all the time.

English teachers have utilized several technologies in the classroom such as Power Point, Video, Cassette, Electronic dictionary, Blog, Facebook, Skype, Edmodo, and many others. Previous studies held by several researchers showed that integrating technology in English learning create some positive effects. A research related to integrating technology in English Language Teaching presented by Ahmad (2012) shows that that integrating media technology to the class can boost students' participation, promotes student centered mode and create positive atmosphere as well as writing ability. One of the recent technologies applied in language classroom is *Quipper School*. *Quipper School* aims to empower teachers to help their students, by combining quality learning content with an advanced online platform. Not only that, the platform also provides practical experience for students in using technology in their daily life. There are 50.000 teachers and more than 250.000 students are registered as the *Quipper School* users. It has two kinds of portals namely teacher or tutor portal and student portal. Portal for student enables the users to access or read learning materials, do exercises, get feedback from the assignment done, send message to teacher and see their classmates learning performance. Meanwhile, portal for teacher is designed to enable them to give assignment to the students, see the progress of the students learning, send message to the students, manage the class, and make the online class. The platform provides learning materials for several subjects such as Indonesian, English, Mathematics, physics, biology, geography, economy, and accounting. The material is served for Junior and Senior High School students and the material are provided based on both KTSP and 2013 curriculum. Particularly, for English subjects, *Quipper School* covers materials including four skills such as reading, listening, speaking and writing.

Quipper school is implemented for its fascinating features offer to both students and teachers such as students will receive instant feedback on their performance, followed by their strengths and weakness so that they know what aspect should be remedy, teachers will get an overview about how well the students mastering particular lesson, how the progress of each students, knowing the potential of each students, who gets the highest score, and so on, it is online for 24 hours and always ready whether for main or extra class assignment, teachers can set an online task for students easily and fast. In a short time they can choose the topic, set submission time and send it to all students in their class, the platform has a lot of topic which are created by the expert. It consists of different type of exercises in order to test the students' understanding, not only adopt teachers can also create their own assignments and materials for classes, groups even individuals and get fast feedback on students' performance, both teachers and students can do interaction via *Quipper* message, students can see the improvement of their classmates in "student activity" section which is good to motivate them to be better, it is easily accessed; teachers and students can use their smart phones, mobile phones, tablets, laptops, and computers as long as internet connection is available. For android users, the application can also be installed from playstore, another good news is that it is totally free. No strings, no hidden charges, students can also have fun using *Quipper School*. They collected the coin to buy the theme, the content is always updated, additionally, since 2013 curriculum upholds the principle

of learner's autonomy, it is in line with the use of *Quipper School* which allows students to set their strategy by choosing the materials and assignment they want to do and gives students flexibility to set their own study time.

Accordingly, the researchers made assumption that the shortage of time in English learning could possibly be solved by adopting the advantages offered by integrating English learning with *QuipperSchool* as an extended learning. The researchers took subjects of this research from teachers of SMAN I Sooko, Mojokerto. The consideration of choosing teachers from SMAN I Sooko because this school has been applying *Quipper School* since 2015. It is one of the school programs. This school is the pioneer of *Quipper School* user in Mojokerto. Based on the result of preliminary study, it is known that one of English teachers in the school is dedicated as *Quipper School* ambassador. Moreover, all of English teacher in the school has already employed *Quipper School* as students' supplementary English learning. The teachers are capable in operating computer, browsing in the internet, and accessing learning web. Furthermore, the school has multimedia laboratory and high-speed Wi-Fi connection which can be used in the school area. Each classroom is equipped with LCD projector, speaker, and computer. Additionally, all of the students in this school can afford to have their own laptop, tablet, or other gadgets. All of those positive conditions become the researchers' consideration in choosing SMAN I Sooko as the setting of the study.

Previous studies have shown positive sides about integrating technology for English Language Teaching. Unfortunately, there is no sufficient study about the application of *Quipper School* in ELT context. There are several articles about *Quipper School* yet the researchers only found a journal which introduces *Quipper School* in general. Therefore, this study attempts to fill the gap by providing the data about the way of English teachers and students implement *Quipper School* as their supplementary English learning. The main purpose of this research is to describe how *Quipper School* is implemented as supplementary or extended learning in order to cover the shortage of time in English learning.

METHOD

In attempt of conducting this research, the researchers used descriptive qualitative design in obtaining the data needed to describe how teachers and students of SMAN I Sooko implement *Quipper School* as extended English learning. Researcher used descriptive qualitative design in order to explore the behavior, perspective, experience and feelings of the people and emphasize the understanding of these elements. Lambert & Lambert (2012) stated that when a descriptive research is done qualitatively on its analysis, it is called descriptive qualitative design.

In collecting the data for this research, the researchers exerted only one kind of instrument which was interview guide. The kind of interview employed in this research was semi-structured interview. The role of an interview guide was to guide the process questions and answer so the topic discussed during the interview would not be out of track. However, it is not a fixed form of interview question though and allows any necessary information to be included to support the data. The interview was conducted to English teachers and students.

The subject of the study is English teachers and students of SMAN I Sooko. Both the teachers and students are ranged from class X up to XII. Best and Kahan (1993) said that care in selecting sample is more important than in increasing the size of the sample. In qualitative approach the one that is emphasized is the authority not the amount of the samples. The researchers choose three English teachers; one from each grade. Snowball technique was used to choose those three teachers. Moreover the numbers of the students which are taken is six students, two for each grade.

RESULTS AND DISCUSSION

Through the process of interview, the researchers obtained the data that might support in attempt of answering the research questions. Presenting the data based on the major research questions is suggested in order to attain perceivable interpretation. Unfortunately, various issues such as limitation of time in the process of collecting data might be influenced along the way of interpreting the data. In addition, observation of the practice of implementation of *Quipper School* couldn't be performed because it is apparently impossible to observe learning

activity which is done outside classroom. Thus, the researchers only consolidated the data derived from interviewing the teacher and the students. The questions included in the interview refer to the subheading presented in this section and arranged conforming to the precise order. For the record, the researchers decided to apply pseudonym name in presenting the findings in order to keep the participants' identity not to be exposed for the sake of research ethics.

Occasion of implementation Quipper School

One participant named Merry is a teacher in this school for almost 18 years and she admitted that she often integrated technology in the classroom learning and especially utilized Quipper school in some occasions outside classroom. She admitted that she had implemented the use of Quipper School in learning English for around three times. She chose to use Quipper School when she believed that students still needed to do more exercises in outside of classroom and particularly she found the most students hadn't met the expected understanding of the material. She reckoned that the amount of materials in English subject established in the curriculum had no balance with the amount of time allotment set by the government. For your information, the ministry of education has decided to decrease the time allotment for English subject from 4 hours per week into 2 hours per week. The teacher feels it is impossible to cover all the material in one semester. Accordingly, she asked the students to practice more outside school hours especially for improving the students' listening skill since providing listening material and exercise would require more time. Moreover, she said it was good to give the students assignment through Quipper School during days off which were not supposed to be off due to school's matter, for instance.

In addition to the occasion of using Quipper School, Ary who is also a senior teacher in this school but additionally he is also the pioneer in implementing Quipper School also agreed that the features of Quipper School was truly beneficial in coping with the lack of amount time in teaching English. As a pioneer, he then initiated and encouraged the other teachers and the principle to use Quipper School as supplementary or extended learning. He harnessed the chance when he couldn't be in the classroom to use Quipper School. As a teacher who also played many roles, he couldn't avoid if there was unexpected matter that made him absence to teach. Moreover, the circumstance such as remedial would make use of Quipper School as well. The students who didn't pass the test because the score wasn't enough to reach *KKM* (criteria minimum of mastery) earned additional test or assignment to add their score in order to reach *KKM*.

Another participant, Terry, added some different point related to this aspect. Based on what she revealed during the interview, she seemed to not really catch up with technology integrated in learning. She only mentioned that she had applied power point for presentation and website in her teaching strategy. She didn't explain more about her creativity in cultivating the technology. However, she realized that Quipper School is current and sophisticated learning website. She knew that she was obligated to master and apply in her teaching strategy so that she implemented it. She usually used Quipper School as post learning activity whereby the students were asked to produce individually what they had learned. The moment when the certain topic of material had been just explained but the time left was not enough then she would give the continuation exercise through Quipper School. Furthermore, before mid-term of final term, more exercise grammar-related or reading passage were normally provided in Quipper School for the students to independently study in the house. She revealed that since the policy which forbade bookselling in *Koperasi*, she encountered difficulties in providing enough exercise for the students.

To complete the whole view about the use of Quipper School, the researchers added different perspectives from the students to confirm what the participant teachers had revealed. Besides, Quipper School not only can be accessed by the students only if the teacher requests them to do but also the students can access any material whenever, and wherever they want. Mostly, the students answered that they would access Quipper School when the teacher gave them homework, assignment for score remedial, assignment due to the teacher is away or exercise as preparation for test in Quipper School. The material that didn't have time to be discussed in the class would also be given through Quipper School in the form of summary from the teacher. On the other hand, two of six students who got a chance to be interviewed

confessed that they never accessed Quipper School by their own initiative because some stuffs hinder them from doing that. The rest of participants said that they did access Quipper School because they perceived they needed more exercises meanwhile the lesson book didn't provide it enough.

All the statements from the teachers and the students above offered a concept when exactly the perfect time to implement Quipper School. Generally, what they offered can be applied in all of subjects. Since this research focuses on English learning, it is indispensable to see the significance in English learning. Based on the findings, either teachers or students perceive that Quipper School is helpful in getting trustworthy audio for practicing listening skill. Quipper School obviously benefits in giving listening practice outside of *KBM*. Unfortunately, the participants didn't mention how effective listening practice given through Quipper School and how to assess it.

Selecting material and assignment in Quipper School

In the process of selecting the materials or assignment, it is impossible to escape from the things that need to be considered in the process. The consideration of selecting material and assignments is pivotal principal that McDonough and Shaw (1993) point out that the ability to evaluate and supplement teaching materials effectively is a very important professional activity for EFL teachers and needs to be under continuous development. Generally looked upon the findings, all participants tended to select material based on the topic of the meeting rather than selectively choosing the materials in accordance with the theory of material selection. Merry had some considerations on selecting the learning material to be included in Quipper School. She particularly selected the material based on the topic they have discussed and she thought if the students need extra exercise in comprehending one particular topic such as tenses, then she would provide it through Quipper School to catch-up time. She didn't make detail consideration on whether it contains some culture information or not, or meaningful content or use the standard English but she ensured that the exercise is in accordance with the student's level of proficiency. In addition, she tended to combine the material that she already has with some other materials rather than to create or adopt it.

The similar thing occurred to the second participant. In a case of selecting the material, he emphasized that he wouldn't give difficult exercise because the intention of giving this exercise is to drill the students since the limitation of time allotment exists in a classroom learning. He selects the material based on the topic and the instructional objectives and conforming to the topic is being discussed in the class. He argued that this was just extended learning which took place out of obligatory hours so that he only took the exercise from the Quipper School itself, lesson book, and website or he collaborated with the other teachers in adapting the material.

Other perspective comes from the last participant. She clarified that in designing the material included in Quipper School, she just did selection on what materials were appropriate with the student's level of proficiency. She argued that with heavy workloads in the school as teacher and additional job as English private tutor, she didn't make a time to create the new materials. Besides, the brief and understandable material has been already provided in Quipper School. It is easy to select it and conform it to the topic that is being discussed then she remained set the deadline of submitting the assignments.

Investigating the pattern of how the teachers select material, it can be concluded that they mostly adapt the material rather than adopt or create it. The consideration of not adopting is student's level proficiency and the content of material are not concurrent. The teachers are afraid that the students get difficulties in working on it so that they tend to give the material or assessment that in the same with the student's level of proficiency whereas Kitao (1997) said that it is better to provide assignment that is slightly higher in their level of difficulty than the students' current level of English proficiency. In detail, the teachers unfortunately didn't specifically mention their considerations on selecting the material. The researchers believe that the most important things that cannot be slipped in selecting materials are the relevancy between the content and the students' age or cultural background (Charalambous, 2011). If adapting the material is enough to obtain reliable material and assignment then the teachers don't really have to create it anymore. Material and assignment given through Quipper School is just

supplementary and continuation of the series of learning activity. As a matter of fact, the shortage of time doesn't only exist in English learning but also in creating the materials.

Features of Quipper School and Obstacles in the Implementation

Quipper School is known to be different from other existing learning websites because of its feature in analyzing the student's score. By occupying this feature, Ary found that he could ascertain the range of the student's score and monitor the progress of students' outcomes. He also could analyze the scores which is less than *KKM* then the analysis is followed by giving students whose score is less than *KKM* remedial assignment. Later on, the score can be processed in resulting final score and notified to the students. Based on the student's perspective, this kind of notification score can be a motivation for them to learn from their mistakes. The notification doesn't only provide the score of the students but also the feedback or that might be given by the teacher. Therefore, the students realized about their strengths and weaknesses after doing the assignments. The feedback from the teachers is very helpful for them in terms of giving explanation why they did it wrong so that they can learn from the mistakes and wouldn't do the same thing in the future. Besides, the analysis score helps them to be aware of their achievement among the others. Knowing this information, the students admitted that they can maintain their achievement in order to avoid declining. They all agreed to this feature increased their motivation in learning. In fact, feedback can be obtained not only from the teacher but also from the students. Feature in Quipper School allows students to communicate and have discussion with other students related to the assignments via Quipper message.

Recognition by a participant, Quipper school is the most comprehensive learning website. If it is compared with Edmodo, it doesn't provide any analysis score and features of giving feedback. It only focuses on providing the students material and exercises. Consequently, if the students use Edmodo, they won't be able to reflect their strength and weaknesses. Plus, Quipper School also enables the teacher to set the deadline. It could instill discipline on the students and they couldn't take the assignment for granted. Meanwhile, one social media which can be extendedly used in learning, which is Facebook still cannot offer convenience in providing material. One teacher participant revealed that in using Facebook the teachers are demanded to create the material. On the contrary, they don't have much time to create another material. Quipper School has offered various materials based on the topic or moreover curriculum. It provides both materials included in 2013 curriculum and *KTSP*. All participants contended that finding materials via internet could be risky because the materials often are redundant in internet. To select which are trustworthy and feasible to use would be very time-consuming. In relation to the material, the student participants agreed that the given material in Quipper School were shorter and served to be easier to understand and they liked it. The materials also covered four skills; listening, speaking, reading, and writing.

Accordingly, equipped by those special features, the teacher participants perceived that this learning website could cope with the shortage of time in learning English in the classroom. The four required skills in learning English are arduous to be realized in 2 hours of lesson in a week. Hence, one of teacher participant divided those four skills into listening and reading material and exercise which were given through Quipper School meanwhile speaking and writing skill which required intensive guidance by the teachers would be carried out in the classroom. Listening skill which is highlighted by all participants to be difficult to undertake in the classroom is sustained by the feature of Quipper School. The flexibility of Quipper School that can be accessed with smartphone or laptop allows the students to do the assignments wherever and whenever they want. One student participant said that if she hadn't understood the material yet then she would log-in her Quipper School account to do some more exercises.

On the other hand, the obstacles in the implementation of Quipper School were found as well. One major problem that is highlighted by teacher participants is incapability of learning website in controlling the reliability of the students' score. Merry and Terry suggested not to rely on the scores derived from assignments given through Quipper School. Since working the assignments through Quipper School is outside the classroom or school hours, the teachers cannot monitor how the students work on it. Commonly, the assignment given through Quipper School is in the form of multiple choice. This kind of item test is known to be low in validity

because it only requires students to memorize or guess the stems. Students are also more likely to cheat on the answers by copying the other students' answer. Merry said that it is better to combine the scores derived from assignments given through Quipper School with the scores derived from other assignments, project and test and she emphasized that it was important to judge on the students' process rather than the final product.

What makes the teachers perceive more that the students are tricky is the fact that the students outperform the teachers in term of mastering technology. The students are digital native whom their life has relied on gadget, social media, and internet. Meanwhile, the teachers are digital immigrants who struggle to move from the old era to the digital era whereby all the aspects of life can be integrated with technology especially on their field, TEFL. Thus, the biggest obstacles are perceived by the illiterate technology teachers. In broad sense, Quipper School cannot be massively implemented if the teachers who are supposed to be literate technology seem to be ignorance against the integration of technology with learning. The other problem was revealed from student's perspective. They viewed that bad internet connection is the only obstacle in using Quipper School. There is no problem coming from the Quipper School itself but the external factor that is supposed to support it. As known, not all areas in Mojokerto are equipped with good internet connection. If they have to do the assignments in their house, for instance, they will get trouble if the area they live doesn't catch enough internet connection.

All the barriers and features should complement each other. The teachers are supposed to be creative in handling the problems related to the use of learning website as supplementary or extended learning. If the assessment is perceived to be not convincing enough to get involved in online learning then there is no way to involve it. This practice cannot be considered to be formal blended learning which arranges the balance amount between face-to-face learning and online meeting. Though it virtually holds the concept of blended learning which is rooted in the idea that learning is not just a one-time event—learning is a continuous process (Singh, 2003). The researchers assumed that this kind of implementation is just another variation of learning activity which is used by the teachers to cover the shortage of time or to solve the unexpected situation and is not part of the primary *KBM* (teaching and learning). Accordingly, the major barrier perceived by the teachers regarding to the reliability of the assignments should not be specter in the implementation.

CONCLUSION

In Indonesia context, the impact of globalization has initiated the policy makers to include English as a compulsory subject in the curriculum. However, the major issue has always been the imbalance between amount of material and time to practice. Blended learning comes with the concept of the idea that learning is not just a one-time event but also learning is a continuous process. By integrating technology into learning, it is expected to give more benefits in the process of teaching and learning. The current learning website which is lately used in the educational course is Quipper School. The features of Quipper School are enticing to be implemented in order to cover the shortage of time. The capability of Quipper school in providing liable materials ease the teachers and students in covering the redundant obliged materials to learn with limited time. Analysis score, deadline setting, trustworthy material and allowing feedback are believed the benefits might be earned from this kind of online learning website. The impacts of using Quipper school are perceived by all participants in covering the limitation of time. Based on what were presented, the teachers felt unimpeded in terms of giving extra exercises to the students even if they couldn't be in the classroom. In addition, the students were motivated to learn English through Quipper School especially for practicing listening skill since the limitation of time made them never had listening practice in the classroom. However, the incredulity of the teachers relying on the scores derived from the assignments given through Quipper School is not supposed to be barriers in implementing Quipper School. Given that there are more benefits offered by the use of Quipper School, the teachers should remain considering that this website is worth using particularly in terms of giving more exercises in a limited time. In relation to blended learning, this practice cannot be considered entirely blended learning course since the use of Quipper School is only carried out in the moment when the teachers need it in order to catch up the time and material. Besides, it is not part of the curriculum

whereby all the schools are obliged to implement it. Yet, it is an evidence of good initiative proposed by the teachers in handling the issue encountered during the teaching and learning process.

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AN ESP PROJECT WORK FOR ENGINEERING FACULTY: BOOSTING STUDENTS' AUTONOMY LEARNING

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ABSTRACT

Constructivism learning believes that learning is an active process, figuring out a new knowledge by constructing prior knowledge, new experiences, and interpretation of environment around. Students have to be provided with opportunities where they actively build understanding of what they already know through experiences. This article aims to verify the findings of a qualitative study on how a project work as one of instructional approaches with constructivist designs develops students' autonomy learning for ESP class. The study was conducted at Information Technology Program, Engineering Faculty of Muhammadiyah Ponorogo University. The instruments were field notes, a list of open-ended interview, and students' artifacts. The procedures of the project work, the cultivation of students' autonomy learning through the project work, and the challenges were drawn.

Keywords: *autonomy learning, constructivism, ESP, project work*

INTRODUCTION

English for specific purpose (ESP) class is a prerequisite course in odd semester for the first semester-students of Information Technology of Muhammadiyah University of Ponorogo. Since English is used globally, the demands of mastering English skills are increasing. As Tom and Waters (1989) state that English is the key to the international currencies of technology and commerce. For this reason, English class becomes a required course before the students take their major courses. According to the syllabus of ESP Program for Information Technology (2015), students of Information Technology program should be able to communicate effectively as the demands of the program. Since English is used as a foreign language, achieving the goals of the program needs a meaningful approach where students can construct and perform the language accurately. Foreign language learning is basically a process of mechanical habit formation, and good habits are formed by giving correct responses rather than by making mistakes (Richards & Rodgers, 2001). Therefore, students need a process where they can not only grasp the material but also interact with others, including their teachers, so they can practise using language in a variety of contexts. In learning theory, it is called as constructivism.

Constructivism which is known as building knowledge based on constructing both prior information and new experiences through engaged activities (Taber, 2011; Wang, 2014; Hein, 1991; Seymour, 1993; Piaget, 1977) has been used in various contexts of teaching and learning. Related to language learning, constructivism is often represented as how students are actively engaged in grasping the material and how they use the target language within interaction among others in the society. One of instructional approaches with constructivist designs is process approach to teach (Grey, 2016; Tam, 2000). According to Grey and Tam, a process approach maximizes students' autonomy learning to explore the knowledge by hypothesizing, proposing questions, making blueprint, investigating or interviewing ones, and analysing. Meanwhile, the teacher should guide this process by encouraging students' autonomy, inquiring students' understanding of learning concept, engaging students' to a meaningful discussion, and assessing students through application and performance of open-structured tasks (Pelech, 2008).

This paper examines how a process approach through a project work is applied in ESP class of Information Technology of Muhammadiyah University of Ponorogo; how it boosts students' autonomy learning; and describes the challenges during the implementation of the project work.

RESEARCH METHODOLOGY

The project was interviewing Engineering faculty lecturers, particularly those who teach for Information Technology major. The project was implemented to be a medium for practising speaking using IT context; and to boost students' autonomy learning. The study aimed to describe what was going through the implementation of the project work.

This qualitative study was conducted from October 2015 to December 2015. The data were collected from four ESP for Information Technology program classes, faculty of Engineering of Muhammadiyah University of Ponorogo. The participants were the students of Information Technology classes. All students were the native of Bahasa Indonesia. English was used as a foreign language. Observation, interview, students' artifacts were used to collect the

data. The instruments used were field notes, a list of open-ended interview, and students' recordings of the project. Organizing and familiarizing; coding and reducing; and interpreting and representing were utilized as techniques of analysing data.

FINDINGS AND DISCUSSION

There were three findings in this study. The first was how the project work was applied. The second was how it boosted students' autonomy learning. The last finding the third, was the challenges during the implementation of the project work. Each of them will be described as follows.

HOW DOES THE PROJECT WORK?

The project was interviewing Engineering faculty lecturers using English. It was chosen based on agreement between students' and the lecturer of ESP class. One of material learnt by the students focused on how the students create question words and how to answer questions according to appropriate grammatical rule. In early stage, the students practised speaking with their partners in the classroom. Mostly, they made mistakes on how to build a correct question word. They heard some recordings of simple interviews between two persons. They corrected their mistake based on what they have heard. It took two meetings to make them recognize the formal conversation using L2.

In second stage, the students were asked to practice outside the classroom. Interviewing Engineering faculty lecturers was the best decision because they could not only practice speaking but also gain their major knowledge. Before they conducted the project, some stages should be passed. Below were the stages of interview project work (Stoller, 1997; Fragoulis, 2009; Alan & Stoller, 2005). Each stage described the findings based on the implementation of the project work. Stage 1-5 was included to pre-project stage; stage 6-7 was included to project stage; and stage 8-10 was included to post-project stage)

1. Students and lecturer agree on a theme for the project.
The theme agreed was interviewing Engineering faculty. It was chosen because it was expected that the students would hopefully had closer relationship with their Information Technology lecturers.
2. Students and lecturer determine the final outcome of the project.
The final outcome was a video recording which lasted for approximately 10 minutes with 10 questions proposed.
3. Students and lecturer structure the project.
Together, students and lecturer organized the project. Since this was their first project, students found difficulties to understand how to do the project. They used to follow what their lecturer's said, so they did not have initiative.
4. Lecturer prepares students for the demands of information gathering.
Lecturer guided the students of what should be gathered on the project. The students also developed the information according their initiative.
5. Students gather information.
Having revised work, students had to gather information from material book and they also looked for information of which lecturer they interviewed.
6. Lecturer prepares students to compile and analyse data.
After revising the work, students were asked to prepare things before did the project.
7. Students compile and analyse information.
Having fixed work, the students did the project. They interviewed Engineering faculty lecturers, recorded the interview, and wrote the report.
8. Lecturer prepares students for the language demands of the final activity.
Lecturer asked the students to prepare presentation related to the project they had done.
9. Students present the final product.
Students presented their project, explaining the information they had done using appropriate language. Due to limited time of class meetings, all groups did not present as expected. They had not prepared how to deliver a presentation appropriately.
10. Students evaluate the project.
After presenting the project, lecturer and students evaluated the project; the challenges faced, and also shared opinions for the next project.

Based on the data, it can be seen that all stages of how the project should be done has been in line with the theory although there were some stages which had not followed the theory. However, based on the data result, students' initiative and autonomy had been increased though it was not too significant. There were many aspects needed to improved, such as students' motivation, students' initiative, and classroom management. Besides, anxiety was also the main aspect. Since their native language is not English, they got nervous when they interviewed the lecturers and when they had public presentation in front of the class.

CAN THE PROJECT BOOST STUDENTS' AUTONOMY LEARNING?

Autonomy learning refers to taking responsibility or taking control and managing any performance during a learning process (Ramirez, 2014; Benson, 2007; Balcikanli, 2010; Wang, 2014; Thanasoulas, 2000; Sert, 2006). When discussing about students' autonomy learning, it cannot be separated from lecturer's control in promoting independence. Therefore, encouragement from lecturer and students' intrinsic motivation will play an important role to develop students' autonomy learning.

In this study, students showed tendencies although it was not too significantly increasing. In every step, students displayed better achievement by correcting revised work. It can be seen from appendix 6 that students could construct question word sentences after listening some conversation recording. For example, they learnt that particular subjects with appropriate verbs determined the meaning, so they made correction from their errors. They also learnt that presenting their final project needed confidence by having a good preparation.

Students expressed that this project was their very first time that should be done through some processes. They struggled in the early stage but then they knew that it was so beneficial for them. They recognized that getting knowledge was not instant. It needed a process to be understood.

Constructing sentence was the most difficult one before the project was done. They thought grammatical rule did not give any impact. After knowing that grammatical errors would be influenced much on language context, therefore they learnt how to construct sentences appropriately. The students not only studied from lecturer's material, but also they used e-learning such as English grammar applications on their smartphone. When the lecturer supervised every stage of students' work, the students then discussed with their groups, revising the errors or proposing more question words for the project.

In terms of lecturer's encouragement, during the project the lecturer always guided and stimulated students to be more initiative. In the pre-project stage, the lecturer asked the students to propose 10 question words to be interviewed to engineering faculty lecturers they had chosen. The questions should be related to activities, courses, and how to give self-motivation to learn. The questions proposed could be more than 10 if the time for interview was still available. The students were required to think logically, so question words would be automatically developed when they had the project.

Having the project done, it was the time to present the product to the classroom. Presenting product in English was their first experience. Anxiety became the main problem. They doubted to make errors when they spoke. They were afraid of making mistakes. Students were not ready enough to present their work in English. The lecturer motivated by persuading them that being brave to speak and being confidence in front of the class was the main key to have a success presentation. She also gave a model how to have a good presentation. The lecturer emphasized that a good presentation required a very well preparation. Afterwards, all groups were asked to prepare the presentation including the material, gestures, and language context used while having presentation. It worked quite successfully. Some groups performed their best, but some of them did not.

In conclusion, the lecturer role and the students' tendencies in developing autonomy learning through the project have in line with the theory, so the project can boost students' autonomy learning. However, there were some aspects that should be improved such as students' intrinsic motivation and time allocation for the course, so lecturer's and students' preparation for the project will be more maximal.

WHAT ARE THE CHALLENGES?

During the project, both the lecturer and the students faced some challenges. Each stage of project work had its challenge. The most serious problems were constructing accurate sentences and dealing with anxiety while having interview. The first problem appeared in pre-project stage where the students had to decide kinds of question that would be proposed. Since English was not their first language, some students were confused on making correct question words. They used Indonesian context to switch the language into English. Having this problem, the lecturer asked them to revise by providing cognitive strategies to construct sentences. Besides, the students were also given examples of particular phrases used in the target language context.

Dealing with anxiety was another difficulty concerned in this study. The students were not familiar speaking English. They were not confidence to speak English. They used to think that errors means wrong and ashamed. Then, the lecturer ensured them that making mistakes was the part of learning. It was okay to have errors as long as it did not happen over and over again. When they had a presentation, some of them seemed to enjoy speak but some of them were nervous.

Other challenges were about accepting that they, the students, were the ones who took responsibilities in the learning process; making a schedule with lecturers they have chosen; compiling data because some of groups had lost recorded-data; and the last one, preparing for a good presentation. Most of them had not prepared well because they felt that the project duration was too long, so they were not as motivated as the beginning of the project.

CONCLUSION

It is important to conclude and signify this study. The project was applied in ESP class for Information Technology program. The implementation of project work was based on constructivism theory where students built knowledge through some processes; revising the errors and constructing the new ones based on experiences they got (Taber, 2011; Wang, 2014; Hein, 1991; Seymour, 1993; Piaget, 1977).

The procedures implemented had been in rules proposed by Stoller (1997); Fragoulis (2009); Alan & Stoller (2005) with some aspects which needed to be evaluated. The lecturer should be more discipline on managing the class and managing the project duration, so the students would not have lost motivation. However, the students could recognize their role as the ones who are in control of how to gather information and to provide solutions when they had difficulties in learning process. They could realize that the lecturer was the facilitator.

According to the analysis of open-ended interview result, in the beginning of the project, the students felt uncomfortable and found difficulties to do the project but they could understand and accept positively that learning language was a part of process. They also could develop their autonomy learning since they had rights to choose the theme, sources of learning, kinds of question, the lecturers who would be interviewed, and style of final product. Besides, the process of the project helped them to realize, revise, apply, and analyse of language used. This was in line with the theory proposed by Grey (2016) and Tam (2000) that a process-approach maximizes students' autonomy learning to explore the knowledge.

Concerning to the challenges, it was an evaluation for further research. The next studies are expected to consider duration of the project, level of difficulty of the project, and students' language competence. In conclusion, project work can be a powerful medium as long as the lecturer and the students are responsible of their role in the project.

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DEVELOPING INSTRUCTIONAL DESIGN TEACHING MATERIAL BASED MULTIMEDIA

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ABSTRACT

This article is about developing instructional design teaching material based multimedia to be used as a source in instructional design course as one of compulsory subject for English Study Program learners in Artha Wacana Christian University. Problem occurs is the teaching material has not contained yet some important point about instructional design course based on syllabus in order to fulfill learners' need in the instruction. Multimedia of Instructional Design teaching material is needed since the benefit of multimedia such as video, text, image and audiovisual would help learners learn instructional design material while practicing their English skills such as speaking and listening through video presented. ADDIE (Analysis, Design, Development, Implementation and Evaluation) model is used to develop the instructional design teaching material. Product of teaching material has been assessed and tested through assessment questionnaires or responses by the experts (subject matter expert, instructional design experts and instructional media expert). One to one evaluation is done by 3 learners, 9 learners for small group evaluation and 20 learners for field trial. Interview and questionnaire are used as research instruments. The techniques of data analysis are descriptive qualitative and quantitative. Results on product assessment for validation are: (1) the subject matter expert = 91.7%, (2) instructional design experts = 87.5%, (3) instructional media expert = 90%; (4) one to one evaluation = 91.6%, (5) small group evaluation = 97.4% (6) field trial = 95.7%. The evaluation result shows that the product is in good qualification. In other words, developing instructional design teaching material based multimedia is feasible to be used as one of learning sources in instructional design. Using original video is suggested by experts rather than using video which taken from youtube.com.

Key words: *developing teaching material, multimedia, Instructional Design*

INTRODUCTION

Learning is a process or way done by human to acquire new knowledge, skills, attitudes and values (Sweller, 1999). Learning outcomes is about new capability which is owned by learners in an instruction. The results of it is obtained by learners through process of learning interaction with surrounding environment. The surrounding environment can be categorized as family environment, educational environment and public environment. An effective learning is about having learning materials or learning resources and instructional media. Learning materials can be information, tools and text should be arranged systematically for learning needs. Learning materials used in learning process are books, facts, people, things, and places or natural environment. Learning resources are classified as learning materials that is designed to be used. Instructional design is about creation of specific development, implementation, assessment, and management of situations that provide learning facilities in micro and macro scale as a wide range of subjects at different levels of complexity. In addition, instructional design is also an instructional system development and implementation including procedures to improve the quality of learning.

Effective learning includes some principles; (1) capable of measuring the previous knowledge possessed by as prerequisite knowledge; (2) having knowledge about learners differences in personality, general aptitude and knowledge about a subject; (3) stating purpose of an instruction. The purpose is needed to know what should be achieved and the standards to be expected after an instruction; (4) develop cognitive abilities; (5) providing social interaction; (6) inserting realistic context; (7) involving learners in relevant exercises; (8) providing learners' constructive feedback (Smaldino et al, 2002). More over Mayer (2002) multimedia

enhance interest in a subject and motivating learners to attract, retain their attention and create engagement in learning process.

Teaching materials is one of an important things in an instruction. As a source used in an instruction, teaching material has strategic position in giving information to learners. Teaching material which is developed for learners has purpose to be used as independent learning and dependent learning is completed with methode, evaluation and guideline for learners (Chomsin & Jasmadi, 2008). Teaching materials has its own function such as; (1) give clear instruction for instructor in organizing teaching and learning process; (2) provide tools which is needed in teaching and learning process; (3) as a media for instructor and learner; (4) it can be used by learners' themselves in gaining ability stated (Depdiknas, 2008)

This research focuses on developing Instructional Design teaching materials based multimedia for the fifth semester learners of English Study Program (ESP) at Artha Wacana Christian University. The material which is developed based on ESP's syllabus on Instructional Design subject. One of the content in this teaching material is learners are able to construct their own English teaching material based on its level (primary and high school). This research is also aims at using multimedia in instructional process and developing a guideline relating to its use. More than that, this research is also about developing guideline for both instructor and learners to be used as an independent learning.

RESEARCH METHOD

The design employed in this study is a design and development (Branch, 2009). Its phases are Analysis, Design, Development, Implementation and Evaluation (ADDIE). The needs analysis which is included in this research are preliminary study, questionnaire, interview, and reviewing documents on instructional design syllabus and teaching materials as library research are the basic reason in designing the instructional design teaching materials based multimedia. The stage of the research was about identifying the needs and problems in intended user context and also to make connection between result of the analysis and information and theories from literature. The result of it used as the basis for the product development and to determine the criteria and specification for the product.

For the materials development, there were several steps conducted; mapping materials based on syllabus, designing the framework for material development, collecting and selecting available materials, developing any necessary original materials, creating activities to be used in the materials, organizing the materials and activities based on the sequence of the syllabus. After being developed, the product was validated by three experts namely; design expert, instructional media expert and subject matter expert. The design expert evaluated the design model based on ADDIE model while the media expert did evaluation based on multimedia used in developing the teaching materials, then the subject matter expert evaluated the appropriateness of the product content based on learners' characteristics.

The product of Instructional Design teaching material based multimedia not only evaluated by three experts but also evaluated also by fifth semester learners of Artha Wacana Christian University which are known as one-to-one evaluation, small group evaluation and field trial (Dick, et al, 2009). The aims of one-to-one evaluation was about identifying and removing obvious errors in the instruction and to obtain initial performance indication and reactions to the content by learners. 3 learners were chosen in the one-to-one evaluation that represent the target population. Small-group evaluation consisted of 9 learners. The purposes of small-group evaluation are to determine the effectiveness of changes made following the one-to-one evaluation and to identify any remaining learners problems that learners may have and to determine whether learners can use the materials of instruction without interacting with the instructor (the teaching materials is creating some form of self-instructional materials). The final stage was field trial consist of 20 learners. It was done to determine whether the changes in the materials made after the small-group stage were effective. More than that, the field trial was done also to see whether the materials can be used in the context for which it was intended.

FINDINGS AND DISCUSSIONS

Materials Development

The steps which are used in developing teaching materials were mapping materials based on instructional design subject syllabus, collecting available materials, selecting and collected the materials, developing any necessary materials, and organizing the materials and activities based on the sequence of the syllabus. The first step in developing instructional design subject teaching material was mapping materials based on instructional design subject syllabus which is assigning topics throughout the semester. The materials for each topic were intended to be used for the instruction in the form of presentation, videos, and exercises. The next step was collecting available materials. This part dealt with researching available materials from many sources. Materials are in the form of presentation, videos and exercises or worksheet were collected from various sources. The videos were mainly taken from youtube.com. Other step in developing instructional design subject teaching materials was material selection. The available collected materials in the previous step then selected using framework. The selection was done dealing with the appropriateness of the materials dealing with the topic on syllabus.

The materials collected were appropriate with the framework and thus need some adaptations. Adapting available materials is necessary, therefore is the next step in developing materials. This applied to some of the exercises or worksheet, among other things. All the selected, developed, and adapted materials and activities were organized to its corresponding themes and topics of the syllabus in the phase of organizing materials and activities. A guideline on how to use the product was also developed. The guideline was developed step by step in order to help instructor and learner who use the materials in instructional process.

Product Validation and Try-Out

Based on subject matter expert, instructional design expert, and instructional media expert's validation then the Instructional Design teaching material based multimedia scored was (1) the subject matter expert = 91.7%, (2) instructional design expert = 87.5%, (3) instructional media expert = 90%. After being validated by expert the product was being also tried-out in the field. The try-out was done in three phases namely (1) one to one evaluation = 91.6%, (2) small group evaluation = 97.4% (3) field trial = 95.7%. Based on expert validation and try-out then the product is in good qualification and it was eligible to be used in instructional design class.

CONCLUSIONS AND SUGGESTIONS

The product of Instructional Design teaching material based multimedia was developed in this research to fulfill the learners need in designing an instruction based on school's syllabus related to each level (elementary up to high school). The product of teaching material based multimedia also contains guideline to be used both instructor and learners. The guidelines contains the step by step procedures on how to use the product . The materials are presentation slides, videos and exercises or learners' worksheet. The Development of teaching materials Instructional Design based multimedia use ADDIE development model. The reason using this model is in every phase, evaluation is done. The results of field trials by giving questionnaires describing the condition that the product was in good qualification and it was eligible to be used in instruction of instructional design

Despite the product has strength, it has weaknesses as well, like its limitation only for fifth semester learners of ESP at Artha Wacana Christian University. Its developing materials might not one of the best quality nowadays. In addition to those weaknesses, the videos were not originally developed by developer but they were taken from youtube.com. Disseminating the product to a larger target can be done if the materials and activities are suitable for other university learners especially those who are in English Study Program.

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AN OBSERVATION OF APPLYING ACTIVE LEARNING IN AN EFL CLASS: A CASE STUDY OF TEACHER AND STUDENT VIEWS ON LEARNING ENGLISH AT SAO PEDRO SCHOOL DILI, TIMOR LESTE

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ABSTRACT

Learning a foreign language require students to combine oral practice and rules memorizations aside from other language elements. English Teachers in Timor Leste still use traditional way of teaching students to memorize the English grammar rules without creatively design activities such as role play, games and fun learning to help students actively involved in learning a language. UNTL English Department students are trained to teach English using active learning through fun learning therefore they should apply it in their real action of teaching. The student teachers were semester IX. Both students use different style of delivering their class one of them use fun learning to attract student's attention and involvement and the other concentrated with teacher centered. Both classes were recorded in a video record for analyzing the involvement of students in learning English. After class twenty students were asked to fill up questions form, students provide their views on the methods applied by Student teachers. This action research conducted to one of the private catholic secondary school in Timor-Leste. The aim of the study is to find out the effectiveness of teaching method using in the class and enhance the quality of learning English through student centered method or active learning. The result indicate that students understand the content of the subject, they are able to learn English through method applied, most of the students prefer students centered method while two of them prefer mix student centered and teacher centered. The study also points out students are comfortable to learn English with the following reason: because the class was attractive, the method could help them learning English either comfortably or faster. Students like learning English because: English is international language, easy to get the job, and they can go overseas for continuing their studies.

Key words, Pedagogy, Active learning, Action Research

INTRODUCTION

The poor quality of teacher education and training in low income countries often means that rote and recitation approaches to teaching and learning are the norms. Talks largely found to be fronted made up of teacher lead explanation, recitation cued elicitation, chorus response and use of chalk / white board, such a narrow pedagogical approaches do not support critical thinking, conceptual learning, or problem solving and team work skills. Therefore efforts need to be focuses on teacher training institution to prepare qualified teacher to teach certain subjects in the schools. Timor-Leste one of the country among low income who experienced similar challenges of teacher qualification, after gained its independence, Timor-Leste government have been invested in teacher training in which Faculty of Education Arts and Humanity (FEAH) was established under Universidade Nacional Timor-Lorosa'e (UNTL).

The mission of Faculty of Education Arts and Humanity is to prepare future teachers with pedagogical knowledge and skills to implement in the classroom. Since the establishment of FEAH UNTL, Faculty of Education Arts and Humanity has nine departments and an English Language Center, ELC. English Department is one of the nine departments of FEAH. Currently English Department has 466 students enrolled, and English Department offers undergraduate degree in teaching English as Foreign Language. Each year final year students of English department are required to implement their teaching practice in the schools in Timor-Leste as part of their required curriculum to obtain their undergraduate degree in teaching English. Before conducting teaching practice they have been learning teaching methodologies in addition

to TEFL, and English didactics. Our expectation is that students are able to translate the pedagogical experience into practical activities in the classroom that encourage active learning.

This study focuses on active learning implemented by final year students of English department, active learning demands high concentration on the use of proper teaching strategies such as role play, game, and picture demonstration. Studies on the language acquisition indicate that learning English as foreign language or second language requires students to actively involved in practicing that language. Do to the some circumstances of teaching method being applied in the classroom did not encourage students participation, students finds more difficulties to learn English. Students come from different background of linguistic group which is experience some barriers to learn a foreign language component such as grammar, pronunciation and spelling. These barriers can be overcome through proper strategies of involving students in practicing the language more frequently inside class and outside classroom.

BACKGROUND OF THE STUDY

In recognition of the importance of English as the preferred language in international communication, science and higher education, even assuming the status of working language in Timorease constitution, justifies its inclusion as a compulsory discipline in the curriculum of the general secondary education in Timor-Leste. Used as lingua franca in the region the English language constitute itself as an important element of malty lingual of Timorease people, favoring the development of capacity in personal and social, that contribute to the socio economic development of Timor Leste. Through the English subject, level of continuation contributes to articulate with the other subject in the curriculum for the integral formation of the student and promote the development of cultural linguistic skills of Timorease young generation. Find its way opening to the world and the sedimentary identity the process of sense belonging to Timorease values. Simultaneously create opportunities for further education and involvement in active life. In this perspective learning a foreign language in particular English, and play an important role in broadening the horizons of young people communication, constitute a crucial elements for further development of civic education, democratic and humanistic. (Timor-Leste National Curriculum for General Secondary School)

The Purposes of teaching English in Timor-Leste national curriculum:

1. Consolidate and systemize skills of communication, understanding and production of English language leading to enlargement further opportunities for studies and involvement in active life.
2. Promote dialogue between languages and cultures through the English language;
3. Consolidate the cultural values and identity of Timorease through interaction with other values and cultural activities in English language;
4. Develop self reliance, spirits of initiate and autonomy interaction in English language with different people and cultures;
5. Develop intercultural critical awareness and participative, assuming cultural diversity and linguistic as source of wealth identity.
6. Understand and interpret, critical form and reflection of conveyed information by different media, and produce diversified text in English language.

Competence of language use

Considering the importance of teaching four English language skills to secondary school students, Timor Leste Ministry of Education develop an integrated curriculum of English language. English textbooks were designed properly to accommodate the essential competences for student to learn and for teacher to facilitate activities in the classroom during certain period of time.

The competence of language use are found arranged according to the activities of understanding and interpretation- hear / read – and production activities – speaking / writing that are as essential processes of communicative and interaction.

Understanding / Interpretation

Listening	<ul style="list-style-type: none"> • Interpret factual information in spoken speech / audio equipment / recorded video
Reading	<ul style="list-style-type: none"> • Interpret the overall message of different types of texts on current affairs • Recognize different registers of language and different types of pronunciation and intonation • Distinguishes the main ideas of descriptive, argumentative and narrative text within the program topic. • Indicates the purpose of the text and the intention of the issuer. • Interpret relevant information and the overall sense of informative texts, descriptive arguments, and narrative (ex: formal letters, job application letters, C.V., reports...) within the topics of program. • Developing fluency and expressive reading processes of various type of texts. • Recognizes elements of cohesion and sequential in the text. • Recognize the purpose of the text and the intention of the author. • Critically interpret the essential ideas of extensive text.
Production	
Speaking	<ul style="list-style-type: none"> • Interacts in English language on current affairs, expressing and defending views and opinions, within topic of the program. • Organizes exposes his ideas on the today subject, clearly and articulately, with attention to the recipient, the purpose of the text and the situation of the communication.
Writing	<ul style="list-style-type: none"> • Communicates with some fluency on current affairs using strategies of compensation of oral communication in different context. • Uses a range of vocabulary to express views and interact in different contexts and situations. • It is expressed in a clear and coherent way, with fluency and spontaneity. • Communicates with reasonable correction in different contexts, using the appropriate linguistic standard. • Interacts in English language and be able to develop clear, simple and varied texts, serving its function and recipient, in particular, notes, messages, letters, C.V., presentation and compositions within the topics of the program. • Developing written preparation process in different contexts. • Organizes and presents well structured, clear and coherent texts. • Uses a range of vocabulary to express views and interact in different contexts and situations. • Expressed in a clear and coherent way, with fluency and spontaneity. • Communicate with reasonable correction in different contexts, using the appropriate linguistic standards

THEORETICAL FRAMEWORK

Pedagogy actually mean: “The art, science or profession of teaching, the act, process or art of implementing knowledge and skill, the art or profession of teaching” (Brown, 2000). If we put all these ideas together, we can see that “pedagogy” refers to the methodology or process of instruction, with focus on teaching rather than on learning. It is reasonable to assume that good teaching enhances (affects) effective learning and by preparing teachers for the classroom

situation with sound pedagogic principles, our children will benefit by achieving their educational objectives.

Pedagogic expertise can be thought of as a combination of science, craft and art; this notion helps us to understand the complementary needs for collectively created knowledge, professional skills and personal capacities. It is also important to remember that all these are grounded in ethical principles and moral commitment- teaching is never simply an instrumental activity, or a question just of technique. Pedagogy is the study of teaching or the practice of teaching in a formal way. Pedagogy is the process to address the human capital and improving human's life by formal teaching. According to Bailey and Diamond, "Pedagogy" is the practice of teaching framed and informed by a shared and structured body of knowledge" (2004, p.23). Hence it is clear that pedagogy is essential and important to in service teacher and student teachers.

Knowledge of methods is part of knowledge base of teaching. With it, teachers join a community of practice (Lave and Wenger 1991). Being a community member involves learning the professional discourse that community member use so that professional dialogue can take place. A knowledge of methods helps to expand a teacher's repertoire of techniques. This in itself provides a further avenue for professional growth, since some teachers find their way to new pedagogical positions by first trying out new techniques rather than by entertaining new principles. Knowledge of methods is equated with a set of options, which empowers teachers to respond meaningfully to particular classroom contexts, in this way, knowledge of methods as seen as crucial to teacher growth (Bell, 2007).

Passmore (1970) describes teaching as an activity aimed at achieving learning, a process that includes respecting the intellectual integrity of the student and the students capacity for independent judgment. (Chickering&Gamson, 1991) include the following encouraging the student teacher interaction; encouraging cooperation among students; encouraging active learning; providing prompt feedback; emphasize time on task, communicating high expectations; and respecting diverse talents and ways of knowing. Moreover traditional teaching consists of teachers performing as lecturer and students assuming the role of listeners. This "teaching as telling" approach (Christensen et al, p3) construct the classroom as teacher centered environment (Bruffee, 1993).

Three specific strategies that promoted an interactive pedagogy and visible learning from pupils were identified: providing feedback; sustained attention and inclusion in the classroom; creating a safe environment in which pupils felt supported in their learning; and, drawing on pupils' backgrounds and experiences. From the three strategies, the following effective teaching behaviours were identified: frequent and relevant use of visual aids and locally produced learning materials beyond the use of the textbook; open and closed questioning, expanding responses, encouraging pupil questioning; demonstration and explanation; and, use of local languages.

Teaching is a matter of facilitation. If we are a good facilitator our teaching becomes useful and enables student's knowledge to grow. An educator must be an open minded person and an innovator; learning from failures and using different approaches continuously. Paulo Freire, (1970) "there is in fact, no teaching without learning. Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning".

An Educators role is to facilitate knowledge to be transferred; an educator is not the source of knowledge.

Laurent Daloz, describes mentors are guides; they lead us along a journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way. There is certain luminosity about them, and they often pose as magicians in tales of transformation, for magic is a ward given to what we cannot see, and we cannot really see across the gulf.

Most importantly it was found that teachers needed training in more interactive approaches to build on traditional rote (drilling, facts and routines through repetition), recitation (using short question/answer sequences to recall or test what is expected to be known), instruction (telling children what to do and how to do it) and exposition (imparting information and explaining things). Teachers also need to include discussion (open exchange

of views and information and problem solving) and dialogue (co-construction through open questions, probing pupils' responses and the thinking which lies behind them, and building on their contributions) in their teaching repertoire. Some postmodern adult educators, interestingly enough, have come to the defence of the behaviourist mode at least in its focus on empowering teachers and learners through competency based education. In their view such an educational approach might actually empower both teacher and learner. They call for competency based approach that combines tenets of behaviourism with those of humanism. Their description of this type of competency argues that

Learner-centeredness is part of the rationale, evoking the need for individuals to become active, to take responsibility for their own learning in order to become 'competent', to 'own' what they learn and do and to show what they know through behaviourist outcomes. (Usher, Bryant, and Johnson 1997, 84)

RESEARCH PROBLEM

There are many issues that affect students' learning English outcomes at the secondary school level. One problem may be that some of the teachers who teach English subjects are not using suitable teaching methodologies to facilitate learning English as foreign language in the classroom. Some teachers have never been to teacher training institutions to learn pedagogic theory in order to improve their quality of delivering the subject.

Objective

To find out the effectiveness of teaching methods used by teacher and to improve the quality of learning English by using student centered method or active learning.

METHODOLOGY

This study conducted through class observation and video recording during the period of student teacher from FEAH UNTL English Department implementing their teaching activities in the class. All the information gathered through a written feedback evaluation filled out by students and check note taken by researcher during class observation conducted to student teacher implementing their class activities. Check note applied in this study to measure the frequency level of teaching and learning behavior. The researcher use descriptive qualitative method to analyze and report the data. Qualitative study "Inquiry focuses on understanding social phenomena from perspective of the human participant in the study" (Ary,2006). This *Phenomenology* study designed to gain an understanding of how participants experience and give meaning to an event, concept, or phenomenon. Inductive "gaining knowledge through systematic study and observation of specific facts or episodes and then arrived at generalized conclusion".

Population and data sampling, the study conducted to all 11th grade students of Sao Pedro School Comoro Dili in the school year 2015, random sampling was applied to select students from three parallel classes. The study conducted with class observation followed by check list to measure effective teaching behavior focusing on what can be observed in the act of teaching performed by two (2) teaching practice students of FEAH English Department UNTL and twenty (20) 11th grade students of Sao Pedro School to know their response on certain teaching methods being applied by Teaching Practice Students in the class. The writer prepare a check list, list of questioner to fill out by students and video recording to record all teaching activities performed by student teacher.

DISCUSSIONS

The process of applying teaching methods and the process of acquiring knowledge, skills and values in the classroom becomes a central point of educational objectives. Researcher focuses his investigation on how the teaching practices students using proper teaching methodologies to facilitate students to learn English. There are several language teaching methods however this study will focus on teacher centered and student centered method applied in the classroom. Generally teachers tend to teach students grammar rules and follow the classical method of teaching that involving memorizing grammar rules that already prepared in the text book. In this way of teaching students tend to be more passive rather than actively involved in practicing the language they learn. Moreover direct method offers more opportunity

to students to practice target language more frequently in which teacher design the activities in English that allow students to practice it.

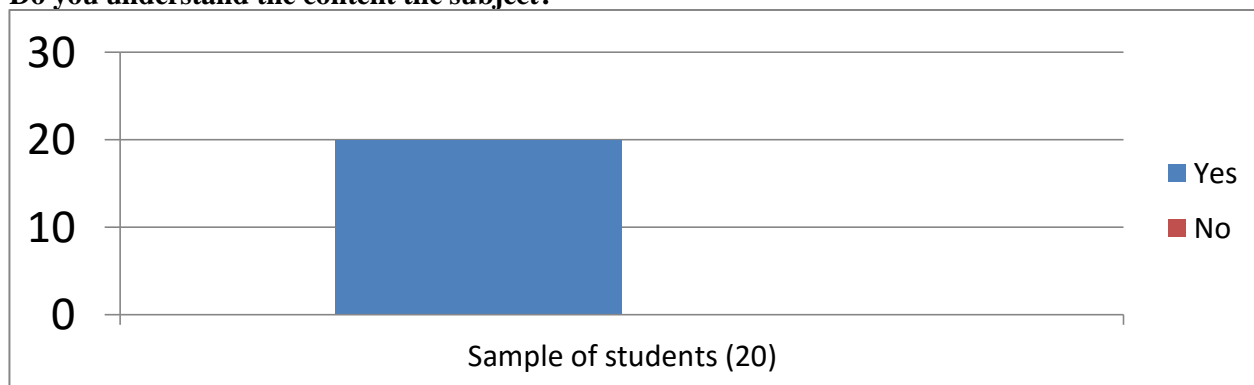
Grammar translation method is an old method (Classical Method). The study of the grammar of the target language student would be familiar with the grammar of their native language and that these familiarities would help them speak and write their native language better. *The direct method* receives its name from the fact that meaning is to convey directly in the target language through the use of demonstration and visual aids, with no option to the students native language.

During class observation conducted to two student teachers from UNTL, FEAH English department, the researcher finds out that, students' teacher are able to perform well in the classes through their teaching strategies. The two student teachers use different approaches one use teacher centered another one use students centered approach, after observing the class presentations, researcher conducted some interview to 20 students who attends two different teaching methodological approaches. Both student teachers exchange the class for the following day with the same students and the same topic of discussion and teaching method applied for both classes. From class observation, video recording, and interview the research would like to present the actual data gathered from students' perspectives on how it affects their understanding the elements of the language and their motivation to learn English.

FINDING AND INTERPRETATION

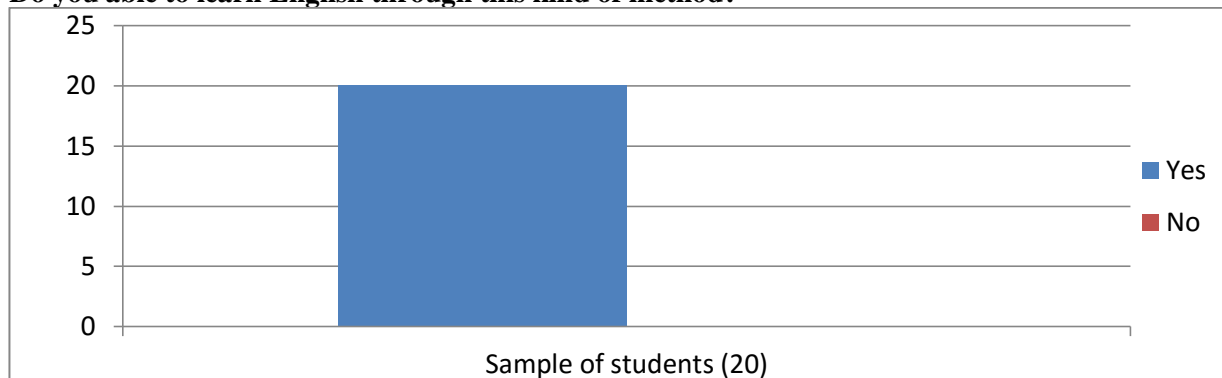
The result indicate that students understand the content of the subject, they are able to learn English through method applied, most of the students prefer students centered method while two of them prefer mix student centered and teacher centered. The study also point out students is comfortable to learn English with the following reason: because the class was attractive, the method could help them learning English either comfortably or faster. Student's motivation to learn English because: English is international language, easy to get the job, and they can go overseas for continuing their studies.

Do you understand the content the subject?



The graph shows that those 20 students taken as the sample for the interviewed question No. 1 all understood the content of the subject given by student teacher.

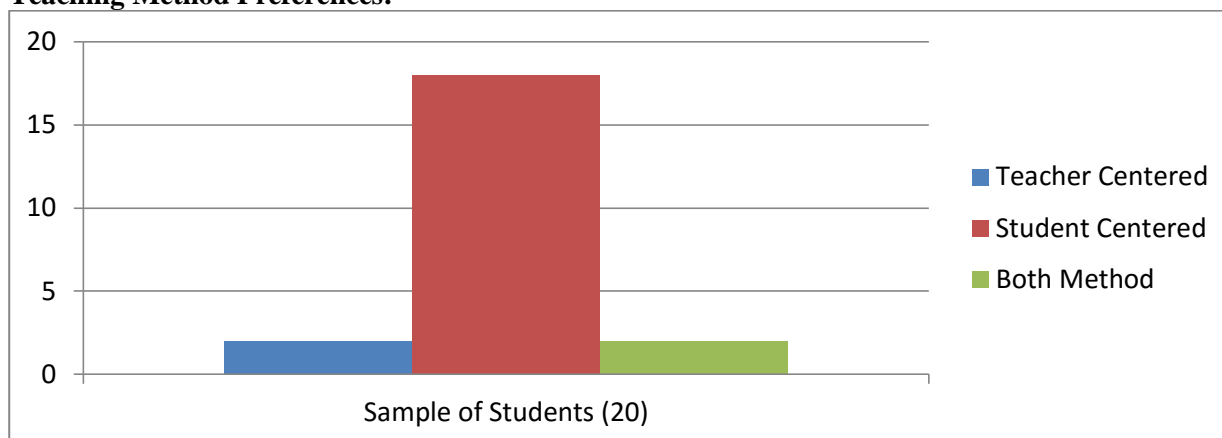
Do you able to learn English through this kind of method?



The graph shows that they all are able to learn English through the method applied. However, most students believe that through this kind of method can facilitate them easy to learn English.



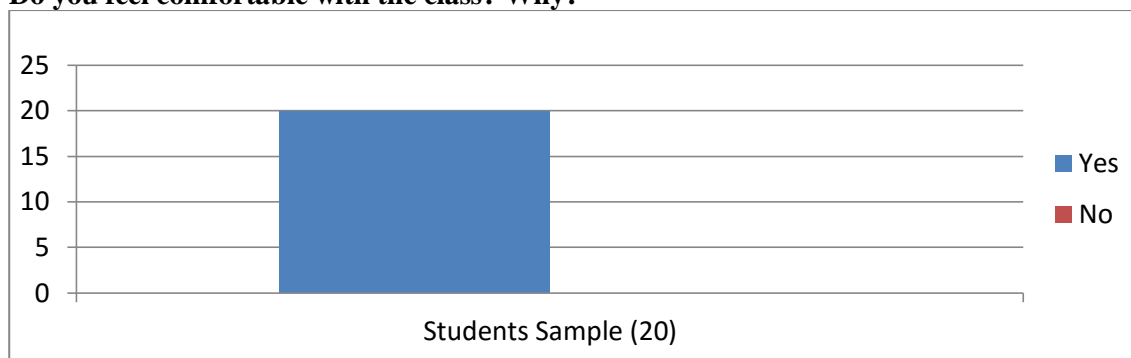
Teaching Method Preferences:



The graph shows that most students prefer student centered method throughout the activities implemented in the classroom, whereas 2 students preferred both teaching methods.

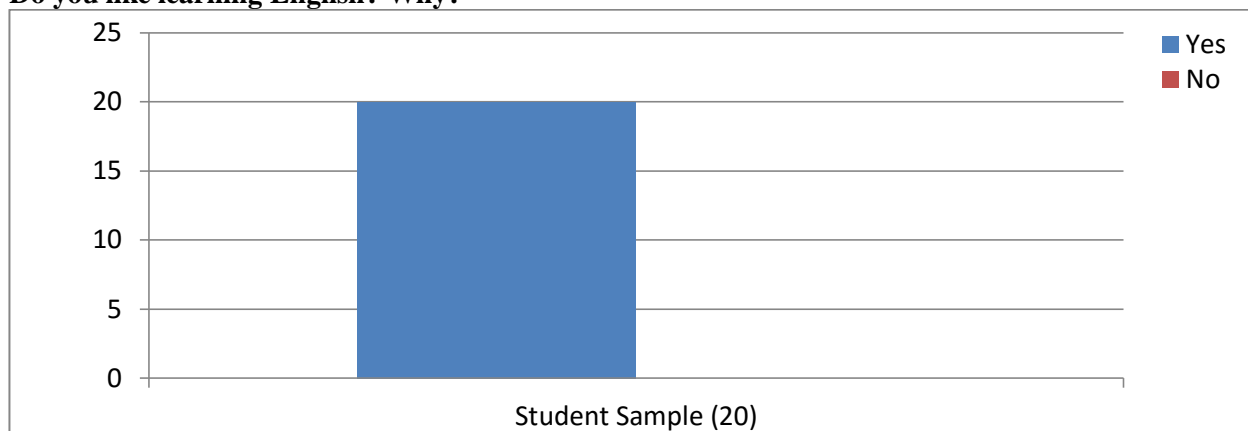


Do you feel comfortable with the class? Why?



The graph shows that 100 % of the 20 students taken as the sample for the survey said that they were all comfortable with the class with different supportive reasons. Eighteen (18) students felt comfortable because the class was attractive and two (2) students said that the method could help them learning English either comfortably or faster.

Do you like learning English? Why?



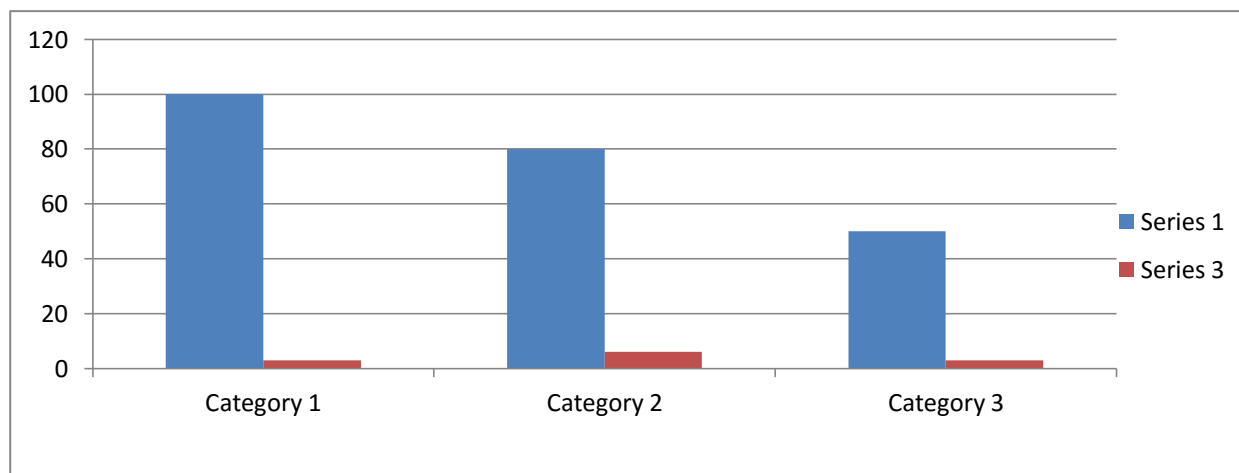
100 % of students have said “YES” they do like to learn English. There are three reasons for the students to like learning English, such as; English is an International language, Easy to get job and to study overseas. Most students said that English is an international language whereas half of the students have said either English is easy to get jobs or to study overseas.

Table 1: Frequency of teaching and learning behaviors’ frequently observed
Student Centered Method

Teaching Behavior	Frequency	Percent
1. Teacher clearly states lesson objectives and activities	✓	100%
2. Teacher Checks for prior knowledge	✓	80%
3. Teacher code switches from English to local language	✓	50%
4. Teacher exhibits personal enthusiasm	✓	80%
5. Teacher displays a positive tone by using encouragement rather than criticism	✓	80%
6. Teacher uses paired or group work to encourage active participation of students	✓	100%
7. Teacher use classroom layout to facilitate learning of all students	✓	50%
8. Teacher moves around classroom to interact with individual students	✓	80%
9. Teacher calls on student to answer questions individually	✓	50%
10. Teacher ask student to demonstrate in front of the class	✓	80%

Teacher states clearly lesson objective and activities through lesson plan prepared and periodical activities in the class 100%. Teachers ask for students’ prior knowledge before start with the discussions about the topic given 80%. Sometimes teacher use code switches from English to local language to make sure student understand the content of the lesson 50%. Teacher exhibits personal enthusiasm more often to attract student attention 80%. Teacher displays positive tone

by using encouragement rather than criticism to help student feel comfortable during the lesson 80%. Teacher use paired or group work to encourage active participation of students 100%. Teacher use classroom layout to interact with individual students 50%. Teacher moves around quite often while explaining to interact with students 80%. Teacher calls on students name one by one to answer questions 50% and teacher ask student to demonstrate in front of the class 80%. These are the characteristic performed by Teaching practice student who perform active learning or student centered method in the class during the observation and check list taken.



Category 1= 100% Category2=80% Category3= 50%

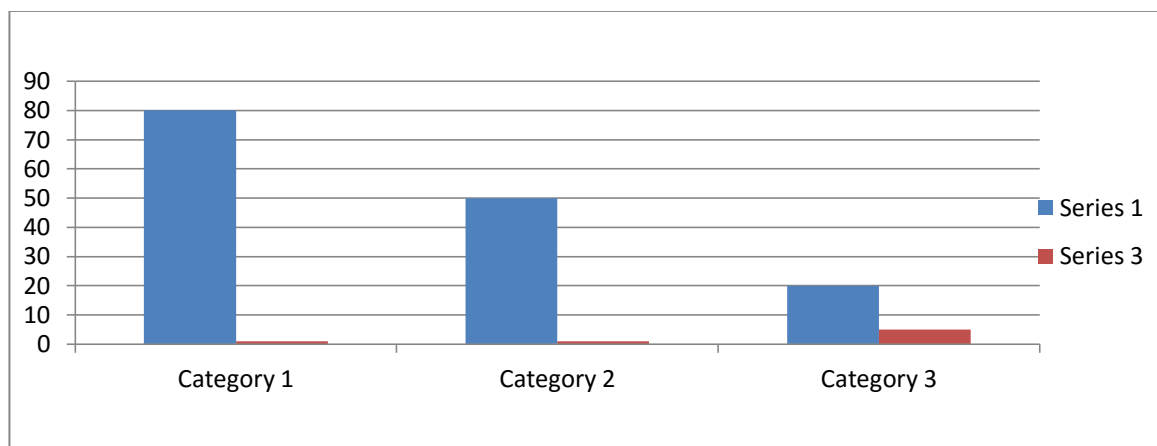
Frequency Level of teaching and learning behavior in this graph shows students actively participate through various activities implemented by teaching practice student.

Table 2: Frequency of teaching and learning behaviors' frequently, rarely or never observed
Teacher Centered Method

Teaching Behavior	Frequency	Percent
1 Teacher clearly states lesson objectives and activities	✓	80%
2 Teacher Checks for prior knowledge		
3 Teacher code switches from English to local language	✓	50%
4 Teacher exhibits personal enthusiasm	✓	20%
5 Teacher displays a positive tone by using encouragement rather than criticism	✓	20%
6 Teacher uses paired or group work to encourage active participation of students		
7 Teacher use classroom layout to facilitate learning of all students	✓	20%
8 Teacher moves around classroom to interact with individual students	✓	20%
9 Teacher calls on student to answer questions individually	✓	20%
10 Teacher ask student to demonstrate in front of the class		

Teacher states clearly lesson objective and activities through lesson plan prepared and periodical activities in the class 80%. Teachers ask for students' prior knowledge before start with the discussions about the topic given, never observed 0%. Sometimes teacher use code switches from English to local language to make sure student understand the content of the lesson 50%. Teacher exhibits personal enthusiasm more often to attract student attention 20%. Teacher

displays positive tone by using encouragement rather than criticism to help student feel comfortable during the lesson 20%. Teacher use paired or group work to encourage active participation of students, never observed 0%. Teacher use classroom layout to facilitate learning of all students 20% Teacher moves around quite often while explaining 20%. Teacher calls on students name one by one to answer questions 20% and teacher ask student to demonstrate in front of the class never observed 0%. These are the characteristic performed by Teaching practice student who perform Teacher centered learning in the class during the observation and the check list taken by researcher.



Category1= 80% Category2=50% Category= 20%

Frequency Level of teaching and learning behavior in this graph indicate students passively involve in the class do to the teaching method concentrated to the teacher.

CONCLUSION & SUGGESTIONS

This is an action study which is aimed to find out the students views on teacher centered and student centered method applied by FEAH English department Teaching Practice student. Findings of the study clearly point out students high preferences on student centered method, while two of them prefer mix method. The study also point out the frequency of teaching and learning behavior frequently observed in both classes students centered class and teacher centered class performed by both student teachers from FEAH English department. The result indicates high percentage frequency of teaching and learning behavior repeatedly occurs at student centered class with high range classification on frequently from 50%, 80% and 100%. The frequency of teacher states lesson objectives and activities and teacher use paired or group work to encourage active participation of students 100%. Teacher check for prior knowledge, teacher exhibits personal enthusiasm, teacher displays a positive tone by using encouragement rather than criticism, teacher moves around classroom to interact with individual students and teacher ask student to demonstrate in front of the class 80%. Moreover teacher code switches from English to local language (Tetum), teacher use classroom layout to facilitate learning of all students, and teacher calls on to answer question individually 50%.

Lower frequency of teaching and learning behavior occurs on Teacher Centered method with frequency levels indicate between frequently 50% - 80%, rarely 20% and never 0%. The frequency of teacher states lesson objectives and activities 80%. Teacher checks for prior knowledge 0%, teacher code switches from English to local language 50%, teacher exhibits personal enthusiasm 20%, teacher displays a positive tone by using encouragement rather than criticism 20%. Teacher used paired or group work to encourage active participation of students 0%. Teacher use classroom layout to facilitate learning of all students 20%, teacher moves around classroom to interact with individual students 20%, teacher calls on individual student to answer question 20% and teacher ask student to demonstrate in front of the class 0%.

Overall learning occurs when there is a space for students to involve in the process of learning through the right teaching methods, such as student centered methodology. Sustainable professional development training on teaching methodology must be implemented periodically to help in service teachers upgrading their method of teaching. Teachers who teach English or any subject should have teaching certificate obtained from accredited Teacher Training

Institutions. Further research is necessary to provide insights regarding reason why teachers reluctant to use student centered method in their language class. Since student centered method more attractive to the students in this study however the population and data sampling are required to extend to more schools and in service teachers who obtained teaching certificates and those who did not obtained teaching certificate. The continuation of this study in the future will provide important conclusion to improve student learning outcome in EFL classes.

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DESIGNING ACADEMIC WRITING FOR ESP STUDENTS

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ABSTRACT

Writing becomes the focus in this study as writing is essential in all social activities such as in educating, filing reports, selling products, advertising, disseminating ideas. However, ability to write does not become the focus in teaching learning process in most academic fields. Only students of language department may concentrate in writing as there are writing subjects, like academic writing. Teaching academic writing is challenging as it has long been acknowledged that it is a complex process. It may be more complex when academic writing is aimed for students from different faculties who have different needs. This article aims to explore what should be considered before designing academic writing course for ESP students and how to design the courses and the materials. It analyses a variety of causes of the difficulties faced by ESP students.

Keywords: *ESP, Academic Writing*

INTRODUCTION

Graduate students need to write academically as they have to work toward their chosen degrees. Whatever degrees they choose, they may have to write some tasks in English such as writing a report, or an article. They may also need to send emails, write commercial writing, reports. However, teaching writing to students from departments other than English ones is not easy, while writing itself covers a lot of things, like grammar, vocabulary and also the organization of an article.

Before someone can write, he or she has to have an idea and then they need to put their thoughts into words in a meaningful form and to interact with the message mentally as what Elbow (1973, pp. 14-16) explains on the concept of writing as a two-step transaction of meaning-into-language. There is a transaction between the writer and the readers. Writers have to be able to convey their ideas which readers can understand.

Writing is an important form of communication. It is a useful tool for discovering and thinking. Apparently, writing is the vital connection on which education, culture, and commerce in the society depend. Writing is a developmental process in which people start writing at the very beginning-before they know their meaning at all-and encourage their words gradually to change and evolve. Only at the end will they know what they want to say or the words they have to use to say what they mean. They should expect themselves to end up somewhere different from where they have started.

Writing is a process of conveying meaning to the readers. Meaning is not what they start out with but what they end with. Controlling and knowing their mind are not what they start out with but what they end up with. Writing is, in fact, a transaction with words. This explains that writing is delivering meaning to the readers. Therefore, at the end of writing process writers have to present meaningful article with appropriate grammar besides that the writer should consider the purpose of writing.

According to Lodge (2000) writing is essential to academic language learning. Learners will be able to think explicitly about how to organize and express their thoughts, feelings, and ideas in ways compatible with readers' expectation, to provide time for learners, to process meaning to go beyond purely functional communication, making it possible and to create imagined worlds of their own design.

Lodge (2000, p. 184) states product, process and genre-based orientations can be used to writing instruction. The instructional techniques in product include an imitation of models, grammar study, sentence combining, paragraph structure analysis while in the process approaches, the instructional techniques include prewriting activities, writing of repeated drafts, peer editing, journal, and free writing. In genre approach, the instructional techniques include

analysis of obligatory and optional rhetorical moves in various genres; creating new texts in a given genre

Further, he explains the need to coordinate these three approaches. When teaching writing in foreign language programs like in Indonesia, product oriented should be gradually incorporated with the features of process- based teaching.

ESP and Writing

The terms of English for specific purpose (ESP) refers to refers to the teaching and learning of English as a second or a foreign language where the goal of learners is to use English in a particular domain. The key of an ESP course is that the content and aims of the course are oriented to the specific needs of the learners. ESP courses, then, focus on the language, skills, and genres appropriate to the specific activities the learners need to carry out in English. (Paltridge & Starfield, 2013).

One of the characteristics of English for ESP is that it may related to or designed for specific disciplines (Dudley-Evans, 1998). According to Carter (1983) there are three types of ESP: English as a restricted language, English for academic and occupational purposes and English with specific topics. When designing ESP for academic writing, it can be said that it belongs to English for academic with specific topics. University students have to be able to write academically on the topics that they are interested and related to their major.

English for academic can be categorized into three: English for science and technology, english for Business and economics and English for Studies (Carter, 1983). Thus, in teaching writing for ESP classrooms, teachers need to consider their field and find out what their students need.

While there are a number of ways of studying texts, genre analysis has become established as the most widely used and productive methodology in ESP writing research (Hyland 2004a ; Johns 2002 as cited in (Hyland, 2013)). This genre approach to writing assumes that texts are always a response to a particular communicative setting and which attempts to reveal the purposes and functions which linguistic forms serve in texts. Students from different field have different purposes which relates to their goals in studying their subjects. Further Hyland (2013) says that writers in ESP classes (ESP students) will anticipate what readers expect from a text and how they are likely to respond to it. Therefore, the lexicogrammatical patterns should relate to their background knowledge.

In Writing class, to produce an extended piece of writing, students need to focus on choosing a topic, collecting data, writing paper, revising, and proof-reading (Trzeciak & Mackay, nd). They further discuss writer's block. It may happen that students have no idea and their mind goes blank. However, this is a good sign that actually they are overtaxing their brain.

In teaching writing, there are three orientations: product, process and genre-based approaches (Lodge, 2000, p. 180). Product approaches focus on the inner core of design: the interaction between texts and the structural resources needed to create them. When teaching writing using product approach which is the first approach to teach writing, teachers should consider using a model as learning to write means imitating good models, adhering to prescriptive norms. And the instructional goals are formal accuracy, syntactic complexity, adherence to canonical organizational patterns. It means that when teaching writing, teachers should focus on the accuracy.

Another approach is process. The process approach is aimed to build on the knowledge, skills and understanding about writing that students brought with them to school. It encourages teachers to set up classrooms rich in written language. The emphasis is on initiating writing activity without having to wait for formal lessons in letter formation or spelling. Students are free to choose the kind of writing they want to write.

The process writing classroom is learner-centred. The teacher is a facilitator and supporter of the students' writing, while the students themselves are encouraged by the teacher to take ultimate responsibility for their own writing. The teacher intervenes and provides support through a technique known as conferencing, in which students, either

individually or in groups, is assisted to draft, edit, proofread and publish their work. Students need to go through a series of steps in order to produce a final writing.

The instructional goals are individual-creativity, fluency of expression, development of authentic voice, improvement through revision, learning through writing, self reliance in the writing process (Lodge, 2000). Students have to go through a series of steps in order to refine and correct their writing, rather than rely on a one-shot draft. In this way the process writing approach draws students' attention to the drafting, editing, proofreading and publication process from which a written text emerges. The conventions of writing should be taught at the point of need. The whole language movement included process writing as part of its methodology and is based on a view of natural learning. Whole language classrooms aimed to create an environment conducive to learning. These conditions replicate conditions under which children learnt oral language at home.

The third approach is genre based approach. The dominant theoretical framework is social constructionism as writing is a social act. The central focus is audience needs and expectations. Learning to write means apprenticing in a new discourse community; learning to communicate with new discourse expectations and norms. The instructional goals are awareness of the conventional parameters of expectations for particular text types within particular discourse communities and the ability to conform to those conventions. Understanding these conventions in terms of social and psychological context (Lodge, 2000).

Teachers may find that the writing of many students is not always developing beyond one or two basic kinds of texts, in which the language used is similar to that, used in everyday spoken interactions. It becomes apparent that many students need more knowledge about the kinds of writing they would need in order to be successful at school. They also needed explicit teaching about written language in order to expand the repertoire of language choices available to them as they draft texts. They have to know how to write genre based texts as descriptive, argumentative texts. Some educators seek, from within the academic discipline of linguistics, a model of language which would make it possible to talk to students explicitly about language and its use. This approach to the teaching of writing became known as the genre approach. Genres are descriptions of text structures and language features which are typically used to achieve different social purposes. Learning these genres, or text types, provides students with a writing repertoire which laid the foundation for successful writing in the more specialised contexts.

Causes of the Difficulties in Writing

In order to know the causes of the difficulties, a survey has been conducted to know the ESP students' opinion on ESP writing. The participants of the study is 20 students from different departments who are having English classes. A questionnaire consisting 10 items was distributed and the findings show that they have difficulties in almost area of academic writing.

Table 1: the students' perception on the difficulties in Writing 5

	N	Minimum	Maximum	Mean	Std. Deviation
Choosing a topic	20	3.00	4.00	3.1500	.36635
writing the data into paragraph	20	2.00	4.00	2.7000	.57124
writing an introduction	20	2.00	4.00	3.3000	.65695
writing the content	20	3.00	4.00	3.1500	.36635
writing the closing	20	2.00	3.00	2.6500	.48936

writing with correct grammar	20	2.00	4.00	3.6000	.68056
choosing the right words	20	3.00	4.00	3.6500	.48936
revising the organization of writing	20	2.00	3.00	2.2500	.44426
revising the content of the writing	20	2.00	4.00	3.2000	.83351
revising the word choice	20	3.00	4.00	3.6500	.48936
Valid N (listwise)	20				

The Table above describes the result of the close ended questionnaire is shows that the mean of all items is higher than two, meaning that they agree with the writing in English is hard. For some items, the means is higher than three meaning that they consider them as very difficult. It seems that they experience writer's blocks at some time or another as the means is above three in the item of writing introduction and content. However, when it is time to write closing, it seems that it is easier. Smith (1982) in Beard and Hartley (1984, p.258) explain three kinds of blocks to writing. Physical blocks occur when the writer is tired and it just becomes too much of an effort to continue. Procedural blocks occur when the writer cannot decide what to write next. Psychological blocks occur when the words should come, and could come, but the writer cannot bring himself or herself to let the words appear on the paper. Based on this criteria, it can be concluded that they experience writer's block.

Besides the ten closed ended questionnaire, there is one open-ended question which ask them to state their reasons to decide the level of difficulty in writing in English. There are various answers which can be concluded that they do not like English as they think English is difficult. Others say that they do not have basic knowledge of English. They do not know what to write and how to write as writing is a boring activity. This fact should make English writing in ESP classes to make them feel that writing English is not a boring thing and that it is not hard at all to write.

Consideration before designing academic writing course for ESP students

When designing curriculum an analysis of environment must be done. Environment analysis consists of some factors which affect curriculum designer in deciding the goal of the course. Therefore, analysing the environment is essential to find the constraints. There are 3 element constraints that must be considered. They are the learners, the teachers, and the situations. (Nation & Macalister, 2010).

Therefore, before designing academic writing course for ESP class, teachers should make an environmental analysis. They have to find out the background knowledge of the students and the teachers themselves also have to know their strength and weakness in teaching writing for ESP classes. A problem that a writing teacher may have is that writing teachers need to provide their students with sufficient opportunities to write texts, which are meaningful to the students, and which allow students to visualize and write for the intended readers (Freiermuth, 2005). Then, the situation like how big is the class, whether there is technology that can be used to teach writing as students in the computer-assisted classroom show more interest in discussions and subsequently have more practice in writing English (Kutlu, 2012).

Then, need analysis should also be conducted as need analysis needs to be done to direct to the goals. It is part of analysis that needs to be considered so that the curriculum design can fulfil the students' need. There are three targets of analysis that can be examined: the necessities. Lacks and wants (Nation & Macalister, 2010). Necessities are what are important for the learners' use of language, lack is what the students lack of to reach the goal decided and want is what the learners may expect to get in their writing classes. Then, the statement of outcome should be constructed. This statement of outcomes are about the objectives which are

more specific and concrete description of purposes (Richards, 2001). The outcome should be realistic, for example, students of computer science should be able to write a solution of problem. This is the communicative goal and it can be reached through the semester with different topics but the same communicative goal of teaching writing that is to provide reasonable solution to a problem that they may identify by themselves.

Then, another element that must be considered is the material to be given. What linguistics elements need to be covered in the writing ESP class? Beside, the vocabularies that relate to their field should also be provided. By providing them with the linguistics aspect and enriching them with vocabulary, they will be able to write text that relates to their field. According to Johns (1990) ESP teachers are expected to design and produce a course by themselves as there are no ESP text can live up to its name.

CONCLUSION

Based on the review of literature and the finding of the students' perception on the level of difficulty in writing some facts need to be considered. First, writing teachers of ESP classes have to make environmental analysis and need analysis because they need to formulate the learning outcomes that the students have to reach before they can design the academic writing classes.

Second, teaching writing to ESP classes is not an easy job at all because they think that English is difficult while in order to be able to write academic essay, people need to have basic knowledge of English like how to construct correct simple or complex sentences. They also need to understand how to combine sentences and paragraph so that they are connected tightly to one another. Therefore, before starting teaching writing, teachers need to teach how to construct correct sentences and how combine them.

Finally, the most important think is that they need to make their writing ESP class is interesting as possible. One of the ways to make it interesting is by connecting topics on their interests like on their major. In this case the character of ESP needs to be emphasize that it should relate to their discipline.

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THE USE OF GLOSSING TECHNIQUE TO ENHANCE THE ESP LEARNERS' MOTIVATION IN COMPREHENDING ENGLISH TEXT

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ABSTRACT

This study was aimed to describe the implementation of glossing technique in teaching reading English text for ESP learner, the enhancement of ESP learners' motivation in reading English texts through the use glossing technique, and the ESP learners' enhancement of reading comprehension on English texts. The Subject was twenty two of third semester of Language Education, Local and Indonesian Literature Study Program of University of Pancasakti Tegal. By using Action Research approach, the research applied Planning, Action, Observation, and Reflection phases. It was conducted in two cycles in which each cycle consisted of three meetings. The data collection was administered through observation, questionnaire, interview, and reading comprehension pre-test and post-test. The results of study showed the implementation of glossing technique was good; ESP learners' motivation in following reading class was high, and ESP learners' reading comprehension score increased. The suggestion for future research is to conduct effectiveness of glossing technique on active and passive ESP Learners' reading comprehension and vocabulary learning.

Keywords: *Glossing technique, reading, English text, motivation, ESP learners*

INTRODUCTION

Reading English text plays an important thing for students since English continues to spread, not only as a global language but also as the language of science, technology, and advanced research (Grabe & Stollner, 2002:2). Students especially college students need efficient reading skills to comprehend a mass of reading English texts from various sources related to their studies. Therefore, the ability to read and comprehend English texts efficiently is crucial for college students. However reading English text is not as easy as Indonesian text since English is a foreign language in Indonesia. As a foreign language, English vocabularies are unfamiliar to students. It makes the students find difficulties in comprehending English text. The students need to know the meaning of these unfamiliar words before they can comprehend the text. Unfortunately the use of dictionary slows their reading (Walmsley, 2011). Day and Bamford (1998) recommend an outright ban on dictionary use to help students develop the skills of skipping unimportant unknown words and guessing the meaning of important unknown words from context. Meanwhile guessing the meaning of unknown words can promote vocabulary learning as long as the learner guesses correctly (Walmsley, 2011). All of these problems make the learners uninterested in reading English text, especially for ESP learner in this case the students of Language Education, Local and Indonesian Literature Study Program of University of Pancasakti Tegal where English is taught for one semester only. Their motivation on reading English text is low. An appropriate technique should be applied to motivate the students in reading English text, and develop a higher level of reading comprehension so that they can be an effective and efficient reader.

One of the techniques that help ESP learners in comprehending English text is glossing. This technique is considered as an appropriate technique since glossing involves providing the meanings of words in Language first or in a simple Language second definition. These definitions are placed in the margin next to the line containing an unknown word, and some glossaries come at the end of a text. In some cases learners prefer glosses near the unknown word, probably because these do not disrupt reading too much. Glosses may contribute to

vocabulary learning and may improve comprehension of the text. Glosses are an alternative ways to the use of dictionary and are generally less disruptive than dictionaries (I.S.P. Nation, 2009:58). Good (2009), Walmsley (2011) Farvardin (2012), Azari and Abdullah (2012) employed glossing on their research, and the results showed that this technique is effective to teach reading comprehension and vocabulary. Others research were conducted by Jacob, Dufon & Hong (1994), Joyce (1997), Rott, Williams & Cameron (2002), Huang (2003) and Myong (2005). The results of their research show that glosses give positive effect on reading comprehension and vocabulary acquisition. Thus the present study uses glossing technique to enhance the ESP Learners' motivation in comprehending English text.

METHOD

This research used Classroom Action Research (CAR) method that helps teachers to improve their own practice and develops them through the self-reflective spiral consists of planning, acting (implementing plans), observing (systematically), and reflecting (Kemmis and Mc Taggart in Cohen, 2007:299). Therefore, CAR aims to identify problematic situation or issues which is considered by the participants to bring changes in practice (Burns, 2010:5). Through this method researchers assumed to find solutions of students' problems arose in their reading comprehension of English texts, so that there was a change in teaching learning situation from the conventional teaching to effective teaching by using glossing technique. Here the researchers made self-reflection during teaching process and analyzed it to improve students' achievement. The research design was based on the cycles proposed by Kemmis and Taggart in Burn (2010) that were implemented by four steps: planning, acting, observing, and reflecting. The cycles had similar stages which in the practice the following cycle were conducted when the improving of technique was ineffective yet.

There were two cycles in conducting research. Each cycle covered three meetings. The interview in preliminary study was the start point of research. The purpose of interview was to find initial data of teaching learning situation and condition. The information gathered included such difficulties and problems that arose during classroom activity. Planning was developed based on the problems found in the preliminary study. Here, the researchers collaboratively with colleagues established appropriate strategy, technique, and media to support the achievement of students reading comprehension. The technique was based on the information gathered from preliminary study. It found most students had low capability to catch teachers' explanation. Students were weak in vocabulary mastery that prevented them from learning reading. They were weak in getting meaning of texts given and understanding the text message. Furthermore, students' response was low during the lesson. They were passive during learning, their motivation were low. For this the researcher and collaborator assumed that glossing technique was chosen to uncover the problems.

Specific criteria was the indicators in which the glossing technique either successfully implemented or not and students' motivation in learning reading by using glossing technique. To know students ability in comprehending English text by using glossing technique the researchers conducted reading comprehension tests at the end of each cycles. There were three times of reading tests which administered for the research, they were pre-test once and post-test twice. Students tests then were analyzed quantitatively referred to some criteria of students success. The success of implementation of glossing was shown from the students involvement during learning reading started from pre-activities to post-activities. The criteria of success were when students were actively in following reading class by using glossing technique. In this case, students gave their response to the teacher's instruction, gave opinion, and posed questions related to difficult material. All students' activities were observed based on observation sheet and video record as supporting media in this research. To know students' motivation the researcher used questionnaire and interview before and after each cycles. The criteria of students' motivation were based on Alderman (2004) such as: 1) many students have goals; 2) students are active in class; 3) students are turning the homework given; 4) students keep up with their notebook; 5) students take final exams or the state required proficiency tests seriously and resist new approaches to learning that require the use of critical thinking skills, preferring to use worksheet as they have in the past.

The instruments which were used by researcher in measuring students' motivation were questionnaire and interview sheets. Questionnaire sheet referred to Burns (2010) while the interview one used "fix-alternative" items that allowed the respondent choose from two or more alternative. It offers dichotomous alternative "yes-no" or "agree-disagree". Therefore student's motivation was scoring by using Likert Scale. This study was conducted at the third semester of Language Education, Local and Indonesian Literature Study Program of University of Pancasakti Tegal who were considered as ESP learners. There were twenty two ESP learners' consisted of fourteen females and eight males. Data gathered in this study were quantitative and qualitative data. Quantitative data were obtained through a series of tests, pre-test and post-test. Pre-test was carried out before the cycles began while the post-tests were conducted at the end of the cycles. Type of tests was various they were the multiple choice and essay test to assess student's reading comprehension English text. Qualitative data were obtained through interview, observation, and questionnaire. The data were taken to determine the students' behavior when glossing technique was implemented and also to determine student's motivation in following learning reading.

The implementation of glossing technique on English text in learning reading comprehension was conducted in two cycles. Each cycle glossing technique consisted of three meetings and was implemented in accordance with the schedule adopted by the study program on Wednesday and Thursday in every week. Participant to provide the difficult words meaning in Language first or in a sample Language second. The teacher can give the texts which already contained a glossary. And another ways in applying glossing technique are: the teacher may ask his/her students to gloss by themselves by looking for unknown words in dictionary. Then write down the difficult or unknown words in the margin next to the line containing an unknown word or another option they may put that words at the end of a text. The teacher also may ask the students to write the unknown words in the board in front of the class, then give a change for another students who already know the words meaning. The teacher can lead a discussion in class to find the meaning of the difficult words/ unknown words. Then if all the students still don't know to give the meaning of unknown words, the teacher may explain or provide the meaning of those unknown words in simply ways. And it can be in first language or second language. The next step is asking his/her students to write near the unknown words, or give the students option to make some glossaries that come at the end of a text.

The observation was conducted during the implementation of glossing technique in every cycle. The focus was on the learners' or students' behavior in following reading class by using glossing technique. Students' behaviors such as response, activation, attention, and involvement in discussion with peers in completing the task and when teacher taught reading English text were observed based on observation sheet. Observation sheet used rating scales. This method directed the researcher to make some judgment about the events being observed (Cohen and friends, 2007, p. 402). they were five points Likert scales of this behavior observation: strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1). Observation sheet consisted of ten statements that included conditions or situations classroom related to student engagement in teachers' teaching reading by using the glossing technique on English texts.

Reflection was conducted after learning took place and formulated based on the findings of analysis data obtained during the learning or at the end of the cycle. Researchers discussed to make good changes related to implementation of glossing technique in order to increase students' motivation and reading ability or in comprehending the English text. In short, through this reflection they could make decisions on things or matters that could be maintained for the next cycle or what things to be revised or even eliminated because it was impossible to be implemented. The researchers used a structured interview technique. By the reason this technique was controlled technique where the results of the interview were compared with other to obtain an accurate conclusion. The interview was conducted at the end of each cycle and practically was done in two ways. In the first cycle, the researchers conducted interviews by using closed-ended way. In practice, the student one by one was asked to come in front of the class and then talk face to face with researcher and later was asked to answer yes or no depended on their opinion of questions offered. The procedure also was administered later in the second cycle by using an open-ended way. In this occasion, the students not only were asked to

answer shortly of yes or no options but also they must give reason and explanation of statement offered. The researcher played role in exploring students information by giving direction of what the statement meant in order to they gave deeper data. Both methods offered dichotomous “yes-no” options. Reason for this was the use of two methods of data collection due to the discovery of mismatch between cycles that being consideration by researcher to obtain more valid data. In this study, questionnaire sheet used was in multiple-choice form. Burns (2010) says they are items for which there are limited choices of answer. The purpose of the choice was in order to get students information for data needed. The questionnaire process was administered in classroom under the researcher control. The items of questionnaire sheet consisted of twenty statements in which every number had three possible answers. In practice the researcher read the question and the options orally in front of the class while the students answered in written form in the sheet provided. This was done in order to get same students' perceptions so that created equal perspective of the questions given. The emphasis was also given to enable students answering all questions honesty. Both quantitative and qualitative data were analyzed to obtain the results by using simple formula to gain students' individual score Descriptive Statistic.

FINDINGS AND INTEPRETATION

The ESP learners confused when they read English text before glossing technique was implemented. Most of the words in the text were stranger to them. Moreover they couldn't guess the meaning of the words correctly. Reading English text made them bored. They found difficulties in comprehending the text. Some of them prefer leaving than participating in the English class. Based on those facts the researchers then gave them questionnaire and reading comprehension pre-test to know the condition of their motivation and ability in comprehending English text before glossing technique was implemented. The result showed almost students had low motivation in English especially reading class. They answered and chose some options neutral and disagree that indicated negative meaning of their motivation in following reading class. The preparations before and after the class were low, they never studied to face the following material, time table of learning was only an hour a week, they were weak in completing the task, and most of the students have no English book text.

Based on the facts from preliminary research, planning was designed by using glossing as an effective technique for ESP learner's comprehension and their motivation. The next step was designing lesson plans, media and facilities which were used in teaching reading. The last planning was making preparation some criteria of success in reading text and setting for pre-test and post-test, observation, interview, and questionnaire sheet. The action then begun with the implementation of glossing technique in reading class that was administered through three meetings. Through this technique the ESP learners were expected to comprehend the English texts well. The English texts were taken from IELTS academic model test (2009). The researchers gave pre-test first to know the ESP learners' reading comprehension ability. The text was around 750 words. In the text 30 words were glossed. Twenty five words were target words and five words were those presumed to be crucial for comprehension. The meaning of glossed words was provided for the ESP learners' in the margin of the text.

The implementation of glossing technique for each meeting was conducted for 100 minutes. During the first meeting, the researchers asked the ESP learners to read English text. The students then asked to comprehend the text. The researchers gave the ESP learners English texts. These texts had been provided by the meanings of words in Language first definition in the margin next to the line containing an unknown word. The ESP learners' were asked to read the text about 40 minutes after that they were asked to answer the comprehension questions about 50 minutes and the last ten minutes for discussing. From the allocation time which had been given, some of ESP learners could not finish yet, and the others could finish the task but they looked bored and tired. The researchers then asked them to submit their work. After that the researchers gave them English text which had 20 questions of reading comprehension to be done in their home. In the second meeting the first thing that was done by teacher when entered to the class was greeting “Assalamualaikum”. Student's response was positive in this occasion. They answered the greeting greatly. Then, the teacher checked students' attendance to know how many students were absent in the second meeting. None of students were absent. After

getting class situation was positive and the students seemed ready to follow the reading class, then students were asked to collect the homework given in first meeting. Most of the ESP learners had finished and completed the task. This situation motivated teacher to ask the reasons why they could answer reading comprehension questions easily in their home but not in the class. Based on the investigating, the ESP learners felt having much time in opening the dictionary but they did not have enough time when doing in the class. The researchers then gave the ESP learners with the English text which was at the same level with the first meeting the text had been given 16 glosses words. The reading comprehension test had 20 questions. The ESP learners then were asked to complete the summary of the reading passage. During the lesson, ESP learners worked individually because the researcher intended to know their ability in comprehending the text. But, the class was still passive there were only few students who capable to comprehend the text well. To make sure that other students had got their comprehension, the chance and opportunity were offered to share opinion. But, none interested to share their opinion, most was passive and in low motivation in exploring the knowledge. In addition the crucial problem and ironic situation happened during the reading time. four students asked permission to go out of class, part of them ignored teacher's instruction, just quite, did nothing, made scratch paper, the situation really showed worse attitude in following the lesson, however the class continued.

The third meeting was the final evaluation of the first cycle. Various efforts and trials had been done previously on the first and second meetings. Therefore the method and manner of teaching was changed. Both in previous meetings students always worked individually but in this third meeting they were directed to work in groups. The learning was begun through introducing new text as material on this third meeting. The researcher provided little stimulus and questions to the students in order to find an outline of this text. The researcher also provided a general description text to be studied. Seeing the students were ready to follow the lesson the teacher then continued the teaching. The researchers gave the groups English texts. These texts had been provided by the meanings of words in Language first definition in the margin next to the line containing an unknown word. The ESP learners' were asked to read the text about 40 minutes after that they were asked to translate the text first before answering the comprehension questions. This activity last for about 50 minutes and the last ten minutes for discussing. In the process, there were some groups who were less working at all, especially a group whose members were men. They created the classroom atmosphere became chaotic, rowdy, some of them disturbed their friend concentration when was studying in the classroom. When the researcher checked their work, they did not do the task well, just a little scratch on paper with no meaning.

The observation stage was done to know ESP learners' reading comprehension ability and their motivation by using glossing technique. In order to get valid data the researcher used more than one techniques of data collection, they were collaborative observation, ESP learners' interview, questionnaire, and tests. Those were linked to search or to find the connection factors related students' reading comprehension and their motivation. Interview was conducted in the second cycle by using open-ended type question. Based on the result, ESP learners' motivation in following English class was good. Most students around twenty two enjoyed reading class, they felt comfort of using glossing. They agreed that glossing helped them when they stuck facing problem in comprehending English text. This was as well start point for student lesson of reading comprehension. Nevertheless, there were some students who had most low effort to make well preparation for the further class. Some students never learned or studied first before and after the class began especially at home, they also never to review or to discuss the material at home, lazy in finishing homework at home, finishing their task at school. They cheated friends' homework and completed the task at school. Low of understanding of material given was the reason why they usually doing this. This attitude was not as shyness one for them, almost students in this class finished their homework at school. This was common habit for them in completing the task or homework. They had no feel that it was as a mistake. Related to their involvement in reading class, it was shown only few students who had noted researcher explanation during teaching learning process. It was proved when their book was collected. Most of them did not make some notes of important words or subject in the lesson.

The study was conducted to explore the use of glossing technique to enhance ESP learners' motivation and reading comprehension English text was end in second cycle, because of the evidence needed as a basis to determine the level of students' understanding of the English text and the motivation level had been obtained. The overview of the process explained as follows. The instructional that emphasis on reading showed a positive result, because most students were able to complete the reading task by using glossing technique. The ESP learners enjoyed the reading class since they were not confused anymore in comprehending the English text. Some words which had been translated into their native language in this case Bahasa really helped them. Moreover they did not spend more time to open the dictionary. The chart of the ESP learners' motivation and reading comprehension result is below.

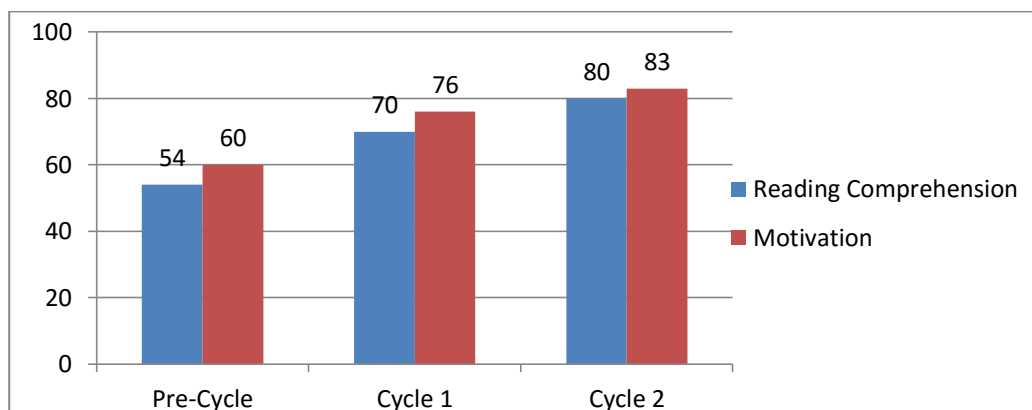


Figure 1. The Result of ESP learners' motivation and reading comprehension.

The result of the students' reading comprehension from the pre-cycle to cycle 1 increased 29.6%, from cycle 1 to cycle 2 increased 14.3%. The result of the students' motivation from pre-cycle to cycle 1 increased 26.67% and from cycle 1 to cycle 2 increased 9.2%. It means that from the initial condition to the second cycle had the significant differences results of motivation and students' reading comprehension. At the pre-cycle ESP learners' motivation and reading comprehension were low. They were not interested in reading English text. The lack of vocabularies made them frustrated when translated the English text. They tried to open dictionary to find the meaning of unknown words, but then they felt that this way was time consuming. The ESP learners' need a lot of time to translate even the short English text, and their effort in guessing the meaning was in vain since it was not easy for them. This situation made them uninterested in reading English text and gave impact to the ESP learners' motivation in learning English. They became unmotivated in learning English. It was proved by some ESP learners' were absent in English class. The other ones who attended the class leaved the class during the lesson. The rest ones who stayed at the class were quite and did not give a good response in doing the tasks. The researchers then use the glossing technique to overcome these problems. In teaching English especially in reading class, the researchers did some actions such as predicted some unknown words and then gave the meaning of those words. Then the ESP learners' were asked to comprehend the text and answered its questions. The researchers then made observation and reflection. The results of the cycle one showed there was an improvement of ESP learners' motivation and reading comprehension. Even though there was an improvement in the first cycle, the target was still not achieved. The researchers then continued to conduct second cycle to achieve the goal. This study expected the ESP learners' reading comprehension score average was 80 (B). In the second cycle the ESP learners' reading comprehension was achieved the goal and the motivation was also better than first cycle. The ESP learners' consciousness of the importance in learning English was high. They tended to be enthusiastic and had a passion in doing the tasks. The improvement of ESP learners' motivation was caused by the researchers' role. In this case, the researchers gave and created variant learning in order students interested to involve in lesson well. The ESP learners were organized to perform a variant activities. In practice, the students were asked to work both individually and groups in order to ease finishing reading task by using glossing techniques and had been

proved very effective. Furthermore, as a tutor, the researchers took personal approach by helping them to solve the problems especially when ESP learners completed assignments. This condition made them felt comfortable to create a good classroom atmosphere. Moreover, as a resource, the researchers helped in reading stage, since sometimes students need help in understanding the words meaning or phrases contained in the texts which were difficult to be translated.

CONCLUSION AND SUGGESTION

The implementation of glossing technique in reading comprehension on English texts at ESP learners of third semester of Language Education, Local and Indonesian Literature Study Program of University of Pancasakti Tegal as ESP learners showed good enhancement. The ESP learners could use the glossing technique well. In the first cycle, they were capable in finding the meaning of unknown words. They could comprehend the English text and answered the questions given. The ESP learners' motivation was also increased but these results did not meet the goal. So the researchers continued by conducted the second cycle. In this cycle, the ESP learners showed good progress in implementing glossing technique. Their reading comprehension achievement was better than the first cycle, and their motivation either. They could identify useful information to be returned into question and found its answer. They could comprehend the English text easily without opening the dictionary and guessing the unknown words. They not needed long time in finding the meaning of unknown words since they did not have to find those words in dictionaries. The ESP learners became interested in reading English text. They enjoyed the English class especially in reading class. They completed the reading tasks well. They were able to comprehend the message contained in the texts although part of them still had weaknesses in making summary. The technique made them active in following reading class from the pre-activity to post-activity.

The improvement of ESP learners' ability in reading comprehension by using glossing technique and their motivation can be considered as the successful learning. Thus, the teacher has to explore this technique, makes preparation of lesson plan before teaching, and provides media or resource book, CD, practical tool as media to improve students' understanding of reading English texts which is given in teaching learning process. These become positive aspects in order to the purpose of the teaching learning process more successful. Related to the next research, this research is recommended to be a reference in conducting experimental research in seeking the effectiveness of glossing technique on active and passive students' reading comprehension and vocabulary learning.

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THE IMPLEMENTATION OF JEOPARDY STRATEGY OF EFL STUDENTS OF STKIP YPUP

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ABSTRACT

This research was implemented to figured out jeopardy strategy can enhance vocabulary of EFL student of STKIP YPUP. The method of this research was pre-experimental method. The third semester student was participated in this study of academic year 2014/2015. In conducting this study, the researcher gave the students pre-test in order to know their prior vocabulary before implementing jeopardy. The result of the research indicated that there was significance different between pre-test and post-test namely the mean score on pre-test (45,97) and the mean score on post-test (90,3). It indicated that there was significance different before and after teaching about jeopardy strategy to enhance the EFL students of STKIP YPUP.

Keyword: *Implement, enhance, strategy, significance*

INTRODUCTION

Vocabulary is fundamental element that can enhance students achievement. Knowing the good side of mastering vocabulary it will be easier to master it. In Indonesia, English language is learned by the students as a foreign language. It has been taught from Elementary school to university. English is divided into four skills that should be mastered by the students of every level of schools and universities. Language is the basic skill which is needed for real communication among people. By using language, we will be able to express our ideas and feeling. Learning a language especially English means we will talk about the basic element of it, namely vocabulary. It is the most important one because language consists of sequence of words. People cannot learn a language without learning words. As Rivers in Farida (2004) said that it would be impossible to learn a language without vocabulary. Language is not a dry bone. It is a living thing, growing entity, closed in flesh of words.

Thus, the English learners should have techniques or methods in learning vocabulary. In short, vocabulary is the basic element of learning English. With the recent growth of English as an international language of communication, there is very clear for people to speak and interact in multiplicity of situations through the language because the globalization use English language. Whenever we think about language, we usually think about mastering vocabulary. It means whenever we use language, automatically we use the words of the language. Therefore, it is crucial for us to have range of vocabulary. By having large of vocabulary, we can precisely open our ideas in communication. It is important to master all of vocabularies in language. Mastering vocabulary means that we know all the words in the language which we use. Rivers in Nunan has argued that the acquisition of an adequate vocabulary is essential for the successful the language learner, without an extensive vocabulary they will be unable to use the language communicatively. Based on the fact above, learning English vocabulary is important for learners of English especially for fourth semester students of STKIP YPUP students because English became a foreign language in Indonesia. Therefore, by mastering vocabulary, the students will master the language skills easily.

From statement above, it is obvious that vocabulary takes a crucial role due to the fact that we always use words when we speaking, reading, writing, and listening so that vocabulary is one of the components of language that should be owned in the language learning including in learning English. The students who have a lot of vocabulary will be easy in doing communication to express ideas and feeling. Therefore, vocabulary is very important in effective communication.

There are a lot of vocabulary problems in teaching and learning process. The factors can be caused by the individualized teacher, by the method that is used, by the less motivation and interest of the students in learning English, or perhaps the students have difficulties in

mastering vocabulary. The teachers need good materials and well preparation to solve these problems. They should provide some new alternative ways or strategies to stimulate the students to improve their own vocabulary. One of the alternative teaching ways to improve the students' vocabulary is fun strategy. When learning is fun, the students can remember what they have learned.

METHOD

The pre experimental study sought to investigate students perception of jeopardy Strategy because it can make the students easy to categorize the words which they learn and each students of every group enjoys studying vocabulary. It means that the method is very important to support their vocabulary. The scope of this research is focused on teaching English vocabulary of EFL Students at STKIP YPUP in relation to: noun, plants, animals, related words, and places.

This study acquired two variables namely dependent variable and independent variable. The dependent variable of this research was the students' English vocabulary achievement and the independent variable of this research was teaching English vocabulary by using Jeopardy Strategy.

This study apply concept of Jeopardy Strategy According to Wallace (1998) Jeopardy is an American quiz show created by Merv Griffin in 1964. It has a unique answer and question format in which contestants are presented with clues in the form of answer, and must phrase their responses in question form. In addition, June, Barb, and Jo (2006) stated that Jeopardy is developing a matrix with six columns and six rows. Title the matrix with the unit of study. The top row's cells are labeled with categories that relate to the unit of study.

Related content terms are listed below each category. Each cell contains a vocabulary word that correlates with the column's category. The six categories to choose, and the answers must be given in the form of question, the classroom can be modified to fit the context of the lesson. The matrix of Jeopardy strategy shown as matrix below as part of speech: (Thomas: 1989)

NOUN	VERB		ADJECTIVE	ADVERB	PRONOUN
	REGULAR VERB	IRREGULAR VERB			
CHAIR	INCREASE	DRINK	CLEVER	NEVER	MYSELF
ROPE	TALK	SAY	UGLY	THERE	MINE
FORK	SHOUT	BEGIN	SMART	NORTH	YOUR
POWDER	REFUSE	SING	HONEST	EARLY	HER
WALL	REPORT	TAKE	STINGY	TODAY	WE

There are many advantages that we can get by using Jeopardy, like strengthen our vocabulary by finding out and thinking of new words, get a quiz that is very fun and educational for all age levels, etc. it also can help students to categorize the words which they have studied.

The instrument of the study used in collecting the data was vocabulary test. It consisted of three types; multiple choice, matching test, and fill in the blank. Multiple choice was fifteen items, matching test was five items, and fill in the blank was ten items which examined the students vocabulary in pre-test and post-test. The content of pre-test is the same as the content of the post- test.

The study used Jeopardy Strategy to treat the experimental class. In this case, the students were asked to guess the correct words based on the clues. The treatment was conducted five times which spent 90 minutes each meeting.

FINDING AND INTERPRETATION

The result of this study show that the student perceived jeopardy strategy it can be seen from the steps in teaching vocabulary by using Jeopardy Strategy were describe as follow:**how to play Jeopardy**, the teacher can apply the following steps when using Jeopardy Strategy of teaching English vocabulary:

Develop a matrix with six columns and six rows. Title the matrix with the unit of study. The top row's cells are labeled with categories that relate to the unit of study. Related content terms are listed below each category. Each cell contains a vocabulary word that correlates with the column's category.

Cover cells with a sticky note or other method to hide terms from students.

Each cell is labeled with a point amount, as follow

(Thomas: 1989)

NOUN	VERB		ADJECTIVE	ADVERB	PRONOUN
	REGULAR VERB	IRREGULAR VERB			
10	10	10	10	10	10
20	20	20	20	20	20
30	30	30	30	30	30
40	40	40	40	40	40
50	50	50	50	50	50

The students were divided into some group or teams, then the first group will choose and they will get an opportunity to guess the word what their teacher means with a lowest available score. The researcher creates a definition or a clue for the word. The definition or clue is stated as an answer.

For examples: Answer or clue: A thin cylinder of finely cut tobacco rolled in paper for smoking. Question : What is cigarette?

Decide whether a student's question represents and adequate understanding of the term. If the members of any group give an incorrect answer or do not answer the questions, other groups will be given a chance to answer.

The activity will continue until all grids are exhausted or until time class runs out. At the end of this game, the team with the most points wins.

Resume, based on the explanation above, the researcher concluded that vocabulary is an element of language that is very important. Vocabulary supports the mastery of language component skills, namely: writing, speaking, reading, and listening. Factors that influence the students' vocabulary mastery come from the students as learners and teachers as instructors. In this research, the researcher used Jeopardy Strategy as a technique (way) to improve the students' vocabulary. In which in this strategy, the students will be asked to guess or find out in dictionary the valid words base on the clues. Those words consist of noun, verb, adjective, and adverb. The First step started about the material, Jeopardy Strategy and how to play it. Then divided the students into some groups. Then the clue was given to the students about the vocabulary word that they have to guess, every vocabulary word has score and every group has an opportunity to answer, there was also round fight for them. The students might to find the meaning of the words in the dictionary. The highest group's score is the winner. The second step students completed about the material that they had learnt in the first meeting, then divided

the students into some groups. The clue was distributed to the students about the vocabulary that they have to guess, every vocabulary word has score and every group had opportunity to answer. Then this study introduced about the new material, namely noun. The final activity, come to the explanation about the words which had been learnt. The Third step, The students studied about the words that related with plants and animals in this meeting. The researcher gave a clue based on the word, every vocabulary word has score and every group had an opportunity to answer. The Fourth step The researcher divided the students into some groups. The students studied about the related word. The researcher gave a clue based on the words. The highest group's score was the winner. The Fifth step, The students studied about the Places. They might find the meaning of the words in the dictionary. The final activity, the researcher explained about the words which had been learnt. The Sixth step The researcher reminded the students about all the words that they have learnt in the last meetings. The students might to find the meaning of the words in the dictionary. The final activity, the researcher explained about the words which had been learnt. The result of Post –test.

After the treatment, the post test was conducted to find out the students' achievement in learning vocabulary. It was used to check the result of treatments; it was also useful to know whether Jeopardy Strategy is effective to be used in teaching vocabulary.

In this section, this study discusses about the result of using Jeopardy strategy application in teaching English materials especially for teaching vocabulary. The application of jeopardy strategy in teaching vocabulary of EFL students could increase students' vocabulary in learning process. The mastery of vocabulary is very important. We use vocabulary in the form of language to express our feelings, idea, etc. Whether is orally or in written to other people. Talking about vocabulary, it cannot be separated from four language skills: listening, speaking, reading, and writing. The proficiency of someone's speaking is influenced by his/her vocabulary.

Learning vocabulary through Jeopardy strategy is very interesting because the students can be motivated to learn and made the students not bored and easy to know some new vocabulary. It was also supported by the statement of KaigenKeed (2010) that Jeopardy is an excellent vehicle to practice vocabulary and word definitions. This game also provides an opportunity for students to learn how to develop potential test questions through words category.

Even though this researched, has proven that Jeopardy Strategy can motivate and improve the students' achievements in vocabulary but also the researcher found some weakness of cooperative learning. It was difficult to activate all students because just the active students dominate the teaching and learning process. Some passive students were silent and waited for her/his group friends to found the word in dictionary. Sometimes students were so excited which caused too much noise in the classroom when the fight round of this strategy, this problem can break students' concentration of the vocabulary words. Even though there were some weaknesses which have been found but at the end of this study all the weaknesses have been decreased.

From the reason above, Jeopardy Strategy can make the students enjoy in learning and easy memorizing vocabulary because they did their jobs together with all the members of their group. Therefore, they felt happy to did it and unintentional to memorize some new vocabulary. In other words, relax but serious.

Harmer (1991) provided some strategies in teaching vocabulary. One of them is enumerating the teacher introduces word by enumerating them with their general and specific meaning. A word with a general meaning, for instance animals, the teacher introduces this word and asks the students to find out some specific words relate to animals such as: cat, dog, lion, snake, etc. This strategy relates to jeopardy strategy, it is an American quiz which has an unique answer and question form in which contestants are presented with clues in the form answers and must phrase their responses in question form.

This was proved by the t-test value of students' achievement, where the t-test value was greater than the t-table value and the mean score of students post-test was higher than their pre-test scores. The technique which was applied to teaching English in order to improve the vocabulary skills in learning process of the second grade students in using jeopardy strategy. This technique was able to change and increase the students' vocabulary skills became better than before.

The description of the data collected through the tests (pre-test and post-test) as explained before, shows that the students achievement in vocabulary skills before giving treatment was far from satisfaction. It was supported by the rate percentage of the students' achievement in pre-test (before teaching by using jeopardy Strategy), where there were 11 (55%) out of 20 students fell into very poor scores, 4 (20%) students fell into poor score, 5 (25%) students fell into fair score, and none (0%) fell into very good and good scores.

The rate percentage of the students' achievement in post-test, shows that 10 (50%) of the 20 students' got 'very good' score, 10 (50%) of the 20 students' got 'good' score, and no one students' got 'fair', 'poor', and 'very poor' score. It can be concluded that the students' vocabulary were achievement classified as good.

The comparison students' score between pre-test and post-test, which that none of the student was classified into very good, and good, 5 students (25%) were classified into Fair, 4 students (20%) were classified into poor, and 11 students (55%) were classified into very poor, while in post-test, 10 (50%) of the 20 students' got 'very good' score, 10 (50%) of the 20 students' got 'good' score, and no one students' got 'fair', 'poor', and 'very poor' score. based on the explanation above researcher concluded that, the students' vocabulary improved after using jeopardy strategy.

The researcher explained the situation score of students' vocabulary in pre-test and post-test, there were 20 students score increased, 0 student who's score unchanged and no one of 24 students has lower score. It means that 100% students got improvement of their score and 0% did not get improvement and 0% student got lower score. Based on the explanation about the situation score of students' vocabulary above, the researcher concluded that, there were significant different about students' score after conducting vocabulary test by using Jeopardy.

Based on the description in this discussion, it can be conclude that the teaching of English especially teaching vocabulary by using jeopardy strategy is better to be used because it had been proved from the statistical analysis of t-test and the result showed that the students' vocabulary achievement is better than before. The data which obtained from the statistical analysis indicated that there is a significant difference between students' vocabulary skills before applying jeopardy strategy and after being taught by using that method. It is showed that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) accepted or based on the result,

The study concluded that, using Jeopardy strategy can improve the second grade students' vocabulary. Before being taught using Jeopardy strategy, the students' achievement in vocabulary was classified as poor ($\bar{X}_1 = 45,97$) It could be seen in table 4.5 that , there was none student (0%) got very good score, in pre-test (before teaching by Using Jeopardy strategy). It can be obviously seen that none of the student was classified into very good, and good, 5 students (25%) were classified into Fair, 4 students (20%) were classified into poor, and 11 students (55%) were classified into very poor.

The student's achievement in speaking in post-test was classified as good score were ($\bar{X}_2 = 90,3$). It could be seen in table 4.7 that, achievement in post-test, 10 (50%) of the 20 students' got 'very good' score, 10 (50%) of the 20 students' got 'good' score, and no one students' got 'fair', 'poor', and 'very poor' score. It can be concluded that the students' vocabulary were achievement classified as good. Based on the result above, it can be concluded that the rate percentage of the post-test was higher than the percentage in pre-test.

CONCLUSION AND SUGGESTION

This study explored Jeopardy strategy as one of the strategy in teaching was crucial and significant in improving vocabulary mastery. Jeopardy strategy can motivate the students' active in learning vocabulary

Learning vocabulary through Jeopardy strategy is very interesting because the students can be motivation for the students not bored. It was also supported by the statement of KaigenKeed (2010) that Jeopardy is an excellent vehicle to practice vocabulary and word definitions. This game also provides an opportunity for students to learn how to develop potential test questions through words category.

The study calculates the students' mean score in both pre-test and post-test which, the students' score in pre-test before using jeopardy strategy were 45,97 classified as very poor and the students' score in post-test after using jeopardy strategy were 90,3 classified as very good. It means that, the students' vocabulary mastery improved after using jeopardy strategy. It is suggested to use jeopardy strategy in teaching and learning English vocabulary as one of the effective teaching methods. In improving student's achievement in vocabulary mastery, the teacher of English can use jeopardy strategy in the class to improve their vocabulary mastery. The students' participation also can be improved by using this method, and they could enjoy their teaching learning activities.

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THE EFFECT OF EXPERIENTIAL LEARNING IN ESSAY WRITING TOWARDS THE STUDENTS' WRITING QUALITY

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ABSTRACT

Experiential learning is the way of the students learning that emphasizes the experience of the students as a major role in the learning process. It distinguishes from cognitive theories that tend to emphasize the influence of cognitive and learning theory attitude. The purpose of this study is to know the effect of experiential learning in essay writing towards the students' writing quality. The experimental research is carried out by using single group pretest-posttest research design. The students are given pretest, then they are given treatment using experiential learning, the last the students are given posttest. The subjects of the research are the third semester students of English Department, IKIP PGRI Madiun. The students are asked to write two times. The students are assigned to write an essay without being taught using experiential learning as pretest. Then, the students are assigned to write an essay after being taught by using experiential learning. The data are analyzed by utilizing paired sample t-test with the level of significance at .05. The result of the study shows that there is significant different between the students who write an essay after being taught by using experiential learning than without being taught using experiential learning. The mean of the students who write an essay after being taught by using experiential learning is higher than those who write an essay without being taught using experiential learning. It can be concluded that experiential learning has a significant effect in writing quality. It is suggested to be used in essay writing. It helps the students to compose the essay well.

Key words: *writing, experiential learning.*

BACKGROUND OF THE STUDY

Experiential learning is learning which starts from the concrete experience of the students, reflective observation, abstract conceptualization and ends with active experimenting. There are a number of studies have been conducted on experiential learning (Jordi, 2011; Juistio and Dibiasio, 2006; Knobloch, 2003; Kolb and Kolb, 2009; Kolb, et.al, 2000; Lewis and William, 1994; and Meittinen, 2000). The study focuses on the reframing the concept of reflection of experiential learning, self directed and long life learners, authentic learning, meta cognitive of experiential learning, and focuses on the encouragement of the learners about their experience to develop the skills, new attitudes, and new ways of thinking.

Experiential learning is the learning from the experience as a major role in learning process which builds the ability of the students autonomously. Kolb, et.al (2000) mentions that experiential learning is a method that emphasizes the experience as a major role in the learning process, an emphasis that distinguishes from cognitive theories that tend to emphasize the influence of cognitive and learning theory attitude thus avoiding subjective experience in the learning process. Brown (2001) mentions that experiential learning concretes student's experience through discover the language principle by trial and error. It is by processing feedback, by building supposition about language, and revising the assumption. The activities on experiential learning are hands-on project, computer activities, research projects, cross cultural experiences, field trips and other side, role plays and simulations (Brown, 2001).

Experiential learning has been also conducted on writing classroom activity. Styati and Vendityaningtyas (2015) have been conducted the research about the the implementation of experiential learning in paragraph writing. The experiential learning in this study is described that it is effective method as the major role of learning in the teaching and learning process especially used in writing classroom. The students' improvement can be known from the

students' writing score and the result of observation done in the classroom. Moore, et.al (2010) focuses on the effects of experiential learning with an emphasis on reflective writing on deep-level processing of leadership students. Freeman and Rossignol (2010) have been conducted the research on taking risks-experiential learning and the writing student. It enables the students more confidently to take risks, accepts challenges and transforms their understanding of their own knowledge, skills and identities.

There are still a number of previous research have been shown the limitation of their study. Styati and Vendityaningtyas (2015) mention that it is needed to process the evaluation, guide the learners' progress and give the students relevant feedback about the development of their competence. McManus and Thiamwong (2015) suggest that the students need to learn how to self-evaluate their own writing and the writing of others. They need to be able to work productively in a group, to be able to think and reflect critically on the topic and find the right answer for themselves on issues.

Based on the explanation above, this article aims at investigating the effect of experiential learning in essay writing towards the students' writing quality. It is to know whether the students writing quality after treating by using of experiential learning in essay writing have better writing quality than the students writing quality before treating by using experiential learning in essay writing.

METHOD

This study is conducted at the college students of University level. The subjects are the third semester students of English Department of IKIP PGRI Madiun. It is chosen purposively because the researcher wants to investigate in short term effect on how effective of experiential learning in essay writing towards the students' writing quality for the subjects. It employs single group pre-test and post-test of experimental research design.

There are 23 students in this study. The students are treated into three phases. The students are given pre-test, treatment, and post-test. In the treatment, the students are taught by using experiential learning in the writing classroom activity.

The stages of using experiential learning in the classroom are (1) the students explore their experience relating to the topic; (2) the students share or exchange and discuss their experience to build the ways of their thinking; (3) the students discuss and analyze their experience; (4) they discuss how their experience happen in their life; (4) the students make generalization of their experience; (5) the students apply their experience based on their context now; and (6) finally, the students begin to write after doing the previous activity cycles to make a good writing.

This research uses writing test as the instrument of the research. The writing instrument is made based on blue print. The students are assigned to write twice in essay writing. The students write in the pre-test and write in the post-test. Then, the inter-rater is employed to help in scoring the writing test. Analytic score is used to analyze the students' writing. It focuses on organization including body and conclusion; logical development of ideas; grammar; punctuation; spelling and mechanics; and styles and quality of expression.

In analyzing the data, the researcher uses paired sample t-test. The paired sample t-test is used to analyze the pre-test and post-test of the result of students' writing test. Pre test is analyzed to know the ability of the students before giving treatment to the students.

Result and Discussion

This section presents the result and discussion of the research. The result is presented in the form of tables. Table 1 presents the pair sample statistics of pre-test and post-test from the students writing score. Table 2 presents paired sample correlations of the writing test. Table 3 presents the paired sample t-test. Then, the discussion section is presented after the result of the research.

Table 1. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error
Pair 1	Pre-test	74.6087	23	1.40580	.29313
	Post-test	80.6957	23	1.60779	.33525

To know the different writing score of the students who are taught using experiential learning before and after treatment in this research, then the paired sample statistics is used. From the result of paired sample statistics it can be known that the mean is different from the pre-test and post test. The mean of pre-test is 74.6087 and the mean of post-test is 80.6957. The mean of post test is higher than the pre-test. Then, the following is presented the correlation between pre-test and post test.

Table 2. Paired Samples Correlations

Paired Samples Correlations				
			N	Correlation
Pair 1	Pre-test	& Post-test	23	.769
				Sig.
				.000

Based on the table above, it can be known that the writing test on pre-test and post-test has high correlation since the result is .769. Then, the sig. is .000 is lower than the significance tolerance ($p < .05$). Then, for the clear significance of the writing score in this research the paired sample t-test is used and presented in the following.

Table 3. Paired Samples Test.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
					Mean	Std. Deviation			
Pair 1	Pre-test - Post-test	-6.08696	1.04067	.21700	-6.53698	-5.63694	-28.051	22	.000

The table above shows that the level of significant difference between these two pre-test and post-tests is defined as .000. The sig. (2-tailed) is .000. It indicates that the value is significant difference since the significance of tolerance is lower than .05. It shows that experiential learning effect the students writing in the research.

Based on the result, it is known that the different between pre-test and post-test can be seen from the different means in the paired sample statistics. The students' mean in the pre-test before treatment is 74.6087 and in the post-test is 80.6957. It is significantly different from the two means in pre-test and post-test. It implies that the use of experiential learning in essay writing is effective to be used in classroom writing.

The correlation is that students who write after treating by using experiential learning have better result than those students who write without being treated by using experiential learning, since the mean of with experiential learning is 80.6957 is higher than the mean of without experiential learning 74.6087. It is certainly that there is significantly difference in which the probability due to sampling error is .000 smaller than .05. It implies that experiential learning is effective to be used in essay writing classroom in order that to create good writing.

The effectiveness of experiential learning in writing classroom has some benefits. Yee ng, et al (2009) report the study that it facilitates the transformation of experience into experiential learning. It can be seen that it supports this research. Lewis and William (1994) mention their study about the important to implement experiential can encourage individuals to

become continuous learners, to extract meaning from their experiences, and to pass the learning along in collaborative contexts. Moreover, Meittinen (2000) finds that experiential learning can foster and change the students' real life. Kolb and Kolb (2009) find that the students can use to improve their effective learning and develop meta-level model of learning.

Experiential learning has many advantages. Styati and Vendityaningtyas (2015) find that experiential learning in writing makes the students are interested in writing enthusiastically, focuses on explanation about the material very well and supports the learning process in the classroom. This means the previous research also shows the effectiveness of experiential learning. The other advantage is mentioned by Jordi (2011) reports that proposes a set of elements, characteristic of individual and groups of students in experiential learning, which can provide a framework for a more expansive and integrative conceptualization of reflection. Reflective practices can facilitate a learning dialogue between the implicit embodied experience and conceptual aspects of our consciousness.

To sum up, the effectiveness of experiential learning in essay writing towards the students' writing quality can be seen from the analysis of the data. The analysis shows the different means of the pre-test and post-test in this research. It is also seen from the paired sample t-test which present the significance of the sig.value which is lower than from the p value (.05). The use of experiential learning in writing classroom activity based on this research has benefit such as facilitates the transformation into learning experience.

CONCLUSION AND SUGGESTION

Experiential learning is effective method used in the writing classroom activity. The use of experiential learning can facilitate the transformation into the experiential learning, encourage the students become autonomous learners, foster and change the students' real life, and improve their effectiveness learning and develop meta-level model of learning. Experiential learning is the concept of frame to become learners' autonomous for the students in the teaching and learning process. It can be concluded that experiential learning has a significant effect in writing quality. It is suggested to be used in essay writing. It helps the students to compose the essay well.

The future study on experiential learning might be conducted in more subjects of the research. It might be in the two groups of the research. It is to compare whether the students who are taught by using experiential learning have better result than the students who are not taught by using experiential learning. It is also can be broaden in the various genres which are asked to the students to write. The limited time should be solved to make more effective in the teaching and learning process in the writing classroom activity. Furthermore, experiential learning might be employed the other skills of English.

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IMPROVING STUDENTS' READING COMPREHENSION BY USING QUESTIONS TOURNAMENT AT THE SECOND GRADE OF SMP

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ABSTRACT

This research was done to overcome the problem of understanding reading English text so the purpose of the research to investigated whether questions tournament technique can lead students to answer the questions perfectly, orally, bravely and to know whether questions tournament can increase students ability in comprehending reading text. This was classroom action research. The technique of collecting data used Triangulation method. It led to seek the validity of the research by collecting informations from tests, observations, interviews and study documents. The subject of the research were 36 students of class 8B SMPN Satap catang in the year 2015/2016. The datas were analysed descriptively. The standard minimum of the material was 70. The results of the test increase significantly. There were 28 students or 77% students were under minimum standard so just 21% students got the minimum standard in the pre test. There were 12 students or 34% students were under the minimum standard so 66% students got the minimum standard in the first cycle. There were 5 students or 14% students were under the minimum standard. From the interviews showed that many students thought that they find interest and challenged to be the winner in learning reading text and the observation showed active participation of the students in the class. The result of the research showed the effectivity of using question tournaments technique to improve students comprehending in reading text.

Key words: *reading comprehension, questions tournaments, second grade students of SMP*

INTRODUCTION

English as foreign language in Indonesia not as second language so most of the students think that English is difficult subject. Students are hard to understand the reading material although they are in the third grade. It can be proved by evaluating the result of reading test. They are poor in answering the questions based on the text. It happens in SMPN Satap Catang. Most students always get bad mark in answering the reading based on the text. It always happens time to time for example the result of national exam try out in the year 2013/2014 was 4,71 and 3,53 in the year 2014/2015. This problem could not be allowed to drag on. It must be find out the solution of the problem. One of the solution by using question tournament. This was one from many reading technique that deemed appropriate for students in this school. The Questions tournament uses the concept of W-H question. The aim of using this technique to increase students ability in comprehending reading text. This technique also combined with TGT (team group tournament) and interactive read aloud so the lesson to be more interesting, challenged and attract students to participate in learning reading material in class. The purpose of the research to investigated whether questions tournament technique can lead students to answer the questions perfectly, orally, bravely and to know whether questions tournament can increase students ability in comprehending reading text. The beneficial of using this technique for students: (1) enhance students ability to understand the reading text. (2) more confidence and eager to follow the process of learning to read in the class and for teachers as an alternative teaching reading in class

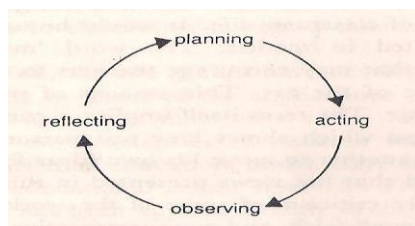
Before discussing any further let us peel what reading text is. According to Luxemburg (1992:86) define reading text as an expression language by content, syntax, pragmatics as a unity. (1) Content: a good text must expresses ideas and images that exist in life. The ideas and images express into language like telling a story such as drama, prosa and a string of words as a poem. The writer can express the ideas and messages explicitly and implicitly. The content of the text relates with semantic. Semantic is one of the

studies in the language associated with meaning.(2) Syntax: syntactically a text must show linkage. The linkage will appear if elements in grammar functions as a consistently used.(3) Pragmatic: pragmatic relates with the situation and circumstances to the language used in certain circumstances. Luxemburg,et.al (1992:87) express that pragmatic relate on how the language used in a certain social circumstances. Reading is the process of getting message by the reader or a process that has demanded that the word is a unity will be seen in a glimpse and that the meaning of individual words will be known (Hodgson,1960:209-2010 in Tarigan). The purpose of reading according to Tarigan(1979:9) to get informations include content and meaning. Harmer(2007:99) stated that students read for specific purpose or for refreshing. Reading also important as a language acquisition. More read more easily understand the text. Reading a text also gives positive impact to increase students vocabulary, the way of reading such as pronunciation, intonation and drill. Hayon (2003:58-59) stated that understanding a text depend on the reader and a text. The main basic for reader to understand reading text is having reading skill include the technique on how to read. The reader also must have the knowledge of language such as vocabulary,sentences,paragraph etc.In general, the elements of comprehension of discourse are(1)to know or understand words, sentences, chain sentence with another sentence.(2) Identify topic of discourse (3) differentiating ideas in important and less important, in a major and not.(4) make assumptions and conclusions (5) making the core message.As for question tournament consist of two word those are question and tournament. Question is one of the skill in teaching. Giving a good question to students is good teaching. If the teacher gives questions to students it mean she leads the students to learn. One feature of learning competencies for a teacher asked a question programmed to students.An important factor in asking question to students is each a good question must show certain category.A question with certain category will lead students to think in a certain category too so students are trained to think systematically.The questions which is arranged systematically be able to make students to remember, recognize and repeat prior information (Parera,1993: 15,16,19). Giving good questions will give the positive impact to students such as (1) It increase students participation in learning process (2) It develops the way of students active think (3) It leads the way of students think because the good questions will help students to get perfect answer (4) Arouse interest and curiosity of students to the issues being addressed and discussed (5) Focuses on students' attention to the issue being discussed. While the meaning of tournament is competition, contest, championship. So question tournament mean the teacher gives questions to students and students try to make competition to answer the questions.The winner of the competition is the student or group who answered the most questions perfectly.

METHOD

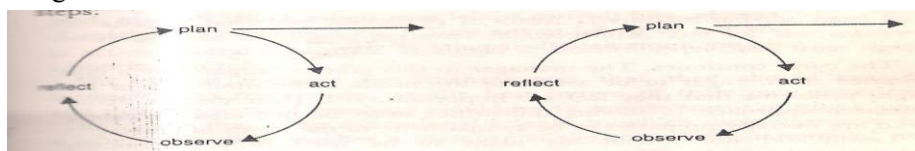
This is qualitative research and the method used in this research is classroom action research. Classroom action research is an approach that involves both action and research in the classroom. Louis Cohen et al,(2005:227) in their book *Research Method In Education* quote the opinions of Kemmis and Mc-Taggart , they define action research that action research is a form of collective self-reflective inquiry to improve the rationality and justice of their own social or educational practices.Kusnandar(2008:58-64) states that the characteristics of classroom action research are: on the job problem oriented, problem solving oriented, improvement oriented , tends to improve the quality of learning outcome, cyclic that the action implemented in several steps, The researcher as a model/teacher, increasing the quality of learning through improving in practicing learning in class, as innovation in learning. While the beneficial of classroom action research for teacher are: could improve the quality of teacher's work, Teacher is able to improve the learning process through deep study toward what happen in the class. The mode of classroom action research in this research adopted from Kurt Lewin. According to Lewin, in McNiff(1998:22-23) classroom action research consists of several cycles and each cycle consist of four stages, those are : (1) Planning (2) Acting (3) Observing and evaluating (4) reflecting. The cycles of action research could be illustrated as depicted in figure 1.1 as follow:

Figure 1 Kurt Lewin's mode of action research



This step would then move on to the next step of re-planning, acting, observing, reflecting, and perhaps produce a whole series of steps, showed on figure 2

Figure 2 The chain of Kurt Lewin's mode of action research



The activity done in each steps:(1) Planning: design lesson plan of teaching reading using question tournament,prepare observation sheets,prepare the text and instrument for test.(2) Action: implementing the lesson plan in the real class. The researcher plays as a teacher.(3) Observation: two teachers will observe the process of teaching and learning and write in the field notes and observation sheets, record the process of learning by using camera.

(4) Reflection : the teacher and the observers discuss the learning process that has done by the correction of the weaknesses of the action and also the strong of the action. The revision is written in the planning when design lesson plan and implemented in next cycle.The research will stop if there is no problem find in the research.Subject of the research were 36 students of class 8B consist of 17 girls and 19 boys.The research had done for one month in the March 2016. The datas are from observation,interviews,tests and study documents.(1) Observation is a monitoring done by colleague, observer and participant. It plays a main role in the research and support the validity of the research. Louis Cohen et al, (2005:309) in their book quote the opinion of Juanita Heigham and Juanita Crocker, they suggest that Observation involves watching events and people in such a way that self-consciously heightens your senses (hearing, seeing, and monitoring) of what is happening. It involves paying particular attention to things you are interested in investigating, and screening out for the time-being other events that are less relevant.(2) Interview is a way to check the accuracy or verify the impression from observation. Interview is conducted to eight groups of students and two teachers who observe the research. The purpose of the interview to get the information of what is on students' minds, what they thinks and how they feel about implementing the cards in teaching grammar in the classroom.(3)Test is used to measure the student achievement of learning. It is done after finishing the lesson. This research will do three times of test from three sessions.(4)Study Document is needed to complete the research report. It is from photographs, or video tape i.e. photo elicitation.

To get the valid and reliable data used triangulation method that the datas get from other perspective to support the result of this classroom action research. The datas taken from tests, observation, interviews, and study documents.

FINDINGS AND DISCUSSION

The research done to investigate the effectivity of question tournaments in teaching reading text to students. Before doing the research, teacher gave pre test to students to know how the ability of students in understanding the text and the prior knowledge.The result most of students or 28 from 36 students did not answer the questions of reading text perfectly or they got the mark below minimum standard. Based on that result, the teacher try to implement question tournament in teaching reading text to students. In the first cycle teacher design lesson plan, divided students in six groups, made observation sheets, determined the text. The text used in the first cycle was medicine, made instruments for tests and determine of minimum standard

was 70. When implementing the technique in class, class divided into six groups so there are six groups from group I to VI. Teacher gave the text to each student and the teacher read the first sentence loudly, students repeat what the teacher read together three times and the last teacher pointed one of the student to read on what had read together. After that the teacher ask question based on the sentence that had read together and the answer was on the sentence itself. The pattern of question was W-H question. For example: Teacher read the first sentence of Medicine, There are two kinds of medicine and the question from this sentence was: How many kinds of medicine are? There are two kinds. The fifth sentence: Old people usually like drinking it. The question: Who usually like drinking it? The answer: Old people. In the section classroom setup such a match. The teacher gave the chance to student who show the hand first. The text consist of thirteen sentences so the activities repeat thirteen times and the result of the match were group I got 200 scores, group II got 500 scores, group III did not get scores, Group IV 300 scores, group V do not got score and group VI do not got score and three questions did not answer by students. The winner was group II. From the activities, teacher observe the students that students try to guess the answer and meaning of the text based on a series of words in a sentence. Teacher gave test to students at the end of the session and the result that there were twelve students who did not get minimum standard or 34% students were below minimum standard. In the second cycle, the text was The ugly duckling consist of thirty four sentences. Class divided into six group again and setup such a match. The teacher read one sentence and students repeat after the teacher and it repeated three times and the last teacher pointed one of students to read the sentences and the teacher gave question to students based on the sentence that had read together and the answer was on that sentence too. For example: Once upon a time, a mother duck sat on her eggs. The question: When did the mother duck sit on her eggs? The answer: Once upon a time. The second sentence: She felt tired of sitting on them. The question: How does she felt on sitting on them? The answer: she felt tired. They did not find confusing whether the text in first cycle was present and in the second cycle was past tense because they did not focus on pattern but on meaning. They had to know the meaning of W-H question. The result, group I got 600 score, group II 700 scores, group III got 500 scores, group IV got 900 scores, group V got 400 scores and group VI got 400 scores. So the winner was group IV. The teacher gave the test at the end of the session and the result of the test that there were five students who got the score under 70 or 14% students were below the minimum standard. The research showed the significant improvement of understanding reading text based on the activities in the two cycles. The students try to guess the meaning of the word and the meaning of a sentences by reading aloud several times and students also try to guess the meaning of the question by comprehending W-H questions consist of what, where, who, when, where, why and how. Although they got different kind of text at the first was descriptive text and the second cycle was recount text but students did not find the problem of the differentiation because they just focused on the meaning and tried to guess the answer rapidly because they wanted to be the winner. The concept of tournament made students get active participation in the class and in the group. Each students in each group contributed ideas or alternative answer and for the less intelligen also participate actively helping hand picked first instance while his friends think looking for answer. The cooperation in the group arouse naturally because they had the same aim to answer the question perfectly and to be the winner. The increasing of understanding reading text from the test result of each cycle showed in the table below:

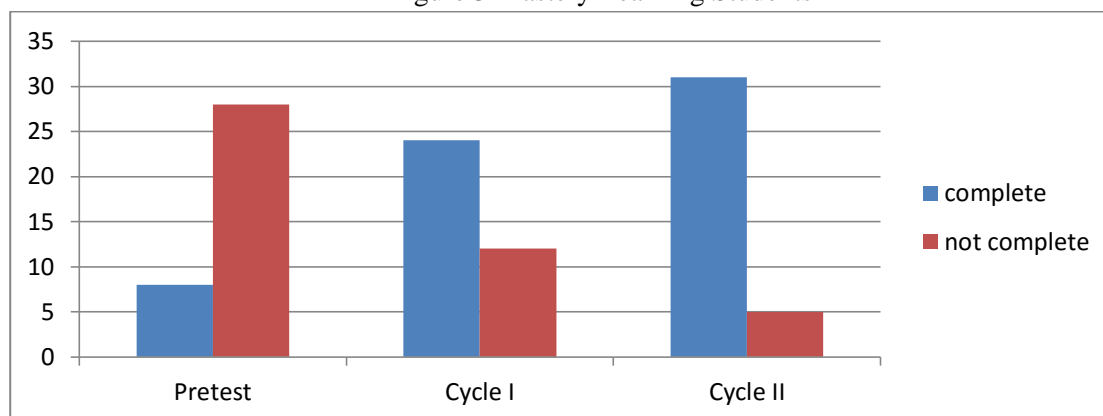
Table 1 The percentage of mastery learning students from tests

Siklus	The amount of students	Minimum Standard	The amount of students			
			complete	%	Not complete	%

Pretest	36	70	8	23%	28	77%
I	36	70	24	66 %	12	34 %
II	36	70	31	86 %	5	14 %

From the table showed that in the pretest eight students were complete the test while 28 students not complete. In the first cycle 24 students were complete the test while twelve students were not complete and in the second cycle 31 students were complete the test while five students were still uncomplete. To see the comparison between students who complete and uncomplete learning more details, see the figure below:

Figure 3 Mastery Learning Students



From the figure above clearly showed that there was significant improving in comprehending the reading text of students. The amount of students who complete the learning increased from cycle to cycle in other hand the amount of students who uncomplete learning decreased from cycle to cycle. Interviews showed that most students found interesting and challenged when learning reading text by using questions tournament. They also found that learning reading using this technique make them easy to understand the text.

CONCLUSION AND SUGGESTION

This classroom action research conducted in two cycle. These learning activities can not be separated from the maximum effort that has been made by teacher. The observation of students activities in both two cycles showed an increase of enthusiastic students in answered each question correctly. Interviews showed that most students find interesting because it can increase students participation in learning process. This technique also make the students easy to understand the reading text. The results of the test increase significantly from pretest, first cycle and second cycle. There were 28 students or 77% students were under minimum standard so just 21% students got the minimum standard in the pre test. There were 12 students or 34% students were under the minimum standard so 66% students got the minimum standard in the first cycle. There were 5 students or 14% students were under the minimum standard. The datas above show that the use of question tournament effectively be able to encourage students to answer the questions bravely, perfectly and orally, it increases students ability in comprehending the text.

The use of questions tournament in reading lesson as an alternative way of teaching reading in class to improve students comprehension in the content of reading text. Its better for the teacher to seek other alternative way of teaching reading so the result of the research will be better and get the optimal target.

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IMPROVING STUDENTS' READING COMPREHENSION THROUGH RECIPROCAL TEACHING

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ABSTRACT

Reading is a mental skill that needs to be mastered by college students not only to accomplish their academic tasks but also to deal with many kinds of activities in their lives. But in fact, many students still get difficulties to comprehend the message of a reading text especially for the third semester students of English Department of Wijaya Kusuma Surabaya University. The students are accustomed to being asked to answer the questions as soon as they finish scanning the text without appropriate guidance. As a result, they are passive and not challenged to explore the text deeply. Based on this condition, the writer applied reciprocal teaching to improve the reading comprehension of the third semester students of English Department of Wijaya Kusuma Surabaya. Reciprocal teaching refers to an instructional strategy that the teacher takes a part as the first model and guides to practice a set of reading comprehension strategies, and then she is gradually giving responsibility to the students. Those comprehension strategies are questioning, summarizing, clarifying and predicting. This study uses classroom action research which consists of three cycles. It uses observation and test to get the main data. The subjects are 40 students. The result of data analysis is compared with the successful indicator. The results of the first and second cycle can not reach the successful indicator that most of the students' score can not reach the successful indicator (> 70). But, in the third cycle It shows the significant improvement. The result can reach the successful indicator. Therefore, the writer does not continue to the next cycle. In conclusion, from the result above, reciprocal teaching can improve the students' reading comprehension.

Keywords: *Reading Comprehension, Reciprocal Teaching*

INTRODUCTION

Reading is considered as the important one since good reading ability has an important role to the development of student's ability in learning English. Dias – Rico (2004) state that reading is the most essential skill for success in all educational contexts. Therefore, it is important for students to have a good reading skill. Based on the explanation above, reading is one of the important skills of English that the students should master. According to Kobayashi (1975) cited in Triyastuti (2007) reading is considered to be the one basic tool of language which means that every aspect of learning uses reading as a major component. In other word, students are hoped to read a lot especially for them who want to increase their knowledge and master English well. reading has very important role in our daily life and gathering new information. That is why, teaching – learning process at reading has a particular importance because reading is a basic skill to learn something and very fundamental for students. Mikulecky (1990) states that the teaching of reading has an important role since it is the teaching of thinking and talking about text which is required for academic success. Unfortunately, in fact, many students consider that reading seems to be a difficult task. The students have problems in reading class, such as feeling bored and having difficult in comprehending the reading passage. In other word, students do not enjoy reading class because they not only have to read the text but also to activate their prior knowledge and match them with the information they get in order to achieve comprehension. Nuttall (1985:68) says that the main purpose of reading is to achieve comprehension. This fact also occurred in the third semester students of English Department of Wijaya Kusuma Surabaya University. Based on an observation, the writer found that some students had problems in reading class. First many students were passive and had less attention to the teacher's instruction in teaching reading activity because of feeling bored and having less motivation. Second, the students failed to comprehend a reading passage. They did not know the meaning such as they could not catch the information from the text or comprehend it. These

problems were caused by teaching-learning process which was not able to improve students' reading comprehension. In the previous reading class, the way of teacher taught was monotonous because she did not give the chance to the students to interact among them. Besides, the teacher only gave students assignment and asked them to collect it. Next, the teacher did not give the opportunity for students to interact and discuss with the teacher. Students had a little opportunity to construct meaning from text among them. Based on the description above, it showed that the teacher should teach reading strategies to their students. The writer decided to apply a technique in teaching learning process which could help both the teacher and the students to solve problem in reading class especially in comprehending the text. The suggested technique is reciprocal teaching. Rosenshine and Master (1990) reviewed 16 studies of reciprocal teaching and concluded that reciprocal teaching is a technique that improves reading comprehension. In reciprocal teaching, teacher as the first model the comprehension strategies then she gives students this responsibility to practice these strategies in their groups. By using reciprocal teaching students are taught four comprehension strategies: summarizing, questioning, clarifying, and predicting. According to Palincsar and Brown (1984) four basic strategies (predicting, clarifying, questioning, and summarizing) help students recognize and react to sign of comprehension breakdown. Palincsar (1986) states that the purpose of reciprocal teaching is to facilitate a group effort between teacher and student as well as among students in the task of bringing meaning to the text. It means that reciprocal teaching involves a high social interaction and collaboration, as students gradually to assume the role of teacher in helping their peers construct meaning from text. Based on these statements, the writer chose reciprocal teaching to improve students reading comprehension at third semester students in class of English Department of Wijaya Kusuma Surabaya University.

This study is based on the statement of the problem "Can reciprocal teaching improve the students reading comprehension". And the objective of this study is to find out whether reciprocal teaching can improve students reading comprehension. The significance of the study is, for teacher, to give an alternative way which can be applied in their reading classes. While for students, by using this strategy, they can foster and monitor their own understanding of reading material, and at last improve their reading skill. In this study, the writer focuses on applying reciprocal teaching in order to improve students' reading comprehension. The writer conducted the study to the third semester students of English Department of Wijaya Kusuma Surabaya University, academic year 2015-2016.

REVIEW OF RELATED LITERATURE

The Teaching of Reading

Since reading is one of an important skill that should to be master in learning English, so the successful of teaching of reading should give more attention in teaching-learning process. Mikulecky (1990) states that the teaching of reading has an important role since it is the teaching of thinking and talking about the text which is required for academic success. It means that the teaching-learning process of reading has a particular importance because reading is a basic skill to learn something and very fundamental for students. That is why students are expected to read a lot if they want to master English well.

Teaching of reading is not easy job and not easy task. In line with Eskey, Abbot et al. (1981) state that teaching reading is not an easy task since it will not automatically follow on from oral work. Because when the teacher teaches reading subject she/he should give the strategy that help the students how to comprehend the text and think on their own mind. So it can help them to become independent readers. Besides, in reading activity the students not only have to read the text but they have to comprehend it. The goal of reading class is to express the meaning short of functional text and various kinds of essays in daily life context and to access knowledge. From this statement we can conclude that in reading activity, students should be able to express the meaning of text and essay. Since the teaching of reading is important role, the teachers are expected to teach a reading strategy to the students in order to help them in comprehending text and to be a good readers.

Reciprocal Teaching

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 (Palincsar and & Brown, 1984:20). Pioneer reciprocal teaching researchers Palincsar and Brown (1984) developed this strategy to reinforce comprehension in L1 and ESL reading classes. In other word, reciprocal teaching is a teaching technique in which the teacher leads a discussions of the text while modeling reading comprehension strategies then she begins to have the students take the role of teacher or dialogue reader. As students begin to lead the dialogue process, the teacher assumes the role of guide or facilitator, rather than leader. Reciprocal teaching is an instructional approach designed to improve reading comprehension in which the students are encouraged to use reading strategy. According Lori D. Oczuks (2003:2) the original goal of reciprocal teaching to improve students' reading comprehension. Reciprocal teaching has four main strategies that teacher and students employ together to comprehend the text. Those are questioning, summarizing, clarifying, and predicting. Palincsar and Brown (1984), in there original research, used four discrete reading comprehension strategies within reciprocal teaching: questionning,summarizing,clarifying and predicting.

1. Questioning : involves the identification of information, themes and ideas that are central and important enough to warrant further consideration. The central or important information, themes, or ideas are used to generate questions that are then used as self-test for the reader. It is used by the reader for exploring the text more deeply and assuring the construction of meaning.
2. Summarizing : It is the process of identifying the important information, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text. It provides the impetus to create a context for understanding the specifics of a text.
3. Clarifying : It involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence of passage structure, unfamiliar vocabulary, unclear references, or obscure concepts.
4. Predicting : It involves previewing the text to anticipate what may happen next. It involves combining the reader's prier knowledge, new knowledge from the next, and the text's structure to create hypotheses related to the direction of the text and the author's intent in writing.

The general methodology of reciprocal teaching involves the instructor and students, usually in small groups, reading section of text. In addition, Arends (1997) cited in Rizqi (2009:17) states that reciprocal teaching refers to an instructional procedure developed to teach students in comprehending the text by applying four strategies:questioning,summarizing,clarifying and predicting. From the statement above, we can concluded that reciprocal teaching is a strategy in which teacher as the first model then she has the students to conduct the four strategies (questioning,summarizing,clarifying and predicting).

The Advantages of Reciprocal Teaching

As stated before, the original goal of reciprocal teaching to improve students' reading comprehension by four strategies : questioning, summarizing, clarifying and predicting. Here are the advantages of Reciprocal Teaching (<http://www.ehow.com/advantages-disadvantages-reciprocal-teaching.html#ixzz1LrFUUp2>):

1. Students involved in a reciprocal reading activity scored higher on reading comprehension tests than students in a control group not using this teaching strategy.
2. It can help the students to monitor their own comprehension students will be a ware of their level of comprehension and be able to correct in complete comprehension.
3. It allows the teacher and students to scaffold and construct meaning in a social setting by using modeling, think aloud and discussion.
4. Students can improve their summaries with practice and work more independently.
5. The Reciprocal teaching classes saw fewer disruptive student behaviors, possibly because the students were more cognitively engaged in the material.
6. It helps students to develop interpersonal communication skills since they have to interact with other students and the teacher.

The Application of Reciprocal Teaching in Teaching Reading

There are four steps involved in implementing the reciprocal teaching strategy, those are : questioning, summarizing, clarifying and predicting. In reading class by using reciprocal teaching, the students begin by all reading the first paragraph or passage of the same text silently in small groups. According to the international Journal of Teaching and Learning (<http://www.isetl.org/ijthe/>) the general methodology of reciprocal teaching involves the instruction and students, usually in small groups, reading a section of text. Then the teacher models the reading comprehension strategies.

1. Questioning

During this modeling process, the teacher encourages students to ask questions about the material at the first paragraph. Here, they are encourage to identify key ideas of a text and connect them to their prior knowledge (Rosenshine & Meistes, 1994). In this step, when the students begin generating questions, they have to identify the information, theme and idea that is significant enough to provide the substance for a question. Then, they pose this information in question form and as self-test to ensure that they can answer their own question.

2. Summarizing

In this step, the students are asked to retell what they have read in their own words. They work to identify the important information in the text. Then they begin to summarize in one or a few sentences.

3. Clarifying :

In this step, the students try to identify why the text is difficult to understand, such as : unfamiliar vocabulary, unclear references and unfamiliar concepts, and clarify it by explaining giving examples, or making other clarifying statements.

4. Predicting

In this step, gets the students to speculate on what will be discussed next in the text. Here, students can make prediction on what the author wants to tell the next.

After the teacher modeled these strategies at the first paragraph, the students begin to take the role of instructor and practice it in their groups in the next paragraph. Here the teacher assumes the role of guide or facilitator. When applying this strategy, teacher gives them worksheet as an aid. It can help teacher to monitor the students when apply this strategy. About (1981) says that worksheet can be an aid during the actual reading of the text.

METHODS

This research is done to find out the improvement of students' reading comprehension of the third semester students of English Department of Wijaya Kusuma Surabaya University by using reciprocal teaching. Based on statement of the problem and the objective which have been mentioned previously, this research design used in this study is classroom action research. According to Kunandar (2010:44) Classroom Action Research is an action research that is done by teacher as researcher or the researcher collaborate with classroom teacher in classroom. The purpose of classroom action research is changing and improving the quality teaching and learning. In this study, the writer collaborated with another teacher. The writer was applying the strategy in teaching learning process, while another teacher took part as the observer. The observer would observe the application of the writer technique and write everything that she saw in the classroom by using observation checklist. Here, the writer uses an action reflection spiral model as proposed by Kemmis and McTaggart in Arends (2001:451) which consists of planning Stage, Action Stage, observing stage, reflecting stage. This research started by doing identification of the problem that happened to the third semester students of English Department of Wijaya Kusuma Surabaya University. Based on an observation, the problem was found in the class was, first the students felt bored and less had motivation in reading class because there were no interaction between teacher to students and students to student, so it made students passive, and not be interested in reading class. Second, the students failed to comprehend a reading passage. They did not know the meaning such as they could not catch the information from the text. Based on the problem above, the writer tried to give a technique that could help the third semester students of English Department of Wijaya Kusuma Surabaya University to comprehend the text by using reciprocal teaching.

Subjects of the Research

The subjects of this study is the third semester students of English Department of Wijaya Kusuma Surabaya University This class consist of 40 students. They are 17 male and 23 female students. The researcher took this class because they had difficulties to comprehend the texts that they had read. Because of this reason, they need to improve their reading comprehension.

The Instrument of the Study

In this stage, the researcher uses test and observation checklist for both the teacher and students as the main instruments of the study. While a questionnaire was used to gather any information which relate with the students' problem that occurred in the class. It was given to the students before giving the treatment in order to know their problem in the class.

Data Collection Technique

The data collection techniques in this study are doing tests and observations. The test was used to obtain the data of learning result from the students' learning process in the form of score. The form of this test was comprehension questions. There were two kinds of test that is used by the writer during this research. The first is pre test. It was given to the students before treatment in order to know the ability of the students. This test contained of 10 items. The second test was test that given to the students at the end of each cycle after the treatment had been given to them. It was used to know the improvement of the students. This test contained 15 items. In this research, the writer used observation checklist to get information while doing observation. It was used to control the activities of the teacher and the students in the teaching learning process in the class.

Data Analysis

Because of the writer used a test as an instrument, she analysed the result of the students' scores to know the students' improvement. The result of their score in every cycle was compared in order to know the improvement of students' reading comprehension. The researcher used the mean by using this formula:

Data Analysis:

$$M = \frac{\sum X}{N}$$

Explanation:

M = Mean

$\sum X$ = the sum of students' score

N = the number of students

The writer also calculated the percentage ultimate student' success in learning and use the formula as follows:

$$P = \frac{\sum \text{who improved}}{\sum \text{students}} \times 100\%$$

The standart minimum score was ≥ 70 . It means that the students should get the minimum score 70. The successful of indicator of this research was 75% from the number of the students in the class. The total of the students was 40 students. So, 75% from 40 students was 30 students. In other word, the successful of indicator was reached if there were 30 students got score ≥ 70 .

Procedure of the research

First Cycle

This first cycle was done on October 9, 2015. The allocation of time was 2x50 minutes. The subject of this research was the thrd semester students of English Department of Wijaya Kusuma Surabaya University. In this cycle the writer applied reciprocal teaching technique in order to improve the students' reading comprehension. This cycle included four steps, they are: planning, acting observing and reflecting. Since the result of data analysis of the first cycle did not show the significant improvement result, the writer decided to continue this technique to the second cycle.

Second cycle

This second cycle was done on October 18, 2015. The allocation of time was 2x50 minutes. At this cycle, the writer would use the same technique like the previous cycle to the students. The writer arranged the lesson plan based on the syllabus. She revised the activities in the teaching learning activity in the lesson plan of the first cycle. Next she began to make a new lesson plan. Then she prepared the teaching material which contain different topic from the previous cycle. Besides, she also prepared the instrument which were the observation checklist and test. The last, she prepared the worksheet. In this cycle the writer would apply the same technique. The writer analyzed that the success indicator could not be reached in this cycle. From the observation result, the writer found the weakness in this cycle. Few students still be passive because they confused about the technique. The result of data analysis of the second cycle did not show the significant improvement result. From this reason, the writer decided to continue applying this strategy to the next cycle.

Third Cycle

This third cycle was conducted on October 25, 2015. The allocation of time was 2x50 minutes during the application of reciprocal teaching in reading class. This was the third cycle, the writer would apply the same technique in this class.

In the reflecting stage, the writer would describe the result of students' working while applying this technique. The students had showed the progress. In this cycle, the students showed the significant improvement. In other words, the successful indicator had been reached. Therefore, the writer stopped the cycle.

RESULT AND DISCUSSION

Before applying reciprocal teaching technique in reading class, the writer conducted the identification of the problem that happened to the third semester students of English Department of Wijaya Kusuma Surabaya University. This identification included the observation, interview and result of questionnaire. The writer found that the students had difficulty in reading class especially in comprehend the text. After the problem had been identified, the writer gave them pre test to in order to know their first score before giving the treatment. The writer gave the students text and the comprehension questions. The form of this test was subjective and it contained of 10 items. After getting the result of the beginning test which had been given to the students before treatment, the writer analyzed it in order to know their beginning scores. During the pre test to the students, there were two students who were absent in the class, so the number of the students who joined the test was 38 students, and all of them could not reach the standart minimum score (KKM) ≥ 70 . Based on the result of the pre test, the writer concluded that the students failed to comprehend a reading passage. Besides that, they had difficulty to catch the information from the text or to gain the meaning from the text. From these reasons, the writer decided to apply reciprocal teaching to improve students' reading comprehension in reading class.

As stated previously, this study took three cycles since many of the students could not reach the standart minimum score in the first and second cycles. In the first cycle, the teacher got some problems while applying the strategy. The students could not perform well the four steps of Reciprocal Teaching strategy: questioning, summarizing, clarifying, and predicting. They seemed not accustomed to doing this strategy so that the teacher had to repeat each step for several times, and it surely spent a lot of time, more than it was predicted. In the second cycle, the situation got better, but there were still some problem encountered. Only few students could work well, the others could not focus on the tasks. Therefore, the teacher changed the members of the groups. And it worked well in the third cycle that almost all of the students could perform and work together enthusiastically.

The successful indicator has reached if the students could reached the standart minimum score (KKM) ≥ 70 and the percentage ultimate student' success in learning 75%. From the table below, although there was an improvement from the first cycle, but it showed that there was no significant improvement from this cycle. In other word, there were only 5 students who got ≥ 70 score. It was 12,5 % students, and it was still lower than 75%. It means that the successful

indicator could not be reached at the first cycle. From the result of score of the first cycle, the writer concluded that the successful indicator could not be reached in this cycle. Therefore, the writer decided to apply this technique to the next cycle.

Based on the table bellow, it could be seen that although there was an improvement but there was no significant improvement from the second cycle. There were still 19 students who got ≥ 70 score, so it was 47,5%. It means that the successful indicator could not be reached in this cycle. Therefore, the treatment was continued to the next cycle.

From on the table bellow, it could be seen that there was still the improvement in this cycle. There were 32 students got ≥ 70 score. It was 80% students. Based on the data, it showed the significant improvement. It means that the successful indicator had been reached in this cycle. After knowing the result of the last cycle, the writer concluded that the reciprocal teaching could improved students' reading comprehension.

Based on all cycles, the writer showed the overall result in the diagram below:

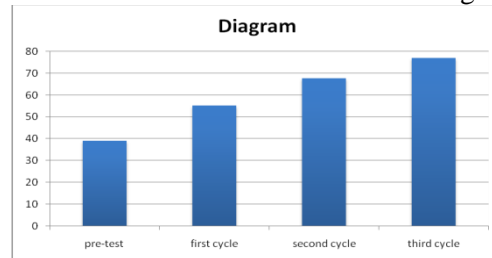


Diagram 4.1 The Improvement Diagram

The diagram above shows the improvement of the students. It could be seen that in each cycle the score of the students' tests increased. It means that reciprocal teaching that had been applied in the class could improve the students' reading comprehension.

CONCLUSION AND SUGGESTION

In this section, the writer will make conclusion based on the data of the research entitled Improving the students' reading comprehension using reciprocal teaching to the third semester students of English Department of Wijaya Kusuma Surabaya University. First, before doing the application reciprocal teaching technique, the writer gave the students pre test in order to know them first score. From the result of the students' pre test in form of score, it showed that the students had low scores. Almost all of the students in the class got score below ≥ 70 . Based on the result of the observation, questionnaire and pre test, the writer concluded that the students had problem in comprehending a reading passage. That is why, the writer applied reciprocal teaching technique to improve students reading comprehension.

Before giving the treatment, the students had score under the average. But after giving the treatment, the result of the students' score in each cycle showed the improvement. From the reason above and the result of the students progress the writer concluded that reciprocal teaching could improve students' reading comprehension.

The writer might give some suggestions for the teachers that they are supposed to use reciprocal teaching in the class especially for teaching reading skill. By using this technique, it allows the students to make group so they can discuss together to understand the text. Besides, when applying this technique in the class, the students can be active and do not depend on the teacher. And for the students, they can improve their reading comprehension by using reciprocal teaching to comprehend the text. Besides, they know how to overcome their comprehension failure and can find the information from the text to answer their own question. By applying reciprocal teaching, the students can develop interpersonal communication skill and thereby improve their communication competence in the target language.

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DOCUMENTARY VIDEO PRESENTATION: AN EFFECTIVE WAY OF FOSTERING STUDENTS' ORAL SKILL

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ABSTRACT

Communicative competence is currently debatable issue in English language teaching by the education practitioners about how to engage learners actively and critically use English to communicate in class activities. There are ways to improve students' communication skill, i.e., Video Presentation. Eye-catching, lots of varieties, easiness of production are main reasons to negotiate this technique in teaching English. The study examined how video presentation improved students' oral skill in which students were asked to record videos under certain theme and present to whole class. 50 students of English for Specific Purpose Class were the participants in the study. The presentation was group project, inquire for information to present and place to document have created different atmosphere of English teaching and learning for students. The results revealed that students are able to use English effectively and communicatively in the classroom, they became familiar to the topics presented and creative for documentary video-making. In conclusion, communication skill is crucial in learning English and needed to be sharpen, integrating media to classroom use and providing authentic materials for students to develop are effective for active participation of students during teaching and learning.

Key words: *Communicative Competence, Documentary Video Presentation, Oral Skill*

INTRODUCTION

English in non-English department is taught for all majors in university as a basic required course. In most departments, as basic general course English seems to be designed in the same ways as other basic general course such as engineering, fishery, law or teacher trainings, without giving any consideration of its being a language skill class. In fact, learning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components. Meanwhile, language skill covers listening, writing, reading, and speaking. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students. Brown and Yule (1983) mentioned that learning to speak the foreign language is often considered difficult phase in language learning so teacher should help the students. Helping the students develops the speaking skill or oral communication to not only pass the examination but also for more general use of English in the real context. They may need for further study, work or leisure, so that they will not be among people who are unable to express their ideas using English after having studied it for some years. In this research, facilitating speaking through documentary video to students is introduced. Video as an audio visual aid is beneficial for the teacher and students in English Language Teaching. Moreover, video can be used as an aid to teach as well as enhance the four language skills namely reading, listening, speaking and writing. Rice (1993) asserted that video has so much to offer. Furthermore, Heimei (1997) said that students love video because video presentation is interesting, challenging, and stimulating to watch and to design. It also shows how people behave in culture of target language they are learning in the classroom. In addition, it enables students to have authentic experience in controlled environment. It is also contextualizing language naturally by showing real life into the classroom.

Based on the described phenomenon, it is necessary to conduct a classroom action research. This research applied qualitative methods. It allows us to describe what is happening and to understand the effects of some educational intervention so the result is analyzed descriptively. The principal foundations conducting this research are to solve the identified problems and to understand the effects of some interventions. These two principals are aimed at

making improvement and seeing change in the teaching and learning of English for Specific Purpose. Mills (2006) spelled out that the objectives of carrying out action research are to gain insight, to develop reflective practice, to view positive changes in the course environment (i.e., educational setting), and to improve student outcomes.

REVIEW OF LITERATURE

1. Oral Communication Skill

For successful communication, students require more than the formal ability to present well and a range of formulaic expressions. Bizzel (1989) said that successful communication is context-dependent and therefore embedded in its particular discourse community. Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not just happen; they are actively and consciously engaged in communication in order to develop information and understanding required for effective group functioning. It is dynamic because it involves a variety of forces and activities interacting over time. Communication is symbolic because it involves not only words but also symbols and gestures that accompany the spoken words because symbolic action is not limited to verbal communication. Communication is an interactive process.

Oral communication is the spoken interaction between two or more people. Thus, oral communication is a unique and learned rhetorical skill that requires understanding what to say and how to say it. At tertiary level it is assumed that the students know the basics of the language. At this level teaching speaking skills is irrelevant, what the teacher has to teach is the communication skills as said by Bizzel (1989).

2. Definition of Video

Video tape presenting motion pictures are gradually developed during 1970's and are gradually standardized on a new format. One of the formats is compact disc. It is known as a laser data storage device on which audio, video or textual material can be stored. Video is something switched on and left to present language without teacher's intervention. There are many things can be discussed from it in various ways. Video can be an entertaining aid in the teaching learning process. Cooper et al (1991) mentioned that video is a super charged medium of communication and a powerful vehicle of information. It is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom.

Video is medium of communication which contains some information. The information is in the form of pictures, images, and action. All of them can be discussed in the classroom. Brown et al (1997) stated that videocassette and videotape records and players are becoming standard school resources. In addition, Harmer (2001) mentioned three basic types of video that can be used in class such as; on-off air programs (Television Channel/Shows), Real-World Video (Films and Wildlife Documentaries), and Language Learning Videos. These are alternative aids for language classroom so the course will be designed to learn, participate and communicate with target language as well as sharpen the language skills.

3. Documentary Video

As Rosenthal (2002) mentioned that documentary video is a real world – based videotape, so it is said that such video contains authenticity of materials presented. For example; real conditions in a place, a tribe or of people, events and incidents recorded. This type of video is both narrative and non-narrative recordings. Rosenthal (2002) added that to documentary video making, there are three steps to follow such as *outlining* (rough sketch of ideas to produce documentation), *shooting* (the masterpiece is created; visual documentation is made), and *narration* (script is read over the visuals). This technique is, therefore, helpful to activate students' communicative competence by developing ideas based on visuals recordings and creating brief, persuasive and informative description whilst displaying video. Cooperating technology like video-making into language classroom will trigger students' enthusiasm to participate and be willing to learn. As Cooper et al (1991) asserted that video, specifically

documentary video contains pictures and actions which can attract students' attention and encourage them to actively engage with language teaching and learning.

4. English for Specific Purposes

English is taught in the departments other than English, sometimes it is considered as English for Specific Purposes (ESP). It is for being specific that should make its definition different from the General English. Robinson (1980) defined English for Specific Purposes as teaching and learning English for students with certain goals and purposes. In formal foreign language learning, these goals can be varied based on the main competence that students are pursuing, for example students may learn English for tourism or for academic purposes. Presumably, English as required course in departments other than English department should also be referred to ESP, because the lessons taught should be targeted for making the learning of the departments' main competence easier. The typicality of English teaching in Indonesia, including in higher education, may refer to this type of teaching, where the focus of teaching is not specified on particular orientation. That is why, some students find it difficult to recognize their language competence other than finding the fact they are capable to use it for simple communication and doing grammar exercises.

The high need for English as a communicative competence is recognized in most fields of workplaces. This notion brings along the need to empower university students to be capable of using English in communicating their main competence. English is seen as one of the skills supporting students' main competence. Robinson (1980) added that, along with such purpose the ideal orientation for teaching English should be English for Specific Purposes, as ESP characteristics serve the purpose well, in that ESP address to the specific needs of the students, in that ESP makes use of the teaching methods and learning activities the field of discipline it serves, and in that it is centered on the language appropriate to this activities in terms of grammar, vocabulary, and discourse.

Chen (2000) claimed that ESP course also bases its successful implementation on the knowledge of the teachers. Thus, it is important to note that ESP refers also to professionalism, and usually only those who are truly involved in the field will have sufficient knowledge in that field. Therefore, ESP teachers are also required to have such knowledge, and this is the particular thing that makes teaching ESP is somehow difficult, because most of the time, English teachers are not equipped with such knowledge. According to Chen (2000), this condition occurs because basically English teachers are not prepared with sufficient knowledge of the various professions where English may be used, while English is just the language, it can be used in any profession. However, with the nature of English, having the ability to use English should be sufficient for teaching ESP.

RESEARCH METHODOLOGY

1. Research Design

This research deals with improving students' oral skill using documentary video. Brown and Yule (1983) asserted that learning to communicate in English is often considered being one of the most difficult aspects of language learning for the teacher to help the students with their learning problems and difficulties. This research was conducted from October 19th until November 23rd 2015 to the students of English for Specific Purpose Class. The reason in choosing the students of English for Specific Purpose Class as the subject of the research was because of their low speaking skill, lack of opportunity to explore their oral communication skill and the topic of their learning materials was about tourism objects.

2. Research Method

Within qualitative research paradigm, an action research was adopted as it helped in using teaching strategies and to develop action plans cycles in the form of lessons to improve and change the situation. As Norton (2009) agreed that action research is implying a form of self-reflective enquiry understanding by participants in social situations in order to improve the rationality and justice of their own practice, their understanding of these practices, and the situation in which the practices are carried out. Norton (2009) mentioned that self-reflective

consists of: plan, act & observe, reflect, revise plan, act & observe, reflect. So, to conduct an action research there were four stages of activities that had been applied, such as: planning the action, the implementation, the evaluation and the reflection. The data from observation were analyzed to evaluate whether or the action reach the indicator of success or not and if it failure the action should be repeated in next cycle.

DISCUSSION

1. Implementation of Documentary Video Project

English for Specific Purpose provided an opportunity to produce documentary video as project to enhance their oral communication skill. They were divided into group of five students. Teacher gave topic for students to explore, that was Tourism Spots. Each group decided which spot they wanted to visit and present within their videos. So, from 50 students in ESP class there were 10 groups carrying out such video-making project. The selected tourism objects were *Natsepa Beach*, *Namalatu Beach*, *Dutch Pond* and some other unknown even new tourism objects in Ambon.

2. Students' Improvements and Responses

The research consisted of two cycles in which students performed their oral communication skill through documentary video – making project. Based on the observation from each cycle, the findings are summed up as follows;

Cycle I

The first cycle consisted of three meetings. In the first meeting, every group decided their tourism spot or object to be documented and described. In the next meetings, videos were played and shown in the classroom and each student explained his/her part such as the introduction about the place, facilities, activities, etc.

From the observation, it was noted that the first cycle failed at improving students' oral skill. They still had low motivation to speak, less active participation of all member in each group, they seemed lack of confidence to use English to communicate the tourism of Maluku. In terms of English proficiency, vocabulary was necessary to prepare prior to conduct the project because students were limited in vocabulary knowledge so it strongly influenced unwell fluency and unclear pronunciation during students' performances. From that result, consequently, second cycle was planned to be done by evaluating the drawbacks of unsuccessful cycle I in order to foster better oral skill of students.

Cycle II

In the second cycle, there were three meetings. In the first meeting of this cycle, students were carefully divided tasks or responsibility to take part of their video-producing by teachers. Referring to the findings of cycle I that students were mostly lack of vocabulary, therefore they were prepared with related vocabularies before producing better documentary videos. This cycle, students performed different way as presenters, they were not standing in front of class yet they appeared as "live reporter" in the videos describing objects and giving explanations.

The result of observation in this cycle showed that students communicated information under the given theme was good. They were fluent in speaking English. Furthermore, they were given more chances to speak with the target language, i.e., English effectively. Students showed enthusiasm to perform in their videos as presenters to introduce their province for people in other parts of world through English language. This strongly indicated that ESP students had significantly improved their oral communication skill and proved their high motivation to use English for communication among fellow students and to promote their culture and potential of Ambon Island worldwide. Surprisingly, they put their artistic and creative work into documentary videos by adding back sounds and narration (they acted as presenters). Thus, the final products of students work became more interesting aspect of assessment in ESP class.

These results, undoubtedly, have shown students' significant progress in fostering their oral communication skill from cycle I to cycle II. This activity also allowed them to play more vital role rather than the teacher did previously. They can be fluently speak English and be

creative in producing and presenting their documentary videos as a proof of teamwork and learning media for other students of coming ESP class. Interestingly, some videos are uploaded to YouTube as integrating the advanced technology and internet to English language classroom activities.

E. CONCLUSION AND SUGGESTION

1. Conclusions

Implementing project-based learning, i.e., documentary video project in English for Specific Purposes (ESP) class can be helpful to construct students' capability to communicate information concerning the theme of video in English effectively. Furthermore, they become more active to use English and more creative in producing their self-making videos. Undeniably, students of ESP class needed more opportunities to explore their oral skill because they tended to be exposed to reading and writing activities during the class. Considering the importance of English oral skill to prepare ESP students for work and competition in globalization era, particularly Economic ASEAN. In recent years, English is getting more and more well-known, crucial, and necessary for workers throughout the world. It attracts people due to the interest in its tune and structure. However, this language is learnt by a higher number of people with every passing day because of its two advantages in this globalization era: (1) a means to communicate; and (2) to create a greater opportunity for a job as asserted by Crystal (2003).

2. Suggestions

- 1) It is advisable for the English teacher to develop enjoyable situation in teaching and learning process so that students eager to actively and fully participate in the teaching and learning process. Additionally, independent project should be provided for students to explore authentic information of their local content and to present as a way of triggering enthusiasm for English learning.
- 2) Teacher should be more creative in developing new techniques of teaching English in order to make the students curious and more interested in getting involved in the teaching and learning process. since interesting and challenging projects for students to communicate in English fully and effectively as well as build up students' creativity in getting the projects done.
- 3) It is important to be a self-reflective teacher since it is one of the way to develop teacher professionalism.

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PROJECT-BASED LEARNING IN PRACTICE: THE PRODUCTION OF EXPLANATORY FOOTAGE BY STUDENTS

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ABSTRACT

A foremost English lesson objective to develop learners' communicative competence, stated in the regulation of Indonesian Ministry of Education and Culture about Curriculum 2013, is an acknowledged challenge for both EFL teachers and learners. To achieve this, Curriculum 2013 favourably proposes teachers some teaching methodologies, representing the scientific approach in which the learners can immerse themselves in a real-world learning experience. One of the methodologies is Project-Based Learning, which not only introduces the real-world challenges into classrooms and permits the students to work in team to exhibit the project they have been charged afterward, but also makes technology-based learning possibly take place. To allow the Project-Based Learning to happen in the classroom, teachers should appoint students with a group project, one of which is the production of an explanatory footage which enables them to actualize their speaking skill performance, as well as, their technology skill. This paper aimed at investigating how students accomplish the production of explanatory footage, signifying the Project-Based Learning, followed by their' attitudes toward such a learning experience.

Keywords: *Project-Based Learning, speaking skill, explanatory footage*

INTRODUCTION

Since the emergence, the idea of Project-Based Learning (PBL) rooted in experiential education and the philosophy of learning by doing has no longer been considered as a new-fangled approach to teaching English. PBL in Indonesian education context, on the other hand, seems to be recently read out in the past few years along with the decree of curriculum 2013. It is clearly stated that all learning aspects of English lesson (objective, material, teaching-learning process, media, sources, and assessment) are suggested to facilitate learners to be able to use English in real-world context outside the classroom (Minister of Education in Hutagalung and Ovilia, 2016). In this context, linguistic features, such as grammar, vocabulary, including its pronunciation and spelling, are satisfactory to be perceived as a tool, not a goal: a tool for performing a language production correctly, strategically, based on the goal and context. Holding on this philosophy, some methodologies are proposed, such as problem-based learning, discovery learning, inquiry-based learning, and the last one that will be the subject matter in this article: Project-Based Learning.

There are several definitions of PBL proposed by experts, but the point does not go to any further definition of a teaching approach that requires students to work collaboratively to solve real-world problems, thus create authentic projects which should be fulfilled in particular time. According to Thomas (2000), PBL is a model that manages learning around projects. Another source defined PBL as a method that supports the students to design, plan, and carry out an extended project that produces a publicly exhibited output such as a product, publication, or presentation (Patton, 2012).

To talk about the proposal is to talk about the importances as well. What PBL does students good is quite evident. According to Krajcik and Blumenfeld (2006), research has demonstrated that students taught using PBL as a teaching approach achieve higher scores than students taught using traditional approaches. PBL undoubtedly encourages students to investigate authentic problems and, in the end, produce an authentic product, such as: creating an anti-bullying campaign poster, creating a tutorial videos, etc. Students learn their own way to collaboratively solve problems and create projects which represent their knowledge. In this state, students can also integrate practical technology skills with their projects and develop their English and problem-solving skills. This is in line with what Thomas (2000) stated, that projects involve students in a constructive investigation which is a goal-directed process that involves inquiry, knowledge building, and resolution. PBL enables students to think critically, develop creativity and communication to answer challenging questions or solve complex problems. In this fashion, not only their understanding of academic aspects, but also their ability to successfully apply what they have understood can thoroughly be assessed. Further, a study related to the implementation of PBL conducted by Maulany (2013) also found that PBL could enhance the students' speaking skill attaching their comprehension, vocabulary, grammar, fluency, and pronunciation.

In connection with the assessment, not only teachers but also peers and the student himself can assess the project (Moss, 1998). Teachers can assess the knowledge that learners use and the language skills they perform during the project. Likewise, learners can also reflect on what their project's strengths and weaknesses are. They can also do the same thing on their peers, how well the team works, how they feel about their work and progress, and what skills and knowledge they are developing.

The cycles in implementing PBL in the classroom may vary depending on what needs getting through. Wrigley (1998) proposed the steps of conducting PBL which generally includes selecting a topic, making plans, researching, developing products, and sharing results with others. To make it even more complete, PBL may include, but not limited to the following steps: selecting topic, preparing or planning the project, researching, developing (consultation, draft publication, peer-reviewing, revising may also take place in this step), sharing (displaying the final project and getting some feedbacks), and reflecting. It is the teacher who plays the most important role in determining the topics or problems which reflect students' interest. In this step, teacher can begin the lesson by giving the students some reading or listening materials which are related to the project's topic and standard competence outlined in the curriculum. The reading and listening materials can serve as an example which inspires the students to do the project at a later phase. When this is done, students should be given some time to think about their topic on their own and later on propose it to the teacher, and teacher plays a role as an advisor and facilitator. In making-plans phase, teacher can guide the students to plan and prepare what they are going to do to successfully accomplish the project. In researching phase, students do a research about things related to the topic they have chosen. They then develop the project, share, and reflect on the things they need to improve.

There are several projects that teacher can use for students to create, one of which is an explanatory footage. The use of footage or video has been believed as an effective means to evaluate students' performance. Yamkate, et al. (2012) investigated how video recording facilitated students' evaluation of their oral presentation skill. The result of the research showed that the footage assisted students in reviewing their strengths and weaknesses, thus they could develop their speaking skill. Anandari (2015) also investigated the effectiveness of using self-reflective video in decreasing the level of anxiety of EFL students. In her observation, it was, then, found that self-reflective video recording used by the teacher as a means to record the students' performance in order to give them time to reflect their performance by viewing the video, allowed the learners to reflect their own strengths and weaknesses and gave helpful insight to evaluate their performance.

However, little research has been conducted in investigating how PBL is actually undertaken by students in Indonesian EFL context. In fact, by examining this topic, it is possible for education practitioners interested in the application of PBL to see how students plan and prepare their project, develop it, and in the end display the product to others to get feedbacks. There is also little research having a focus on investigating students' attitudes toward PBL

experience. It is not exaggerating to say that investigating this topic is pivotal so that researchers and also teachers can get informed about what students really feel and think having experienced the PBL (what they do or do not like and obstacles they face when fulfilling the project). Therefore, this research aimed at answering the following problems: (1) how the steps in creating an explanatory footage, signifying the steps of PBL, were accomplished by students, and (2) how students' attitudes toward PBL experience is.

METHOD

Grounded by the research problems mentioned previously, this qualitative study sought to investigate the steps of PBL that students did when creating an explanatory footage as a project, and investigate their attitudes toward the learning experience itself. Therefore, this study employed a semi-structured interview to elicit answers to the research problems. The characteristic of semi-structure interview which is able to follow current traces in the conversation that may wander away from the guide are harnessed in this research to provide more information and also to enrich the variety of data derived from different interviewees.

The interview consisted of several questions that were organized into two types. The first type required the students to describe the steps they did when accomplishing the project. To confirm the first questionnaire, the researcher, who played a role as a teacher, also did an observation toward the observable cycles of PBL which include: selecting topic, preparing or planning the project, researching, developing (consultation, draft publication, peer-reviewing, revising may also take place in this step), sharing (displaying the final project), and reflecting. The cycles are adapted from Wrigley's PBL's framework, with additional cycles: researching and reflecting.

The second type of interview questions required the students to describe their feelings and thoughts toward the learning experience in creating a project. Constraints that the students experienced and how they dealt with the obstacles were also elicited. After all data from questionnaire and observation were gotten, they were analysed thoroughly to find the pattern in answering the research questions. All the data were identified and presented in narrative way.

The number of participants in this research was determined by the highest score from teacher's scoring over the footage. The teacher who acted as one of the researchers exerted scoring rubric in order to attain reliable and valid score. The scoring rubric was made by the teacher herself based on the aspects of language and ICT. Therefore, the participants in this research were confirmed to be authoritative subjects. Subject selection in qualitative research is purposeful; selected participants are those who can best inform the research questions and enhance understanding of the phenomenon under the study (Creswell, 2003). To ensure confidentiality and privacy of the subjects and school, pseudonyms (students A and B) would be used throughout the study. A and B were twelfth graders of CB Senior High School, one of private schools in Surabaya. The school is well-developed and is well-known by its entrepreneurial values integrated in all subjects that the students learn.

FINDINGS AND INTERPRETATION

This unit describes the answers to the research questions. The first sub-unit describes how subjects of the research did all PBL's cycles in accomplishing the explanatory footage project. Each step is presented in detail. The following sub-unit describes students' attitudes toward the learning experience in creating the project.

How PBL's cycles were done by the students

The results of the study showed that in accomplishing the project, student A did some steps described in the following sentences. First, she decided what to write (selecting-topic step). She admitted that it was not an easy task for her because the topic could be anything or too broad, thus she got confused. Later, she came across a topic about Fandom, a big group of fans who admire someone or a group of people, particularly a boyband. Second, she researched anything related to Fandom (researching step) but found no information about how actually a Fandom was firstly created. However, this did not fail her. Instead, the topic was still chosen because no one had ever written about it before, so she believed it would be an interesting and

original work of hers. Third, she started writing a text which explained how fandom was created in a certain group of society (planning step) according to her understanding. In this step, the student also had to submit the writing to the teacher. The teacher would display the work to the whole class so that it could elicit some feedbacks from not only the teacher but also the class. Next, after the writing was well developed, she started creating the explanatory footage (developing step) which visualized the explanation of how a fandom was created. She drew some people representing members of fandom using a software application called Flash. At first, she worried about being unable to draw humans since she was no expert at drawing a man on paper, even less using mouse. However, she then decided to draw stick-men representing members of the fandom, and added some animation and designs on it until the video was done, and she also did the dubbing. Finally, she presented the video to the teacher and friends (sharing step). In reflecting step, she did some reflection and found that her dubbing was a bit flying, and even her friends suggested her to edit the audio and lower the speed of her speech.

The second subject, student B, did the following steps. First, she selected a topic for her explanatory video project, and decided to use Mentos and Coke as the topic (selecting topic step). Second, she browsed some information about it (researching step). She searched every detailed information that she could get, including the ingredients, the formulae, and the scientific reaction of mixing Mentos and Coke and the following effect. Third, she planned a concept of the narration or storyline which explained the reaction of Mentos and Coke being mixed (planning step). Similar to student A, student B also got some feedbacks from teacher and the other students since her writing was displayed in front of the class. After the text was well constructed, student B visualized the fixed concept into a video (developing step). After that, she presented the video to the teacher and friends to get feedbacks (sharing step). Finally, she reflected on the things that needed improving, for instance the video graphic needed to be smoother.

The following table briefly depicts the PBL's steps that the students went through in creating the project.

Table 1. Project-Based Learning Cycles done by Student A and Student B adapted from Wrigley (1998)

Steps of PBL	A	B
Selecting Topic	Fandom	Mentos and coke
Planning	Writing down an explanation text about how Fandom was founded, consulting it to the teacher	Writing down the narration or storyline about the mix reaction of Mentos and Coke, and consulting it to the teacher
Researching	Researching about Fandom but no detailed clues explained how fandom was established	Browsing some information about Mentos and Coke
Developing	Creating the fandom explanatory footage and putting voice on it	Creating the explanatory footage about Mentos and Coke and putting voice on it
Sharing	Presenting the footage to the teacher and friends	Presenting the video to the teacher and friends
Reflecting	Editing the speech speed in the footage to be more sluggish but more plausible	Editing the video graphic to be smoother

In selecting the topic, one of the subjects conveyed that it was too hard for her to focus on a certain topic since the teacher gave no clues about the scope of the topic, or what she probably meant was theme. According to Moss (1998) it is the learner who plays a role as a decision maker from the beginning of the project. Whereas, teacher's role should only be a facilitator whose job is an empathetic coach who values students' interests (Brown, 2015). However, to bridge the gap between what teacher and students think is right, teachers, when call for projects can actually scope more specific topics so that the level of perplexity experienced by students when selecting topics can be reduced.

There is another interesting thing that needs focusing on. Both student A and student B conducted their researching cycle before they had conducted the planning step. This is

somewhat different from what Wrigley (1998) proposed that researching comes after planning. However, criticizing what the students did as a drawback of PBL misconception could not be fair at all. As explained in the previous lines that what the students did in researching step was browsing and collecting as much data as possible to help them with constructing ideas on their writing (planning what to be narrated in the footage). This writing served as an outline or plan and was considered as a key to the fulfillment of their explanatory footage project. Without the written text, it would have been impossible for the students to create the project. Student A and B also believed that conducting a research on the selected topics in advance would help them progress their planning. Without conducting the research, they stated, it would have been grim for them to construct ideas.

In developing step, both students applied their computer-based skill. Using Flash to design the visual and animation effects, the students finally succeeded in creating the explanatory footage. In this phase, not only they learnt how to integrate their computer-based skill into their learning experience, but also they developed their English skill, more specifically speaking (putting voice on the video to narrate). Another important thing is that the students worked collaboratively with other students to exchange knowledge on how to operate Flash. According to Moss (1998) when students work collaboratively, they will find skills to plan, organize, negotiate, construct ideas, and arrive at an agreement about issues such as what tasks to perform, who will be responsible for each task, and how information will be researched and presented. These skills are important for living successful lives (Stein in Moss, 1998). Moss (1998) also added that the nature of collaborative project work enables development of these skills occurs even among learners at low levels of language proficiency.

In sharing step, or some people call it communicating, too, student A and B presented their explanatory footage project in front of the class. Several feedbacks toward the footage were elicited. In this fashion, the students could develop their project to even more outstanding final. This is supported by one research conducted by Ertmer, et al (2007) which proved that the quality of students' online postings in his research was maintained through the use of peer feedback despite students' preferences for teacher's feedback. Students in his research noted that peer feedback could be advantageous, reinforced their learning, and enabled them to achieve higher understanding.

Finally, in reflecting step, both students made some evaluations which were based on their peers' feedbacks.

Students' Attitudes toward the Learning Experience in Creating the Project

Concerning the benefits gained after the process of creating the project, student A conveyed that she could develop characters of persistence and creativity. She admitted that it was not easy to create the footage since she wanted to make it from zero using Flash, an application she was not good at all. However, she managed to face the challenge and kept doing all the process until the footage was done. She also added that with a bit of creativity powder at start, she could finally produce all the scenes in the video, and that creativity was born when she was facing the dead end.

Besides the characters, she automatically learnt how to develop her ICT skill. She admitted that once she had ever got an ICT lesson material about how to use Flash, but because of the dusty memory, she forgot how to work with it. However, by creating the explanatory footage, she could learn again, and at least could make one picture move from one place to place in the footage. This was also the best part she liked from the project: that the project was interesting, that she learnt something new and challenging, and that she could prove herself that she could develop her own project using an application she barely used.

In addition, she uttered that her writing and speaking skills were challenged and developed. She said that she used to focus on having her grammar and spelling corrected when she made English essays, but the project required her not only to do so but also organize the paragraphs in her writing so they could flow naturally one to another (not jittery). Putting her voice in the footage did not really bother her, she said, but she conveyed that speaking always stressed her out, and that she was a kind of a passive speaker when it came to English. She took a lot of retakes because she needed to improve her poor pronunciation. Overall, she believed that the explanatory footage project developed her writing skill more than her speaking skill.

However, there was one thing that she did not really like from the project, that she had to spend a lot of time and energy to fulfill it. She felt that it was somehow a pressure since the project was not her only school work. In addition, she asserted that matching her speech speed with the scenes was so stressful. She sometimes needed to cut more and add less her narration so it would fit in. However, to overcome the obstacles, she got some hands from other people. As a final thought, she felt there was a necessity to emphasize the purpose of the writing and the footage making.

Student B stated that by creating the project, she could build a character: persistence. She firstly felt that the project was a big burden to her. She also faced so many problems with the editing such as the error programs and files, but she could finally handle it. By fulfilling the project, she could also develop her ICT skill and creativity in designing the footage. She stated that it was a bit like a force to her, but she learnt many things indirectly, and she thought it was worthy. She also added that the skill was useful for today's tasks which required a computer-based skill.

Student B also conveyed that the project helped her better her writing and speaking skills. The teacher played an important role as a mentor who routinely checked progresses and fixed things that needed improving in her writing. In addition, her speaking skill was developed when she had to narrate the storyline, more specifically the pronunciation. Unlike, student A who felt that her writing skill was developed more than her speaking skill, student B believed that both of the skills were developed.

The part which she liked the most was the challenge, thus she enjoyed every process of the project. She felt that the project was fun to her; although some of her friends thought that it was a burden. She even stated that there was nothing she did not like from the project. However, she suggested the teacher to give more examples of how to accomplish the project since some of students were still confused about what to do (related to steps).

Some constraints that she faced were understanding difficult terms related to the topic she researched (Mentos and Coke) and errors programs/files that kept occurring. To deal with the obstacles, she read more clues about the difficult terms to get informed and asked for a help from her friends who are capable with the editing stuff.

The following table briefly depicts students' attitudes toward the learning experience in creating the explanatory footage project.

Table 2. Students' attitude toward the learning experience in creating the project

Student	Aspects					
	Characters	ICT	Writing	Speaking	Overall about the Learning xperience	Constraints
A	Persistence and creativity were built	Well developed	Well developed	Not really significant	Challenging	The project was time and energy consuming. Matching speech speed and scenes was taxing.
B	Persistence was built	Well developed	Well developed	Well developed	Fun and challenging	Difficult terms related to topic (Mentos and Coke) and program/files errors which kept occurring

All the benefits that the students gained are in line with several theories and previous research results. According to Wrigley (1998) based on his interview on teachers involved in successful project-based learning, at the beginning of and the end of projects, learners' enthusiasm seemed to be improved, thus energizing classes and teachers. As mentioned previously, both subjects in this research showed positive attitude toward the project despite the

constraints they faced. They enjoyed the challenge of fulfilling the project although it was first a burden for them.

Thomas (2000) also suggested that the project given to the students should involve students in a constructive investigation. If the central activities of the project represent no difficulty to the student or can be done with the application of already-learned information or skills, the project is an exercise, not a PBL project. Therefore, it can be concluded that the explanatory footage fulfil this criterion to be considered as a good project which challenged the students.

In connection with what student B suggested about the teacher giving more examples so that students did not feel perplexed in fulfilling the project, there are some suggestions proposed by Martin and Baker (2000). They stated that teacher's role in project-based instruction is very important. The teacher should act as a coach who guides the students through the process. This can be done by analyzing tasks and skills needed to carry out the project, facilitating the process of analyzing project tasks, setting up the plan for action, and implementing and evaluating the project, determining how the project will contribute to the students' learning, facilitating the decision making, thinking, and problem solving skills, facilitating students' demonstration of personal responsibility, self-esteem, and integrity, and facilitating students' growth of interpersonal skills.

CONCLUSION AND SUGGESTION

In creating the explanatory project, students correspondingly went through the following cycles: researching, planning, developing, sharing, and reflecting. Students perceived such a project was beneficial in helping them develop their characters, such as persistency and creativity, advance their ICT skill, and English productive skills (although one subject conveyed that speaking skill was not significantly developed). Both subjects also felt that such learning experience and project were fun and challenging. Several constraints were prompted as results: time and energy intensity, language-related problems, and ICT-related problems. Further research are expected to investigate what could be the provoking backgrounds of such constraints, thus solutions to the problems could be found. An experimental study strives for investigating the effectiveness of explanatory footage project on students' writing and speaking skills will also be favorable.

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DIGITAL STORYTELLING IN WRITING: PRACTICE AND PERCEPTION TOWARD TEACHING WITH TECHNOLOGY

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ABSTRACT

In recent years, the use of technology in educational systems has increased as computer, gadget, and internet which have become available to educators to bind the digital world. The development of technologies in educational context brings the positive effects for teachers to enhance students' skill, ability and knowledge. Further, technology is also believed to encourage the classroom activity to be student-centered learning. The students can fully engage in the activity. Students' engagement toward technology is important to build their motivation to learn. Digital storytelling is one of innovative pedagogical approaches that can engage students in depth and meaningful learning. Integrating digital storytelling on writing class is very good since students can motivate themselves to produce creative writing. This paper, therefore, attempts to document teachers' practices, teacher's and students' perceptions toward the use of digital storytelling in writing class. It employed qualitative research. The data were obtained from ten students of vocational high school. The results of this study were teacher could improve their digital literacy, students more encourage writing, were wholly engaged in class activity, have good collaborative learning and produce more quality writing.

Keywords: *technology, digital storytelling, writing, teachers' and students' perception*

INTRODUCTION

Integrating technology and learning in educational practice is a way to foster 21st century skill which is widely acknowledged (National Educational Technology Standards, 2014; UNESCO ICT Competency Framework for Teachers, 2011 in Burn, 2014:1). Technology has essential role to reach successful learning. As technology develops, the students' culture also changes. It is therefore necessary for teacher to improve the teaching methods that complement and enhance student learning style. Teachers might use products of technology (such as laptop, internet, gadget, etc) in their classroom activity as a supporting device to support their teaching. Meanwhile, technology responds well to the need of effective English language teaching (ELT). It helps learners when they find difficulties.

To get students master in English, educators around the world have been struggling to design new pedagogies which help their students to achieve English better (Jehma, 2016: 55). Indonesia's ministry of education and teachers have changed the method of teaching in which they are not solely giving lecture the whole teaching time, but they have changed to newer strategies such as communicative teaching, project based learning, etc. In addition, they always redesign and adopt new strategies to make the teaching method better. They also have changed teacher-centered classroom into students-centered classroom.

The reason to changed classroom approach into student-centered is due the ineffectiveness of teacher-centered which mostly dominated the class hour. Along with this shift, language instructors have employed various resources to equip their learners with the knowledge and skills that can make them more autonomous and independent in their learning. Moreover, by the advancement of technology today, it can ease teachers and educators to help the students to take their own learning. Students' are given freedom toward their learning style. They can utilize some social networks to help them to learn.

There are some English skills that students should acquire those are speaking, reading, listening and writing. Each skill has its own complexity. Nevertheless, writing is considered to be the most complex skill. Students in EFL context need to master writing skill ranging from simple sentences to essays and professional articles. Mastering writing will be beneficial for students' life because when they enter the workforce, they will be required to convey their ideas

and information in clear manner (Albert-Margan, Hassler & Kornad, 2007 cited in Ahmed, 2016: 1). Unfortunately, it has been found that writing is regarded as the most difficult skill to master. It is due to the consideration that writing is challenging and difficult process as it includes multiple skills such as identification of thesis statement, writing supporting details, reviewing and editing (Almasadani, 2010 in Ahmed, 2016: 1). Furthermore, there are five-step approach which is widely accepted to the writing process namely pre-writing, drafting, revising, editing and publishing. It also includes the activity such as brainstorming, collaborating, goal setting, inquiry activities and the study of models (Graham & Perin, 2006 in Foley, 2013:26). By its complexity, many students and teachers tend to avoid writing in their class. They do not have any encouragement to write but for completing the task.

As writing evolves, teachers need to develop practices that work when it comes to teaching writing. Teachers need to help students to be digital writer. Digital writing consists of compositions created with and oftentimes for, a computer or other devices that is connected to the internet (Hicks, 2009 in Foley, 2013: 26). Moreover today, students tend to write digitally rather than manually such as using pen and paper. They more encourage writing on line than off line. Therefore, teachers need to provide a tool or a device to support their students' predilection. Teachers need to integrate some devices in the classroom to facilitate students to explore their ability.

There are numerous devices that teacher use to support their teaching activities. It is also a way to help students to master writing, digital storytelling. The concept of storytelling is closely related on new technology. It is a combination of the old storytelling tradition and new technology was originally used for other purposes than education and learning (Hack and Helwa, 2014: 15). Meanwhile, Digital storytelling is learner-centered activity. The focus of it is on producing and sharing personal experience. It integrates computer technologies and the art of telling story together. By this, the ability to express their idea and integrate it on computer is very important. It also can be used as a multimedia tool in language learning to help students improve their English language skill by using technology to tell the story by using their own words and voice (Normann, 2011 in Hack and Helwa, 2014:15).

In 1994, Joe Lambert and Dana Atchley established the center for digital storytelling at the University of California at Barkeley as a community art center for new media based on the notion that everyone has a story to tell. Lambert (2002) constructed a model for creating effective digital stories by combining seven elements. These elements included point of view, dramatic question, emotional content, economy, pacing, the gift of voice and soundtrack. In digital story, the author is able to communicate with the audience through different points of view. The dramatic question relates to the plot and sets the tension of the story by identifying issues to be resolved. The plot continues throughout the story and holds the viewers' attention. The plot or dramatic question distinguishes a digital story from a picture slideshow. Effective digital storytelling contains emotional content that engages the audience through common emotions and themes such as love, pain, or humor. Economy refers to the balance between the auditory and visual tracks of meaning. The author needs to be conscious about economizing the language in relation to the narration. Pacing involves establishing and monitoring the rhythm to sustain the audiences' attention, pitch and timbre of the authors' voice. Finally, the soundtrack sets the mood for the story by using music to enhance the experience for the audience (Foley, 2013:28).

Digital storytelling is an innovative, technology-based method by which 21st century students utilize technologically advanced resources to produces meaningful stories and presentations that in turn allow for an enriched co-construction of knowledge. Xu, Park and Baek (2011) in LaFranc and Blizzard (2013:27) convey three major elements of digital storytelling comprising flexibility, universality and interactivity with regard to community formation. Flexibility in digital storytelling means that the writer or teller freely tell the reader about their story. They are not bounded by certain regulation to begin the story. It allows the storyteller a wide range of communicative options framed in a technologically based pedagogy. Universality, it refers to the accessibility of digital storytelling. The large number of people can access and utilize digital storytelling as a result of the rapid and widespread dissemination of recording technologies that become available in the first decade of 21st century. Then, interactivity refers to the process by which digital storytelling can be created with available

technologies with members of the learning community. Through digital storytelling, the digital storyteller and reader can utilize technology as a device to access.

Digital storytelling represents a constructivist approach to learning, which recognizes the relationship between education and experience (Dewey, 1938 in Burt, 2014:6) and asserts that children active engagement in learning helps facilitate the construction of their own meaning (Piaget, 1977 in Burt, 2014:6). Digital storytelling can potentially help develop the higher-order skills that have been identified with constructivist-based approaches, including organizational, problem solving and presentation skills (Jonasen, Carr and Yueh, 1998 in Burt, 2014:6). Thus, digital storytelling is helpful to promote students' skill. It integrates whether oral and written performance. Furthermore, Barrett (2006) in Hack and Helwa (2013:15) convey that when Digital storytelling is integrated into classroom setting, it can be compelling teaching and method to gain and hold students' attention. It also provides a creative and open-ended environment. It encourages student-centered learning. So the students' participation in classroom is necessary in order the classroom activity will run well.

In addition, digital storytelling can be a device to engage students in teaching and learning. It encourages students of its reflections. This approach combines the use of technology with the benefits and skills of storytelling namely selecting, comparing, inferring, arranging and revising. Digital storytelling was introduced as an approach to engage students' role in the activity. Students are wholly engaged in the process of making the digital storytelling. Students are the one who plan, create and revise the story they made. Using digital technologies, students can turn a one-dimensional writing composition into a digital story that can be published and shared to a small, intimate audience or with the world (Jenkins and Lonsdale, 2007, Sylvester and Greenidge, 2009 in Hack and Helwa, 2013: 15).

Digital storytelling has been utilized widely in higher education context. It has been used in high school with students who were learning English to explore community and personal identity in particular geographical setting, in multimodal composing and to teach writing (Yang and Wu, 2012 in LaFrance and Blizzard, 2013: 28).

Meanwhile, some researches have been done to know the effectiveness of digital storytelling in the classroom. One of which is the research done by Davis (2004) which describes that digital storytelling can help students to develop students' identity as writer. By using technology device students perceive themselves as good writers for the clear and meaningful purpose of their writing. Sylvester and Greenidge, 2009 in Burt (2014: 29) convey that using digital technology as well as allowing them to write for a large audience often motivates students to write and produce quality work. Furthermore, Davis (2004) describes that digital storytelling allowed adolescents much freedom in authorship. By controlling image and sounds, students are able to create digital story in creative way.

Digital storytelling is becoming a promising transformative technology-supported approach for enhancing learning, including critical thinking skills, motivation and information literacy. Digital story allows opportunities for students control of the learning process and self expression, fostering learning confidence and learning motivation (Bull and Kajder, 2004, Yang and Wu, 2012 in Hack and Helwa, 2013: 16). Digital story does not reflect only on each students' understanding of the subject, but also allow collaboration, which can encourage collaborative skills and creativity. Digital storytelling integrates technology with learning, facilitates an emotional connection to the content. It addresses the need by giving students opportunities to interact and brainstorm through the creative process. Therefore, there are varieties reasons why teachers and students utilize digital storytelling in their classroom activities such as it motivates students and involve them in writing process, and it helps improve writing skills by having students learn to write with a concise point of view (Boase, 2008, Kieler, 2010, Robin and McNeil, 2012 in Hack and Helwa, 2013: 16).

The uses of digital storytelling for learning varied among its users. There are many researchers using digital storytelling to promote students skill. Meanwhile, some educators have used digital storytelling in an effort to motivate students to write in content area (Burn & Reed, 1999 in Foley, 2013:48). Some students consider writing to be frustrated and difficult skill to be mastered, therefore some teachers can utilize technology to support and motivate their students to write better. Bull and Kajder (2004) emphasizes that the goal of digital storytelling is to allow writers to experience the power of personal expression.

Based on the background above, some research questions emerge those are (1) how are teachers using digital storytelling to support the teaching and learning process? (2) What are teacher' perceptions toward teaching with technology? (3) What are students' perceptions toward using digital storytelling in writing class?

METHOD

This qualitative study sought to investigate teachers practice and students' perception toward using digital storytelling in writing class. The data were obtained through observation and depth interview. The observation was done to know the teachers' practice toward the use of digital storytelling on students writing and to know how its success on teaching writing. Meanwhile, the interview was done to obtain data about teachers' perception toward teaching with technology and students' perception toward using digital storytelling on writing class. Using several questions related to the objective of the study, the interview was conducted in semi-guided mode and conducted several times which included confirming and digging more relevant information to the source of data. After obtaining the data, the researchers analyzed and discussed further in order to arrive in appropriate research conclusion.

Furthermore, the data analysis used in this research is descriptive and theoretical analysis. Since the data is qualitative, Postholm (2010) in Noorman (2013) emphasized that in the theoretical analysis the researcher made use of theory to analysis and interpret the material. So the fact on the field was explained descriptively and interpreted use related theory. The respondent of this research is the researcher herself as the teacher and carried out research on 10 students of vocational high school which consisted of 8 females and 2 males.

FINDINGS AND INTREPRETATION

Teacher' Practice toward Using Digital Storytelling On Teaching Writing

Since one of the aims of this research was to describe teachers' practice using digital storytelling in teaching writing, it was necessary to focus on how digital storytelling was implemented in the classroom and explaining teachers' role and students task in the classroom. As mentioned by Almasadani (2010) in Ahmed (2016: 1) writing is regarded as the most difficult skill to master. It is due to the consideration that writing is challenging and difficult process as it includes multiple skills such as identification of thesis statement, writing supporting details, reviewing and editing. Since its consideration, the role of technology is very necessary as a mean to promote students' writing mastery. The technology which was used in this research was digital storytelling.

Storytelling implementation in the classroom was shown below:

Table1. First MeetingPreparation

Duration (minutes)	Activities
5	Guiding students to pray
10	Introducing digital storytelling
15	Explaining recount text
20	Asking students to make draft and storyboard
25	Explaining the way to make digital storytelling
15	Asking students to make digital story telling

Table 2. Second MeetingProduction

Duration (minutes)	Activities
5	Guiding students to pray
10	Asking students about their difficulties
30	Helping students to solve their problem

20	Discuss their first digital storytelling with friends
15	Writing their final task
10	Reflection

In the first meeting, before the class began, the class was started by teachers' guidance to pray. Since digital story still became a new thing for students, teacher displayed the example of digital story telling which she downloaded from the internet. Teacher started with recount text to write. Students were asked to identify the story dealing with the function, generic structure, language features and some information about video. Students seemed so enthusiasm toward teacher' explanation that made them paid attention much on her. Also, no one was crowded when the lesson began. It was in line with Barrett (2006) in Hack and Helwa (2013:15) finding which convey that when Digital storytelling is integrated into classroom setting, it can be compelling teaching and method to gain and hold students' attention.

After knowing students background knowledge toward identifying the video, teacher explained about recount text in detail before she asked the student to write. The objective of this activity is to help students to write recount text correctly and well. In this activity, teacher explained about social function, staging and language features of recount text. She also invited students to discuss in depth. The expected duration of this activity is fifteen minutes. After fifteen minutes explaining the material, the students were asked to make draft based on the story they would make.

Making draft was intended to help students to write in good sequence. In this activity, teacher helped their students to organize the story sequences. The students were asked to write about their unforgettable past experience and made the guidelines toward it. Then, most of students wrote about their first trip to go somewhere and funny story. This activity was expected finished in twenty minutes. After drafting finished, the students were asked to write their storyboard, this assists in planning the visual materials in right order, and thinking about how to match images or videos with the voice order and music. So, in this activity students were asked to determine and collect picture, music or video that they would use for making digital storytelling. They might look for from the internet using their mobile phone or took some pictures around them.

During making the storyboard, teacher prepared herself to explain the way to make digital storytelling to students. Then, teacher demonstrated to students the way to make good digital learning by using *MovieMaker*. For teacher, this activity was designed to help students create the digital storytelling and explain how to import pictures and videos into the *MovieMaker* software. Teacher displayed in LCD projector since most of students did not bring laptop in the classroom. The purpose of this activity was to introduce and teach students the way to make good digital storytelling. The estimated duration is about fifteen minutes.

Since most of the students did not bring laptop in the classroom, teachers asked the students make outside the classroom, at home. Due to the amount of work associated, the duration lesson was 2-3 days. The aim of this activity was to ask the students to create their own digital storytelling. The students created digital storytelling based on the draft and storyboard they made in the classroom. When they have some difficulties in making the task, students were allowed to continue inside the classroom and discussed with their friends and teachers in the next meeting.

The next meeting, all the students brought laptop in the classroom. Before the class began, teacher asked students sharing the challenges during doing their digital storytelling. The activity was aimed to know how far and challenge the students doing the task. The estimated time to ask was 10 minutes than students were allowed to continue their task with teachers' help. In the classroom, students were also asked to revise and edit their task with their friends. They were allowed to discuss with their friends and teachers. The final form of the story is prepared based on the comments and feedbacks.

In the end of the course, students were asked to share about their experience making digital storytelling. This activity was aimed to know students like and dislike about making this digital storytelling; the problems they faced. Meanwhile, teacher evaluated students' task by giving comments and feedbacks toward their task.

Every student had different skill and knowledge, so they need different level of help. Obviously, students in different grades might need different levels of assistance and scaffolding. Therefore, students worked under the supervision of their teachers, and depending on each individual student; teachers provided help in constructing and creating the story. It is expected that the level of teacher support and the extent of scaffolding may vary across levels.

Digital storytelling was appropriate to use to teach writing. Moreover, in this occasion, the digital storytelling was used to write recount text which the purpose of recount text is to tell the past experience or personal experience. So, the students were free to write about their personal experience. It was in line with Bull and Kajder (2004) theory which emphasized that the goal of digital storytelling is to allow writers to experience the power of personal expression.

In addition, teachers fulfilled the role of facilitator, consultant, and could scaffold the learning process more effectively when they used digital storytelling in class. Teacher in this class was only helping students to make good and creative digital storytelling. Meanwhile, teacher was also only helping students when they find some difficulties. She did not dominate the whole hour of the class. Therefore, digital storytelling could create students to be autonomous learners.

Teacher's Perception toward Teaching with Technology

The data was about teacher's perception toward teaching with technology. Then, the finding of this research indicated that technology could help the teaching and learning process in the classroom. Teaching with technology especially using digital storytelling could ease the teacher teaching in the classroom and promote students writing skill. Students were able to write in correct grammatical, good story sequence and appropriate diction. It was due to students' good collaboration with friends and their teacher. Students often asked other partners opinion to sequencing the story or check their storyboard. Otherwise, teachers' role also was important because she used to help the students when they find some difficulties. The finding was in line with Ohler (2008) theory which claimed that teachers viewed digital storytelling as a valuable tool to increase research skills. A myriad of skills, such as spelling, writing, teamwork or collaborating with students and teachers, can be improved. Needless to say, the uptake of technology improves technical skills (Smeda, Dakich and Sharda, 2014:14).

Additionally, integrating technology in the classroom did not only improve students' ability in applying technology but also teachers' opportunity to improve their technological skill. Teacher learnt about how to use and develop a device before they shared to students. By using digital storytelling, the teacher could improve their ability in using computers, cameras and recorders. In other words, applying technology in the classroom could also build teacher literacy. Its finding was similar to Miller's study which explained that digital storytelling is the best application for teachers to encourage students to increase their use and knowledge and technology and technical skills. Furthermore, in order to create these stories, not only the students but also teachers are obligated to increase their technical proficiency in using computer, camera and recorder, etc. it helps the teacher to keep their knowledge toward the latest technology (Miller, 2009 in Smeda, Dakich and Sharda, 2014:15).

The teachers considered that digital storytelling could improve students' writing skill. Digital storytelling was utilized as a tool that was believed to develop students' higher-order skill. Since the students created the first writing and integrated to use picture, movie and music in the process of writing, digital storytelling could improve students' higher-order skill. From the beginning of writing, the students had to write by themselves. Starting to think the idea to write, then it was continued by making draft, creating storyboard, and searching pictures, movie and music to be used digital storytelling. Therefore, this finding was similar to Jonassen, Carr and Yueh study which declares that digital storytelling can potentially help develop the higher-order skills that have been identified with constructivist-based approaches, including organizational, problem solving and presentation skills (Jonassen, Carr and Yueh, 1998 in Burt, 2014:6).

Students' Perception toward Using Digital Storytelling on Learning Writing

The third finding of this research was about students' perception regarding using digital storytelling on learning writing. The perception was obtained from depth interview which was done after the students finished doing their digital storytelling. Ten students were interviewed and each interview lasted between five until seven minutes. While interviewing, a recorder was used to ensure the interview process and ease the review process.

Some questions were given to students to find out their perception toward using digital storytelling. The students were excited utilizing technology especially digital storytelling in the classroom. They prefer to write digitally rather than manually. They tended to modify their writing as they liked since they were free to search and insert picture, music and video. Moreover, using digital storytelling could increase their knowledge toward technology. In other words, even the quality of their school technology was not really advanced, but students' ability toward technology literacy improved. Since students' technology literacy improved, therefore, their idea and creativity developed. It was different when they wrote storytelling in a piece of paper. Otherwise, they were not sleepy as they learnt writing in regular class as they were satisfied using it. It is in line with the research done by Ohler, (2008); Ware & Warschauer (2005) in Miller (2009:12) which said that utilizing digital storytelling not only helps to bridge the disconnect between the high-tech world outside of school and the traditionally low tech school setting, but also provides a number of benefits to students that could not be as well achieved through traditional storytelling.

The finding also highlighted the benefit of digital storytelling to motivate students to write. Eight from ten students said that they like using digital storytelling to write. The students were encouraged to write better and create a creative writing. They tended to write using laptop rather than to write using pen as what they did in doing their task. Moreover, by internet connection students were able to improve their writing by observing picture. Students argued that by writing in digital, students could improve their idea and produce good writing. As what the students had told that '*Saya lebih suka menulis pakai laptop daripada menulis di kertas, apalagi dengan menggunakan digital storytelling, saya lebih semangat dan memiliki banyak ide untuk mengkreasiannya*'. This statement was in line with Sylvester and Greenidge, 2009 study in Burt (2014: 29) which conveyed that using digital technology as well as allowing them to write for a large audience often motivates students to write and produce quality work. They were happier to write.

Furthermore, the finding of this research also indicated that levels of students' engagement increased. In other words, students were always engaged in the classroom. The use of software and conducting search for their digital storytelling were high. In this case, students were more comfortable to integrate technology in completing their tasks; they like searching on internet, writing digitally and watching their partners' digital story. In doing the task, students were also allowed to ask their friends opinion when they were confused or got some difficulties in doing the task. Therefore, even the task was done individually but most of them discussed with their friends to solve some problems. This finding was in line to Standley theory who declared that the creation of digital stories, encouraged collaboration between students, which in turn leads to the utilisation of various cognitive capabilities. Moreover, when working in a group, individuals pay more attention to content (Standley 2003).

In addition, writing did not only assess on the content of the story and grammatical usage but also some skills could be developed also such as the ability to sequence beautiful sentence and creativity in developing their story. In using digitals story, students could improve their skill in creativity. They were free to develop their writing. It is similar to Davis (2004) finding which describes that digital storytelling allowed adolescents much freedom in authorship. By controlling image and sounds, students are able to create digital story in creative way.

Furthermore, digital storytelling could overcome students' problems. Therefore, this research indicated that the utilization of digital storytelling in education increases skills. Teachers witnessed that digital storytelling via technology integration assisted students, and helped them overcome their problems. As supported by Ohler, who viewed digital storytelling as a concept supporting creativity, students could solve crucial problems in unprecedented ways. Robin, who has a similar outlook on digital storytelling, found that a story created by the

teacher will help students to enhance their abilities. The teacher thus builds the framework for discussing storytelling topics and makes conceptual and/or abstract subjects more comprehensible. Building on experience and knowledge with teacher support, students create their own story using *Moviemaker*. Thus students improve their skill set with teacher support in project development (Robin 2008).

Meanwhile, through digital storytelling, students could share their experience or their work to other friends. Students could help other students to select and determine the appropriate story sequence or picture to make digital storytelling. As what one of students told that “*Dengan memakai digital storytelling, saya bisa melihat hasil punya teman dan saya bisa meminta tolong bantuan teman bila dia punya gambar yang saya butuhkan*” then, one of students told that “*Saya suka belajar memakai digital storytelling soalnya saya bisa browsing gambar sambil chatting sama teman, minta pendapat gambar mana yang bagus*”. According to them, the digital learning experience can promote collaborative studying and encourages students to share resources online. Students’ skills are also enhanced by using databases and internet sources. Furthermore, digital content ensures that different groups are helping each other, as networked digital content connects the whole class; students who participate in digital storytelling projects have better communication, organizational skills, and more confidence in terms of asking questions and expressing opinions (Robin 2006; VanderArk and Schneider. 2012; Hung et al. 2012).

CONCLUSION AND SUGGESTION

This is qualitative research which has aimed to describe the implementation of digital storytelling on writing class, to describe teachers’ perception toward teaching with technology and to investigate students’ perception toward using digital storytelling in writing class. This study contributes to new understanding of how to integrate technology in teaching and learning activity. Therefore, the focus of this research is on how to implement digital storytelling to teach writing. Teacher which also becomes researcher observes teachers responds toward using digital storytelling.

Furthermore, the teachers also perceive that technology can help their teaching and learning activity. Technology especially digital storytelling could improve teacher’s ability on technology. In other words, teacher is able to improve their ability to utilize technology. Then, student more encourages writing by using digital storytelling, therefore the quality of their writing were different. They could produce good and creative writing. Also, digital storytelling helps students to be advanced in technology and their digital literacy was improved. Furthermore, students could share and discuss with their partners while doing the tasks. Since this research was conducted on very limited participants, further researcher should add the participants. Then, effective writing is not easily measured and does not lend itself to efficient large-scale assessment. There is not one correct answer that all students will produce in response to a particulate writing task. Writing is messy, complicated, and takes time. These conditions all create problems in measuring results and pinpointing effective instructional practices supported by research. In addition, the assessment used to evaluate the students’ multimodal writing in this study only assessed traditional writing skills, such as conventions, word choice, and writing elements. Research needs to be conducted to develop and examine assessment strategies that evaluate the multimodal aspects of digital storytelling in addition to traditional writing skills.

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IMPROVING PRE-SERVICES ENGLISH TEACHERS' PEDAGOGICAL COMPETENCIES IN INTERNSHIP PROGRAM

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ABSTRACT

This study aims to investigate the effectiveness of internship program in improving Pre-services English students' pedagogical competencies. Internship program is a special program of STKIP Al Hikmah to facilitate pre-service English teachers to enhance their pedagogical capacities in teaching English. The activities in internship are observing senior English teacher in teaching English in lab school, composing lesson plan, designing creative teaching media, composing assessment, and doing microteaching. The students are also obliged to master English materials in seventh grade of Junior High School and Tenth Grade of Senior High School. The participants are fourteen first semester English students of STKIP AL Hikmah who have accomplished internship program in first semester. The data were students' observation result, lesson plan, teaching media, and microteaching performance score. The result of this study showed that internship program effectively improved pre-service teacher's pedagogical competence. The program that was conducted fully in thirteen weeks on the first semester, has facilitated pre-services English teachers to explore their experience and competence in teaching English.

Keywords: *Pre-services English Teachers, Internship Program, Pedagogy Competencies*

INTRODUCTION

In teaching and learning English as foreign language, teacher plays important and significant role to the students' achievement in mastering English itself. Students in the classroom must expect being taught by a teacher who has high English mastery capacity. The existence of effective English teacher in the classroom must help the students for having better English since he is able to give real example how to use English properly. As stated by (Wong, 2005), An effective teacher is considered the most important factor in producing consistently high level of student achievement. The effective English teacher is not only about being able to master four English skills and language components, such as grammar or vocabulary, but it is also the pedagogical competence that teacher has in order to facilitate the students enable to master English. In real English classroom learning, there are a lot of cases that an English teacher who actually has high competence of English mastery, but unfortunately they face a lot of problems in teaching English. The teacher actually has speaking outrageous competence, but he has low ability in using effective communication strategy to help the students' master particular English skill. He is very competence in reading skill. He is able to comprehend all levels English text. Unfortunately, when they have to teach reading skill, he is not able to implement effective teaching reading strategy. He can not encourage students' interest in reading English text.

Education University, particularly English Education Department is considered not able to produce competence English teachers particularly in pedagogical competence aspect. One of the biggest factor for this failure is that the academic curriculum itself. In most education university, the curriculum only focuses to the content skill of the students, the portion in improving pre-service teachers' pedagogical competence is still low. Students' lecturing activity in eight semesters is dominated by theory or content of how to teach English in the classroom. Students have only two until three months on seventh semester to implement their pedagogical competence in apprenticeship program. This condition consequently causes the quality of their pedagogical competence when they have to teach in real classroom after graduating from the university. Therefore, in order to produce high competence English teacher candidate, university education has to redesign the system apprenticeship for their students particularly in giving a lot of experience to do apprenticeship. Teacher education courses should then be broadly educative in terms of the trainee personal and intellectual, and fully professional to prepare

trainees for the profession by making them competent to assume their responsibilities.(Wallace, 1991).

In education university, apprenticeship is defined as a program to facilitate pre-service teachers to explore their content and pedagogical competence in real classroom teaching. In most university, apprenticeship program is usually conducted on the seventh semester. Students are placed to the school which has been incorporated with university to teach English there. During conducting apprenticeship for three months, teacher candidate will do real practice teaching in real classroom, designing teaching media, and composing lesson plan based on the topic that they teach. During teaching in the classroom, teacher candidate will be supervised by senior teacher to get comment and feedback for better teaching improvement.

STKIP Al Hikmah is one of education universities in Indonesia that produces English teacher. The content of the English Education Department Curriculum is similar with another university. The focus of the curriculum is in improving students' English capacity and equip them with pedagogical theory in teaching English. This university, particularly English education department has a special apprenticeship program it is called internship program.

In STKIP Al Hikmah, students conduct internship program since they are on the first semester. During the first semester, students conduct internship program for four months. In the first two months, Students have to visit lab school to observe senior English teacher teaching English in the classroom. They attend to the classroom in order to get inspiration from the teacher regarding to the effective teaching strategy in English classroom. After doing observation, Students then conduct discussion with senior teacher to get suggestion how to become effective English teacher in the classroom. Every student then brings their experience in observing senior teacher in campus. He/she then shares and discusses his experience with other students which facilitated by the lecturer. On forth month, every student has to show their pedagogical competence through microteaching test. This activity is conducted to connect theory of teaching English to the real practice. Bell (2007) argued that microteaching provides students with valuable teaching experiences and made them aware of the benefits and relationships between theories and practice. Before conduct microteaching, Students are also assisted to compose teaching instruments (teaching scenario, topic summary, evaluation, and topic ppt). In composing microteaching instruments, students have to discuss and consult the instruments with their mentor or lecturer. This mentor model is considered beneficial for pre-service teachers for preparing effective teaching performance (Seezink, 2009)

The writer, on this study is going to discuss the effectiveness of internship program in improving English students' pedagogical competence. The participants of this study are fourteen first semester students who have conducted internship program for one semester. The data of this study are students' observation result, students' teaching instruments, and the result of students' microteaching performance.

FINDINGS AND DISCUSSIONS

The purpose of this study is to examine the effectiveness of STKIP Al Hikmah internship program in improving English students' pedagogical competence. To know the result of this study, the writer has analyzed the data which have gained from students' observation result, microteaching instruments and students' microteaching instruments. The followings were the result of this study:

What is Internship Program in STKIP Al Hikmah?

Internship program is atypical program in STKIP Al Hikmah to facilitate the students in developing pedagogical competence. Internship program is conducted for eight semesters. Internship program is not involved as credit semester in the academic curriculum so that the program is conducted out of lecturing activity. The first semester students started internship program by visiting Hikmah lab school. They are attending to seventh grade and tenth grade to see senior English teacher in teaching English. The first month of the semester, students are observing in seventh grade and the second month students are observing in tenth grade. Students are attending in the classroom three days a week from morning until afternoon. In the classroom students are assigned to write their experience in observing senior English teacher teaching

English. During observation, students are equipped by observation sheet and they have to write their experience on that sheet.

In observing to the Senior teacher, pre-service teacher had to focus on four aspects of teacher's pedagogical competencies, they are opening and closing learning activity, managing the classroom, using effective communication skill, implementing effective teaching strategy. After learning activity, pre-service teacher then discussed with English Senior teacher. During discussion, pre-service teacher may question to the senior teacher deals with why he implemented particular strategy in opening and closing learning process, why he applies particular technique in managing the classroom, etc. The students may get suggestion or feedback deals with how to become effective English teacher.

After finishing observation phase in seventh and tenth class, in the third month pre-service teacher started to compose microteaching instruments. The teaching instruments consist of teaching scenario, summary of the topic, evaluation for the topic, topic Islamic integration, and power point for microteaching. Students have a month to compose entire instrument aspects. Students are obliged to conduct consultation with the lecturer before they have to submit the instruments as requirement to join microteaching test. On the fourth month, students then had microteaching performance. It is the final activity of internship program. On this phase, pre-service teacher taught English from one of the topics of seventh or tenth class for forty minutes. In microteaching test, the students were their classmates and they were examined by three lecturers. Lecturers then evaluated students' pedagogical competence either in written or verbal way. They evaluated students' performance in opening and closing classroom activity, managing students' activity, using effective communication with the students, and implementing particular strategy during teaching process.

How did Observation Improve Students' Pedagogical Competence?

The initial phase in internship program conducted by English pre-service teachers of STKIP Al Hikmah was attending to Senior English teacher classroom activity. In the classroom, pre-service teacher observed senior English teacher in teaching English then wrote important information on the observation sheet. After English classroom activity was over, pre-service teacher then discussed with English teacher regarding to the information that he wrote on observation sheet.

In one semester, every first semester student has minimally four times observation in seventh class and four times in tenth grade. According to the result of the observation sheet, most students stated that attending in senior English teacher learning activity has given them new insight how to teach English effectively and properly. Students had learned a lot of variety techniques in opening and closing learning activity. Students got many ways how to do apperception effectively and creatively when opening learning activity. Students also stated that they got a lot of inspiration how to manage students' activities in classroom. One of the examples of managing the classroom is by telling story. According to one of student's experience in observing senior English teacher was that one of the teachers implemented telling a story in managing the classroom activity. He stated that students were suddenly kept quiet and stayed focus to the teacher when he told a story. After teaching process, pre-service teacher then conducted interview to the teacher. He asked the teacher why he implemented telling story in managing the classroom. The teacher then told him that telling story will attract students' curiosity. Most students were very interested to the story. He also suggested to the student that the skill in telling story was needed by the teacher. In telling a story, teacher was suggested be attractive and use proper intonation to make the story more interesting. The most interesting in telling story was that the story itself was not familiar to the students.

Dealing with pre-service teachers' observation about how to open and close learning activity, most students stated that senior English teacher was able to implement a lot of variety of teaching techniques to create conducive classroom environment either in pre or post teaching. Integrating material with Islamic value was one of the strategies that teacher applied in opening learning activity. In relating topic with Islamic values, teachers used two techniques they were citing Hadits or one of the ayat in Qur'an and told inspirational Islamic story. According to the pre-service teacher's observation result, students were very interested when teacher told an inspirational Islamic story. The story that told by teacher was able to attract students' interest

and curiosity during learning activity. Telling Inspirational Islamic story was not only able to create good classroom condition but it also encouraged students raise their spirit to have better behaviour and worship to God. Giving poem was another technique that teacher implemented during opening and closing learning activity. Pre-service teacher stated that one of teachers in seventh class was able to attract students' enthusiasm to learn English when teacher opened learning activity using poem. Most students were interested in poem since it had unique word and interesting rhyme. Students were very enthusiastic with teacher's teaching technique. Students felt curious with new poem that teacher gave to them. The poem that teacher delivered was not only for fun but it also contains moral message that is able to motivate the students to study harder to get their highest achievement.

In order to produce effective English teacher, giving theory of teaching English is not enough. The pre-service teacher should be involved in real classroom environment. By attending in real classroom, students will know and understand the real students condition, how to manage students' activities, how to deliver particular topic to particular English students level. Getting exact comment and feedback from experience teacher will also help the pre-service student to understand the real theory from real classroom condition. Therefore, equipping students' knowledge of how to teach English from real classroom earlier will help them to improve students' pedagogical competence.

Composing Microteaching Instrument to Improve Pedagogical Competence

The success of effective teaching English depends on teachers' competence in designing teaching instruments. Teacher competence in designing teaching instrument deals with the preparation of effective teaching media and strategy that is going to be implemented in classroom learning process. Teacher has to be able to compose effective teaching scenario, evaluation, and material in order to support their effective teaching and learning process. Teachers have to make sure that the evaluation and material are able to enhance English capacity. The evaluation and material should not be too difficult but it is challenging for them. The learning process in teaching scenario should be clearly composed based on learning objectives and indicators.

In STKIP Al Hikmah, students have obligation to compose teaching instruments since the first semester. Every first semester is only assigned to make a teaching instrument based on the topic of English in seventh grade or tenth grade. The teaching instruments that should be composed by the students are teaching scenario, summary of the topic, evaluation of the topic, and power point for microteaching. The process of composing teaching instrument does not only end on submitting the instrument itself but students should be able to implement the teaching instrument in microteaching test. In order to produce effective teaching instrument, in the process of composing teaching instrument, students are guided by the lecturer. Students have to consult every teaching instrument that they make to their advisor in order to get feedback and comment. Students are able to join microteaching when their advisor have given approval their teaching instruments.

In composing teaching scenario, particularly for first semester students, they do not need to compose the complete lesson plan. They are only assigned to compose effective learning process based on the basic competence that they get. On the first semester, they are only specifically trained how to create learning process particularly in opening and closing learning process. Students are also required to make summary of the microteaching topic in order to train them to understand the topic deeply. Therefore, to measure pre-services teachers' understanding the microteaching topic, every advisor has to do private oral examination in consultation activity.

Evaluation is necessarily designed to measure students' achievement to the particular learning objectives. The first semester students are obliged to compose evaluation in form of written test evaluation. Students have to compose ten multiple choices and five essay questions. In composing those evaluations, they eventually can not compose effective and good evaluation. Grammar construction and level of questions become major problem in making evaluation. Because of feedback and comment for advisor they are able to compose effective questions.

The First semester Pre-service teachers in STKIP Al Hikmah are also obliged to create teaching media for microteaching test. On first semester, they only create power point slide

show as the minimal standard requirement in microteaching test. Most students spend a lot of time in composing this teaching instrument component. In designing power point, most students face difficulty to write informative and essential information in the slide show. Their power point is only dominated by colourful background and picture but it has not been inserted informative and essential information of the topic. Consequently, they have to do many consultations with advisor in order to get proper design and content of the power point.

According to pre-service teachers activity in designing teaching instruments, most of them initially do not know what teacher should do before teaching in the classroom. They are not capable enough how to design effective preparation before they show their pedagogical competence in real teaching. Giving theory and practice to compose teaching instrument is an effective way to improve their pedagogical competence. Pre-service English teacher has to know how to design effective teaching scenario, deliver the material effectively, make precise evaluation, design creative teaching media. Since they never make teaching instruments for real teaching environment, they initially face difficulty in making the instruments. In teaching scenario, most students can not compose learning process systematically. They also face obstacle in creating effective opening and closing teaching technique. Their past English teachers' style in opening English learning influences their mind in composing its teaching scenario. Consequently, most students make conventional technique in opening classroom, it is that teacher greets the students, asks the students to pray then go to the material. Unfortunately, pre-service English teachers got suggestion from advisor about the effective strategy in opening and closing learning activity.

Pre-service teachers should be provided opportunity and experience in constructing teaching instrument. They should be equipped in composing effective teaching instrument since the first semester. The more they practice in making teaching instrument, the more they will master in teaching preparation. Regular evaluation and feedback from the advisor will help them to make better teaching instruments.

Improving Pedagogical Competence from Microteaching Test

Microteaching test is the final phase of internship program in STKIP Al Hikmah. This test was conducted at the fourth month of the first semester. Each student has forty minutes to explore their teaching competence in front of other students. The topics or learning objectives that they have to teach is based on English topic of seventh and tenth grade. The objective of this test is to measure students' competence in opening and closing learning process, delivering material effectively, managing classroom activity, and implementing media optimally. To know the level of their competence, every student will be examined by three lecturers. The lecturers will test their pedagogical competence based on those five aspects. After the students showed their competence, lecturer gave feedback and comment for better quality performance.

Pre-service English teacher of STKIP Al Hikmah got real experience in improving their pedagogical competence from this phase. According to the result of microteaching test, most students felt extremely nervous when they conducted microteaching test. Most students had very less confidence when they had to deliver the material in front of other students. Most students also faced obstacles in using accurate and precise English language. Students were not able to use English in communicative use with other students. This obstacle emerged since they also had low capacity in using English for communication. Some students also could not explain the material clearly, even they explained wrong concept of particular English topic. Their lack understanding of the topic and unconfidence cause the problem in teaching the English material. Lecturers' feedback, suggestion, and comment play important role to encourage students' confidence in teaching in real English classroom. Lecturers' suggestion helps students to improve their pedagogical competence simultaneously. Their constructive advice will encourage students to enhance the students in using effective English in the classroom. Having lack performance for first semester students is still accepted in teaching English. Brilliant suggestion will encourage them to practice more and more to improve their pedagogical competence. Lecturers' suggestions influence students' encouragement to enhance their confidence, to practise implementing creative and effective teaching strategy in opening and closing learning activity, and practise more how to use effective classroom language.

Some students felt that microteaching gave beneficial for improving language competence. it was in line with Benton-Kupper (2001), he said that pre-service teachers viewed microteaching as an effective learning tool that enabled them to discover and develop their language ability. Ogeyik (2009) also highlighted the importance of microteaching practices in developing prospective teachers' language skills. Other students believed that the successful of learning process in the classroom is determined by teacher's competence in classroom management. Successful classroom management is essential for effective instruction and a teacher's belief in his or her ability to positively facilitate student learning may affect classroom management behavior (Henson, 2001). Therefore, the earlier students practice to explore Their English pedagogical competence, the faster they will become professional and high quality English teacher.

CONCLUSION

According to the result of the study, the internship program held by English department of STKIP Al Hikmah significantly improves pre-service English teachers' pedagogical competence. This internship program has facilitated the first semester students to get earlier knowledge and experience of how to effectively teach English in real classroom. Students' observation activity toward senior English teacher has helped the students to get a lot of inspiration to implement strategy how to teach English effectively. Feedback and suggestion from senior English teacher regarding the implementation of effective teaching strategy and media has encouraged the students to consistently learn and practice a lot of variety of teaching media and strategy. Students' activity in composing teaching instrument helped the students to become well prepared before teaching as early as possible. Students also felt that advisor's feedback and suggestion regarding to the lack of their instrument helped them to compose better teaching instruments. Moreover, students' performance in microteaching has significantly facilitated the students to reduce their anxiety and during teaching in front other students. Furthermore, the test also helped the students to raise their confident in teaching English in real classroom.

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MOBILE ASSISTED LANGUAGE LEARNING: THE RECENT APPLICATIONS OF EMERGING MOBILE TECHNOLOGIES

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ABSTRACT

The purpose of writing this paper is to describe the developments of smart phone technology that have taken place rapidly and its accompanying pedagogical applications in the process of learning English. Students of English department of Unesa Surabaya consists of young generation who have had and implemented smart phones in learning English. Some recent studies and reviews have shown that smart phones are contributing significantly to the application of pedagogical process of learning English, and not merely examine the development of smart phone technology itself. Overall smart phone technology has also been instrumental in significant for some activities of human life. A discussion of smart phone technology has contributed significantly also widely known in the research Computer Assisted Language Learning (CALL). Some researchers have released their latest report that smart phones contribute positively and effectively at the same time as a support which can improve the quality of English language learning process. Challenges and opportunities of smart phone technology has been the subject of daily discussion.

Key words: *smart phone, smart phone technology applications, and learning English.*

INTRODUCTION

In line with the computer technology development, the debate of whether new literacy is really new seems to assume that the computer technology usage would be normalized in the future (Bax, 2003; Bax & Field, 2000; Chambers & Bax, 2006). Nevertheless, one thing for sure is that it is still on the continuum towards the final stage of normalization of CALL. Warschauer (1999) also claims that the use of computers will not be considered to be a special case but rather as a primary component of language learning and language use. Kern (2006) implies the changing status of CALL, comparing two definitions of CALL from Levy (1997) and Egbert (2005):

CALL means the search for and study of applications of the computer in language teaching and learning (Levy, 1997, p. 1)

CALL means learners learning language in any context with, through, and around computer technologies. (Egbert, 2005, p. 4)

As can be seen in two definitions above, the noticeable changes are 'any context' and 'computer technologies' instead of 'computer'. Presumably, Egbert's definition would try to embrace a broad range of contexts of using computer technologies in language learning. Furthermore, even the meaning of the term 'computer' is not absolutely free of ambiguity but comprehensive one. She uses 'computer technologies' because the definition of computer has also been changing. Nowadays 'computer', in fact, seems to be too general to refer only to desktop or laptop computers. Recent mobile electronic devices that hold the capacity for language learning (e.g., 3G/4G smartphones, tablet PC) have been blurring the learning boundaries between classroom and home, as well as boundaries between the concept of computer and mobile devices. Also those new mobile computing technologies can presumably change the way we have used computers (Egbert, Akasha, Huff, & Lee, 2011). In this sense, such mobile devices can also be regarded as handheld 'computers' with versatile functionalities.

DISCUSSION

In line with the latest Horizon Report 2012 and 2013 which highlighted the educational potentials of mobile and tablet computing (Johnson et al., 2013; Johnson, Adams, & Cummins, 2012), Mobile assisted language learning (MALL) is a burgeoning subdivision of computer assisted language learning in general. As mobile technologies has evolved, so have their advanced applications developed for language education. According to the survey results conducted by the Pew Research Center's Project for Excellence in Journalism (PEJ) in 2012 (Fox & Duggan, 2012), half of all American adults own either a tablet or a smartphone, which indicates that the usage of smart phone and tablet has been skyrocketing for the last a few years. Besides the increase of usage, mobile device technology has been drastically developed and transformed in an integrated way. In addition to the traditional purpose for oral communication via mobile phones, the current multifunctional mobile technology enable users to access to the Internet ubiquitously for locating and searching information, emailing, reading e-books, and even shopping. The mobility has also enabled learning independent of location and any time even out of classroom.

Several scholars introduced and reviewed the use of mobile technology and its applications for language education (Chinnery, 2006; Godwin-Jones, 2011; Kukulska-Hulme & Shield, 2007, 2008). Chinnery (2006) comprehensively reviewed empirical research which utilized some of mobile devices including cell phones, PDAs, and iPods. For example, instructors teach short English lessons by sending them to students' emails via mobile phone (Thornton & Houser, 2005), giving vocabulary instruction via SMS for Italian learners in Australia (Levy & Kennedy, 2005, cited in Chinnery, 2006). Even though Chinnery (2006) reported those above projects were effective for language learning, the underlying concept of those applications of mobile phone seems to be similar to the concept of Web 1.0, in that the interaction was not virtually user-centered or –created. Since the term Web 2.0 was introduced by Tim O'Reilly in 2004, the term, Mobile 2.0, has been used to refer to the mobile technology featuring Web 2.0 (Wang & Heffernan, 2009). The essential features of Web 2.0 are user-created and collaborative content. Likewise, the new approach to MALL would be co-opted from the feature of Web 2.0. Likewise, Kukulska-Hulme and Shield (2007) comprehensively reviewed MALL-related research, emphasizing speaking and listening domains. They overviewed the research in terms of the types of mobile devices including mobile phones, tablet PCs, MP3 players, and so on. More recently, Godwin-Jones (2011) explored the current state of mobile apps for language learning, adding context aware learning apps using GPS, data storage and syncing between "cloud" and mobile device. As Godwin-Jones mentioned, the noticeable development of mobile software are vocabulary learning programs and flashcard software. Besides the apps Godwin-Jones exemplified in his article, such as eStroke, Pleco, ChinesePod, many other software once operated by Windows or MAC have also increased their exposure by developing iPhone or Android apps. Supermemo, for example, is one of the powerful spaced repetition software (SRS) for vocabulary learning (Godwin-Jones, 2010), which is more effective than massed learning (Nation, 2001, 2008). Recently, Supermemo has been equipped with sound recognition system, and expanded its usability in multiple platforms including PC, smartphones, and e-learning via website (Yang & Park, 2012). In addition to the vocabulary learning, because of the increasing distribution and use of smartphones enabling wireless Internet connection, the educational applications of smartphones have been getting diverse and integrated more and more.

Likewise, recent research or review on mobile assisted language learning tends to focus on more detailed applications of newly emerging mobile technology, rather than has given a broader point focusing on types of mobile device itself. In this paper, I thus reviewed recent peer-reviewed research and conference papers between 2005 and 2013, which utilized newly emerging and integrated mobile technology. I used the databases (i.e., EBSCO, Google Scholar, ProQuest, and JSTOR) to select the articles, the selection criteria based on the following topics in previous literature (Chinnery, 2006; Godwin-Jones, 2010, 2011; Johnson et al., 2013; Johnson et al., 2012; Kukulska-Hulme & Shield, 2008): short message service (SMS), instant messages (IM), microblogging (mobileblogging), ambient technology (augmented reality), GPS, and tablet computing. Its pedagogical benefits and challenges are discussed.

Short Message Service (SMS)

The frequent MALL activities using mobile phones seem to employ SMS (Short Message Service) for language learning. Specifically, SMS is one of the cell phone features which enable communicative language practice (Chinnery, 2006). In both studies conducted by Kennedy and Levy (2008) and Levy and Kennedy (2005), the students were sent Italian words, idioms, and example sentences via students' mobile phones as SMS messages. Both projects proved the use of SMS in language learning as a successful technique. In addition, almost all of participants showed positive attitude toward receiving text messages. Li and Erben (2007) also reported that the use of instant messages enabled the language learners to increase their intercultural awareness and critical thinking skills. Like Thornton and Houser (2005), Lu's (2008) and Zhang et al.'s (2011) studies both conducted similar experimental study to investigate the effectiveness of vocabulary learning by using SMS. In Lu (2008), 30 high school students were divided into two groups. One group learned English vocabulary via mobile phone, while the other used print materials. The result indicated that mobile users show greater gain in vocabulary than paper-based learners. Zhang et al. (2011) also found that the group studying vocabulary via mobile phone SMS text messages retrieved more vocabulary in the posttests than the other group learning through paper material. In the same vein, Motallebzadeh and Ganjali (2011) examined the effects of SMS on 40 Iranian EFL learners' performance on vocabulary retention and reading comprehension. The result showed that mobile phone users outperformed the control group with regard to both vocabulary and reading comprehension scores.

Microblogging (Mobileblogging)

Microblogging or mobileblogging is a new form of blogging and primarily represent Mobile 2.0 technologies (Ebner, Lienhardt, Rohs, & Meyer, 2010). A microblog can be defined as "a weblog that is restricted to 140 characters per post but is enhanced with social networking facilities" (McFedries, 2007, cited in Ebner et al., 2010). Borau, Ullrich, Feng, and Shen (2009) reported the usefulness of microblogging (i.e. Twitter) in EFL learning context. Borau et al. (2009) argued that the students were encouraged to participate in cross-cultural communication and interactions effectively. Moreover, the microblogging enables the EFL learners to produce the language actively and interact in the target language via both the computer and mobile phone platforms.

Hsu, Wang, and Comac (2008) investigated the use of audioblogs in ESL setting. The instructors used the audioblogs for the management of oral assignments, interaction with learners, and evaluation of learners' performance. The students used the audio recording function of mobile phones to complete the oral assignments and they used the audioblog to submit and archive their oral assignments. Hsu et al. (2008) concluded that the integration of audioblogs plays an important role as a tool for assessing learners' performance outcomes and building mutual interaction between instructors and students.

Comas-Quinn, Mardomingo, and Valentine (2009) conducted a pilot study to investigate how students who study abroad in Spain construct meaning through informal interaction with target culture via mobile blogging. The participants shared and reflected on their experiences in target culture with other peers by uploading multimedia (i.e., pictures, short videos, audio files) they gathered in Spain with mobile devices. Comas-Quinn et al. (2009) concluded that the students' use of mobile blogs promotes interaction and a sense of community in informal setting.

More recently, Shao (2010) explored the applicability of mobile blogging for Chinese students who were newly comers in British. The findings indicated that the mobile group blog could help the participants understand authentic target culture and language use. Moreover, the mobile blogs could serve as a practical tool even for the prospective students in China to build readiness of target language use and confidence in being aware of the target culture.

Wishart (2009) conducted a small-scale study to investigate the feasibility of using mobile technology for teacher training. The study illustrated the promising result that the use of blogging could be a successful way of encouraging and sharing the teacher trainees' reflections on teaching.

Petersen, Divitini, and Chabert (2009) evaluated the use of a mobile blog to facilitate to build a sense of community in a French class. Petersen et al. found that two split communities of

a French class could foster social interaction and share their information and feedback with the community, even if the communities were physically separated. Also the use of mobile blog could make the students feel more included in the community of French learners.

Ambient Intelligence and Augmented Reality

Cook, Augusto, and Jakkula (2009) defined Ambient Intelligence is a developing technology which means “the presence of a digital environment that is sensitive, adaptive, and responsive to the presence of people” (p. 3). This emerging technology can be applied to MALL. Beaudin, Intille, Tapia, Rockinson, and Morris (2007) reported the use of ubiquitous sensing at home for “context-sensitive microlearning” of vocabulary on a mobile device. This is one of examples of language learning integrated with everyday surroundings. Built-in and stick-on sensors detected and responded to the students’ interactions with objects such as furniture, appliance at home. Then, the detected interaction presented the audio sound of English and Spanish phrases linked with the use of those objects.

Augmented reality (AR) is highly integrated mobile learning environment to improve learning outcome and experience by immersion. Azuma (1997) defined the augmented reality is the application which “allows the user to see the real world, with virtual objects superimposed upon or composited with the real world” (p. 356). Specht, Ternier, and Greller (2011) noted that AR can make a contribution to helping learners “gain a deeper understanding, experience embedded learning content in real world overlays, or explore content driven by their current situation or environmental context” (p. 121). Liu, Tan, and Chu (2010) demonstrated the effectiveness of MALL with use of handheld AR for language learning. Augmented reality allows participants “to experience feelings and emotions as they do in the real world by interacting in a virtual environment” (p. 39). They employed a variant of 2D barcodes (i.e. Quick response code) which can be read by mobile camera. Those QR codes included the linked information for students so that they explored the map on the mobile phone while visiting designated learning zones by decrypting QR codes. Then the students sent the information to the main server for retrieving context-aware learning material wirelessly.

Antona et al. (2010) reported the small-scale but actual application of augmented technology with the use of mobile computing in foreign language learning environment, which, in particular, aimed to build L2 learners’ personalized learning strategies and to support error correction. Most recently, Leonidis et al. (2012) highlights the potential for effective use of the ambient intelligence systems for classroom contexts, called ‘smart classroom’. They argue the system, SESIL, provides an augmented reality environment to support L2 reading and writing practices. They also suggested the mobile devices such as mobile phones be considered to be an effective interface for classroom applications.

Global Positioning System (GPS)

Since the MALL reflects mobile and ubiquitous characteristics, the context and location-aware technology play a special role in diverse MALL applications. Recent feature in the smartphones is the function of Global Positioning System (GPS). In addition to the original purpose of GPS application to help in finding one's way and locations, it also can be applied to the language learning outside the classroom. Ogata et al. (2008) tested a computer-supported mobile learning environment for Japanese language learning. In the process, the foreign students taking Intensive Japanese Program were assigned field activities by teacher. Then, they went around the town to complete tasks. The research shows the applicability of mobile devices with GPS function in language education, in that the students could integrate the knowledge in classroom and their authentic needs in their actual daily life.

Tablet Computing

Even though the mobile and portable benefit of small handheld devices (e.g., cell phones, PDAs, iPod, etc.), the potential challenges of these mobile devices are likely to be their small screen (Carlson, 2002; Chae & Kim, 2004; Chinnery, 2006; Venkatesh, Ramesh, & Massey, 2003) and limited memory and data processing speed. To cover these inconveniences, the use of Tablet PCs has recently been on the rise as the alternative (Godwin-Jones, 2011).

Lan, Sung, and Chang (2007) conducted a comparative study to investigate the benefit of using Tablet PCs in EFL context to improve peer collaboration in reading class, compared to the traditional class setting. The results indicated the application of Tablet PC to facilitate the collaboration between peers outweighed the potential weakness hindering students' collaboration process in a traditional setting. Moreover, the utilization of the mobile-device-supported peer-assisted learning could reduce EFL learners' anxiety and promote their motivation and confidence.

More recently, Chen (2013) also examined the applicability of using Tablet PC for informal learning of English out of classroom setting. As Godwin-Jones (2011) highlighted the vast potentials of using apps by Tablet PCs, Chen's study well illustrated the multifunctional features of Tablet PCs including micro-message, micro-blog, electronic book reader, and so on. For example, the participants were actively engaged in a collaborative learning environment by sharing their feedback with each other via micro-blogs. The study also showed the positive perceptions the learners had of the effectiveness of using Table PC for language learning.

CONCLUSION

The main goal in this paper has been to provide the review of recent research on MALL applications in terms of newly emerging or integrated mobile technologies. Rapidly developing mobile device technology and widespread ownership of mobile device seem to have an impact on language education, as well as other contexts learning. In conventional application of CALL, most learning environments have been occurred on stationary PCs. However, now it is transferred to mobile devices, which enable the language learning to be independent from any location and time. Both PCs and mobile device application will eventually happen simultaneously. As can be seen above examples of MALL applications, multi-functional mobile devices can contribute toward a more comprehensive educational environment for language learners.

According to the research findings reviewed above, it seems hard to confirm that MALL has already been fully utilized in educational contexts. Nevertheless, one thing for sure is that it is on the continuum towards the new stage of CALL through adopting a variety of emerging mobile technologies. The increasing ownership of mobile devices among teachers and students might not be directly related to computer technology usage for the purpose of language education, however; it could imply the expanding nature of computer technology use in educational purposes. Furthermore, the promising results from the research about the use of mobile technologies for language learning might be challenging to indicate the prevailing trends of MALL in a definite way due to not only the fact that the application of MALL highly relies on the general consensus from language teachers and learners, but also lack of pedagogical framework of MALL. Therefore, the future research on MALL needs to explore the teachers' and learners' perspective on the use of MALL, in that it would be meaningful to find out 'emic' views on the issue from the users in educational context. All of those factors identified from the language teachers and learners can be viewed as their current obstacles to overcome toward the successful integration of new MALL technologies. At the same time, those factors play a role of a series of indicators to see 'where we are' on the continuum to the new stage of MALL.

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TOWARDS LEARNING DIFFICULTIES RECOVERY

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ABSTRACT

The issue of students learning difficulties has been a long discussion among teachers and educators in the world especially in Indonesia. These learning difficulties have been considered the cause of failure in students learning. The present descriptive study investigated what the learning difficulties encountered by students and the strategy employed by teachers to overcome the difficulties. It took one purposively selected school with 39 students in one targeted district in West Java, Indonesia with nine teachers involved in Teacher Continuous Development Program organized by UPI-Provincial Office of Education and Culture. To collect data, classroom observations and interviews were employed. Further, they were analyzed qualitatively. The results indicated that the students encountered difficulties in their learning in integrated reading and writing classes. The learning difficulties encountered among other was vocabulary mastery. Unfortunately, the teachers found difficulties in coping with the difficulties encountered by their students. It was also revealed that for the teachers, the most challenging problem is to get rid of their students' difficulties. In addition, doing practices seemed to be a recommended strategy to solve the students learning difficulties even though they realized that it was not that effective. To sum, identifying learning difficulties and finding how to solve them will help students reduce their learning difficulties. They also support teachers to manage their teaching duty better. They encourage both students and teachers to attain better teaching-learning results.

Keywords: *learning difficulties, teaching strategy, teacher's competence, teacher education*

BACKGROUND

Students' learning difficulties have been a long issue debated by teachers and educators in the English language teaching (henceforth ELT) in Indonesia. It is about 8-10% students, mostly male, encounter learning difficulties; in reading, writing, and speaking (Danov, 2010). Mostly, they are not focused due to several reasons, among others are too many subjects to learn, monotonous, irrelevant, and boring classroom activities (Kerr, 2010), and high learning load (Antonio, 2010).

Unfortunately, the students' learning difficulties have not been well identified yet by their teachers (Yusuf, 2010). The Teacher Certification Program launched in 2005 as the implementation of the Law on Teachers and Lecturers no. 14, year 2005 (Undang-Undang Guru dan Dosen, 2005), which aims at developing teacher professionalism, cannot yet either promote teaching quality or influence the students' achievement significantly. The students' learning difficulties cannot be diminished, not yet well handled. Moreover, teachers find new difficulties during their day-to-day teaching activities.

Some previous research has shown that students find learning difficulties during their learning process. They found difficulties with expressing thoughts and ideas, sentence arrangements, and using language use (Swediati and Utordewo, 2009; Wulan, 2010). Unfortunately, teachers' competence in tackling those difficulties is still low (Hughes, 2010). Their competence in assessment is also considered low (Gabel, 1994; Corebima, 1999; Wulan, 2007). These may affect their ability to identify their students' learning difficulties.

Teachers' competency is very well demanded as part of teacher professionalism. This should be acquired as early as they can before they come to their class. Kerr emphasises:

Structured learning can be great for a child; it can be a great way to help your child get the most learning done in the fewest possible years, and it makes sure your child covers all the bases in learning (2010:1).

This paper is aimed at investigating students' learning difficulties in learning English, teachers' difficulties with identifying their students' learning difficulties during their teaching process, and teachers' strategy in coping with their difficulties during planning, implementing, and assessing the teachings.

RESEARCH METHODOLOGY

The research was conducted at a Junior High School in Bandung, West Java Province, Indonesia. The study involved nine teachers involved in Teacher Continuous Development Program organized by UPI-Provincial Office of Education and Culture. There were three different sessions observed. Each session consists of three stages "plan", "do" (lesson plan realisation), and "see" (evaluation/reflection).

This study employs descriptive approach. In general, there are some aspects being observed: (a) learners difficulties encountered during reading and writing class, (b) teachers' difficulties on coping with helping their students' learning difficulties, and (3) solutions for students and teachers dealing with learning difficulties encountered.

The data collection administered is as follows:

1. Teachers interview—to describe students learning difficulties the teachers observe and identify the teachers difficulties in handling their students difficulties. It was conducted when planning the lessons and after implementing them. When planning the lessons, it is to describe the prior knowledge and skills the students have and existing learning difficulties encountered. After the implementing the lessons, it functions to identify current learning difficulties encountered and whether they can be resolved or not. If not, it is to decide what to follow up as important information to confirm in the following lesson planning.
2. Class observation—aided by field notes, it is to get authentic data of classroom existing condition and students learning difficulties encountered during classroom activities. The results are to verify the collected data regarding the issue of students learning difficulties. The data collected through these two data collection will be fruitful to reflect the learning process and to be considered for the following lesson plannings.
3. Interviews to students, it is to confirm the students learning difficulties during learning process. It is conducted informally at the end of every meeting.

The data collected are then analyzed by learning theories mainly proposed by Spratt, Pulverness, and Williams (2005) (Spratt, Pulverness, & Williams, 2005) and teaching theories mainly proposed by Brown (2001). The former theory is used to unpack the learning difficulties encountered by the investigated students and the later teori is used to reveal the teachers difficulties in coping with their students difficulties.

FINDINGS AND DISCUSSION

Teachers may find students learning results in their class, during or after the class commences. This, mostly, is indicated by their scores or grades. The grade may indicate whether their students are successful or not. Students with low scores may indicate having learning difficulties (Subekti and Firman, 1985). In most cases, the learning difficulties encountered may result in failure in obtaining the lesson objectives (Wood, 2007). There are two main factors that can affect students learning difficulties; internal and external factors.

First, internal factor refers to physical difficulties, low intellectual quotient, low learning motive, and ineffective learning style. Second, external factor refers to inconducive learning environment, ill-facility, and ineffective teaching style which does not fit students' learning style (Wulan, 2010).

Having conducted the study, here are the findings and discussion. This section will be divided into two main findings; findings on reading comprehension and on writing skills. Each of them consists of two major focuses; findings and discussion on the main investigated issues. People can experience different learning difficulties and different time span (Wood, 2007). In general, there are some learning difficulties that have been identified well, among others are first, slow reading; one experiences difficulties with understanding meanings of word, grammatical aspects, sentence structures, and with comparing new information and his/her prior knowledge. Second, slow writing; on experiences difficulties in expressing himself/herself in

written language well (Wulan, 2010; Swediati and Utordewo, 2009). Third, inability to catch the given information in spoken texts. Fourth, inability to express himself/herself orally.

In addition, Wasis (2009) found that Indonesian students, in general, have difficulties with analysis, prediction, and making inferences. He also found that the students did not get sufficient supports from their teachers to solve their learning difficulties.

Figure 1 below shows that respondents identify six different learning difficulties in learning reading. All teachers confirm that “vocabulary comprehension” is considered as the most difficult aspect in reading comprehension. It is in line with the statement that vocabulary is the main element when reading a text. Mastering “sufficient” vocabulary will help language learners a lot to read some text.

Figure1: Learners’ Learning Difficulties in Reading

No	Learners’ Learning Difficulties	%
1	Comprehending general vocabularies of written texts (synonyms and antonyms, phrases, description, new vocabularies)	100%
2	Identifying referents and inferences of written texts	83%
3	Identifying simple sentences (S-P-O/C) of written texts	83%
4	Comprehending compound, complex, and compound-complex sentences of written texts	83%
5	Defining topics (general topic of a text, topic of paragraph, main ideas) of written texts	83%
6	Finding detailed information of written texts	80%

The required vocabulary mastery should cover spelling/typology and its meaning within its contexts. By mastering sufficient vocabulary, language learner won’t encounter difficulties in their readings even they can synthesize in their own words of the information they have collected.

Vygotsky, a language expert, once said “a word is a microcosm of human consciousness” (Cf. Thornbury, 2002). Vocabulary of a language develops, it never stops developing. But why do learners encounter difficulty in vocabulary mastery? An expert claims that it is due to never ending development of vocabulary that results in never ending learning and acquiring new vocabularies. Take a look at the following quote:

A deep rich red in colour. Lush and soft aroma with plums and blackberries, the oak is plentiful and adds vanilla to the mix, attractive black pepper undercurrents. The mouthfeel is plush and comfortable like an old pair of slippers, boysenberry and spicy plum fruit flavours with liquorice and well seasoned oak. The generous finish ends with fine grained tannins and a grippy earthy aftertaste (Cf. Thornbury, 2002 in www.ewinexchange.com.au).

When you do not drink liquor, neither does the researcher, people may not be able to figure that quote about. The text may bring about particular difficulties to its readers to understand what it is. With its unoccasional words such as “lush” and “plush”, what do they mean in this context? Or other possible new words for learners such as “grippy” and “mouthfeel”, what do they refer to? Language learners may encounter difficulties in understanding that kind of text though it has been simplified, especially to find their translation into their mother tongue. When learners have limited or insufficient vocabulary mastery, they will get frustrated to understand it. Therefore, Thornbury suggest to link the vocabulary into their context. In learning process, teachers are expected to master the required vocabularies to access and produce information in English. Then they can use them anytime they like. Further, they can use them to cope with their learning difficulties related to vocabulary, the new ones and their derivatives (Thornbury, 2002: 2).

Learners may consider a text difficult is because they cannot understand it. Furthermore, they consider the text results in a difficulty. When the text is easy, they will read it

continuously and over and over again (Cho, Park, and Krashen, 2008). Reading comprehension will be distracted when readers do not have prior knowledge and “familiar” with the text.

Moreover, Figure 1 also shows that “finding detailed information” is considered the lowest in learning difficulty level (10 of 13 teachers). In addition, this skill is considered as the most demanded in both classroom activities and reading assessments locally, regionally, as well as nationally. However, the teachers’ response implies that almost all learners encounter difficulty in all reading aspects in their reading class.

In reading class, in line with Brown (2001) and Harmer (2001), Nunan (2003: 72) suggests to practice reading comprehension through bottom-up or top-down model, or interactive model which combines the practice of the first two models bottom-up and top-down models. In addition, Murtagh (1989: 102 cf. Nunan, 2003) claims that foreign language learners can efficiently integrate bottom-up and top-down process well. He adds there are two important skills to transfer in teaching reading before teaching other skills; to exploit of learners prior knowledge and to develop a high and strong vocabulary mastery (Murtagh, 1989: 74).

Sequential and student-based learning activities enable learners to develop their language proficiency. When teachers can identify their pupils and relate their pupils characters into their instructions, it will be likely to boost students participation in learning. They will enjoy learning and will attain the targeted achievement (Rokhmawati, 2007, Yusuf and Amanda, 2008).

The findings in writing class (Figure 2) show that teachers found three learning difficulties. All respondents confirm that all are basic difficulties (all teachers). It can be due to the tasks given in writing class were too “free”. The learners are free to decide their own topic to write. However, it is regarded too difficult. The freer the task is, the higher in difficulty it will be. The next is “to write a word or a sentence”. This is due to the learners rarely interact with English texts. This can cause less recognition of English typology and low understanding and less skillful in writing convention. The last is “to write word in a well structured sentence”. This can happen when learners are low in the knowledge of topic to write and low mastery of vocabulary in intended topic. In many cases, they will get confused of what and how to write. Nunan (2003: 92) proposes:

The greatest dissatisfaction with writing instruction comes when the teacher’s goals do not match the student’s, or when the teacher’s goals do not match those of the school or institution in which the student works.

Writing is a complex activity. Its complexity can be best depicted in the following three descriptions (Nunan, 2003: 88): it is a physical yet mental activity; at basic level, writing is a physical activity involving writing utensils. On the other hand, it is a mental process where finding ideas, thinking how to express the ideas, and how to write them so that readers can understand those ideas. Writing is to express and gives impression to readers; an author has two bosses; the writer himself and the readers of his works. In different settings, writing has its own challenges depending upon its purpose. It is a process as well a product; an author undergoes a series of process; imagining, organizing, drafting, editing, reading, and proofreading that he does over and over again. What he observes is the writing process and his product.

Figure 2: Learners’ Learning Difficulties in Writing

No	Learners’ Learning Difficulties	%
1	Defining a topic to write	100%
2	Starting to write a word or a sentence	100%
3	Using/writing vocabularies into well-structured phrases or sentences	100%

Many consider that writing has been the most difficult language skill to master and, at the same time, to teach (Azies and Alwasilah, 1996: 128). Its difficulties are mostly revealed due to spelling, punctuation, writing convention, and writing system. Therefore, some research show that many of foreign language learners writing are not well-planned, less vocabulary, inappropriate and improper use of vocabulary choice, inaccurate grammar, ineffective in expressing ideas in systematic way (Silva, 1993: 657 cf. Brown, 2001: 339). Therefore, it is

necessary to follow what Nunan (2003: 92-94) suggests that in regard to writing instruction, foreign language teachers are to ensure their students understand the instruction of their writing class, their students have ample opportunities to write, their students get useful and meaningful feedback, their students get sufficient explanation.

Defining a topic also plays an important aspect in writing. In this case, Nunan (2003: 92) indicates the failure of writing instruction is when teachers teaching instructional goal is different from their students', besides, it is different from the school goal. The failure can also happen when the writing instruction does not promote the learners skills development, in some cases, the language learners get confused with the instruction.

Writing is a gradual process; generating ideas, collecting information of his writing, selecting words and phrases he will write, drafting, proofreading, evaluating content and accuracy, asking for proofreading, rewriting based on inputs, reviewing and rewriting, and checking its grammar, diction, spelling, and punctuation.

Figure 3 below shows teachers' strategies in coping with their students' learning difficulties on writing. In general, "doing exercise" is considered the most favorite technique to solve the students' learning difficulties. They considered that exercise provision may help learners improve their language mastery. Doing exercise is considered as the most effective technique to improve the students' language mastery. It also helps students explore the best way to achieve the learning targets. They may experience "trial and error" to comprehend the concepts, from the simplest ones to the most complex ones. By doing this, the teachers expect their students to understand the concepts and learn how to use them when they have to perform their language proficiency. Brown (2001) states exercise or practice is a learning activity that best describes what students do in a learning process. It refers to a set of learners' behavior within a particular time which is lead by teachers' instruction (p. 129). It is obvious that an exercise or practice can happen when there is a teacher instruction. The instruction itself must have a clear learning objective. The relation between the learning objective and the learning activities developed based on the objective stated must be very strong, otherwise the instruction will not change their knowledge, skills, and behavior toward betterment.

Figure 3: Teacher's Strategies in Coping with Learners' Learning Difficulties

No	Strategies employed Respondents	Learners' Difficulties (based on table "Learners' Learning Difficulties")									Total	%
		1	2	3	4	5	6	7	8	9		
1	Giving examples	3	2	4	4	1	0	2	4	5	25	20.3%
2	Explaining	1	4	8	6	4	1	3	0	1	28	22.8%
3	Question-answer	2	0	1	1	0	2	2	0	0	8	6.5%
4	Asking Ss to look up a dictionary	5	3	0	0	0	0	0	0	0	8	6.5%
5	Doing exercises	5	3	3	3	5	3	5	6	0	33	26.8%
6	Telling the answer directly	1	0	0	0	0	0	1	3	0	5	4%
7	Translating	2	0	1	0	1	1	0	0	2	7	5.7%
8	Unclear/not mentioned	0	1	1	1	1	3	0	0	2	9	7.3%
Total											123	

Meanwhile, "telling the answer directly" is the least favored. Six teachers were observed to give the answers when they found their students were in trouble to respond the tasks given. They were also found confused to respond to their students difficulties in doing the tasks. These indicate that they were not well-prepared and moreover, it indicates that they were incompetent in presenting the tasks. When teachers don not provide their students sufficient time to do the task, it is greatly possible that their students do not experience "time on task" (TOT), and time allotment for students to interact with the task given. Actually TOT provides learners to exploit their capacity and use it to explore new concepts and skills. It, moreover, enables them to acquire new knowledge and skills.

Another interesting finding is six of nine teachers did not mention their strategy on the investigated students' learning difficulties; some did not mention what strategy they used to handle the difficulties. Those findings imply that the respected teachers may not have the competence to help their students to handle their learning difficulties. When teachers do not have this competence, they cannot provide and present the required learning activities with particular techniques that can help their students attain their learning goals.

Identifying learners' learning difficulties play an important role in the success of teaching as well as learning. The information gathered will be the basis for developing a supportive instruction required by the teacher as well as knowledge of curriculum, learning styles, teaching aids, assessment, and learning environment (Dick and Reiser, 1996). A well-prepared instruction will be a good basis for effective teaching and learning. Hence, an effective instruction will help learners acquire targeted skills, knowledge, and attitudes and, furthermore, they will enjoy learning (pp. 3-4). A good lesson plan includes "what learners have known" and "what they should know" (Spratt, Pulverness, and Williams, 2005).

Teachers competence in selecting and making learning materials also play important role in learning and teaching whether they need to be simplified, reduced, altered, or replaced (Spratt, Pulverness, and Williams, 2005; Grant, 1997). Teachers are demanded to use strategy offered by experts as long as they can solve their pupils learning difficulties. When these learning difficulties occur in reading and writing classes, learners cannot attain the learning target well. Therefore, having the competence; knowledge and skills to diagnose the learners' learning difficulties will enable teachers to minimize their classroom difficulties.

Referring to the cases above, it is essential for teachers to follow Bender (2004: 33), "One does not plan and then make circumstances fit the plans. One tries to make the plans fit the circumstances". Teachers' knowledge and skills in diagnosing their students' learning difficulties will help themselves manage their classroom activities and help their students to manage their learning as well. Emphasizing what has been mentioned by Reiser and Dick, Bendeer adds there are steps to be a successful teacher, among others are analyzing the current curriculum, surely knowing what students have known about a taught topic, formulating the learning objectives, figuring out how learning activities will be realized, writing the lesson plans, realizing what has been planned, and giving appropriate assignments.

The findings are in line with the National Educational System Decree (Undang-Undang Sistem Pendidikan Nasional, hence UU Sisdiknas, 2003) no. 20 year 2003, chapter 39 which states that teachers as professionals are responsible to manage administrative stuffs, manage his/her class, monitor, and give supports to make ease of learning process in his/her class. They should prepare proper plans, implement lessons, assess students as well learning process, and provide guidance for their students.

Brown (2001) claims that when a teacher's teaching strategy fits his/her students learning styles, it ascertains students' high achievement and it can be improved. In other words, proper teaching strategy can somehow help their students solve their learning difficulties. It suggests that when a teacher can create an conducive learning atmosphere and supportive students psychological condition can for sure help their students in learning.

In her research, Kang (1999) claims that independent foreign language learners significantly show positive correlation towards their language learning achievements. Meanwhile, students with dependency in their learning show negative correlation. It strongly suggests that teaching strategy has a positive correlation with students learning styles.

According to Smith and Renzulli, (1984 in Kang, 1999), when a teacher's teaching style meets his/her students' learning styles, it can create high learning achievement. Students' performance can also be improved through adjusting learning experience and their learning style (see Sims and Sims, 1995; Dunn, Dunn, and Price, 1979; Wesche, 1981; and Sein and Robey, 1991 in Kang, 1999). Gagne (1993) and Kinsella (1996) add the principles in teaching that can optimize learning (cf. Kang, 1999).

In terms of learning materials use, therefore, Spratt, Pulverness, and Williams (2005) and Grant (1986) propose teacher teaching strategy in using and developing them in order to help students solve their learning difficulties, among others are to add the learning materials when the existing materials and exercises are too short or too simple, and when students need more exercises, to reduce the learning materials when the existing materials and exercises are

too long or too complex, and when students get sufficient exercises, to change the learning materials when they are inappropriate with the students learning style. In this case, the teacher needs to reorganize and find new learning materials that can replace the old ones but practise the same knowledge and skills, to change the level of difficulty of the learning materials provided when they are too easy or too difficult at the students proficiency level, to rearrange the learning materials when they use the same pattern or when students needs to get new learning materials within new learning activity to attain the same objectives, and to find new learning materials when there is no or less provision for students to learn. Hence, they should learn the same materials twice or they get what they will learn.

CONCLUSIONS

The findings of the current study shows that students encounter learning difficulties in their reading and writing classes. The learning difficulties may be caused by several factors such as low learners capability, unclear instruction, unclear and unsystematic learning process developed by teachers, teachers inability in diagnosing learners learning difficulty earlier, teachers inability in coping with learners learning difficulties during learning process, teachers inability in giving students follow ups to manage their learning difficulties.

A good instruction should have a well plan. A good lesson plan has taken all considerations including the knowledge and skills of the language skills to learn and pre-requisites of the language skills that may hinder language learners to master them. This implies that foreign language teacher should have prior knowledge of what learning difficulties that can be barrier for their students to learn.

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DEVELOPING INTERPERSONAL INTELLIGENCES IN SPEAKING CLASS THROUGH THEMATIC BASED LEARNING

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ABSTRACT

Interpersonal intelligence is the ability to communicate verbally and nonverbally with other people and is required on creating good relationship along the communication which reflects the speaker's manner and behaviour on conveying ideas and point a view. Speaking is one of language skills that represent interpersonal intelligence on understanding people, leading, organizing, resolving problems, sharing ideas, cooperating, and communicating. Developing interpersonal intelligences on speaking class is required an appropriate teaching approach and methodology which can be the centre of students' activities based on their interests and real experiences that can be related to the topic discussed. The term on relating students' experiences and topic provided by teacher is particularly the implementation of thematic based learning which centred on students activities and developed based on students' own stories. This is a literature study that aimed as the recommendation on developing teaching approaches and methodology on creating innovative language learning.

Keywords: *Interpersonal Intelligences, Speaking, Thematic based learning*

INTRODUCTION

The ability of understanding other people, accepting others' idea and solving problems are the characteristics of those who have high interpersonal intelligences as stated in Gardner's theory (1983) "Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. Teachers, social workers, actors, and politicians all exhibit interpersonal intelligence. Young adults with this kind of intelligence are leaders among their peers, are good at communicating, and seem to understand others' feelings and motives".

Interpersonal intelligence is the ability to communicate verbally and nonverbally with other people and is required on creating good relationship along the communication which reflects the speaker's manner and behaviour on conveying ideas and point a view. Interpersonal intelligence is one of the seven basic intelligences that human have since they were born that can be developed as well as they enhance their knowledge as Gardner (1993) suggested seven kinds of intelligence initially in 1983. According to Hine (2016) People with high interpersonal intelligence process information through relatedness to others. They are "people" people. It is in relationship to and with other people that they best understand themselves and the world. Additional characteristics include the following: a) Ability to notice and discern subtleties among others, such as moods, temperaments, and feelings; b) Discerns underlying intentions, behavior, and perspectives; c) Easily makes friends and enjoys the company of others; d) Ability to get into the perspective of another; e) Responds to verbal and nonverbal communications-facial cues and body movements; f) Recognizes and empathizes with others' feelings; g) Ability to negotiate and handle conflict resolution; h) Works cooperatively in a group; i) Works well with a diverse group of people; j) Good communication skills; k) Loves to talk and influence.

Interpersonal skills as he fundamental intelligence on producing good communication among others should be developed and integrated with the language skills taught in schools. One of the language skills that is possible to develop the interpersonal intelligence is speaking. (Chaney & Burk, 1998: 13) states Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Nunan (2003: 48) states that speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning. As stated by Donough and Shaw (1993) speaking is the way to

express ideas and opinions, expressing and desire to do something, negotiating or solving particular problems, and maintaining social relationship and friendship.

Speaking is one of language skills that represent interpersonal intelligence on understanding people, leading, organizing, resolving problems, sharing ideas, cooperating, and communicating. Each people has different capacity on implementing their interpersonal intelligence in line with their personality and maturity appearance, some people perform to possess high level of this ability and otherwise. The term of interpersonal in speaking class can be defined as the form of conversation which provides dialogue which carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversation is little trickier for learners because they are involve some or all of the following factors: a) A casual register; b) Colloquial language; c) Emotionally charge language; d) Slang; e) Ellipses; f) Sarcasm; g) A covert agenda (Brown, 1994: 267).

The lack of the interpersonal intelligence performance can be improved using the right teaching methodology and instructions. Developing interpersonal intelligences on speaking class is required an appropriate teaching approach and methodology which can be the centre of students' activities based on their interests and real experiences that can be related to the topic discussed. The term on relating students' experiences and topic provided by teacher is particularly the implementation of thematic based learning which centred on students activities and developed based on students' own stories. Hoerr (2000: 36) states The premise of thematic instruction is the students learn best when learning is meaningful. A theme is a unifying concept that transcends disciplines and content areas. Moreover, Hoerr (2000: 36-37) argues that thematic based learning supports the development of interpersonal intelligence because the themes are selected and developed by teachers, often in conjunction with the students, the themes are interesting, relevant, and easily converted into projects, exhibitions, and presentations that can be done individually or collaboratively.

METHOD

Caplan (2010) states a literature study is also referred to a literature review. You are expected to review the work of others in your content area and subject, and write about the results of your review. This serves several purposes. First, this enables you to understand more fully the theories that your own research might rest upon and immerse yourself in the language of your discipline. Second, it allows you to justify the need for your own research. You might find out that what you propose to research has already been studied extensively, and you are not making any contribution to the world's knowledge if you follow a particular path. When this happens, you have a good foundation with which to think about what else you might research, a need in the discipline for further knowledge. Third, your review allows your reader to have a contextual backdrop to your research, a way of fitting what you have to present into the big picture.

This study is a literature study that aimed as the recommendation on developing teaching approaches and methodology on creating innovative language learning.

DISSCUSIONS

Teaching Speaking Activities

Harmer (2001: 271) mentions some activities speaking class which are most implemented.

a. Acting from a script

The students are demanded to act out scene from plays and/or their course books or they will act out dialogues they have written themselves in front of the class. The teacher provides times for the students to rehearsal session of their dialogues before performing it.

b. Communication games

Games can be designed to develop students' speaking fluency and practice communication. Games can be used to reduce students' stress and provide real communication for students.

c. Discussion

Small group of discussion or buzz group is one way to avoid the difficulties of having public speaking,. Students are asked to express ideas and language before being asked to speak in

front of the whole class. This activity is used to reduce students' stress and it requires students to give opinion or comment on a certain issue or topics.

d. Prepared talks

Presentation prepared by students which the topics are chosen by their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are useful because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students are encouraged to design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and role-play

Simulation and role-play give great benefit to encourage students on improving general oral fluency, or to train students for specific situations. Simulation is used by students to act out as them-selves or take on the role of different characters and express their thoughts and feelings as they doing in the real world. Role-plays are effective when they are open-ended, so that different people have different views of what the outcome should be, and a consensus to be reached.

Themes for Interpersonal Intelligence

Thematic based learning used to improve interpersonal intelligence is in speaking class can be described at the table 1 which represent for each level of school grades which is named as sample grade level themes is proposed by Hoerr (2000: 13) as follows:

Table 1. Sample Grade Level Themes

Grades and Themes	Sample Focus
3- and 4- year-old class: All About Me	Who I am and how do fit within my family and class?
4- and 5- year-old class: We Are All Alike, We Are All Different	How are people, their families, and communities alike and different?
Kindergarten: Busy Bodies	How do the different systems in my body function?
1 st grade: It's a Small World	How do plant and animal communities compare with human communities?
2 nd grade: All Kinds of Homes	Why and how do people make homes different in their communities?
3 rd grade: Native Americans, Keepers of the Earth	How did Native Americans live from and with the land?
4 th grade: Making a Difference	What are the characteristics of someone who makes a difference?
5 th grade: Conflict	How are conflicts caused by different views over needs, values, and resources?
6 th grade: Understanding the World from Within and Without	What is the role of choice in determining who we are?

Meanwhile, the thematic based learning can be used in the higher education level can be defined as the following instruction sample suggested by Oliver (1995: 26):

Students with interpersonal intelligence like to work with others. Some suggestions for working with others are as follows:

- Research the history of the country of choice; Organize a group to study aviation during the Gulf War;
- With three friends, write a play about the country and act it out in class.

Interpersonal Intelligence in Speaking Class through Thematic Based Learning

Amstrong (2000: 60-62) states that some students need time to bounce their ideas off other people if they are to function optimally in the classroom. These social learners benefit most from the emergence of cooperative learning

a. Peer sharing

Sharing is perhaps the easiest of the interpersonal intelligence. All teachers to do is say to students, "Turn to a person near you and share. (The blank space can be filled with theme/topic provided by teachers. You might want students to process material just covered in class, "Share a question you have about what I just presented". (Or, you might want to begin a lesson or unit with peer sharing to unlock students' exiting knowledge about the topic under study).example:"Share things that you know about the early settlers in America.

b. People sculptures

Students can build people sculptures to represent spelling word related to selected topic/theme, for example food (each person holds up a letter), which form the names of food, sentences (each students is a word), which form sentence describing certain foods, or whole paragraphs (each person represents a complete sentence) which tell about the food making process.

c. Cooperative groups

The use of small groups working toward common instructional goals is the core component of the cooperative learning model. Such groups probably work most effectively when they have three to eight members. Students in cooperative groups can tackle a learning assignment in a variety of ways. The groups may work collectively on a spoken assignment, for example, with each member presenting ideas on constructing the look procedure as the presenter usually do at the cooking show on TV program.

d. Board games

On one level, students are chatting, discussing rules, throwing dice, and laughing- and on another level, they are engaged in learning whatever skill or subject happens to be the focus of the game.

Topics/theme can be provided by teachers, for example guessing person game: Answers can be provided in a number of ways: on a separate answers key, from a specially designated "answer person," or on the board square or cards themselves (glue a tiny piece of folded paper to each square; on the top flap write the question or problem and on the bottom flap, the answer, players then simply open the flap to read the answer,

e. Simulations

A simulation involves a group of people coming together to create an "as-if" environment. This temporary setting becomes the context for getting into more immediate contact with the material being learned.

For example, students studying a historical period might dress up in costumes of that time, turn the classroom into a place that might have existed then, and begin acting as if they were living in that era.

Similarly, in learning about geographical regions or ecosystems, students could turn the classroom into a simulated jungle or rain forest.

Simulations can be quick and improvisational in nature, with the teachers providing on instant scenario to act out: "Okay, you've just got off the boat on your trip to the New World and you're all standing around together. Begin the action!" Or they can be ongoing and require substantial preparation, such as props, customs, and other paraphernalia to support the illusions of a particular era or region of the world. This strategy involves interpersonal section because the human interactions that take place help students develop a new level of understanding. Through conversation and other interactions, students begin to get an insides view of the topic they are studying.

CONCLUSION

Thematic based learning is underlined as teaching method which can avoid difficulties in teaching speaking because topics that should be presented by students are already framed out. Thematic based learning offers teachers a natural way on building students' prior knowledge, incorporating oral, engaging students in the learning, building a natural scaffold for student

learning, and using cooperative learning situations to develop students' interpersonal intelligence. Thematic teaching allows teachers focusing on individual needs and perspectives within the teaching activities and offering the study of one concept area and the language and vocabulary that surrounds it as the foundation of communication which reflected on speaking class. Interpersonal intelligence can be developed in speaking class whenever thematic based learning is implemented accordingly which cooperative learning considered as the prime strategy.

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ANDROID BASED EDUCATIONAL GAME IN INDONESIAN TEYL

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ABSTRACT

Gadgets provide advantages for life. The current world-famous software available is Android. This software is believed to assist teachers in delivering knowledge effectively. In relation to that idea, this study aims to describe the effectiveness of Android based educational game to improve young learners' ability in learning English vocabulary. The fourth graders of primary school were pointed as the subjects of this research. Pre-experimental design was applied by using (pre- and post-) test as the main instrument. Based on the statistical analysis of the data, the results show that the use of educational game from Android (App Inventor) improved the students' English competence in learning vocabulary. The students get in-depth understanding about the topic of animal identified from the better score in post test. Furthermore, the game greatly encourages the students in giving active participation during the classroom activities. In brief, using Android based educational game is one of joyful alternative teaching innovations to support the creative young learners' teachers.

Key words: *Android based educational game, vocabulary, young learners*

INTRODUCTION

In the digital era, the support of technology is highly recommended in various aspect of life. The use of computers has become an important point in the teaching and learning process nowadays. This positively helps the teachers in delivering the materials and motivates the students' in accepting the new concept easily. In the teaching of English for young learners, the idea to insert technology through computer is a possible action to conduct. As the teacher, we need to know that young learners' enjoyment must be the priority. The students are still novice learners; thus, the learning process is blended interactively into activities or it is usually called learning by doing. Accordingly, the use of technology can help the teachers create a lot of interesting experiences from various applications. It is significant to remember that to build a new concept of language knowledge, the practice process cannot be underestimated. The meaningful learning they get will influence their long-term memory.

As the introduction step to the Basic English, vocabulary is the key words for the students. From the vocabulary mastery, the students can develop their skill both receptively and productively. Furthermore, rich vocabulary can foster the students' comprehension and new words acquisition. This is in line with Hedge (2000) who states that vocabulary plays an important role and becomes one of the most important aspects in foreign language learning. Due to the fact that teaching of vocabulary is something influential to the young learners, teaching technique and media are expected to build their willingness to learn and create language exposure to apply. The techniques that are commonly applied for lower class are listen and do, listen and repeat, question and answer, in pair and group discussion, modeling and demonstration, brainstorming, outdoor activity, singing song, and using picture. Meanwhile, for the upper class, the teachers tend to use listen and do, listen and repeat, in-pair or group discussion, modeling and demonstration, question and answer, concept mapping, game, and using picture (Wahyuni, 2012).

Considering the modern era that provides plenty of applications, Computer Assisted Language Learning (CALL) plays its big role in teaching. In this paper, the researchers promote an innovation through Android as the basis of creating game for educational purpose for vocabulary teaching to the primary school students. Android is a mobile operating system (OS) currently developed by Google. It has become the popular OS for tablets and smart phones.

Fortunately, it is also used on regular personal computers so that the users can develop various applications easily. Therefore, as English teachers in primary schools, it is a good idea to develop their potential in making materials or media by using technology, especially Android. Specifically, the researchers would like to promote App Inventor from Android as a device to make vocabulary game in the topic of Animal. Description of animal can be presented in detail based on the students' need and competence. It also produces sound and other image effects. Android becomes the researchers' interest because of some motivation. Firstly, it is easily accessible for the users due to the fact that Android is the well-known software available in telecommunication market. Secondly, Android based educational game is something new to introduce in EYL learning. Usually parents seem to complain on their kids' activities on their gadgets. However, after conducting this study, it is hoped that the young learners' action on playing their gadgets is meaningful for their language learning exposure. Thirdly, it is free charge software so that the people especially language educators can create, develop, and spread application without considering license problems. The teachers can develop it as many as possible to fulfill the students' need in learning.

Considering the benefits of Android and the need of innovation in teaching vocabulary to elementary school students, the present research's objective is formulated to know whether the fourth graders of primary school students who learn by using Android based educational games have better English vocabulary mastery in the topic of animal. The theoretical hypothesis of this study is that the students get better English vocabulary mastery after taught by using Android based educational game.

METHOD

This study applied pre-experimental research method or one group Pre-test-Post-test design. This research was controlled to identify whether there was any difference of students' vocabulary mastery or not. The researchers got the differences by comparing the results of pre-test and post-test in one class, not comparing the result between two different groups. 18 fourth grade students of SDN Waung, Krembung, Sidoarjo were selected as the subjects of the study because of time accessibility and the fact that the students had been taught the concept of Basic English in their first until third grade.

The (pre- and post-) test was the main instrument. The topic of the test was about animal. It was determined because of some consideration. Firstly, it was stated on the fourth grade curriculum so that the teacher suggested the researchers to explore more about that topic. Second, the materials were possible to be developed with the features of App Inventor from Android.

Four days were needed to accomplish this study. Two days were for pre- and post- test, and the other two were for treatment. In this research, the hypotheses are stated as follows:

- Ho: the students who learn by using Android based educational games do not have better vocabulary mastery in English class.
- Ha: the students who learn by using Android based educational games have better vocabulary mastery in English class.

The Research Implementation Step

1) Doing Pretest

Pretest was given for the students which had purpose to know the students competence in mastering English vocabulary before the use of Android based educational game. The pre-test consisted of 25 questions which were in the form of 20 multiple choices and 5 rearrangements.

2) Giving Treatment

Having computed the result of pre-test, the treatment was demonstrated by explaining the topic of animals through computer game in Android software as modeling. The sub topics that can be specified to answer the following questions: "What animal is it?", "What food does the animal eat?", "How to move?", "How is its sound?". The treatment was carried out in two days. On the first day, the students paid attention to the teacher's explanation through the game application. The application consisted of three activities: Description, Pronunciation (and spelling), and Quiz. It also showed the pictures of animals. In the first section, when the teacher clicked one of the pictures, the English vocabulary, the animal food, the animal sound, and the animal

movement would appear. Afterwards, in the second section, when the teacher clicked one of the items, the pronunciation and spelling appeared. In this part the use of a loudspeaker was important. Then, in the following meeting, to do the third section the students did the exercise followed by discussion of the answers.

3) Doing Posttest

Posttest was given for the students which had purpose to know the improvement of students' competence in mastering English vocabulary after the use of Android based educational game. Posttest was done after giving treatment. The posttest consisted of 25 questions which uses two types of questions. The first type of questions consisted of 20 multiple choices and the second was 5 rearrangements.

DATA ANALYSIS

The researchers analyzed the data by using t-test to calculate the result and to test the hypothesis. According to Arikunto (2010), the t-test formula can be used to analyze pre-experimental results using a pretest and posttest with one group design. The formula used in the t-test is:

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

Note

Md = Mean (the difference between pre-test and post-test)

Xd = Deviation of each subject (d – Md)

$\sum X^2 d$ = Sum of deviation square

N = Subject on sample

The researchers calculated the data by using t-test with dependent variable formula, and the result was compared to the critical t which can be taken from a table of critical values with the following criteria:

- If the observed t value is higher than the critical t value, it means H_0 is rejected.

- If the observed t value is smaller than the critical t value, it means H_0 is accepted.

Finally, the data was interpreted to draw conclusion. The conclusion became the result of this study and it is described in detail in the following section.

FINDING & DISCUSSION

According to the result of t test, there was a difference between students' pre test and post test result. It showed that the use of Android based educational game used in the treatment in Waung Elementary School, Krembung, Sidoarjo affected the students' achievement since t_{observed} value (1.704) was higher than t_{table} value (1.33). Therefore, vocabulary mastery through learning by using the game in this context was enhanced. In other words, H_0 was rejected, and H_a was accepted. Besides, to give the additional information to the implementation of the application, the researchers observed that the students were quite motivated during the lesson.

Reflecting on the result of this study, there are several points to highlight. Those are the effective use of CALL, the importance of learning motivation, and the solution to solve learning problems. The use of technology has become popular nowadays. This phenomenon gives big influence to assist the teaching and learning process. In language learning, the term is called CALL (Computer assisted Language Learning). Although the teacher gives material through computer, the computer is not the main point. It just makes the material easier. There are some principles in using CALL based on Brown's (2007: 200-201) ideas, namely, support the pedagogical goals, appropriateness, affirmed by students, accessible to all learners, effective use, efficient use, have back up plan. In CALL there are many applications, but in present study, it deals with Games. Games are used since it is fun and creates non-threatening atmosphere, so such activity is appropriate for young learners. The same conclusion was given by Deesri

(2002). She stated that games could decrease the stress-level in addition to giving a chance for the real communication. The relaxed situation is believed to help the learners get the lesson easier and quicker.

Games based learning has many advantages both for teachers and students. It is believed that games in classroom setting encourage students' motivation, critical thinking, and engagement in learning (Padmavathi, 2013). Basically, games can be offline and online. Offline games is flexible to conduct and can be easily developed as many as possible based on the students' need. However, as an Indonesian creative and innovative English educator, there must be something new to create in supporting the learning process and take a part in ICT development, not just follow the existing facilities instantly. To show the importance of ICT in language learning, Cahyani & Cahyono (2012: 142) mentioned that to create interesting language instruction and success in language learning, technology is a prerequisite.

Teaching foreign language to children is something challenging for teachers since young learners' characteristics are very special. One of those special things is easy to be bored. In elementary school, students still develop their own mother tongue. In this situation, the students' impression on the English teacher performance is vital to enhance their motivation. When they feel excited to the English materials, they can enjoy and focus on the activities. On the other hand, when the teacher cannot attract their attention in English instruction, their boredom will easily appear. In addition to introducing of new knowledge, the teachers should facilitate vocabulary learning by giving the learners meaningful words through strategies that can accommodate that condition. Meaningful vocabulary means words that are used in a high frequency. When they use the words, the listeners are able to get familiar with the utterance so that it can create effective communication. Thus, the topic should also be common in daily life with different lexical fields, such as colors, animal, days of the week, food, jobs, etc. (Linse, 2005). According to Cameron (2001), vocabulary teaching has a centre stage in foreign language learning and can be a stepping stone to learning and using grammar. In short, vocabulary mastery is extremely important for young learners to increase their communication skills, particularly in learning foreign language.

Despite of the positive effects, the researchers found some limitations in this study which probably became the factors influencing the significance level of the result. The detailed explanation is described in the following table.

Meeting	Treatment Session	Problems	Consequences
1	Material presentation	The classroom condition was not really supporting in terms of classroom setting (desk arrangement & lighting).	<ul style="list-style-type: none"> - The media (LCD Projector) could not be presented maximally. - Clarification from the teacher was needed when the students asked for unclear text.
1	Material presentation	The sound produced from loudspeaker was not really clear for the whole class.	The teacher needed to repeat what the sound said as the model.
1	Material Presentation	The condition of some students was tired since the previous lesson was Physical Exercise (PE).	The teacher gave some games and song to give encouragement.

Connecting the limitations with the theoretical framework, the researchers found that classroom condition could influence the students learning, especially desk arrangement and lighting. Hannah (2013) agrees that the students seating arrangement gives impacts to the students' motivation in the class. By whom the students are seated need to be paid attention. Unfortunately, this research could not completely achieve this environment. At that moment, the students were already set by the classroom teacher in a circle model with four up to six students.

However, the students' partners in one desk were not really supporting each other. Consequently, in certain time the students felt annoyed because they were disturbed by their friends. Hannah (2013) further mentioned that this condition could also decrease productivity.

Next, in term of physical setting, according to Yagang (n.d.), unclear sound resulting from poor-quality equipment can interfere with the listener's comprehension. This problem was found during the treatment. When the teacher explained the second section which produces the animal vocabulary items' pronunciation and spelling, sound from the loudspeaker was not clear enough for one class.

Lastly, due to the students' decreased energy after PE lesson in the first period, some students were very exhausted in following the English class. Accordingly, the teacher encouraged students through animal games and song. The song was already installed in the Android based educational game entitled ABCD song. After the teacher played the song in the laptop once, the students were asked to sing together for 3 times. The researchers selected this song since it could train the students' correct alphabet pronunciation. In addition to Android game, the teacher tried to make the students focus by giving another simple game by giving three key words. If the teacher said tiger, the students had to say strong. If the teacher said snake, the students had to say long. If the teacher said elephant, the students said big. To apply this, the teacher gave model first, then the students were selected randomly to respond the teacher's words. Song and game make students fun (Suyanto, 2007). In primary education context, *FUN* is important because one of the characteristics of young learners is easy to be bored. To keep their enthusiasm, learning activities is expected to be designed as joyful as possible.

CONCLUSION & SUGGESTION

Based on the result of the research finding, the researchers drew a conclusion that the use of Android based educational game gave influence towards the students' vocabulary mastery and their interest in learning English in the topic of animal. Besides, some limitations were found during the treatment. Thus, for better future implementation, it is expected that the development of this application can be improved, especially in the aspect of teaching preparation, multimedia format, and the form of quiz or exercise so that it will be more interactive and interesting for the students. Furthermore, considering the different alphabet sound between students' native language and English, training on the correct spelling should be emphasized more in the exercise in order that the students can master vocabulary items both fluently and accurately.

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Appendix

No	Name	Pre test	Post test	d	Xd (d-Md)	ΣX^2d
1	Student 1	72	80	8	0,78	0,60
2	Student 2	44	100	56	48,78	2379,27
3	Student 3	76	90	14	6,78	45,94
4	Student 4	48	20	-28	-35,22	1240,60
5	Student 5	80	90	10	2,78	7,72
6	Student 6	76	70	-6	-13,22	174,83
7	Student 7	68	80	12	4,78	22,83
8	Student 8	84	90	6	-1,22	1,49
9	Student 9	92	90	-2	-9,22	85,05
10	Student 10	92	90	-2	-9,22	85,05
11	Student 11	84	100	16	8,78	77,05
12	Student 12	88	70	-18	-25,22	636,16
13	Student 13	88	100	12	4,78	22,83
14	Student 14	76	90	14	6,78	45,94
15	Student 15	72	80	8	0,78	0,60
16	Student 16	80	90	10	2,78	7,72
17	Student 17	72	100	28	20,78	431,72
18	Student 18	88	80	-8	-15,22	231,72
Σ		1380	1510	130		5497,11
Mean		76,67	83,89	7,22		17,96

$$\begin{aligned}
 Md &= \frac{\Sigma d}{N} \\
 Md &= \frac{130}{18} = 7,22 \\
 t &= \frac{Md}{\sqrt{\frac{\Sigma X^2 d}{N(N-1)}}} \\
 t &= \frac{7,22}{\sqrt{\frac{5497,11}{306}}} \\
 t &= \frac{7,22}{\sqrt{17,964}} \\
 t &= \frac{7,22}{4,238} \\
 t &= 1.704
 \end{aligned}$$

To know the significance level of the difference, the following formula was used.

$$\begin{aligned}
 t &= \frac{t^2}{t^2 + (N - 1)} \\
 t &= \frac{1.704^2}{1.704^2 + (17)}
 \end{aligned}$$

$$t = \frac{2.91}{19.91}$$

$$t = 0,14$$

Criteria of significance level	Description
$0,01 \leq t < 0,06$	Low significance (small effect)
$0,06 \leq t < 0,14$	Medium Significance (medium effect)
$t \geq 0,14$	High significance (large effect)

IMPROVING STUDENTS' ABILITY IN ACADEMIC WRITING THROUGH EXPLICIT TEACHING

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ABSTRACT

Academic writing has now become an essential tool for living in today's global community. Unfortunately, in Indonesia the students' academic writing are still not satisfactory (Mukminatien, 1997: 2; Yuhardi 2009, Wigati 2014). This is possible since the process of writing tends to be more complex for individuals who use English as a foreign language. This research was conducted to investigate the use of explicit teaching in improving the students' ability in writing an academic writing focusing on how to compose paraphrase, quotation, summary, and synthesis. The study was conducted at 4th semester of English Education Program in one of universities in West Java, Indonesia. The study employed a qualitative research approach by embracing characteristics of a case study design. The data were gathered from several techniques, including classroom observations by the researcher and her colleague, writing assignments results, and interviews. The findings revealed that despite some limitations, the teaching program was successful to improve the students' ability in giving justifications in their argumentative essay as well as enhancing their awareness to avoid plagiarism. It is finally suggested that the teachers use the explicit teaching in teaching writing, especially in argumentative essay.

Keywords: *explicit teaching, argumentative essay*

1. INTRODUCTION

The students' problems and the unsatisfactory writing products often indicate that writing skill is a complicated skill. Silva (1993) in Weigle (2009: 36) in Wigati (2014) also states that the second language writers often feel that writing processes are constrained, complex, and less efficient. As a result, teachers of EFL students should be aware that their second-language learners often face difficulties (Hyland, 2009; Oztruck&cencen, 2007; Westwood, 2008).

More problems are often found in the process of academic writings like argumentative essay. In this genre, the writer should involve arguments, facts, evidences, reasons which support the arguments in his writing (Emilia, 2005, Feez and Joyce, 1998; Gerrot& Wignel, 1995, Knapp& Megan, 2005, Trong, 2011). In the process of giving the arguments, the writer should apply the appropriate quotation, paraphrase, summary and synthesis to avoid plagiarism.

As mentioned in the result of previous studies, students often face problems in giving arguments in terms of justification. The students face reasoning problems. They could not use clear language, express arguments vividly, and define necessary items (Mukminatien, 1997 in Yuhardi 2009). Regardless of the ability in the semantic level, most students still have problems in achieving the communicative purpose. The students have problems in presenting arguments in terms of justification (Wigati, 2015). They have the difficulties because they are still lack of capability in quoting others' idea. They also have difficulties in supporting claims by evidences and reasoning logically (Yuhardi, 2009)

Though the students could read by themselves how to quote others' idea, it is found in the research site that the students still face problems in make up the paraphrase, quotation, summary, and synthesis. Therefore, this study was aimed to investigate the implementation of explicit teaching in teaching argumentative essay.

In applying the explicit teaching, the teacher did some steps:

1. Teacher described and modeled the generic structure and linguistic feature of argumentative essay
 2. Teacher described the steps in composing the argumentative essay
 3. Teacher broke the concepts of citation into learnable parts: paraphrasing, quoting, summarizing, and synthesizing.
 4. Teacher gave the materials by using multi-sensory techniques (read, re-tell, practice)
 5. Teacher engaged the students in learning through periodically questioning students and though checking for the students understanding. In this case the teacher used peer-feedback and consultation time to re-check the students understanding and evaluate the students' works.
- (modified from Rosenshine,1986)

2. RESEARCH METHODOLOGY

This qualitative study investigated the values of explicit teaching program in helping to promote students' argumentative writing skill especially in giving justification through citations. This research has the characteristic of qualitative program evaluation since it focused on the evaluation of a teaching program through ongoing assessment of the students' work. It is to assist the decision whether the program needs to be modified or not and headed to achieve the goal of the teaching program (Nunan, 1992 in Emilia, 2010). It also embraces the characteristic of a case study design since it was carried out in a small scale (Fraenkel&Wallen, 1996).

The research subjects of this study were 20 fourth semester students of English Education Program in one of state universities in West Java. The data were collected through 12 meetings of classroom observations, students' journal, students' writing portfolio, and interviews. Then, the data interpretation and on-going data analysis were done from the classroom observations, students' journal, students' writing portfolio, and interviews.

3. RESULTS AND DISCUSSIONS

3.1. The overview of the teaching program

3.1.1 The Preliminary Phase of the teaching program

At the early meetings, the teacher gave the details of the teaching program to the students. After the students comprehended the goal and the process of the teaching program, the teacher asked them to do the diagnostic writing and followed by choosing a topic for their argumentative writing. They, then, searched the reading materials needed to support their writing

3.1.2 The Teaching Program by using Explicit Teaching

1. Teacher described and modeled the argumentative text. The teacher explained the social function, generic structure, and the linguistic features of the argumentative essay. Then, she provided 2 models of argumentative texts to be analyzed and discussed.
2. Teacher described the steps in composing the argumentative essay. The teacher organized the students to follow the steps of writing: brainstorming, outlining, and drafting (Oshima&Hogue,2007).
3. Based on the previous researches mentioned in the introduction and the diagnostic test, the teacher came to a decision to give highlight on the students' difficulties in giving the arguments and justifications .Teacher then broke the concepts of citation into learnable parts: paraphrasing, quoting, summarizing, and synthesizing.
4. Teacher gave the materials by using multi-sensory techniques (read, re-tell, practice). At first, the students should read the material about the 4 parts of material (paraphrase, quotation, summary, and synthesize). Afterward, they ought to re-explain it and the activity then was closed by doing some practices.
5. Teacher subsequently engaged the students in learning through checking for the students understanding. In this case the teacher used peer-feedback and consultation time to re-check the students understanding and evaluate the students' results of paraphrasing, quoting, summarizing, and synthesizing.

3.2 DISCUSSION

From the result of the diagnostic tests, the students had the problems in supporting claims with evidences, reasoning logically, and convincing readers by the credibility of the writers. Most of the results were in the form of copy-pasting the source materials.

After given the treatment by using explicit teaching mentioned above, there were some improvements. The students gave evidences for their claims and gave logical reasons through mentioning some researches by using appropriate citations. They did the paraphrasing, quoting, summarizing, and synthesizing properly though it was found that the inability of some students to apply the correct grammar often resulted in unreadable citations

From the results of the students' journals and interview, it is found that they gave positive responses towards the explicit teaching method since it had helped them step by step. As a result, they had more understanding to justify their arguments in their argumentative essay. They also became aware that they did plagiarism in their diagnostic test and more often in doing the assignments from other lecturers.

However, this teaching program also has limitation. It took longer time to do all of the phases which finally gave the consequence that the whole semester was only used to learn how to write an argumentative essay. Nevertheless, the knowledge and the ability achieved will always be used by the students in writing the academic essays or even their thesis or their journal articles in the future.

4. CONCLUSIONS

This study found that despite some limitations, the teaching program was successful to improve the students' ability in giving justifications in their argumentative essay as well as enhancing their awareness to avoid plagiarism. It is finally suggested that the teachers use the explicit teaching in teaching writing, especially in argumentative essay.

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**THE INFLUENCE OF IMAGINE, ELABORATE, PREDICT, AND
CONFIRM STRATEGY AND READING INTEREST ON READING
COMPREHENSION ACHIEVEMENT OF THE SECOND SEMESTER
STUDENTS OF BIOLOGY EDUCATION STUDY PROGRAM,
MUHAMMADIYAH UNIVERSITY OF PALEMBANG**

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ABSTRACT

This study investigated the influence of Imagine, Elaborate, Predict, and Confirm (IEPC) strategy and reading interest on reading comprehension achievement of the second semester students of Biology Education Study Program, Muhammadiyah University of Palembang by applying experimental research method with factorial design. Sixty students were selected as the sample from 142 population by using two-stage (cluster and simple) random sampling, and divided into experimental and control group equally. A questionnaire was distributed to the population to find out their reading interest level. A reading comprehension test was given to the sample as the pretest and posttest. The results of independent t-test analyses indicated that reading comprehension achievement of the students in the experimental group was significantly better than that of those in the control group. The interaction effect between IEPC strategy and reading interest on students' reading comprehension achievement was not found; this result indicated the improvement in students reading comprehension achievement was only caused by the strategy applied in this study.

Keywords: *IEPC Strategy, Reading interest, Reading comprehension achievement.*

INTRODUCTION

The quality of higher education in Indonesia is still far behind compared to neighboring countries. Program for International Student Assessment (PISA, 2009) as the most comprehensive and rigorous international program to assess student performance and to collect the data on the students indicated that Indonesian students' reading proficiency was on the rank of 57 out of 65 countries with the score 402. In addition, their less ability in making connection of the information from the text with their previous knowledge also gives effect in their reading ability.

Based on the survey from the Times Higher Education Supplement (THES) 2006, the new university students of Indonesia was in the 250th position out of 520 universities which was represented by the University of Indonesia, this quality was lower than Kebangsaan Malaysia University (UKM) which ranked 185. Moreover, QS World University in 2013 put University of Indonesia in the 309th position out of 650 universities in the world, dropping from its 2012 ranking which was 273rd.

A research conducted by Sulityo (2010) found that Indonesian students still lack of reading comprehension skill. The results of the previous study conducted at Kanjuruhan University Malang showed that students in this institution got difficulties in answering questions related to English texts given to them. Besides, the students' average score of reading achievements conducted in the preliminary study was 59.00. Furthermore, from informal interviews with the lecturers, it was found that in general, students had low skills in comprehending English texts and had low participation in the teaching-learning process. This situation could be dangerous because university student as the human resources is really needed in developing this country.

Alyousef (2005) states that reading is an interactive process between a reader and a text as he/she tries to elicit the meaning and where various kinds of knowledge are being used. In reading activity, readers try to gain message, which is delivered by the writers through words or written language. Pakhare (2007) defines reading comprehension as the level of understanding a passage of text. It is viewed that a successful reader will be relied on how well the learners understand on their comprehension of a passage of a text. Furthermore, Pakhare (2007) states that a person having good comprehension skills is considered as active reader, with an ability to interact with the words by understanding its complete meaning and the concept behind it. Mickulecky and Jeffries (2007) explain that the more students read, the better students read. The best way to improve your reading is by reading. Reading like sports, music and storytelling requires lots of practice. The best readers are people who love to read and who read a lot.

Now, most of scientific books are printed in English. To comprehend the books, students must have a good ability in reading. So, in this global area reading has an important function to help the students comprehend the texts well. It means reading should be learnt seriously. Because by comprehending the reading text the students will not only comprehend the text but also get a lot of information which is written in English for example technology, science, cultures etc. So, there are some advantages of comprehending the reading materials.

There are some factors that influence readers' success in learning and teaching process. One of them is students' reading interests. In this study, the writer focuses on reading among the university students. According to Kweldju (1996), the university students have commonly seen reading as an uninteresting activity. In her study, she found that the students were not interested in reading their content area textbooks although they thought such textbooks were useful. This is understandable because they still refer to their experience as high school students that reading as formal and monotonous activity i.e. when their teacher asked them to read loudly. Stevens (1980) found that interest plays a vital role in the reading comprehension achievement of higher level readers. By determining individual students' interest in particular topics and creating reading comprehension tests consisting of high and low interest passage. It cannot be denied that the students' interest in reading is very limited. According to Siswati (2010), college students' interest in reading now is different from college students' interest a long time ago. This report told that some literature works and books cannot increase students reading interest. In addition to this, according to Kweldju (2000) many students are likely to be non active EFL readers, although reading is considered to be an important language skill. Firmanto (2005) in his survey on what students do and expect when reading, he found that reading was considered as a boring and stressful activity because of some factors such as unsuitable texts (e.g., due to the text length or unfamiliar vocabularies), teachers' scarcity in employing pre-reading activities (e.g., explaining some difficult words or activating the students' prior knowledge), and monotonous post-reading activities (e.g., answering questions based on the texts and retelling the texts). Siregar (1996) states that as a part of academic person, university student has duty to read a lot. It means that the quality of human resources is strongly associated with reading interests owned by the student. According to Ainley, Hidi, and Berndorff (2002), three types of interest are individual interest, situational interest and topic interest.

To be creative, teachers must apply various kinds of strategies which are appropriate and suitable to the students in teaching and learning activity. One of all strategies that can be used and applied is IEPC strategy. IEPC (imagine, elaborate, predict, and confirm) is a strategy that helps students become good readers, as stated by Wood (2002, p.50)

To make predictions about a text, students must have prior knowledge about the topic and have a means or reason to retrieve it. This strategy takes the predictive process back to its origins in the imagination and extends it throughout the lesson.

This strategy allows the students to understand about the topic easily, because the first step is imagine. In this step the students can write everything that come to their mind when the teachers tell about the topic. The second step is elaborate. After the students write their imagination about the text they must elaborate their imagination by writing it in the sentences. The third step is predict. Here the students can make their own prediction about the text before they read the whole text. And the last is Confirm. After reading the students return to original prediction and modify them to coordinate with newly learned information.

At the Biology Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Palembang, *Bahasa Inggris Profesi* is taught in the second semester. It has two credit hours or 45 minutes x 2 per week for sixteen meetings in one semester. It gives the students knowledge in understanding and using English for academic and professional needs. From the TOEFL prediction test conducted by Language Institution of UMP 2014, it was found that there were only 43 students or 30% of students got score 450 - 500. It means that some students still have difficulties in understanding English.

Based on the description above, the writer formulated three research questions as follows: (1) Was there any significant difference in reading comprehension achievement between the students who were taught by using IEPC strategy and those who were not? (2) Was there any significant interaction effect of IEPC strategy and reading interest on the reading comprehension achievement of the second semester students of Biology Education Study Program, Muhammadiyah University Palembang? (3) If there was, were there any significant differences in reading comprehension achievement among the students who have high level of interest, average level of interest and low level of interest?.

To answer these research questions, the writer conducted the study entitled “The Influence of IEPC Strategy and Reading Interest on Reading Comprehension Achievement of the Second Semester Students of Biology Education Study Program, Muhammadiyah University of Palembang.”

METHODOLOGY

Research Design

This study used experimental research method with 2x3 factorial design. The 2x3 design referred to two groups (experimental and control) and three levels of reading interest (high, average, low). The writer gave pretest and posttest to both groups. However, only experimental group got the treatments.

Table 1 Research Design

Experiment	R	O ₁	X	Y ₁	O ₂
				Y ₂	
				Y ₃	
Control	R	O ₁	-	Y ₁	O ₂
				Y ₂	
				Y ₃	

Where:

R = Random

O₁ = Pretest

O₂ = Posttest

X = IEPC strategy

- = No treatment

Y₁ = High reading interest

Y₂ = Average reading interest

Y₃ = Low reading interest

Population and sample

The population of this study was the second semester students of Biology Education Study Program, Muhammadiyah University of Palembang in academic year 2014/2015. To assign the sample, two stages random sampling was used through the cluster random sampling and simple random sampling technique. In applying the cluster random sampling, the writer wrote the names of four classes on the four pieces of paper and rolled them up then the writer took each paper randomly. The randomly selected group or classes consisted of class B as the class to do try-out test, A, C, and D as the investigated classes which were investigated to make two new classes as the experimental and the control group.

After the cluster random sampling was used to assign the sample, the writer used the simple random sampling. First, reading interest questionnaire was given to 107 students (A: 34

students, class C: 34 students, and D: 39 students) in order to get the sample that consists of three different levels (high, average, and low). Then, the writer categorized all the students based on the results of their reading interest. Students who scored 30-40 were grouped into high level of interest students, those who scored 19-29 were grouped into average level of interest students, and those who scored 8-18 were grouped into low level of interest students. Second, three classes from high, average and low level with the same number of level distribution were chosen as the sample. At last, they were divided into two groups; experimental and control groups. Each group consisted of three levels of reading interest. According to Fraenkel and Wallen (2009, p. 106), the minimum number subject for experimental and causal comparative study is 30 in each group. Therefore, the sample of the study consisted of 30 students in each group. From the questionnaire which had been conducted, the experimental group consisted of 30 students; 10 with high level of interest, 10 average of interest, and 10 low of interest. The control group consisted of 30 students, 10 with high level of interest, 10 with moderate level of interest, and 10 with low level of interest. The writer did lottery which the first 10 appeared of each level as the experimental group and the second 10 appeared as the control group.

Validity and Reliability of the Instruments

In this study the writer used a questionnaire and reading comprehension test to collect the data. All of the instruments were valid and reliable.

A questionnaire was used to find out the reading interest level of the population. The questionnaire was adopted from Larsen (1999) and Olson & Wilbur (1972). The writer used Cronbach's Alpha to find out the validity and reliability of reading interest questionnaire. From 8 items which were tried out, all of them were valid because r obtained was higher than r table. The questionnaire was also reliable with Cronbach's Alpha value 0.830 (>0.70).

A reading comprehension test was used to measure the students' reading comprehension achievement. The reading comprehension test was taken from the Longman Complete Course for the TOEFL test written by Philips (2001). The readability of the texts used in the test and teaching materials was suited to the students' reading level. The result of reading level test indicated that the students' reading level was at level 7. Therefore, the writer used texts with level 5, level 6, level 7, level 8, and level 9. Next, to fulfill the standard of validity and reliability, 50 items of the reading comprehension test was tried out and analyzed by using SPSS version 22. The results of the try out showed that 32 items were valid with Cronbach's Alpha value was 0.958 (>0.70).

FINDINGS

Descriptive Statistics

Table 2 Descriptive Statistics of Pretest and Posttest in Experimental and Control Groups

		N	Min	Max	Mean	Std. Deviation
Experimental	Pre-test	30	15	24	20.00	2.560
	Post-test	30	18	31	26.43	3.070
Control	Pre-test	30	10	27	19.87	4.183
	Post-test	30	18	30	23.87	3.569
Valid N (listwise)		30				

In the experimental group, the mean score of pretest was 20.00 and the standard deviation was 2.56, the maximum score in pretest was 24 and the minimum score was 15. Then, the mean score of posttest was 26.43, the standard deviation was 3.07, the maximum score was 31 and the minimum score was 18. Meanwhile in the control group, the mean score of the pretest was 19.87, the standard deviation was 4.18, the maximum score in pretest was 27, and the minimum score in pretest was 10. Then in the posttest of control group, the mean score was 23.87, the standard deviation was 3.56, the maximum score was 30, and the minimum score was 18. The result of students' reading comprehension achievement was classified into five

categories: 80-100 = excellent, 70-79 = good, 60-69 = average, 40-59 = poor, and <40 = failed (FKIP UMP, 2014).

Table 3 The Score Distribution of Reading Comprehension in Both Groups

Score Interval	Category	Experimental Group				Control Group			
		Pretest		Posttest		Pretest		Posttest	
		Freq	%	Freq	%	Freq	%	Freq	%
80- 100	Excellent	-	-	19	63%	3	10%	9	30%
70- 79	Good	6	20%	8	27%	4	13%	11	36.8%
60- 69	Average	10	33%	2	7%	11	37%	5	16.6%
40- 59	Poor	14	47%	1	3%	10	33%	5	16.6%
< 40	Failed	-	-	-	-	2	7%	-	-
Total		30	100%	30	100%	30	100%	30	100%

It could be seen from the table above that both experimental and control group showed different distribution. In the pretest of experimental group, there was no student in excellent category, 6 students or 20% of the students in good category, 10 students or 33% of the students in average category, 14 students or 47% of the students in poor category, and there was no student in failed category. In the posttest of the experimental group, 19 students or 63% of the students in excellent category, 8 students or 27% of the students in good category, 2 students or 7% of the students in average category, 1 student or 3% of the students in poor category, and there was no student in failed category.

Meanwhile, in the pretest of control group, there were only 3 students or 10% of the students in excellent category, 4 students or 13% of the students in good category, 11 students or 37% of the students in average category, 10 students or 33% of the students in poor category, 2 students or 7% of the students in failed category. Contrary to the results of pretest, there were some improvements in the posttest. In the posttest of control group, there were 9 students or 30% of the students in excellent category, 11 students or 36.8% of the students in good category, 5 students or 16.6% of the students in average category, 5 students or 16.6% of the students in poor category, and no more students in failed category.

Normality and Homogeneity of the Data

Normality and homogeneity tests were used to analyze the data before the data were analyzed statistically. Shapiro-Wilk test was used to analyze the normality and Levene's test was applied to obtain the homogeneity.

Table 4 Results of Normality and Homogeneity Analysis

Variable	Normality Shapiro-Wilk				Homogeneity	
	Experimental		Control		Levene Statistic	Sig.
	Statistic	Sig.	Statistic	Sig.		
Pre-test	.957	.265	.959	.298	3.249	.077
Post-test	.944	.118	.953	.208	1.049	.310
Pre-test post-test Experimental group					.500	.482
Pre-test post-test Control group					.103	.750

As presented in Table 3, since all the p-values (Sig.) of the normality test exceeded 0.05, it indicated that the data of the pre-test and the post-test were normal. The results of homogeneity of variance showed the significance values of the pre-test and post-test data in the experimental group was 0.500 with sig value was 0.482, the data of the pre-test and post-test in the control group was 0.103 with sig value was 0.750, pretest in experimental and control group was 3.249 with sig value was 0.077, posttest in experimental and control group was 1.049 with sig value was 0.310. These results indicated that the data of the pre-test and the post-test were homogeneous.

Paired and Independent Sample t-Test Analyses

The writer used paired sample t-test to find out the significant difference between the pre-test and post-test in each group. Independent sample t-test was used to analyze the significant difference in students' reading comprehension achievement between the experimental and control group.

Table 5 Results of Paired and Independent Sample t-tests of Reading Comprehension Achievements of Both Groups (Total and the Aspect)

Variable	Pre-test		Post-test		Mean diff. pre and post exp	Mean diff. pre and post con	T-value and sig. between pre and post exp.	T-value and sig. between pre and post con	Mean diff. Posttest between Exp & Cont	T-value & sig. post- test between exp. and con
	Mean Exp.	Mean Con.	Mean Exp.	Mean Con.						
Total	20.00	19.87	26.43	24.70	6.43	4.00	21.57 .000	5.27 .000	1.73	2.986 .004
Detail	3.20	3.20	4.87	4.23	1.67 25.97%	0.87 21.67%	9.18 .000	4.70 .000	0.64	3.585 .001
Main Idea	3.97	3.80	5.00	4.80	1.03 16.01%	0.767 19.17%	4.76 .000	2.93 .006	0.20	2.037 .046
Vocabulary	2.53	2.73	3.43	3.13	0.90 13.99%	0.37 9.17%	4.95 .000	2.62 .014	0.30	1.363 .178
Reference	3.80	3.90	5.00	4.70	1.20 18.66%	0.56 14.16%	5.83 .000	2.48 .019	0.30	2.283 .026
Cause-effect	2.43	2.67	2.70	2.73	0.27 4.20%	0.03 0.83%	2.11 .043	0.226 .823	- 0.03	0.000 1.00
Inference	4.07	3.57	5.43	5.10	1.36 21.15%	1.40 35%	8.41 .000	6.142 .000	0.33	2.682 .010

As presented in Table 4, the results of paired sample t-test showed that in the experimental group there was a significant improvement in students' reading comprehension in total and all its aspects. In the control group there was also a significant improvement in students' reading comprehension achievement, but there was one aspect (cause-effect) which was not significantly improved.

Furthermore, independent sample t-test was used to investigate whether or not there was significant difference between the experimental and the control groups. The significant difference exists if the p-value (Sig 2-tailed) was less than 0.05. The result showed that the mean difference of posttest scores between experimental and control group was 1.73, t-value was 2.986 with significant value was 0.004, $p < 0.050$. Therefore, it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, which means that *there was a significant difference in reading comprehension achievement between the students who were taught by using IEPC strategy and those who were not*. From those findings, four aspects of reading comprehension were significantly different; detail (0.001), main idea (0.046), reference (0.026), and inference (0.010). Meanwhile, there were two aspects of reading comprehension: vocabulary (0.178), and cause-effect (1.00), were not different significantly.

Regression Analysis

Regression analysis with stepwise method was used to find out which aspect of reading comprehension achievement that contributed the highest or the least and how much the contribution was to the reading comprehension achievement in total.

Table 6 The Contribution of Reading Comprehension Aspects to Reading Comprehension Achievement in the Experimental Group

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.777 ^a	.604	.590	1.96652	.604	42.688	1	28	.000

2	.927 ^b	.859	.848	1.19530	.255	48.789	1	27	.000
3	.956 ^c	.914	.904	.94937	.055	16.800	1	26	.000
4	.976 ^d	.953	.946	.71582	.039	20.733	1	25	.000
5	.985 ^e	.970	.964	.58198	.017	13.821	1	24	.001
6	1.000 ^f	1.000	1.000	.00000	.030	.	1	23	.

Where:

- Predictors: (Constant), Inference
- Predictors: (Constant), Inference, Vocabulary
- Predictors: (Constant), Inference, Vocabulary, Reference
- Predictors: (Constant), Inference, Vocabulary, Reference, Cause-Effect
- Predictors: (Constant), Inference, Vocabulary, Reference, Cause-Effect, Main Idea
- Predictors: (Constant), Inference, Vocabulary, Reference, Cause-Effect, Main Idea, Detail

As presented in Table 5, all aspects of reading comprehension gave contribution to the reading comprehension achievement (total) in experimental group. The highest contribution was contributed by inference (60.4%), continued by vocabulary (25.5%), reference (5.5%), cause-effect (3.9%), main idea (1.7%), and detail (3%).

Two-Way ANOVA Analysis

To measure the interaction effect of IEPC strategy and reading interest on reading comprehension achievement, two-way Anova was used. The interaction effect between the strategy and reading interest would be found if the p-value is less than or equal (<0.05).

Table 7 Tests of Between-Subjects Effects

Dependent Variable: Reading Comprehension Achievement Score							
Group * interest	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
	Detail	4.900	2	2.450	3.463	.038	.114
	Main Idea	1.033	2	.517	.740	.482	.027
	Vocabulary	2.533	2	1.267	1.385	.259	.049
	Reference	3.433	2	1.717	2.166	.125	.074
	Cause-effect	0.300	2	.150	.579	.564	.021
	Inference	0.033	2	.017	.035	.965	.001
	Total	32.033	2	16.017	1.423	.250	.050

From the calculation analysis, it was found that p-value (0.250) was higher than the 0.05 level. It means that there was no significant interaction effect of IEPC reading strategy and students' reading interest on reading comprehension achievement. In other words, the improvement was only caused by the IEPC strategy. The students' reading comprehension achievement scores based on their level of reading interest can be seen below:

Table 8. Results of Independent t-Test of Reading Comprehension Achievement between the Students with High, Average and Low Reading Interest in Experimental and Control Groups

Variable			Mean	Mean Difference	T-value and sig.	
Reading Comprehension Achievement	EXPERIMENT	H	25.40	-1.000	.627	.538
		A	26.40			
		L	27.50	-2.100	1.827	.084
	CONTROL	A	26.40			
		L	27.50			
		L	23.40	1.400	.827	.419
	CONTROL	H	25.40			
		A	23.40			
		L	23.40	.000	.000	1.000
	CONTROL	H	25.40			
		A	23.40			
		L	23.40			

Note: H= High Reading Interest, A= Average Reading Interest, L= Low Reading Interest,

From the table above, it could be seen that there were no significant differences in reading comprehension achievement among the students with high and average, high and low, and average and low levels of reading interest in experimental and control group.

DISCUSSION

The distribution of the scores showed that, after the treatments, most of the students move from Poor category into Good category; there was also an improvement in students' mean score by 6.43 point. This result proved that IEPC could improve students' reading comprehension achievement (Wood & Endres, 2004). This result was similar to the findings of the studies conducted by Jayanti (2011) and Rianti (2014).

Moreover, the result of paired sample t-test analysis showed that in the experimental group there was a significant improvement in students' reading comprehension achievement (total). This result indicated that IEPC strategy could significantly improve students' reading comprehension achievement. The writer believed that there must be some factors behind this result. First, this strategy led the students to grasp the main idea of the text they read by asking them to make some imaginations based on the topic given by the writer. Asking the students to imagine about the characteristic of the topic, color, and everything that have connection with the topic could help them to predict about the content of the text (Long, Winograd & Bridge, 1989). Furthermore, the second step of this strategy (Elaboration) could help the students to build their prior knowledge about the text that will be discussed. According to Collins and Smith (1992), prior knowledge is one of the fundamental components of reading comprehension, because it can help the students to determine the literal meaning of the text they read. Additionally, Massey (2009) states that through Elaboration students can extend and modify their verbalization through questioning and summarizing which help them to develop their understanding. Next, the third step (Prediction) could help the students to set their own purpose for reading, question their prediction, and read more to find out if their prediction were right. As stated by Oshima and Hogue (2006), students will try to predict about what they are going to read if they are accustomed to the way of writing in English. By doing so, students will collect all of their prior knowledge about the text which could improve their ability in comprehending the text. The last step (Confirmation) could help to motivate the students to read and comprehend the text and to prove whether their prediction was correct or not. According to Nation (2009), one of the principles for teaching reading is helping the students to feel motivated to read.

However, the result of paired sample t-test in control group showed that all the aspects of reading comprehension improved significantly except cause-effect. The writer assumed that this improvement was caused by the reading tests materials used which were related to their study program. The topics of the six texts used in the test were all about natural science which was familiar for them. Another factor might be the strategy used in the control group, the lecturer who taught the control group probably applied a teaching strategy in which the students' ability to see a causal-effect relationship in the text was not stimulated.

Furthermore, the results of independent t-test showed that the mean total scores in the posttest of the students who were taught by using IEPC strategy and those who were not were different significantly. However, there were two aspects (vocabulary and cause-effect) which were not different significantly; this might be caused by the teaching strategies used in both experimental and control groups which focus on stimulating students' ability in seeing causal effect relationship in the text and improving students' vocabulary. Nevertheless, these results indicated that even though the students' reading comprehension achievement in control group improved significantly, IEPC strategy was better in improving students' reading comprehension achievement. IEPC strategy through its steps could help the students to become good readers (Wood, 2002).

The results of two-way ANOVA analysis indicated that there was no significant interaction effect between IEPC strategy and reading interest on the students' reading comprehension achievement. In other words, it can be concluded that IEPC strategy could improve students' reading comprehension achievement without being influenced by reading

interest. It was supported by the result of independent t-test which compared the post-test score among the students with high and average, high and low, and average and low levels of reading interest in each group (see Table 8). The result showed that there was no significant difference in reading comprehension achievement among the students with high and average, high and low, and average and low levels of reading interest after they were taught by using IEPC. It was reasonable because as stated by Anderson, Levine, Wilson and Fielding (1987), students' reading interest are changing from day to day so it has a strong emotional component that may play a critical role in how interest influences learning.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the discussion, it can be concluded that IEPC strategy was effective to improve students' reading comprehension achievement of the second semester students of Biology Education Study Program, Muhammadiyah University of Palembang in academic year 2014/2015. It could be seen from the students' improvement before and after the treatment accomplished. Although the reading comprehension achievement of both groups (experimental and control) significantly improved, the result of paired sample t-test showed that the mean difference of pretest and posttest scores in the experimental group was 6.43 while the mean difference of pretest and posttest scores in the control group was 4.00. The results of two-way ANOVA analysis showed that there was no significant interaction effect of IEPC reading strategy and reading interest (p -value = 0.250). It means that no matter high, average, or low students' reading interest is, their reading comprehension achievement will not have any significant different.

From the conclusion above, the writer would like to offer some suggestions. The writer suggests that using IEPC strategy functions not only for the students but also for the teacher. IEPC strategy is a reading strategy that can be helpful for teachers to create good environment in teaching and learning process. By using this strategy, the teacher can get students' attention easily and get students' feedback faster. The teacher are also forced to be more active, for example they have to find interesting topic and help the students in making their own imagination related to the topic, so that the text can be easier to be understood by the students.

IEPC strategy helps the student to remind and comprehend the information that they have read. From this, the writer suggests that by using this strategy, the students can get the information/knowledge easier. Using IEPC strategy in teaching and learning is fun, interesting and also enjoyable activity for the students. As a result, the process of learning itself runs well which causes improvement in students' reading comprehension.

Furthermore, investigating reading interest of young adult students in university helps teachers and enables the librarians to understand them better, be aware of the students' preferred reading material and devise better action strategies to address the reading issues effectively. The writer would like to suggest the lectures or teachers of English to use interest reading topic in their teaching as a very beneficial reading material to cultivate students' reading interest. Meanwhile, for the academic staff like librarian, they must take and play their important roles in motivating students to read more by providing and exposing more books, facilitate better reading access and create a convenient learning atmosphere for students.

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STUDENTS' VOICE TOWARD TEAMS-GAMES-TOURNAMENTS TECHNIQUE

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ABSTRACT

The way to deliver material can be the main factor for the students in understanding the material. This study had objective to describe the students' voice after they got experience taught by using team game tournament technique. The participants were tenth grade students of vocational high school. The students got experience taught using team game tournament instead of the conventional technique that use individual ability in understanding the material. The data were obtained from questionnaire and interview. The students gave their responses about the technique, the problem faced and the way to solve the problem. The result indicated that the students mostly had good responses from the implementation of technique.

Keywords: *Students' voice, Teams-games-tournament*

INTRODUCTION

One of the greatest enemies of successful teaching and learning process is student boredom. This is often caused by the way how a teacher deliver the material. Many teachers teach their students using monotonous activities. Therefore, something has to be done to break the chain. To improve the education quality, an innovation in the teaching and learning process must be done. One of the innovation is cooperative learning. A cooperative learning focuses on students-centered. The students work together in pairs and groups as a team to achieve goals successfully by sharing information and come to each other's aid. Moreover, Slavin (1995) states that cooperative learning refers to a teaching method variety in which students work in small groups to help one another learn academic content. All of cooperative learning methods has the same idea i.e. the students work together to learn something as a team. The students will encourage their teammates to understand or master the material given by guiding and giving feedback. One of cooperative learning techniques that can be applied as an alternative method to deliver material in cooperative classroom setting is Team-Games-Tournaments (TGT). It uses teacher presentations and team work and weekly tournaments, in which students play academic games with members of other teams to contribute points to their team scores. Van Wyk (2011) argues that TGT is more effective than lecture method. By applying the technique, it can motivate the students to learn enthusiastically in the setting of tournament. They compete in the term of academic performance with the other teams that has about equal strength.

In learning English, students still find difficulties to understand the material and convey their idea using the language well. Since it is not their mother tongue language, they only use English in the classroom setting. In addition, the lecture method conducted by teachers leads the students being passive learners. The achievement of the students depends on their own effort. The condition will be different if their achievement is also influenced by their peers in a team. They will help each other to understand the material given. The series of team tournaments is conducted in TGT. The main role of the team is to make sure that all members are learning and do well in their test. A team consists of heterogeneous members. It can be composed in term of academic performance. It means that the composition of each team is in many range of learners from slow to fast learner. The team provides the peer support for academic performance. It is important for having dynamic learning.

An English teacher in one of vocational high school in Pati tries to improve his students' academic achievement by applying TGT in his class. This study attempts to investigate how TGT is implemented in the class and to know the students' voice of the implementation of the technique. The result reveals everything happen in the class including the activities of the technique and the impact of the technique for the students.

METHOD

In order to discover how TGT implemented in the class and the students' voice toward the technique, within this analysis of the research, the researcher used qualitative method. In this study, questionnaire and semi-structured interview were used to obtain several information and data. There are four statements in questionnaires related with the principle and steps, the impact, the continuation of the technique, and application for another subjects. For the semi-structured interview, there are three main questions. The question related with the benefit of TGT, the problem faced by the students, and the solution to solve the problem faced by the students in applying the technique.

Students who studied in one of vocational high school in Pati were the population of this study. The researcher took the sample randomly using cluster random sampling. From 160 students in 4 English classes, the researcher took one class consisting of 40 students as the sampling.

FINDINGS AND INTERPRETATION

In class presentation, the teacher gave material about descriptive text and explained it briefly. Then, he assigned students to teams. The teacher made the teams heterogeneously in term of academic performance. There were eight teams assigned. Every team consisted of five students. To assign the students into teams, the teacher gave a quiz, 20 questions of descriptive text. From the result of the test, the teacher ranked the students from the highest to the lowest score. The teacher named the teams: Keen, Intelligent, Smart, Shrewd, Clever, Awesome, Brilliant, and Excellent. The total score was 2560 so the average range score of each team was about 320. The team distribution is depicted in Table 1. The total score of each teams was about equal. It can be seen in Table 2.

Table 1. Assigning students to Teams

Rank	Score	Team Name	Rank	Score	Team Name
1	100	Keen	21	70	Clever
2	95	Intelligent	22	60	Awesome
3	95	Smart	23	60	Brilliant
4	90	Shrewd	24	50	Excellent
5	95	Clever	25	50	Keen
6	90	Awesome	26	50	Intelligent
7	90	Brilliant	27	45	Smart
8	90	Excellent	28	45	Shrewd
9	85	Excellent	29	45	Clever
10	85	Brilliant	30	45	Awesome
11	85	Awesome	31	45	Brilliant
12	85	Clever	32	45	Excellent
13	80	Shrewd	33	45	Excellent
14	80	Smart	34	45	Brilliant
15	75	Intelligent	35	35	Awesome
16	75	Keen	36	35	Clever
17	75	Keen	37	35	Shrewd
18	75	Intelligent	38	20	Smart
19	75	Smart	39	20	Intelligent
20	75	Shrewd	40	20	Keen

Table 2. The total score of each teams.

Team Name	Member1	Member 2	Member 3	Member 4	Member 5	Total Score
Keen	100	75	75	50	20	320
Intelligent	95	75	75	50	20	315
Smart	95	80	75	45	20	315
Shrewd	90	80	75	45	35	325
Clever	95	85	70	45	35	330
Awesome	90	85	60	45	35	315
Brilliant	90	85	60	45	45	325
Excellent	90	85	50	45	45	315

After assigning the students into teams, the students gathered in their team to study worksheets given by the teacher. Most often, the study involved students discussing problems together, comparing answers, and correcting any misconceptions if teammates made mistakes. The goal was team success (not just individual success) to earn team rewards in the end of the tournaments. Therefore, the students had to help their teammates to learn the material. They encouraged their teammates to do their best in their games.

Before the tournament, the students played game in their own team. The game is composed of content-relevant questions designed to test the knowledge of the students gained from class presentations explained by the teacher. A student picked a numbered card and attempted to answer the question corresponding to the number. A challenge rule permitted players to challenge one another's answer. After the students understood the steps of TGT and practiced for tournament in the game in their own team, the tournament was begun. The tournament conducted 4 times. There were 10 tables for tournament. One table consisted of four different teams and for the next round one of the team moved to another table. Table 3 shows the distribution of teams in the tournament. For the first tournament, the teacher assigned students to tournament tables—the highest five students in the past performance in assigning students to teams to table 1, the next four to table 2, and so on. This equal competition made it possible for students of all levels of past performance to contribute maximally to their team score if they did their best. At the beginning of the tournament period, the teacher announced students' tournament-table assignment and had them move to tournament tables. The teacher asked selected students help distribute one game sheet, one answer sheet, one deck of number cards (20 cards), and one game score sheet to each table.

All games were played at the same time. To start the tournament, the position of the students were determined first by drawing numbered cards. Those who got the highest number became the first reader. The second became the first challenger. The third became the second challenger. And the lowest number became the third challenger. All tables did that and game proceeded clockwise from the first reader. It was the role of the first reader to shuffle the cards and picked the top one. He or she then read aloud the question in game sheet corresponding to the number on the cards. A reader who was not sure of the answer was allowed to guess without penalty. After the reader gave an answer, the student to his or her left (first challenger) had the optional of challenging and giving a different answer. If he or she passed, or if the second challenger had an answer different from the first two, the second challenger might challenge. So did the third challenger. Challengers had to be careful, however, because they had to return a previous won card to the deck (if they had one) if they were wrong. When everyone had answered, challenged, or passed, the second challenger (or the player to the reader's right) checked the answer sheet and read the correct answer. The player who gave the correct answer kept the card. If either challenger gave a wrong answer, he or she had to return a previously won card (if any) to the deck. If no one gave a correct answer, the card returned to the deck.

For the next round, everything moved one position to the left: the first challenger became the reader, the second challenger became the first challenger, the third challenger became the second challenger and the reader became the third challenger. In the tournament the teacher moved from table to table to guide the students during the tournaments. The teacher determined the time. Therefore, the students did not know when the tournament was over. Play continued, as determined by the teacher, until the period ends or the deck was exhausted. When the game was over, players recorded the number of cards they won on the game score sheet in

the column for game 1. If there was time, students reshuffled the deck and played a second game until the end of the period, recording the number of cards won under game 2 on the score sheet (see Table 4). The teacher asked the students to add up the scores they earned in each game (if they played more than one) and fill in their day's total and tournament points. To score the tournament point, Table 6 summarizes tournament points for all possible outcomes. Finally, the students collected the game score sheets after all students had calculated their tournament points.

In the next tournament, the students changed tables depending on their own performance in the rank of their own team. All the highest score from each group will be in the same table (table 1) for the next tournament. This condition was the same for those who were the second rank sat in the table 2, and so on. Table 5 illustrate the relationship between heterogeneous teams and homogenous tournament table. As soon as possible after the tournament, the teacher Tabled team scores and prepare team certificates to recognized high-scoring team. To do this, the teacher check the tournament points on the game score sheets firstly. Then, the teacher transfer each student's tournament points to the summary sheet for his or her team. And all the team members' scores was added and divided by the number of team members that joined the tournament. Table 6 shows the recording and totaling of score for one team.

Table 3. The team distribution

First Tournament	Keen, Intelligent, Smart, Shrewd
	Clever, Awesome, Brilliant, Excellent
Second Tournament	Intelligent, Smart, Shrewd, Clever
	Awesome, Brilliant, Excellent, Keen
Third Tournament	Smart, Shrewd, Clever, Awesome
	Brilliant, Excellent, Keen, Intelligent
Fourth Tournament	Shrewd, Clever, Awesome, Brilliant
	Excellent, Keen, Intelligent, Smart

Table 4. Tournament game score sheet in one table

Player	Team	Game 1	Game 2	Game 3	Day's Total	Tournament point
Student A	Keen	4	4		8	50
Student F	Intelligent	3	5		8	50
Student K	Smart	3	4		7	30
Student P	Shrewd	3	3		6	20

Table 5. Tournament tables for second tournament

Table 1	Intelligent 1, Smart 1, Shrewd 1, Clever 1
Table 2	Awesome 1, Brilliant 1, Excellent 1, Keen 1
Table 3	Intelligent 2, Smart 2, Shrewd 2, Clever 2
Table 4	Awesome 2, Brilliant 2, Excellent 2, Keen 2
Table 5	Intelligent 3, Smart 3, Shrewd 3, Clever 3
Table 6	Awesome 3, Brilliant 3, Excellent 3, Keen 3
Table 7	Intelligent 4, Smart 4, Shrewd 4, Clever 4
Table 8	Awesome 4, Brilliant 4, Excellent 4, Keen 4
Table 9	Intelligent 5, Smart 5, Shrewd 5, Clever 5
Table 10	Awesome 5, Brilliant 5, Excellent 5, Keen 5

Table 6. Calculating tournament points

Player	No Ties	Tie for Top	Tie for Middle	Tie for Low	3-way Tie for Top	3-Way Tie for Low	4-Way Tie	Tie for Low and High
Top scorer	60 points	50	60	60	50	60	40	50
High Middle Scorer	40 points	50	40	40	50	30	40	50
Low Middle Scorer	30 points	30	40	30	50	30	40	30
Low Scorer	20 points	20	20	30	20	30	40	30

After the forth tournaments, All team scores were Tabled by transferring each student's tournament points to summary sheet for his or her team. The teacher gave award to team that had good achievement. There were three level award given. They were Goodteam, Greatteam and Superteam. The criterion of team average were 40 for Goodteam, 45 for Greatteam, and 50 for Superteam.

Based on the implementation of the technique, it revealed several perceptions. The first was the students perceived that the principles and steps of TGT was easy to be followed and understood. It could be seen from the questionnaire that 92.5 % students agreed with that statement. The students could follow and understand the technique since the teacher explained and guided it well. The second was the students agreed that TGT gave good impact for students' achievement. 85% students gave this voice. They found that by learning material in a team and having competition could encourage them to study well. The third was 72.5 % students agreed if the technique was continued in English class for the next material. The students felt that it was easier to study English by having such technique. The last was more students agreed that TGT was suggested to be applied in another subject. 47.5% gave this voice. However, there were 45 % students did not give their voice since they thought that for some subjects it could be implemented such as Mathematics and Science but some subjects it could not be implemented, such as religion and history. They thought that it needed much time to implement this technique. In addition, they assumed that it would bring boredom when it was applied for many subjects. Table 7 shows the result of questionnaire of students' voice toward TGT.

Besides the questionnaire, the students also answered semi-structured interview. There were various voices from students. The Most of the students argued that this technique gave benefit for their achievement. Their arguments were that this technique could give more spirit to study, create good situation in learning, accelerate the students' comprehension. Furthermore, this technique could build solidarity, self-esteem, and self-reliance. This study also discovered the problem faced by the students. The problems could be drawn generally. First, the limitation of time. It made the students in hurry to discuss and learn the material. The slow learners needed more time to understand the material. Second, ineffective discussion. Some of students did not use discussing time effectively. They often chatted with their teammate while the other teammates tried to study and have discussion. And the last, students responsibility. The students still did not care about their team achievement. It happened because they did not get along with their team and motivated well. From the problems faced, the students gave inputs to solve the problems. First, the time for discussion was added. Second, the teachers warned the students who disturb their friends in having discussion. Third, there were individual reward not only team reward.

Table 7. Table of questionnaire of students' voice toward Teams-Games-Tournaments Technique

Number	Questionnaire	SA	A	N	D	SD
1	The principles and steps of TGT is easy to be followed and understood	60%	32.5%	7.5%	0%	0%
2	TGT gives good impact for students achievement	45%	40%	15%	0%	0%
3	The continuation of TGT application in English class	22.5%	50%	27.5%	0%	0%
4	TGT is suggested to be applied in another subjects	30%	17.5%	45%	2.5%	5%

CONCLUSION AND SUGGESTION

The result on this study shows that the implementation of TGT is by having class presentation, team assigning, team study, tournament and team recognition. Based on the observation conducted, the implementation of TGT is beneficial for academic purpose. The students need dynamic teaching and learning process. The students agree that by applying such technique can increase their achievement. The students give positive response toward the implementation of this technique. It is proved from their surprising voice about the implementation of this technique. For the further research, TGT can be implemented English skills of the students.

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BUILDING LANGUAGE AND CULTURAL AWARENESS: MOVIES AS POETRY AND CREATIVE PEDAGOGY DISCUSSION RESOURCE

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ABSTRACT

Teaching English to young learners plays a pivotal role in building basic language and cultural competencies. Particularly in the EFL classroom, teachers rarely teach English to young learners in a fun and creative way. They are also reluctant to construct and develop their own teaching materials due to time constraint. Teaching English through movies has been discussed repeatedly in the EYL literature, English teachers rarely use it as creative pedagogy media to gain the language and culture. Thus presenters wish to appeal how to deploy movies as a resource literature in building language and cultural awareness through movies poetry discussion. The presentation begins by addressing a conceptual framework of TEYL. In this section, the presenters will provide attendees with the nature of TEYL together with the rationale for implementing movies and poetry as media of discussion. In the second section, the presenters will detail steps for teaching young learners through movies poetry discussion. The practical ideas of using movies as poetry writing and discussion resource will be presented in this section. The presenters content that the use of movies as poetry writing discussion resource in TEYL can help them build their cultural awareness and creativity in tandem.

Key words: *TEYL, movies, poetry, culture*

INTRODUCTION

Teaching English for young Learners (TEYL) has undergone a rapid change and innovation. Technological innovation has influenced the world of TEYL. This innovation is important in order to make the learners gain easily the target language learned. Movies, even though, It is a rather old media of teaching and learning. It gives a very great impetus to give students get the language input and a trigger of thinking in using language. At the same time, research shows that many teachers are not using technology to its full potential and that inadequate teacher training is in part of blame (DelliCarpini,2012).This can be Inferred that teachers need to maximize the use of technology to helps their students. Movies, as one form of technology, are one of the most potential to be maximized because it is accessible in this digital era nowadays. Teachers can make their own record, get it from TV, Internet, CDs, etc. Movies are the easiest media to get whether short or long movies and it is always interesting to be watched. These features of movies will draw the young language learners' attention, get a trigger of thinking, help them to get the context of what they are talking and get a vivid picture about everything in the movie. English teachers rarely use movies as creative pedagogy media to gain the language and culture. Thus presenters wish to appeal how to deploy movies as a resource literature in building language and cultural awareness through movies poetry discussion.

Using movies as a creative pedagogy resource of language literature
Movies have been brought by the teacher to the class for many years to support the teaching the learning process. As full movies it will bring a complete story with very long time allotment. As a short or a cut movie it will give a brief picture of the story and relative short time spent. The movies can give the teacher authority of which part of the movie is going to be discussed. Thus the teacher can use all part of the movie, drug it as the intended scene, or cut it as the intended

part. Berk (2009) lists 20 potential of learning outcomes if teachers bring movies in the class room:

1. Grab students attention
2. Focus students concentration
3. Generate interest in class
4. Create a sense of anticipation
5. Energize or relax students for learning exercise
6. Draw on students imagination
7. Improve attitude toward content and learning
8. Build connection with other students and instructor
9. Increase memory of content
10. Increase understanding
11. Foster creativity
12. Stimulate the flow of idea
13. Foster deeper learning
14. Provide an opportunity for freedom of expression
15. Serve for vehicle for collaboration
16. Inspire and motivate students
17. Make learning fun
18. Set an appropriate mood or tone
19. Decrease anxiety and tension on scary topics
20. Create memorable visual image

In addition, there are also some advantages of movies in relation with teaching and learning language. As Herron and Tomsello [1982) argued that the use of movies presentation can build up students learning of vocabularies and Idiomatic structure, as well as give necessary exposure and experiences. Moreover Chan and Herrero [2010) suggest that using movies through specific task activities can foster active learning, interaction and participation. There are some communicative potential of the use of movies:

1. It facilitates comprehensions activities;
2. It creates a curiosity gap that facilitates the exchange opinion and ideas about the film;
3. It helps to explore the non verbal elements;
4. It improve oral and aural skills;
5. It provides meaningful context and vocabulary, exposing viewer to natural expressions and natural flow of speech.

Poetry writing And Language Acquisition

Teaching and learning a targeted language should also understand the students' needs. It should be able to give abundant opportunity to students to acquire, to experience and to develop their language expressively. So the materials they learned are not only the linguistic theory. This facilitates the students in engaging the language acquisition easily. To acquire the target language; the students need to have a rich experience of the target language in use. To facilitate the students engage the language experiences, the teacher should be able to set and facilitate the teaching and learning process to be more facilitative to the development of the students' creative development and students' language in use experience to drag them from a pasive activities to the more active and creative activities in learning language so that they have a good and high motivation in learning. To get such experiences, there are some prerequisite of language experience that would facilitate the language acquisition. Those are:

- The language experience needs to be contextualized and comprehensible (Krashen,1999)
- The learner needs to be motivated, relaxed, positive and engaged (Tomlinson,2003)

- The language and discourse features available for potential acquisition need to be silent, meaningful and frequently encountered (Malley, 1994)
- The learner needs to achieve deep and multi – dimensional processing of the language (Tomlinson, 2000)

From the prerequisite, we know that the materials of the teaching learning of the target language (e.g English) should give an authentic use of the language to be used in a real situation through spoken and written language. If the materials don't give such kind of use and they don't stimulate the learners to think and to feel whilst experiencing them, there is very little chance of the materials facilitating any durable language acquisition at all. Giving the students in touch with the authentic language will help the students accelerate the language acquisition. Bolitho et.al (2003) argue that if the learners are stimulated and guided to make discoveries for themselves and to thus increase their awareness of how the target language is used to achieve the fluency, accuracy, appropriacy and effect. This means that the activities and the materials in the teaching and learning process should not only facilitate the students to use the language authentically but they should also guide and help the students to notice themselves. So the materials and the activities used should provide the opportunities for the students to actualize themselves and their intended meaning with their language to encourage them to make use of mental imaging whilst responding to and prior to producing language which facilitates comprehension and communication and promotes language acquisition and development. The possible atmosphere to facilitate those situation is teaching the language by using poetry writing forms.

Teaching language with poetry writing to give the students pedagogical input does not mean that teaching the language theory and skills should be changed drastically. This means that teaching the language in the creative context using the creative writing forms is needed. It needs to be involved in the teaching and learning the language. Tomlinson said (2008) that involving teaching literacy skills and developing knowledge about language in the creative contexts will invite learners to engage imaginatively and which stretch their generative and evaluative capacity. From this statement we can say that through poetry writing as the creative context in teaching, the students will be more creative in exploring their ideas, initiating their own learning, making choice and decision of how to express themselves with the appropriate language they needed.

Acquiring the English language and cultural awareness through movie poetry writing

Poetry writing is a powerful means of language acquisition, especially when it is triggered by movies. This is because movies poetry writing is a fun and exciting activity that million people enjoy. In addition, through creative writing forms such as poetry, students express themselves and their idea. This means that everything that what they want to say, what comes from the heart, we reflect; we are happier to work on. Creative writing forms involves a work with the words, phrases or sentences. It means that the language which is chosen need to be correct and works well with the intended meaning of the writer because writing a product of creative writing such as poetry requires greater precision in expression. Therefore the writer and the reader need a booster such as movie to imagine, to feel, to contextualize, to evaluate, to reflect and to use the language appropriately.

Poetry writing with movies triggering will initiate the English Language Learners to play with the wide range of the language and sharpen their feeling in relation to the moral value they will reflect and evaluate from the movies. The learners will invent the language and innovate the language by themselves. They will experience many varieties of context, feeling and situation by reading and writing a poetry. As stated by Bussis et al., (1985: 113) learning to read is fundamentally a task of learning how to orchestrate knowledge in a skillful manner. In this stage, the process of reading the poetry will enrich the students to the variety of the language used in context. The students will accustom with the various vocabularies and how the same word effect different sense of meaning and feeling. Thus from this activities the language learners get the nuances of the words. After the students get the words in context they will able to personalize the language by writing their own poetry. By writing their own poetry they will produce and deeply feel and understand how and what language they should used to express

their idea. This activity will experience them with the use of the language with their mental perception, imagination, and their vision of something they think, feel, and sense to make the language alive in them because they will know the context when they should use the language. This process helps them personalize the language so the language will be life and to be active language.

Poetry Writing and movies: A bridge to Extend Language Learning and cultural awareness.

The English language teaching and learning, especially teaching EYL in Indonesia, is not merely teaching the language. The curriculum has been changed and ruled that it should also deals with building character of the language learners. Using movies as the source in writing the poetry will engage the students' creative thinking and feeling of every situation and emotion in the movies. Hiltin [2011) explained that individuals develop an intuitive, reflexively accessible sense of noble and ignoble goals that judge, evaluate, and legitimate, within situations or upon reflection afterward. Because of those reasons, it seems important to initiate movies which can make them evaluate, and legitimate any situation or reflect the behavior in the movies to touch their feeling with worth full value. By doing this after watching the movies; the students then express their idea in a creative and expressive English language learning environment by writing poetry. Writing poetry based on their experiences and creating a show community, will create an access for the teacher or for their friends to give any comments or to give any corrections on their friends' poetry. This classroom will also stimulate the writer to exist and to show their work to others.

This environment is a valuable solution to facilitate EFL learners to be active and to be accustomed with English environment. After writing their poetry, they can share their work through the social media (e.g. facebook) or in a common class. Through this media, they can do a cooperative writing by giving comment and correction if any. Sharing the work with others can be done in class and this will increase the English Learners motivation to be active to write their poetry then share the result with their friends in class. This way can increase the students' grammar editing by giving any correction and suggestion on the students work. Through this way, they can negotiate the meaning in their discussion. In line with this Idea, Tomlinson (2008; 160) said that poetry writing provides high motivation for the learners to find the right words to express their idea. This trait will lead to better personalization of the language and the moral value discussed to the English language learners because the Poetry that they share through the class usually based on their experiences of evaluating and reflecting situation from the movies and they will use language which can represent their thought. This activities experience the students to contextual language used and expressed their feeling and judgment.

Serving movies as the source of poetry discussion in the class

Poetry writing needs creativity and reflection. To help the students get a good start in writing it, teacher need to understand the students' ideas block. He or she need to be creative to help them. One of the ways they can take is by showing them movies. Movies can help the students get a quicker start. In writing poetry, it is suggested that the English teachers are able to adjust the level of language ability and direct the students to be aware of the culture as targeted in the curriculum. One thing that can be done by the teachers is to direct the students to write poetry based on the students' language level and the culture is through form poetry. Through it, the English teachers can target the language level which should be achieved by the students in order to make them easier in composing the poetry. Furthermore, the form poetry would motivate the students because it enables the students to compose a good and meaningful piece of poetry easily, even only words or phrase. The following is the example of cinquain poetry as a form poetry. The Students are asked to create a Cinquain after watching an animation movie entitled Frozen.

The pattern of Cinquain

Line 1 : It is only one word that will be the subject and also the title of the poetry

Line 2 : Two words that describe the subject (two words of adjectives)

Line 3 : Three words that express the action done by the subject (participle ending in -ing)

Line 4 : Four words that tell the writer's feeling about the subject (verb phrase)

Line 5 : One word that is a synonym for the subject or restates or sum it up (noun)

Sample of Cinquain:

This one is appropriate for Junior High Student

Line 1	Family
Line 2	helpful, strong
Line 3	Loving, caring, struggling
Line 4	makes us success man
Line 5	Family

Based on the example above, it could be seen that it is easy to make a good piece of poetry with full of reflection of feeling and good culture value. The students would be challenged to create a poetry even in form of simple words. Writing very simple words above would make the students motivated to write and feel relaxed in expressing their ideas. The more complex one can be applied to the higher level.

The movie can motivate the students to write their poetry because it helped them open their ideas block. When they write; they want to share about their feeling, experience, or something that they had seen before. In this matter, the poetry which they wrote, comes from real feeling, reflection and not only based on their imagination. This point will help the learners to contextualize the language authentically. As the result, they experience with the language use and keep the good moral value as their guidance in behaving. Furthermore, this class would give chances to the students to share their ideas and experiences in a very relaxed environment. In this way, they can communicate each other, sharing and discussing culture by giving any comments to their friend's poetry. Negotiating meaning in social circumstances would make them easier in actualizing their ideas and experiences.

CONCLUSIONS

Movies poetry discussion is a good way to facilitate the English language learners (EFL/ESL) with the English environments and the media to express and to actualize their language and cultural awareness. It is a good way for the students to be free to express their ideas and get involved in a communication using poetry. The learners and the teachers will be able to communicate in English, to discuss and to express their ideas. The EFL/ESL learners helped much to form the cultural awareness movie poetry discussion because if they find any problem they will get the solution from their partner and their teacher immediately. The increasing of the context visibility in the movie not only makes them relaxed in discussing and share their problem with the teacher but also it can release their idea blocked. Movies motivated the students to write their poetry because they want any comment from their friends and teacher and they want to share their experience there. This community accommodate students' creativities to express their experience. They will experience their language with the correct context authentically in relaxed environments. This helps them acquire the language and be aware of a positive cultural values.

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STUDENT-TEACHER PARTNER DESIGN: ENRICHING TEACHER CREATIVITY AND CHALLENGING STUDENTS' INVOLVEMENT

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ABSTRACT

Teaching Design gives a great magnet to teachers and students to do transformation of knowledge and information. The requirement of Modern design invites teachers to present creativity realization in making it. It is more meaningful to design it by involving students' participation. Student-teacher partner design facilitates both to construct the teaching and learning activities and material better, more creative, more interesting, and more authentic. The partnering design can empower the student-teacher relationship and bridge them to minimize gap. In the process of doing student-teacher partner design in term of constructing activities, teachers can learn more on how to listen to students' ideas and how to appreciate them respectfully. Teachers can build their innovation creatively and implement it well in their teaching with the students. In another side, students are invited to explore their smart ideas in developing learning design which is leading them to do creative and meaningful learning activities. They come to class not only as the doer of the learning activities but also as the designer. It is really challenging involvement for the students. It brings them to have bigger responsibility in doing teaching and learning process. So, student-teacher partner design can enrich teachers' creativity and challenge students to be more involved in class.

Key words: *student-teacher partner design, teacher creativity, students' involvement*

INTRODUCTION

The objective of English teaching as a foreign language is to enable the students to develop communicative competence in four language skills, as stated in the main objective of lecturing at some English subjects. Particularly, the objective of speaking ability is to develop a basic of that skill in English which would enable graduated students to apply effectively in their real life situation. But in the process of teaching and learning English, up to now students commonly face a lot of problem with speaking ability. The informal dialogue (interview) that was done by the researcher and the teachers discovered that the teachers' chance to give the students individually attention when the teaching learning process happens was insufficient. This happened because there is no design of teaching which is appropriate for answering students' need. It is also sometimes because of the students' number in one class was too big. The teacher could only ask some students to practice. So, this situation could make the class not conducive. In facts, students' speaking ability are still less in their learning English because they are not having teaching and learning design which is able to formulate them to practice and share more about the subject.

Those influencing problems can be predicted as the cause of un-effective teaching and learning in English class. Meanwhile, speaking classroom always needs many language and mental requirement. It is supported by Brown & Yule (1983:17) that learning to talk foreign language is often considered to be one of difficult aspects of language learning by the teacher to help the students. This declared that teaching speaking is not always easy by doing a particular practice. It needs more and more ways to improve it.

For better implementation, it should be found the solution to enhance the students' English ability. Teacher should invite students to be involved not only in the process of teaching and learning, but also in the process of designing the teaching and learning will be done in the English class. Positioning students to be partner in designing the teaching and learning activities would make them as the source or manager in our class or subject. It is in line with Streeter and wise, 20019:2 cited in Heally, Flint, and Harrington, 2014:22) statement that:

"students as 'co-producers', not as 'consumers' ... are viewed as essential partners in the production of the knowledge and skills that form the intended learning outcomes of

their programmes. They are therefore given responsibility for some of the work involved, and are not passive recipients of a service”.

The partnership of students and teacher would enhance the students’ ability with full of responsibility and accurately because they do all the activities and communicate much with the teacher directly. The teacher also could do observation and record of the students’ progress authentically.

The work of designing together between the students and the teacher would open the gap between them. The communication facilitate them to start in breaking down the information gap and discussion quality gap, so they would be really possible to share their need, idea, experience, and some other else. The breaking of the gap could motivate and develop the students to believe more in their ability and quality.

The ability and quality the students could improve are about personal communication, participation, analysis, and also decision making. It is supported by Cook-Sather, Bovill, Felten (2014: 6–7, cited in Heally, Flint, and Harrington, 2014:22) that:

“We define student-faculty partnership as a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis”.

The partnership could give advantages to the success of teaching and learning process and result. The partnership also brought the students to the real development of personality and academic. Partnership also made the teacher to listen more to the students’ need and idea. The teacher could improve her or his creativity inspired by the students’ sharing and opinion. Partnership could enlarge teacher’s ability in combining students’ idea in designing the teaching and learning activities.

Partnership even could bring both of the students and the teacher to create models in teaching and learning activity. The model for students as partners in simple distinction may be made between a focus of students as partners on:

- a) student engagement in learning, teaching and research;
- b) student engagement in the quality enhancement of learning and teaching practice and policy (Heally, Flint, and Harrington, 2014:23) .

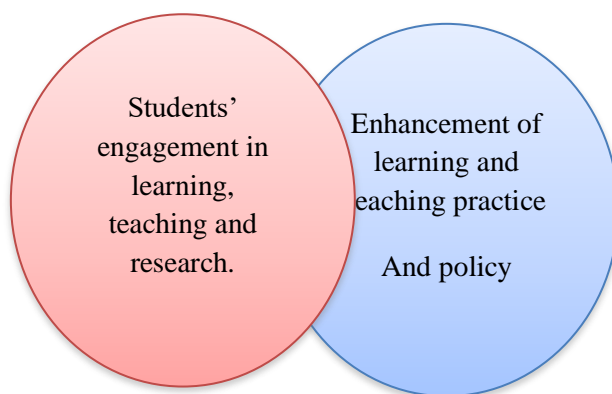


Figure 2.1: Simple model of students as partners

The model becomes the result of potential partnership between the teacher and the student. So, doing partnership in designing the class activities is alternatively important to do for improving the quality of teaching and learning process. The model resulted from the student-teacher design could be the inspiring process in handling the class.

METHOD

This research was classroom action research (CAR). Classroom action research is defined as the study of a social situation with a view to improving the quality of action within it (Elliot, 1991: 69). This research is to find an alternative solution to improve the quality of action done in the classroom. The quality of the action focused on the designing English class

activities. Furthermore, Arikunto (2006:90) confirms that action research is one of strategies to solve problem that use real action in the form of innovative development process.

The action of this research was conducted by using the cycle model which consists of four stages of activities, they are (1) Planning, (2) Acting, (3) Observing, (4) Reflecting. This research design has explained by Arikunto (2006: 92) that action research occurs in dynamic and complementary process which consists of four essential moments of planning, action, observation, and reflection. The moments are basic steps to undertake the function of each: developing a plan of critically informed action to improve what is already happening; acting to implement the plan; observe the effects of critically informed action in the context in which it occurs; and reflecting on these effects as the basis for further planning, subsequent critically informed action and so on through succession stages. The design of this action research is illustrated in the following diagram.

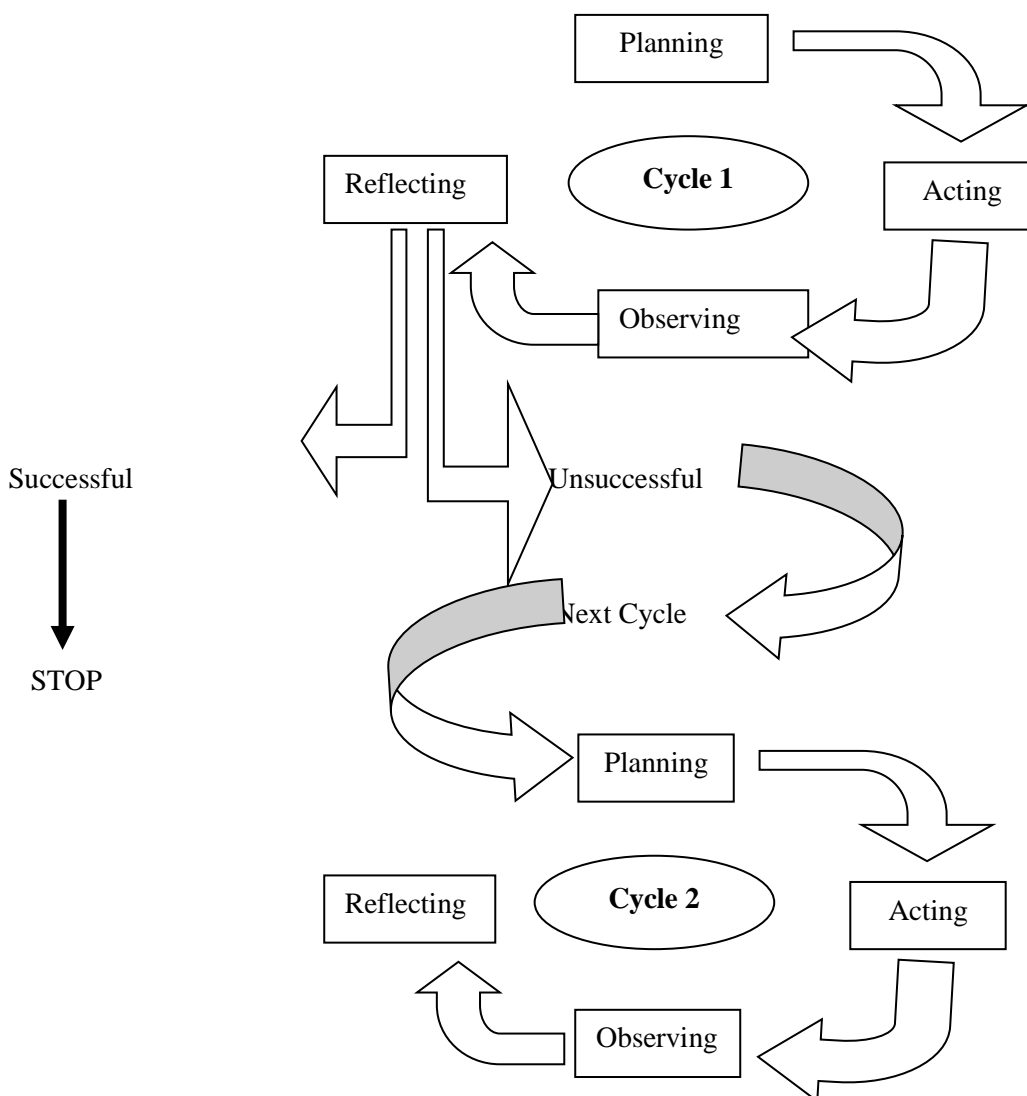


Figure 1. The Design of Classroom Action Research (Arikunto, 2006: 91)

For limiting the research, it was taken the fourth semester of English Language Education Program of University of Muhammadiyah Jember as the subject of the research. There are two classes with total number 58 students as the subject of the research.

For acquiring the research data, the performance test was given to the students. The data was taken in the observing step. The data analysis then was functioned as the reflecting of the action. The reflecting result decided to stop or to continue the action to find another in the next cycle.

RESULT AND ANALYSIS

Implementing of student-teacher partner design was really challenging for the students to be involved more and more not only in the process of teaching and learning activities, but also in the process of designing the planning of teaching and learning activities done in the English class. In this work of designing together between teacher and students, students could explore more not only the idea of designing appropriate activities suitable for them, but also about their speaking abilities. The work of designing together was always done through English communication. It was of course, making the students easier to use English in their communication.

After implementing student-teacher partnership design, the result of observation showed that 15 of 29 (51.7%) students were active during the teaching learning process of speaking class. In the second meeting, there were 19 of 29 (65.5%) students were active during the teaching learning process. Meanwhile, the result of the reading comprehension test in cycle I showed that the students who could get score ≥ 75 were only 18 of 29 students or 62%. This result was reflected that individual work done in big group or class is not effective. The students need to share with their friends and teacher in small group for improving speaking ability.

As the first cycle implementation, the result showed that the teaching and learning activities designed by the students and the teacher not run smoothly. The students' performance in the test were not improved all yet. There were found some problems considered as the cause of the unsuccessful result in cycle I. They are explained below.

1. Some students are still passive without giving any idea in designing the activities, even in the process of the activities. They seem like confused to follow the activities because some of their friends dominated the activities.
2. The process of designing the activities are not focused because classical ideas. The ideas are taken from one by one student. It made the students feel unconfident, and it influenced the students' attention and motivation.
3. The teacher was not focusing on one specific idea, but general idea. It was predicted that the students did not practice optimally because the teacher had already tried to accommodate the general idea.

Those influencing problems can be predicted as the cause of the research result in cycle I. This is but a common problem in speaking classroom. Speaking classroom always needs many language and mental requirement. It is supported by Brown & Yule (1983:17) that learning to talk foreign language is often considered to be one of difficult aspects of language learning by the teacher to help the students. This declared that teaching speaking is not always easy by doing a particular practice, it needs more and more practices.

For better implementation, some revised actions have done in cycle II. The actions revised actions have done in cycle II. The actions have been done with certain reason of teaching and learning English through student-teacher partner design. They are as in the following explanation.

1. The first was doing the design through the small group, so each student had opportunity to contribute their ideas. It was not dominated by some students only. Small group discussion could facilitate every student to exchange their idea among them. Within a group, chance errors among members can be corrected. Group discussion often stimulates ideas that might not occur to the individual working alone (Johnson and Johnson: 91). And this action actually helped the students much in speaking English better.
2. The second was by doing grouping which consist of not more than five students, and then making a simple discussion in designing the teaching and learning activities for the next class by specific topic of material. This action was hopefully able to give the students to decide which design could give more learning experiences, not only giving the idea of teaching and learning activities appropriate to their need, but also giving them more chance to practice their English communication with their friend and also their teacher. So, they can provide suitable activities to heir need. This belief is supported by Johnson and Johnson (1982: 91) that "the quality of decision making in such situation depends on the processes of information exchange".

The better result of making decision in designing the teaching and learning process are from small group discussion. The idea the students gave are more valid and appropriate.

3. The third is by using more creative combination. The teacher should be able to accommodate the vary ideas within the group. The teacher creativity in combining the students' ideas is properly tested here. Some other media are possible to use, like picture to practice, so the students could learn and play with the partner by showing the picture to another. This action supported by Scott and Ytreberg (1990: 3) that actually young children love to play, and they will learn best when they can enjoy themselves in their learning activities. In fact, this action contributed much to the students' speaking ability, because they could learn seriously and nicely with the implemented action.

The implementation of Student-Teacher Design in the second cycle could bring the result of observation to be 20 of 29 (68.9%) students were active during the teaching learning process of reading comprehension in the first meeting, and 25 of 29 (75.8%) students were active during the teaching learning process of reading comprehension in the second meeting. Meanwhile, the result of the speaking test in cycle 2 showed that the students who could get score ≥ 75 were 22 of 29 students or 75.8%. Based on the reflection, it was consequently, the action was stopped because the target score had been achieved.

Furthermore, Johnson and Johnson (1982: 92) explained that when the students working in a group, they are also allowed to imitate the action of more highly motivated member. The drills convey the students to do English routines practices, and therefore of course, it makes them be easier in using English in their English communication practices. It is also strengthened by Brown and Yule (1983: 5) that speaker knows every single word which passes his lips will be heard by his listener, and if they are not in what he intends, he will take active revision in the communication. This means that by spelling and pronunciation drills, and also followed by practicing in making sentences will help the students to know and become more aware of what they are saying about, so when they find some problems in their communication, they can easily revise the matter of their speaking.

CONCLUSION AND SUGGESTION

The reflection of the research showed that the quality of student-teacher partner design could be reached by grouping the students. The idea of the students on what they need to do in the process of teaching and learning can be designed properly and appropriately because it was based on the students' need. Through grouping, the teacher also could find the real idea from the students which could make her or him to be really creative in accommodating and combining the students' idea in the process of teaching and learning activities. So then, it can be conclude that student-teacher design could make the teacher be more creative and the students could be more challenged to involve optimally.

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MUSEUM AS MEDIA AND SOURCE OF HISTORY LEARNING OF UNIVERSITY STUDENTS

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ABSTRACT

It is a descriptive qualitative research with single case study. The sources of data were: (1) informants; (2) places; (3) archives and collection of Prambanan Museum. The data were obtained by applying some techniques, namely: (1) interview; (2) observation; (3) recording the documents. Sample was taken by using purposive sampling from tour guide of Prambanan museum, teachers of history, the officials of BP3 DIY, and triangulation. The data is analyzed interactively. Based on the result of the research, it can be concluded that: 1) some lecturers of history of PGRISTKIP Sidoarjo did not understand about the existence of the Prambanan museum. It was shown that most lecturers who were teaching cultural history theoretically. 2) Collection of the Prambanan Museum that can be used as media of learning was directly related to material to be analyzed about development of the Mataram kingdom life: Hindu, Buddhist. 3) reason for not using a museum as media and source of learning were: ignorance of the existence of the museum, lecturer of the department of history education of STKIP has been not always scheduled study tour every year.

Key words: Media, source of history learning, Prambanan Museum

PRELIMINARY

In a nation's life, education is considered very essential thing and it should receive more attention. Education is an effort of enabling a human being to develop his or her potential through learning or other means which are known and recognized by community (Department of National Education, 2003: 49). If a country has a good quality education, then it is likely that the country will progress in all aspects of life. This also what is happened in Indonesia, namely Indonesian Government wants to improve lives of people by implementing education for all Indonesian citizens from urban to rural societies without exception. The determination of government to provide education is contained in Article 31 paragraphs 1 and 2 of the 1945 Constitution.

Higher education is an educational institution with important role in achieving the goal of education, namely to educate the nation, in this case learners. A communication process always involves three main components consisting of a sender and a recipient of a message, and the message itself which is usually material of a lecture. Media of education is an indispensable base that is a complementary and integral part of successful teaching and learning process, not only in primary education, but also in higher education.

Learning will be more clear and effective if teachers use various teaching aids to help explain a material of lecture more realistically. In order to realize the learning, then in history education, it is necessary to locate and determine appropriate media of learning that is extremely important for faculty and students.

Relating to issue of learning media, educators of higher education at present is still limited to modules of lectures, blackboard, and pictures. They are not direct experiences that can be felt by students. Today, some universities of Sidoarjo town are starting to explore the use of audiovisual media because of technological advancement. However, it is also not a direct experience. Continuous use of such education media might make students to feel bored sometimes, and also, it often may cause misperception of students, especially in next days when they are history teachers or guides who are expected to implement results of their education in the field as companions in any scientific works or tour studies involving history. Since role of history teacher is mostly significant in guiding a program of study tour or field activity. Based on the problem, then selection of a learning media to use is very important to consider by lecturer or educator to provide direct experience for students.

In the globalization era, there are many students who do not know cultures of their homelands due to lack of available learning media and less creativity in studying material of lectures or it could have been derived from teaching methods applied during in their courses. This is certainly a common concern, especially for education practitioners. Learning of history at present is mostly still conventional because the learning dominated by varied method of lecture and relying on classroom learning.

The learning encourages instructor and students to find connections between theory and environment surrounding by applying an inquiry model. However, this learning has not been implemented effectively and efficiently yet, so that result of history learning was not met expectation yet. In order to achieve a quality education, we need a good learning. A study is said to be good when it able to convey abstract material to be as clear and concrete s possible in a process of learning, so that students can receive material of a course optimally. To make real the learning method, a directly visible resource of learning for the students is needed, so as to increase the learning motivation.

In connection with problem of learning resources, educators are currently using only particular books. This makes student's knowledge is limited only from the established source. The process of learning is seen less suitable demands of standards of education process and development of science and technology, particularly information technology. Therefore, lecturers should utilize learning resources other than textbooks. Related to this, the learning resources can be obtained from informant through interviews, websites on internet, and visit historical sites or museums.

Teaching and learning of history education in STKIP PGRI Sidoarjo is expected not only occurred in classroom, especially for subjects related to field study such as anthropology, and cultural history of Indonesia as it is very supportive for students who would be a guide, both in the context of education and tourism.

One of field study supports for history education program is historical sites or museums as a medium that can be used as a source of history education. Museum is a permanent, non-profit and public institution serving society and its development by acquiring, maintaining, connecting and exhibiting artifacts for purposes of research, education and recreation, (Sunarto, 2007: 1). A museum has educational values in building nation and improving understanding of a nation's culture that ultimately could strengthen unity of the nation. In addition, a museum may also be used as a cultural and tourism information center capable of educating the nation and fostering innovative and imaginative ability, and enhancing civilization and pride in the national culture and strengthening the nation unity.

Museum has clear relationships with media and learning resources, especially for history subjects. Educational values of museum are, among others: (1) to make understanding of student on cultural wealth of the nation; (2) as information and tourism center capable of educating the nation; (3) to grow appreciative, innovative and imaginative capabilities of students; (4) to increase civilization and a pride in the national culture; (5) to strengthen cultural unity among nations; (6) to recognize local cultures found in surrounding areas so that it can be used as potential to increase understanding, especially in teaching history (Waseno, 2008: 3).

Museum is an important medium of history learning because it is enabling someone to recognize the origin and identity of a nation and its culture in the place. Through a museum with its collection, a visitor can be invited to wander into the past. Thereby, a museum is also as a source of knowledge reflecting all evidence of human's proofing and environment in the past. In fact, however, a museum has not been used effectively and efficiently in learning of cultural history.

The program of history education is one of unique courses with particular purpose of developing nationalism and patriotism values in shaping character of the nation, so teaching and learning strategies at university level must be adapted to the needs of future workers or demands of era related to graduates of educational history. Because graduates of history education have great responsibility, not only from scientific aspects but moral one, especially with regard to intellectual life of the nation.

Based on background of the problem, then a problem statement can be proposed: "How Prambanan Museum can be used as media and Source of Cultural History Learning for Students of STKIP PGRI Sidoarjo?"

Purposes of the paper are to describe, among others: 1) role of museum in enhancing source of cultural history learning, especially for STKIP PGRI Sidoarjo. 2) Collection of the Prambanan Museum as media and source of cultural history learning.

MUSEUM AS MEDIA AND SOURCE OF LEARNING

Function and role of museum can be used in life. According to Douglas (1967) function of museum is able to give encouragement to develop idea. In addition to function of collecting, identifying, recording and then, exhibiting. The function explains position of museum that is not only to exhibits inanimate objects, but also invite historians, experts on history, society, teachers and students to get more knowledge and information about values of the historical heritage.

Museum in relation to historical or cultural heritage is an institution of keeping, maintaining, safeguarding, and utilizing of material evidence of cultural artefacts and natural and environment products to support protection and preservation of cultural wealth of nation (Article 1 (1). Governmental Regulation No .19 of 1995). In relation to science and culture, museum has a very broad sense in general. Collection of museum is a material or object of scientific research. Duty of museum is to conduct, complete and develop availability of objects and means of the scientific research for anyone who needs it.

Collection of Prambanan museum comes from Archaeological Heritage Preservation Service of Yogyakarta and Central Java provinces. Based on inventory list of the two offices, information regarding amount, type, condition of collection of Prambanan Museum was obtained. Not all types of collections can be used as media and source of learning. Several types of collections that can be used as media and source of historical study are as follows: (1) family of Shiva (Shiva, Durga Mahisasuramardini, Ganesa, Lingga) because based on Javanese inscription of 778 Saka year that the known last name of Prambanan temple was Siwagraha, a house of Shiva. identification of Siwagrha name as Siva temple is more based on placement of Shiva in the largest temple flanked by Brahma and Vishnu temples; (2) Tri Murti (Brahma, Vishnu and Shiva) because it was deemed as important in Hinduism; (3) a statue of Buddha (Amitabha, Awalokiteswara and Manjushri) because it was seen as a famous Buddhist figures. Additionally, (Amitabha) is in accordance with indicators , namely to explain continuation of Hindu-Buddhist tradition after the collapse of Hindu-Buddhist kingdoms in Indonesia; (Awalokiteswara and Manjushree) is in accordance with indicators describing the birth and development of Hindu-Buddhist religion and culture in Indonesia, (4) Miniatures of Temples: Prambanan and Borobudur because it can help explain materials of temple's architecture, as an example, parts of a temple is, in general, consisting of foot, body, and roof of a temple. It can also be used to explain material of Prambanan temple, which is one of evidence of Ancient Mataram Kingdom glory.

Chief of Working Team of Registration of Data Collection and Documentation of BP3 DIY (Eka Hadiyanta) and the Prambanan Museum's guide (Sugiyanto) in an interview said that all collections of the Prambanan Museum can be used as media and source of learning about history because all objects have historical value. All collections coming from in Hindu-Buddhist era have a common in time.

Hardjanto, an observer of history said that collection of the Prambanan Museum which can be used as media and source of history learning are: (1) statue of Bodhisattva, a Buddhist candidate, so it is very appropriate to describe material on Buddhism and it is considered more important than Buddha because it can help thousands of people to enter nirvana; (2) Ganesh (son of Shiva) statue, lingga-yoni (embodiment of Shiva and the Sakti of Parvathi), Durgamahesasuramardini (Sakti Siva) statue, Agastya statue and Mahakala statue (embodiment of Shiva), Nandi (Shiva's riding) statue, because it is an important member of Shiva family and appropriate to explain Hinduism material on the subject of one of the highest gods , namely Shiva; (3) statue of Vishnu with Ramavatara (Rama as a Vishnu incarnation) and Brahma as *trimurti* , namely the highest gods in Hinduism regarded as the preserver god and creator god is appropriate to explain subject matter about *Trimurti* in Hindu; (4) statue of Buddha (a figure who was founded Buddhism), Fragment of Buddha statue (pieces of Buddha), Manjushri (famous Bodhisattva), Amitabha (Buddha highest) statue, Aksobhya statue, Pandara (Sakti of Awalokiteswara, one of Bodhisattva), Dwarapala (a gate keeper statue in Sewu Temple, a Buddhist temple) because it is suitable to explain material of Buddha.

Four groupings mentioned by observer of history (Hardjanto) is in accordance with development of life of Hindu-Buddha kingdoms in Indonesia and they are able to describe social, economic and religious life of Hindu-Buddha kingdoms in various areas. According Hardjanto, actually almost all of the collections can be used as media and source of history learning because they are related to the basic competence in analyzing influences of Hindu-Buddha religion and culture on society in various regions of Indonesia, but considering limited time, not everything can be used.

Based on findings of the study, professor or instructor of history generally understands the existence of available museum. Low curiosity of professor of history on education of history in museum will influence selection of media and source to use in learning history. A professor of history who is aware of the existence of museum are likely to take advantage of the museum which is a learning source of history as a medium of learning, but the contrary is the case if a professor does not understand about it, possibility of using a museum as media and source of learning will be small. This is consistent with Luthfi (2010) that learning is not necessarily through formal education, one can learn through other learning sources including museum.

Less active management of a museum may cause poor introduction of the museum to public around it, so it will be very natural that people do not know about the museum. One task of museum's management is to communicate with neighborhood environment in order to introduce its existence. This is in line with Hadasmar (1992) saying that a museum is an institution with duties of preserving culture by collecting, maintaining, researching, exhibiting and communicating it to public. A museum might be said as die if there is no visitor, because goal of museum establishment is to make people aware about existing cultural heritage and appreciate values of cultural heritage. This is in line with the Department of Education (1997) stated that goal of museum establishment is to guard cultural heritage for public, to exhibit life as a whole by means of communicating museum cognitively and evocatively, instill and increase appreciation of values of the cultural heritage of science, and documenting collection of the museum verbally or visually to public.

Understanding of museum existence is very important for a professor of history, because it can be used as a medium of history learning outside of classroom. This is consistent with Hamalik (2003) stating that media does not only include complex electronic communication media but simple tools such as slides, photographs, diagrams, charts made by a teacher, real objects as well as a going beyond classroom/campus. Museum can also be used as a source of history learning. This is in line with I Gde Widja (1991) that museum is a place to store source in forms of objects and written, such as text written in bottom part of sculptures or annotation in the back, sometimes short but often also quite long, about connection of the statues with historical events.

Museum can be used as a medium of history learning by using method of study tour. A study tour method is a learning activity undertaken through visiting places outside of classroom as an integral part of the entire academic activities in achieving goals of learning (Daryanto, 2010). Nonetheless, museum has advantages and disadvantages as media and source of history learning.

According Sudjana and Rival (2010), advantages acquired from activities of studying environmental included museum are: (1) a learning activity will be more interesting and not boring, so that learning motivation of student will be higher; (2) more significant meaning of learning because students are faced with real and natural situation and condition; (3) more enriched and factual materials of learning so that the truth is more accurate; (4) activities will be more comprehensive and active because it can be performed in various ways such as observing, asking questions or interviews, proving or demonstrating, testing the facts; (5) source of learning will be richer because a studied environment is diverse such as social environment, natural environment, artificial environment; (6) students can understand and appreciate aspects of life found an environment, so as to form a personal who is familiar with the life around him/her, and it can foster a love of environment.

According to I Gde Widja (1991: 119-120), weaknesses of teaching local history including museum visit are: (1) special preparation is needed (especially for teacher/lecturer) before a lecturing activity of local historical can be implemented adequately; (2) integrate between demands of local history teaching and demands of learning material that should be

completed as written in curriculum/syllabus; (3) organizing activities of student effectively is needed ranging from determination of topics, preparation and implementation of activities in the field, and making a report on the activities.

Based on the description above, it can be concluded that the understanding of history instructor on the existence of Prambanan museum is very important because it can influence selection of media and source of learning to use in history study. In the case of STKIP PGRI Sidoarjo where some lecturers did not understand at the low level in accordance to Bloom's taxonomy, museum and its collection have not been used as media and source of history learning yet. Although the campus has one media of learning that is also collection of museum, but it had not been used yet. Unlike the case with a lecturer of history who is familiar with the existence of the Prambanan museum, though it might not be used as media and source of learning yet, but they had already used several collections of the museum as media and source of learning in history classroom.

Collection of The Prambanan museum which can be used as a medium and source of history learning in STKIP PGRI Sidoarjo according to the Directorate of Museums (2010) is a man-made objects and natural one are preserved in the museum to be used for general collection can be in the form of the original object (reality), legitimate replicas or reproductions according to requirements of the museum.

Collections of the museum Prambanan included statues, miniatures of temples, drawings or graphic of figures founding of Prambanan temple. This is in line with Hadasmaras (1992) stating that collection of museum consists of: ethnographic, prehistoric, archeologic, historic, numismatic and heraldic objects, manuscripts, foreign ceramics,, works of art and craftsmanship, graphics object (photos, original map), diorama, natural history objects, replica, miniature and products of abstraction.

Not all of collections of the museum can be used as media and source of history learning. Collections that can be used as media and source of learning are statues such as Shiva, Durga Mahisasuramardini, Ganesh, Brahma, Vishnu, Devi Sri, Manjushri, and Bodhisattvas, because the statues is viewed as manifestation of gods worshiped by their followers. This is in line with Sutjipto Wirjosuparto cited by Maulana (1997) Art of statues creating statues of gods is used to hold relationship with the gods, while the art of building is art of making building as a dwelling place of gods. The collection can be used as media and source of learning in accordance with basic competence to analyze development of traditional countries (Hindu-Buddhist kingdom) life in Indonesia.

Statues found in the Prambanan museum can be categorized as type of movable statues considered from their small sizes and easy to move. This is in line with Maulana (1997) saying that *chala* statue is a movable statue meaning that the statue is easily moved because of its small size. Statues used as media and source of learning are Shiva family. Shiva is the supreme God with many devotees. It can be seen also in building of Shiva temple that is largest than Brahma and Vishnu temples in Prambanan Temple complex. This is in line with Maulana (1997) stating that Shiva in Hinduism mythology is known as the supreme god with many devotees.

Prambanan museum can be categorized as archaeological museum, because it has archaeological objects. Miniature temples of Prambanan and Borobudur including collections of the museum can be used as media and source of learning, because shapes of temples can be viewed as a whole although on a small scale. Most of statues displayed in the museum were parts of Prambanan Temple and Borobudur Temple. This is in line with Sutaarga (1998) stating that the Prambanan and Borobudur museum store collection of objects sculptures, parts of temples and inscriptions.

Based on the description, it can be concluded that collection of Prambanan Museum which can be used as media and source of history learning are statues and miniatures of temples. Museum is a place to store objects and written sources such as sculptures with annotation at bottom or back of them, some of them were short but some other often quite long, explained historical events in relation to the statues.

Museum has been not used as media and source of learning because of reason that teacher or lecturer had no idea about existence of Prambanan museum. It means that not all teachers of history understood about existence of museum in their regions. In fact, as a teacher of history, the understanding of cultural heritage is very important. It is in line with Bloom's Taxonomy

cited by Hisyam Zaini, et al (2002) saying that understanding is defined as ability to grasp the meaning of a teaching material.

Assumptions of teachers to the media and source of media learning affected selection of media and source of learning to use. If a lecturer has narrow view to consider classroom learning only, he or she will experience difficulty to use museum in neighborhood. This is in line with Sudjana (2010), that weaknesses resulted from activity of studying environment in which museum is belong to the environment is the insularity of teacher or professor considering learning only occurs in classroom.

Preparation in the use of instructional media is very important for a lecturer/educator because it determines good performance of learning. This is in line with Sulaiman cited by Suharto (2009) saying that the proper use of media of learning in accordance with competence, then one thing must be considered is stage of preparation , namely to prepare instructional media prior to use in process of teaching and learning.

A program of outdoor learning activities requires preparation and guide, in this case, a lecturer of the course. If it is not prepared properly, then it will be most likely that the outdoor course to experience obstacles. This is in line with Sudjana (2010) stating that weaknesses derived from activities of studying environment in the museum is less preparation of the learning activity, so students consider the learning as just playing around in the museum and the expected learning activities will not be achieved.

Implementation of a program of activities needs funds. If the fund is unavailable then the program will be likely to be failed. This is in line with Daryanto (2010) saying that weakness of learning by using study tour method, as visiting a museum, is more fund and extra responsibility required. This was what happened to the students of STKIP PGRI Sidoarjo, because of no allocation of funds for these activities, many instructors of history did not have an idea to visit the museum.

Outdoor learning by bringing students directly to the object of learning as in a museum would be much more meaningful because the students are faced with actual events or real situation. Lecturer or guide of a course should support it; time of implementation is not a constraint. The outdoor learning can use hours other than class hours, for example, on holiday. This is in line with Sudjana (2010) stating that outdoor learning activities by students are not limited by time. That is, it is not always taking a long time, but one or two hours would be adequate depends on what will be learned and how to learn it.

CONCLUSION

Prambanan Museum had varied objects in its collection that can be used as media and source of history learning. However, not all lecturers of history of PGRI STKIP Sidoarjo understood about existence of Prambanan museum. There were instructors who did not aware at all about the museum, some others knew it inadequately, and still other ones were quite aware of the existence of Prambanan Museum and used such collection similar to ones of the museum as media of history learning.

Collections that can be used as media and source of history learning were: (1) Shiva family (Shiva, Mahisasuramardini Durga, Ganesh, Lingga); (2) trimurti (Brahma, Vishnu and Shiva); (3) statue of Buddha (Amitabha, Awalokiteswara, Aksobya, Manjushri); (4) miniatures of Temples, namely Prambanan and Borobudur; (5) Devi Sri; (6) Reliefs. They can be used as media of learning because they are suitable with basic competence in analyzing development of traditional countries (Hindu-Buddhist kingdom) life in Indonesia. Objects that can be used as source of learning were Shiva, Durga Mahisasuramardini, Ganesh, Brahma, Vishnu, Manjushri, Devi Sri, and Bodhisattva because annotations were available at the bottom containing information about history of related objects and they were written Indonesian and English.

Reasons that a lecturer of history did not use museum as media and source of history learning were (1) Ignorance in part of the lecturer about existence of the Prambanan museum; (2) assumption of a lecturer that a learning does not need to be out of classroom, it can be adequately described in classroom; (3) fund and accommodations; (4) preparation of teaching; (5) allocation of instructional time; (6) permission.

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IS BACKGROUND KNOWLEDGE IMPORTANT IN ASSESSING READING COMPREHENSION?

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ABSTRACT

Reading is fundamental in all academic disciplines. Most people argue that reading is the most essential skill for success in all educational contexts. Therefore, providing students with strategies to comprehend reading texts is highly needed. Background information, along with other strategies such as SQ3R, skimming, scanning, etc, is a part of reading strategies, which is believed to be able to improve students' comprehension in reading texts. This paper is examining the importance of such strategy in assessing higher students' reading comprehension. The participants were the fifth semester students from an Informatics Department. The score of two aptitude tests, the reading section of an IELTS and an ITP (paper-based TOEFL) tests, were compared to summarizing and responding to an academic reading. The two standardized tests were used since the reading passages were from various academic fields, whereas the academic reading to be summarized and responded was taken from an international journal on Informatics field. The results shows that the score of the standardized tests were similar to each other (there is no significant difference), meaning that background knowledge (on Informatics field) is not important in both standardized tests, whereas in the third type of test (summarizing and responding to an academic reading), background knowledge may help the students solve the problem.

Keywords: *background knowledge, reading comprehension, summarizing and responding tasks*

I. INTRODUCTION

Higher education students in Indonesia are supposed to be good at English. This assumption is taken from the fact that English has become a compulsory subject since they are in the secondary school; even for some of them English has been learned since they are in the fourth grade of elementary school. The reality shows the opposite. Most of the higher education students in Indonesia do not really master in using English, both in the receptive (listening and reading) and productive (speaking and writing) skills.

The data taken from the placement test of new students at Duta Wacana Christian University (UKDW) shows how low the English skills of the students were. UKDW, with its ICE (Introduction to College English) program, requires its students to take ICE prior to their study as a compulsory non-credit program. The placement test (consisting of three sections: listening, reading, and language use) puts them in three levels (Level 1, 2, and 3) and pass. The biggest percentage was level 1 (44, 3%), followed by level 2 and level 3, with the percentage of 37, 3% and 13% respectively. Those who passed this program, from the placement test, were only 5% of the total number of students.

English is becoming more and more important, as Warschauer (in McKay, 2012) notes that

First ... they underscore the role of English as an international language for global communication. Secondly, they signal a change in the types of communication required in English. A large and increasing number of people, even if they never set foot in an English-speaking country, will be required to use English in highly sophisticated communication and collaboration with people around the world. They will need to be able to write persuasively, critically interpret and analyze information, and carry out complex negotiations and collaboration in English.

Therefore knowing students' mastery in English, especially reading, for higher education students, is a must. One way to know this is by designing a good and valid assessment (task). Brown (2003: 185) argues that reading remains the skill of paramount importance as someone creates assessments of general language ability. However, assessing reading, especially reading comprehension, needs several considerations. The fact that there are various genres in reading makes reading more complicated to assess. Such genres are for instance academic reading (textbooks, articles, essays, paper, etc), job-related (project reports, messages, announcements, forms, etc), and personal reading (magazines, letters, novels, etc). Another consideration to create reading assessment is the type of reading. Brown (2003) divides four types of reading, i.e. perceptive, selective, interactive, and extensive.

As higher education students need the fourth type of reading, extensive reading, the assessment should also be in line with assessing extensive reading. Brown suggests that in assessing extensive reading various tasks may be applied, such as impromptu reading plus comprehension questions, short answer tasks, editing, scanning, ordering, information transfer and interpretation. In addition to those tasks, Brown suggests four unique tasks to extensive reading, i.e. skimming, summarizing, responding to reading, and note-taking.

One big question, which is addressed as the main topic of this paper is whether background knowledge plays a very important role to the tasks designed for higher education students. Garcia (in Burgoyne et al., 2013) found that bilingual students' poorer comprehension of standardized English reading test passages was related to their lower levels of knowledge. Limited English vocabulary skills are also significantly related to comprehension difficulties (Burgoyne et al., 2009). The vocabulary skill is significantly related to the use of background knowledge, as Carrell & Eisterhold (in Burgoyne et al., 2013) argue that a level of language proficiency is required to interpret the text so that relevant background knowledge may be activated.

This paper, aiming at finding whether background knowledge helps higher education students in comprehending reading passages, uses data taken from a class of English for Informatics Students. The students were asked to do the reading section of two standardized tests (IELTS and ITP), and to summarize and respond (review) to an academic English in Informatics taken from an international journal. The standardized tests were used as the comparison since students are usually complaining about the reading passages on the test which have various topics from the field that they do not know or they are not familiar about, such as history, medicine, biology, aerospace, etc.

II. RUBRIC FOR SUMMARIZING AND RESPONDING TASKS

The two standardized tests (IELTS and ITP) use quite different types of tasks. ITP applies multiple choices task (choosing one among four options, A, B, C, and D) in all sections (Listening, Structure and Written Expression, and Reading), whereas IELTS uses various types, such as multiple choice, cloze test, short answer task, matching, and gap-filling. The two aptitude tests have been acknowledged as valid and reliable through conducting research before designing the test. Using the two tests as comparison, this paper proposed rubrics for both summarizing and responding tasks. The rubrics were used to assess students' performance in comprehending the reading passage (taken from an international journal), which were, then, analyzed to find out whether they got better score in these tasks or there was no difference in the scores of two standardized tests and the summary and respond task.

The following is the rubric adapted from Imao (in Brown 2003).

Table 1: Rubric for assessing summarizing and responding task

Score/ Criteria	4	3	2	1
Summary	Expresses accurately the main ideas and	Expresses quite accurately the main	Expresses accurately the main	Expresses inaccurately the

	supporting ideas; is written in the students own words, occasional vocabulary from the original text is acceptable; is logically organized; displays facilities in the use of language to clearly express ideas in the text	ideas and supporting ideas; is written in the students own words, uses almost 25% of the vocabulary from the original text; is logically organized with some irrelevant information; understandably express ideas in the text with some grammatical errors	ideas and supporting ideas; is written in the students own words, occasional vocabulary from the original text is acceptable; is logically organized; displays facilities in the use of language to clearly express ideas in the text	main ideas and supporting ideas; uses almost all vocabulary from the original text; is not logically organized; the ideas are not written clearly
Response	Demonstrates clear, unambiguous comprehension of the main and supporting ideas	Demonstrates comprehension of the main ideas, but lacks comprehension of some supporting ideas	Demonstrates only a partial comprehension of the main and supporting ideas	Demonstrates almost no comprehension of the main and supporting ideas

The above rubric helps an instructor/teacher assess his/her students in scoring the tasks on making a summary and response. However, since the tasks are not objective, like what multiple choices task is, the subjectivity of the test raters may take place here. Thus, two or more test raters are needed to minimize subjectivity. In this paper, as well, the score taken was based on the above rubric, and it was done by only one test taker (the writer of this paper). The students were assigned to summarize and to respond, in a written form, an article taken from an online journal. The article was related to their prior knowledge, which consisted of many informatics terminologies that were already familiar to them, since they were the fifth semester students.

Both the ITP and IELTS tests were administered almost at the end of the English for Informatics course, whereas the tasks on summarizing and responding to an academic reading passage were given as the final test after the students followed all the activities in one semester. As a matter of fact, there was another ITP test administered in the beginning of the course, playing a role as the pre-test. It is not used in this preliminary study since this study is not to find out the effectiveness of the teaching and learning process, but merely to find out whether their background knowledge in Informatics field, which have been collected since they were in the first semester, help them in reading comprehensively.

III. COMPARING TWO STANDARDIZED TESTS TO SUMMARIZING AND RESPONDING TASKS

The result of the Reading section of the ITP and IELTS tests and the result of the summarizing and responding tasks were converted into percentage. The actual ITP score is between 330 - 670, whereas the IELTS band is between 1 - 9. The cut-percentage of the ITP is score 500 and above deserves 100%; score of 450 – 500 deserves 87%; score 400 – 450 was converted to 73%; and the score below 400 was converted to 60%. For the IELTS test, the band of 7 and above was converted to 100%; 87% was the percentage for score 5.5 – 6.5; 73% was for the score 4.5 – 5.5; and the score below 4.5 was converted to 60%. The result is shown in the following table.

Table 2: Score comparison (sorted from ITP and IELTS tests) Table 3: Score comparison (sorted from tasks)

Participants	Percentage (Converted)		
	ITP	IELTS	Tasks
Student A	100	70	100

Participants	Percentage (Converted)		
	ITP	Tasks	IELTS
Student O	87	94	87

Student B	100	68	100
Student C	100	88	100
Student D	100	90	100
Student E	100	86	100
Student F	100	78	100
Student G	100	92	100
Student H	100	90	100
Student I	100	88	100
Student J	100	90	100
Student K	100	86	100
Student L	100	74	100
Student M	100	67	100
Student N	100	84	100
Student O	87	94	87
Student P	87	67	87
Student Q	87	80	87
Student R	87	86	87
Student S	87	90	87
Student T	87	78	87
Student U	87	74	87
Student V	73	86	73
Student W	73	76	73
Student X	73	94	73
Student Y	73	88	73
Student Z	73	80	73
Student AA	73	84	73
Student AB	60	76	60

Student X	73	94	73
Student G	100	92	100
Student D	100	90	100
Student H	100	90	100
Student J	100	90	100
Student S	87	90	87
Student C	100	88	100
Student I	100	88	100
Student Y	73	88	73
Student E	100	86	100
Student K	100	86	100
Student R	87	86	87
Student V	73	86	73
Student N	100	84	100
Student AA	73	84	73
Student Q	87	80	87
Student Z	73	80	73
Student F	100	78	100
Student T	87	78	87
Student W	73	76	73
Student AB	60	76	60
Student L	100	74	100
Student U	87	74	87
Student A	100	70	100
Student B	100	68	100
Student M	100	67	100
Student P	87	67	87

The above table shows that the result of the two standardized tests is equal meaning that the students did have the consistent score. Whereas the tasks on summarizing and responding to an academic reading passage in Informatics shows that even though the IELTS and ITP scores were low, the score of the tasks was not always low and it was also true for the students who had high scores in ITP and I ELTS. Students O and X, for example, they did not have high score in IELTS and ITP, but their score for summarizing and responding were the highest among others. On the contrary, students A, B, and M, who had high score in ITP and IELTS did not perform well in the tasks on summarizing and responding.

IV. CONCLUSIONS AND RECOMMENDATIONS

Seeing the result, some speculations may be concluded. One of them is the subjectivity factor. The test taker was also the teacher who knew the students for almost one semester. She already had certain pictures about her students which may lead her to subjective scoring system. The second assumption is about the rubric. It may fail in holistically describe the characteristics needed to assess the tasks on summarizing and responding. Background knowledge, itself, becomes the third factor. Students may sometimes summarize and respond based on their knowledge on the subject matter. Since the passage was familiar to them, their comprehension in reading was still questioned. They perhaps used what they already knew and guessed what the text was about. From this assumption, background knowledge does play an important role in understanding reading.

The three conclusions above do need to be responded. Another study should be conducted to minimize subjectivity. One test rater is, for sure, not enough to score a piece of writing using a certain rubric. The rubric, itself, should be used, evaluated and revised again and again to get the valid description in scoring a summary and response task. The background knowledge is indeed successful in helping students comprehend a reading passage. However, it is quite dangerous since the real competence of a certain student could not be validly assessed. Standardized tests, such as IELTS and TOEFL are still needed to compare and contrast the result.

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THE USE OF ORAL CORRECTIVE FEEDBACK FOR STUDENTS OF DIFFERENT PROFICIENCY LEVELS

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ABSTRACT

The study focuses on the use of oral corrective feedback for low, mid, and high proficiency students. It also discusses the types of oral corrective feedback contributing to more uptake. The study employed a qualitative case study design. The data were gathered from classroom observation. This study revealed two findings. Firstly, there was a difference in number of types of corrective feedback used for low, mid and high proficiency students. Secondly, each types of corrective feedback had a different effect on the students' uptake in each level. In low level, the types of corrective feedback which provided the students with the corrected form of their error (input providing feedback) resulted in more number of uptake compared to the types of feedback which prompted the students to do self-correction (output prompting feedback). On the other hand, in mid and high levels, output prompting feedback resulted in more number of uptake rather than input providing feedback. Based on the findings above, this study recommends the teacher apply the corrective feedback by suiting them with the students' proficiency levels. It is because what is appropriate for some students might not be appropriate for other students.

Keywords: *oral corrective feedback, students of different proficiency levels*

INTRODUCTION

Teacher's feedback may come into several forms. One of them is corrective feedback. Corrective feedback is defined as the teacher's response to the students' utterance containing linguistic error (Ellis, 2009). This feedback has eight forms: explicit correction, recast, clarification request, metalinguistic feedback, elicitation, repetition, translation, and paralinguistic signal (Lyster&Ranta, 1997; Panova and Lyster, 2002; Ellis, 2009).

Corrective feedback is found to have positive influence on the students' second language acquisition. Through corrective feedback, the students will be aware to the error they are produced (Schmidt, 2010; Swain, 2007; Corpuz, 2011, Jeong, 2013). They will realize that there is a gap between what they have already said and the correct rule of the target language (Swain, 2007; Rutherford& White in Hashimoto, 2002). They can also get valuable information of the target language (Corpuz, 2010). Besides, they can be pushed to to modify their faulty utterances into the correct one (Swain in Lowen&Reinders, 2011; Chaudron in Hasimoto, 2002). These can promote improvement in their second language production (Park, 2010) and contribute to their acquisition in a long term (Chaudron in Ellis, 1994 and Vanpatten in Ellis, 2009).

Apart from the positive effect offered by corrective feedback, there are several factors influencing the use of corrective feedback in the classroom activities. One of them is students' language proficiency levels. Some studies (e.g: Lyster&Ranta, 1997; Kennedy, 2010; Ajideh&Aghdam, 2012; Al-Naqbi, 2009; Anghari&Amirzadeh, 2011) found that students' proficiency levels may affect the teacher's choice of corrective feedback. For mid and high proficient students, for instance, the teacher tends to use the types of corrective feedback that push the students to correct the error by themselves (Kennedy, 2010). On the other hand, for low proficient students, the teacher provides corrective feedback in which the corrected form is provided (Kennedy, 2010). This is because the students are assumed to have less linguistic knowledge about the target language rather than mid or high proficient students (Kennedy, 2010).

The studies relating to the use of oral corrective feedback for students' of different proficiency levels have been widely conducted in other countries (see Kennedy, 2010;

Ajideh&Aghdam, 2012; Anghari&Amirzadeh, 2011). On the other hand, in Indonesia, most studies focused on investigating the implementation of corrective feedback on students' spoken error, the teacher's role in giving corrective feedback to the students' spoken error, the type of error the teacher prefers to respond, and the strategy the teacher chooses to employ in treating the error (see Khaerunisa, 2002; Jarkasi, 2007; Maolida, 2013). The studies have depicted the use of corrective feedback in classroom activities, but have not touched upon other factors, such as students' language proficiency levels.

Based on the facts above, this study is intended to observe and explore the oral corrective feedback that a teacher provides for the students of different proficiency levels. In addition, the study also attempts to investigate the types of corrective feedback contributing to more uptake.

METHOD

This study was designed as a qualitative case study. The participants of the study were an English teacher and thirty six first year students at one of department in a university in Bandung. The teacher was consistent in using English as the language instruction in the classroom. She also used to give the correction or feedback for the students. Thus, this teacher was relevant to the purpose of this study which aimed to investigate the use of oral corrective feedback in the classroom activity. Meanwhile, the selection of the first year students is based on the fact that they actively engaged in the classroom interaction. Moreover, they were heterogeneous in term of English proficiency levels. Based on the rubric scored by the teacher, there were 11 students categorized as low proficiency, 21 as mid proficiency, and 4 as high proficiency. The heterogeneous level of students' proficiency was put into consideration to support the investigation of the use oral corrective feedback for students of different proficiency levels.

The data collection technique used in this study was classroom observation. The purpose of observation was to record the use of oral corrective feedback that a teacher provided for low, mid, and high levels students. It was also used to record the students' uptake in response to the teacher's oral corrective feedback. During the classroom observation, the researcher also filled the observation sheet which was prepared before. The observation sheet was developed based on the categorization of oral corrective feedback proposed by Lyster and Ranta (1997), Lyster and Panova (2002), and Ellis (2009).

FINDINGS AND INTERPRETATION

1. The Types of Oral Corrective Feedback Used for Students of Different Proficiency Levels

The data from the observation show that there were eight types of corrective feedback used by the teacher to correct the students' spoken errors (see table 1). Those corrective feedbacks were recast, elicitation, metalinguistic feedback, translation, clarification request, explicit correction, repetition, and paralinguistic signal. This result agreed with the findings of the previous studies by Lyster and Ranta (1997), Panova and Lyster (2002), Kennedy (2010), Anghari and Amirzadeh (2011), Ajideh and Aghdam (2012), Khaerunisa (2009), and Maolida (2013).

Table 1. The Distribution of Corrective Feedback

No	Types of Oral Corrective Feedback	Students' Proficiency Levels						TOTAL	
		Low		Mid		High			
		F	%	F	%	F	%	F	%
1	Recast	28	49%	22	39%	7	12%	57	100%
2	Elicitation	7	25%	15	54%	6	21%	28	100%
3	Metalinguistic Feedback	3	22%	9	64%	2	14%	14	100%
4	Translation	7	59%	4	33%	1	8%	12	100%
5	Clarification Request	1	14%	4	57%	2	29%	7	100%
6	Explicit Correction	4	80%	1	20%	-	-	5	100%
7	Repetition	4	80%	1	20%	-	-	5	100%
8	Paralinguistic Signal	1	100%	-	-	-	-	1	100%
TOTAL		55	42%	56	44%	18	14%	129	100%

Even though the teacher used all types of corrective feedback to correct the students' errors, there was a difference in number of corrective feedback used for low, mid, and high proficiency students. The corrective feedback for the students in low level was more varied. There were all types of corrective feedback, either input providing feedback or output prompting feedback. Meanwhile, there were only seven types of corrective feedback used in mid-level and five types of corrective feedback in high level.

2. The Types of Oral Corrective Feedback Contributing to More Uptake

2.1 Uptake Following Corrective Feedback in Low Level

In the low level, the explicit correction was the type of corrective feedback contributing to more uptake. It led to 75% of uptake in the form of repair (50% in repetition) and need repair (25% in partial correction). In this case, explicit correction has enabled the students to repair both their grammatical and phonological errors. This was in contradiction to what Lyster and Ranta (1997) stated that explicit correction is less effective in gaining the students' uptake. A plausible reason of this case was that explicit correction for the students was unambiguous. Explicit correction, in this case, showed the location of the students' errors and provided brief explication for the errors (Sheen in Ellis, et al, 2009; Lowen&Reinders, 2011). Besides, it also offered the students the corrected form of error. Hence, this facilitated low level students to become aware of their error as well as to repair the error by following the teacher's feedback. The distribution of uptake following explicit correction and the other types of corrective feedback can be seen in Table 2.

Table 2. Uptake Following Corrective Feedback in Low Level

R=repetition; I=incorporation; SC= self-correction; PR=peer correction;AC=acknowledgement;
SE= same error;
DE= different error;OT =off target; H=hesitation; PR=partial correction

Feedback Types	UPTAKE (n =27)										Total Uptake	NO UPTAKE (n = 28)
	Repair (n =17)				Need Repair (n =10)							
	R	I	SC	PC	AC	SE	DE	OT	H	PR		
Recast	6	4	-	-	4	-	-	-	-	2	16 57%	12 43%
Elicitation	-	-	2	-	-	-	1	-	-	-	3 42%	4 58%
Metalinguistic Feedback	-	-	-	1	-	-	-	-	-	-	1 25%	2 75%
Explicit Correction	2	-	-	-	-	-	-	-	-	1	3 75%	1 25%
Translation	-	-	-	-	1	-	-	-	-	-	1 14%	6 86%
Repetition	-	-	-	1	-	-	-	-	-	-	1 25%	3 75%
Clarification Request	-	-	-	-	-	-	1	-	-	-	1 100%	-
Paralinguistic Signal	-	-	-	-	-	-	1	-	-	-	1 100%	-

Besides explicit correction, Table 2 shows that recast and elicitation also led to the more number of uptake compared to other types of corrective feedback. Of twenty eight recast used by the teacher, eight of them (or 35%) were categorized as repair (21% in repetition and 14% in incorporation) and six of them (or 21%) need repair (14% in acknowledgement and 7% in partial correction). This result was not in line with the previous studies (see Lyster&Ranta, 1997; Panova&Lyster, 2002; Surraka, 2007; Kennedy, 2010; Taipale, 2012; Khaerunisa, 2009; Maolida, 2013; Safari &Alavi, 2013; Safari, 2013; Esmaeli&Bahnam, 2014; Zhang &Chatupote, 2014), which found recast never resulted in 50% of uptake. This might be resulted from the use of short recast (Philip, 2003 in Shrum&Glisan, 286:2009; Sheen, 2006; Sefhirinia, et al, 2011). The use of recast in low level only changed one or two features of the students' utterance. Besides, it was mainly used to correct the students' phonological error. Therefore, the students would easily notice the correction given by the teacher (Philip, 2003 in Shrum and Glisan, 286:2009; Sheen, 2006; Sefhirinia, et al, 2011).

Elicitation also led to the students' uptake (42%). The uptake was 28% repair (self-correction) and 14% need repair (different error). However, of three elicitation strategies used by the teacher, only one strategy could push the students to do self-repair. This was elicitation completion. The other two elicitation strategies, such as fill-in-the-blank and multiple choice, could not be used since these two strategies failed in generating the correct form from the students. The teacher even changed to the other types of corrective feedback strategy which offered the corrected form in order to make the students notice and repair their error.

Metalinguistic feedback and repetition only led to 25% of students' uptake. The uptake was repair in the form of peer correction. In this case, the error was not repaired by the students who made the errors. It was modified by another student who was aware of the occurrence of their friend's error. In other words, they helped their friend to modify the error. This type of uptake, according to Lyster and Ranta (1997), is also considered effective in the case of drawing another student attention to their friend's error. Unfortunately, most of metalinguistic feedback (75%) did

not result in uptake, which meant the students who made the error could not correct their own errors.

Translation only led to 14% of students' uptake, whereas the teacher provided the corrected form of the students' error. A plausible reason for this was that the characteristic of translation which was different from the other types of corrective feedback. In the other types of corrective feedback, the teacher responded to the students' ill-formed utterance in the target language (Panova and Lyster, 2002). In the case of translation, the teacher did not respond to any mistake in students' English, rather she responded to the use of Bahasa Indonesia in her class. This might be perceived that the teacher given a model of how to say the utterance into English rather than the correction (Panova and Lyster, 2002). Therefore, most of the students ignored it.

From the percentage, it seemed that clarification request and paralinguistic signal were successful in generating the students' uptake. Both of them resulted in 100% of uptake. Regarding this, Lyster and Ranta (1997) noted that not all types of uptake were considered effective. In the output prompting feedback, uptake was considered effective when it involved self-correction (Lyster&Ranta, 1997). In the case of clarification request and paralinguistic signal, the uptake was need repair in the form of different error. It meant that the students did not correct their error; instead a different error was made.

The above findings indicate that input providing feedback (such as recast and explicit correction) seems to work better in correcting low level students' errors compared to output prompting feedback (such as metalinguistic feedback, clarification request, repetition, and paralinguistic signal). This might be caused by the corrected form of the error which is provided by input providing feedback. This is useful for the students with limited knowledge like them. As previously mentioned, the feedback without the repaired worked will be confusing (Anghari&Amirzadeh, 2011) and burdensome (Kennedy, 2010) for low proficiency students since they cannot infer and repair their own error. Therefore, the teacher is recommended not to use output prompting feedback for low proficiency students, except elicitation completion.

2.2 Uptake Following Corrective Feedback in Mid-Level

Unlike in low level, in mid-level, elicitation became the type of corrective feedback that led more to the students' uptake. This could be seen from the uptake following elicitation, which was dominated by self- and peer-correction. As priory stated, in output prompting feedback, uptake was considered to be effective when it involved self or peer- correction (Lyster&Ranta, 1997). The distribution of uptake following elicitation and other types of corrective feedback can be seen in the Table below.

Table 3. Uptake Following Corrective Feedback in Mid-Level

R=repetition; I=incorporation; SC= self-correction; PR=peer correction;AC=acknowledgement;
SE= same error; DE= different error;OT =off target; H=hesitation; PR=partial correction

Feedback Types	UPTAKE (n =37)										Total Uptake	NO UPTAKE E (n = 19)
	Repair (n =30)				Need Repair (n =7)							
	R	I	SC	PC	AC	SE	DE	OT	H	PR		
Recast	7	-	-	-	2	-	-	-	-	-	9 40%	13 59%
Elicitation	-	-	12	1	-	-	-	-	-	-	13 87%	2 13%
Metalinguistic Feedback	-	-	6	1	-	-	-	-	-	-	7 78%	2 22%
Explicit Correction	1	-	-	-	-	-	-	-	-	-	1 100%	-
Translation	1	-	-	-	1	-	-	-	-	-	2 50%	2 50%
Repetition	-	-	1	-	-	-	-	-	-	-	1 100%	-
Clarification Request	-	-	-	-	-	-	4	-	-	-	4 100%	-
Paralinguistic Signal	-	-	-	-	-	-	-	-	-	-	-	-

Besides elicitation, metalinguistic feedback also contributed to more uptake. Table 3 shows that metalinguistic feedback led to 78% of uptake. The uptake was dominated by repair in the form of self (67%) and peer (11%) correction. Metalinguistic feedback, in this case, could draw the students' attention to the error they made as well as push them to do self-correction.

From Table 3, it can also be seen that recast only led to 40% of uptake. The uptake was repair (31%) and need repair (9%). This number of uptake was less than those occurred in low levels. This was caused by most of the recast used in this levels created ambiguity (Gholizade, 2013), in which it was perceived as the affirmation of the students' utterance rather than the correction (Lyster&Ranta, 1997; Panova&Lyster, 2002). This caused the students not to respond to it. Besides, some examples showed that either the teacher or the students kept going with the conversation. Hence, the error was not repaired.

From the percentage, explicit correction and repetition seemed to be the types of corrective feedback contributing to more uptake. In fact, it only occurred once during the observation. Even though these two types of feedback only occurred once, they seemed to be beneficial to be used to correct the error made by mid proficiency level. This could be seen from the uptake following them (see Table 3). In explicit correction, the uptake was repair in the form of repetition. Meanwhile, in repetition, the uptake was repair in the form of self-correction. This meant that by using these two types of corrective feedback, the student could repair their error.

Different from those in low level, in mid-level, translation led to 50% of uptake. The uptake was 25% repair (repetition) and 25% need repair (acknowledgment). In this level, the translation used was more explicit than those used in low level. The teacher in this case provided a clear indication to the students that they made an error by using the first language. Therefore, when the teacher provided a model of how to say the utterance in English, the students easily noticed it and repaired their error.

Like explicit correction and repetition, clarification request was also led to 100% of uptake. Unfortunately, the uptake following clarification request was need repair in the form of different

error. Similar to clarification request in low level, the students here failed to repair their error. They just made another different error. Thus, it could be said that this type of corrective feedback was not effective in generating the students' uptake.

All of the above findings imply that output prompting feedback (especially elicitation and metalinguistic feedback) is more effective to correct mid-level students' error rather than input providing feedback (especially recast). This type of feedback is even successful in generating self- and peer correction. However, it does not mean that input providing feedback, such as explicit correction and recast, cannot be used for this student. These two types of feedback might be still beneficial for them since they still have lack competence in pronouncing some words and clarifying utterance in English. Nevertheless, if the teacher wants to use recast, she should use it carefully since recast often creates ambiguity. The teacher, in this case, can use recast to correct one or two features of the students' utterance. In other words, it should be short, such as correcting students' phonological error. This kind of way is found to be effective to lose the ambiguity of recast, as it is found in the low level.

2.3 Uptake Following Corrective Feedback for High Level Students

In high level, there were three types of corrective feedback that resulted in 100% of uptake. They were elicitation, metalinguistic feedback, and elicitation. These three types of output prompting feedback were successful in making the students to repair their grammatical or phonological errors. This could be seen from the uptake following them, in which it was dominated by repair in the form of self-correction. The distribution can be seen in Table 4 below:

Table 4. Uptake following Corrective Feedback in High Level

R=repetition; I=incorporation; SC= self-correction; PR=peer correction;AC=acknowledgement;
SE= same error;
DE= different error;OT =off target; H=hesitation; PR=partial correction

Feedback Types	UPTAKE (n =13)										Total Uptake	NO UPTAKE (n = 5)
	Repair (n =12)				Need Repair (n =1)							
	R	I	SC	PC	AC	SE	DE	OT	H	PR		
Recast	1	1	-	-	1	-	-	-	-	-	3 43%	4 57%
Elicitation	-	-	6	-	-	-	-	-	-	-	6 100%	-
Metalinguistic Feedback	-	-	2	-	-	-	-	-	-	-	2 100%	-
Explicit Correction	-	-	-	-	-	-	-	-	-	-	-	-
Translation	-	-	-	-	-	-	-	-	-	-	-	1 100%
Repetition	-	-	-	-	-	-	-	-	-	-	-	-
Clarification Request	-	-	2	-	-	-	-	-	-	-	2 100%	-
Paralinguistic Signal	-	-	-	-	-	-	-	-	-	-	-	-

Table 4 also shows that recast only led to 43% of uptake in the form of repair (29%) and need repair (14%). Like in mid-level, most of the recast used in this level created ambiguity. In addition, both the teacher and the students kept going with the conversation. Hence, the error did not repair. Meanwhile, translation did not result in any uptake. This case was similar to those in low level, in which the teacher tended to provide translation implicitly. Therefore, the students perceived as

given the model of how to say the utterance in English. Unfortunately, the effectiveness of explicit correction, repetition, and paralinguistic signal in generating the uptake from this student level could not be found out since the teacher did not use it. Therefore, this needs further research.

The above findings imply that in high level output prompting feedback led to more number of uptake compared to input providing feedback. This is in line with Kennedy (2010) study, which found more numbers of uptake in output prompting feedback given for high level students. There are two reasons for this case. First, this might be caused by the corrective feedback received by high level students is more conducive to uptake (Kennedy, 2010). As previously discussed, the teacher tended to use output prompting feedback to correct the error made by high level students rather than input providing feedback. In output prompting feedback, the students are prompted to do self-repair. It does not offer the corrected form. This condition indirectly gives more opportunity for high level students to respond to the feedback because they have pushed to do so. Another reason is that this student has more linguistic resources in English to call on (Kennedy, 2010). Therefore, when the teacher gives the opportunity to do self-repair, they can easily use those resources to repair their error.

CONCLUSION AND SUGGESTION

Oral corrective feedback can be used in a classroom with students of multi-level abilities with one enabling condition, which is the appropriateness of corrective feedback with the students' ability. It is found that each type of corrective feedback has different effect on the students' uptake in each level. The corrective feedback which provides the students with the corrected form of their error, such as recast and explicit correction, seems to work better with lower and middle achievers. Meanwhile, the corrective feedback which prompts the students to do self-repair, such as elicitation, metalinguistic feedback, seems to be beneficial for middle and higher achievers.

Although the findings of this study shows the different effect of each types of corrective feedback on the students' uptake in each level, further investigation need to be conducted. This study, however, is limited in the time of observation. The observation is only conducted in a month. If it is conducted in a longer period of time, the result will be richer. Besides, the result of this study also cannot be generalized to the other contexts.

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A SET OF ENGLISH INSTRUCTIONAL MATERIALS USING TASK-BASED LEARNING FOR NEWS PRODUCTION MANAGEMENT STUDY PROGRAM IN STMM “MMTC” YOGYAKARTA

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ABSTRACT

The News Production Management Study Program (NPMSP) in STMM “MMTC” Yogyakarta is a study program that has an English subject in the third semester. Due to the lack of time and materials for the students, English, which they will use a lot in journalism, becomes their barrier in learning. Therefore, this research attempted to develop a set of English instructional materials using task-based learning. This research aimed to answer how the materials are developed and what the materials look like. To gather the information, the researcher adopted Borg & Gall’s (1986) Research and Development (R&D) method which was combined with Kemp’s instructional design model (1977) covering eight flexible steps. Due to the time and money constraints, there were only five steps of R&D conducted in designing the materials. To gather the information, the researcher conducted some interviews. After designing the materials, the interview was conducted. The interview results showed that the designed materials were good, appropriate, and applicable. Nine suggestions were obtained to revise the materials covering the level of text difficulty, exercises content, learning materials overview, teaching media, lesson plans, instructions, layout, and material implementation. The materials consist of six units. Each unit contains five sessions, namely “What’s Up?”, “Entering the Newsroom”, “Journalists’ Project”, “Entering the News Editor Room”, and “Lesson Learned”.

Keywords: *English materials, task-based learning, STMM “MMTC” Yogyakarta*

INTRODUCTION

To maintain the expansion of mass media and produce some competent journalists, many institutions have established journalism courses. STMM “MMTC” is one of broadcasting colleges in Yogyakarta. STMM is the abbreviation for *Sekolah Tinggi Multi Media* and MMTC is the abbreviation for Multi Media Training Centre. One of its study programs, namely NPMSP, as the abbreviation for News Production Management Study Program, was the focus on this research. Based on the Academic Guideline Book of STMM “MMTC” Yogyakarta (2010), there are nine competences. Two of them are having abilities to: (1) search, process, write, and deliver news using different kinds of format which are related to the characteristics of broadcasting media and (2) present the news using phrasing, intonation, articulation, reading speed, and pause mastery. In order to achieve those two competences, the college provides the opportunity for the third semester students to learn English through one of its subjects, namely English Journalism. However, the students have limited time to learn English because of the condition of the curriculum. As what has been mentioned in the beginning, there is only one English subject in the NPMSP STMM “MMTC” Yogyakarta, namely English Journalism. This subject is only given in the third semester in the new curriculum.

There are two reasons for the researcher to design a set of English instructional materials. The first reason is to provide a set of English instructional materials as there is no a set of English materials available. The set of English instructional materials is expected to help the students to achieve the two academic goals as stated previously. The second reason is to increase students’ English ability in journalism that they are dealing with. Furthermore, it can expand their experience in journalism through English.

Designing the materials for journalism students was related to English for Specific Purposes (ESP). According to Hutchinson and Waters (1987), “ESP is an approach to language learning, which is based on learners’ need, and an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (p. 19). The theory above is relevant to the condition of the third semester students of the NPMSP STMM “MMTC” Yogyakarta whose basic is journalism. Thus, the researcher designed the instructional materials based on their needs and interests as journalist candidates. The instructional materials would be related to journalism.

The approach to design a set of instructional materials for the third semester students of the NPMSP STMM “MMTC” Yogyakarta proposed by the researcher was Communicative Language Teaching (CLT). Since 1980s, the domination of CLT was significant. Larsen-Freeman (2000) states that “such observations contributed to a shift in the field in the late 1970s and early 1980s from a linguistic structure-centered approach to a communicative approach” (p.121). In other words, the application of the audio-lingual method was no longer popular. Therefore, the researcher proposed CLT as the approach of the designed materials. Furthermore, the researcher designed the materials using the communicative language as a need for the third semester students of the NPMSP STMM “MMTC” Yogyakarta because the NPMSP demands the students to be able to communicatively use English in journalism. The specific and general condition of the NPMSP is journalism. Since journalism is closely related to communication, therefore, CLT provides the opportunities for the students to communicate intently and meaningfully with others through English (Larsen-Freeman, 2000; Nunan, 2004; Wong and Raulerson, 1974).

Furthermore, task-based learning, as one of the approaches in CLT, becomes a particular teaching approach proposed in the designed materials. Task-based learning is the approach to learn English language by completing the tasks as the classroom activities. As learners work to complete the tasks, task-based learning has abundant opportunities for the learners to interact each other. Nunan (2004) states, “task-based language teaching is an approach to language teaching organized around tasks rather than language structures” (p.216). Based on the statement above, the researcher provided tasks in the designed materials to be classroom activities for the students to do. It is expected that the designed materials provided an effective teaching-learning process for the third semester students of the NPMSP STMM “MMTC” Yogyakarta.

Therefore, this study attempted to answer two research questions: (1) How is a set of English instructional materials using task-based learning for the third semester students of the News Production Management Study Program in STMM “MMTC” Yogyakarta developed? (2) What do the materials look like?

DISCUSSIONS

This research adopted Kemp’s (1977) instructional model and Borg and Gall’s (1983) Research and Development (R&D) for developing the materials. The researcher combined five steps of R&D with Kemp’s instructional design model. The five R&D steps that were employed were research and information collecting, planning, developing preliminary form of product, preliminary field testing, and main product revision. The steps of the instructional design model that were employed were identifying students’ characteristics, conducting pre-assessment, considering the goals, listing the topics, stating the general purposes, specifying the learning objectives, listing the subject contents, selecting the teaching-learning activities and resources, and considering the necessary support services.

In combining the five steps of R&D and Kemp’s instructional design model, the researcher put the analysis of the data, such as conducting the need analysis, data analysis, guidelines for the designed materials, and data analysis to evaluate the materials. Firstly, research and information collecting consisted of conducting the need analysis, data analysis, identifying students’ characteristics, conducting pre-assessment, and guidelines for material design. Secondly, planning was divided into three parts, namely considering goals, listing topics, and stating general purposes, specifying the learning objectives, and listing the subject contents. Thirdly, developing preliminary

form of product contained selecting teaching-learning activities and resources and considering the necessary support service. Fourthly, preliminary field testing dealt with data analysis to evaluate the materials. Lastly, the main product revision was obtained in the end of designing the materials.

Research and Information Collecting

This step of research and information collecting covered five elements, namely conducting need analysis, data analysis, identifying students' characteristics, conducting pre-assessment, and guidelines for the material design. In conducting need analysis, the English lecturer of the NPMSP STMM "MMTC" Yogyakarta and three journalists from three different media were interviewed in an in-depth way (Bogdan and Biklen, 2003; McCracken, 1998; Marshall and Rossman, 2006; Fontana and Prokos, 2007; Lichtman, 2013) by using interview protocol to make the interview well-arranged (Lodico et al, 2010; Patton, 2002; Lichtman, 2013, Cresswell, 2003). Furthermore, 68 questionnaires as what is suggested by Ary et al (2002) were distributed to 68 students who are divided into two classes.

In data analysis, the researcher did coding categorization for the interview results (Bogdan and Biklen, 2003; Silverman, 1993, Lichtman, 2013, Miles & Huberman, 1994; Patton, 2002; Merriam, 2009). It gained four categories of learning method, learning materials, learning resources, and learning focus. Whereas, after analyzing the questionnaires results by using Likert (1932) scale, it acquired some implications that: (1) the materials would conduct task-based learning, (2) the materials would discuss journalism elements, (3) the materials would provide various learning resources, and (4) the focus of the materials would be four English skills.

Furthermore, after identifying students' characteristics, some conclusions come up. They are: (1) the level of English language in the materials would be intermediate, (2) the researcher would provide various tasks, media, and or sources in order to make them more experience in learning English, (3) the researcher would facilitate the students to train more on four English skills through learning tasks, media, and or sources, (4) four English skills would be integrated, and (5) the researcher would facilitate the students by providing various media and classroom activities.

In conducting pre-assessment, the data included students' perception toward the difficulty in English Journalism and the existence of various English classroom activities in English Journalism. As the result, as well as the implication, the researcher would provide and international media, both printed and video since the media or the examples that were used in the teaching-learning process came from the local media, and also the researcher would provide more various activities in the designed materials.

The next step is combining the analysis of interview result and descriptive survey to be the guidelines for the researcher to design the materials. The guidelines are: (1) the materials would be based on task-based learning method, (2) four English skills would be the learning focus, (3) all English skills would be integrated, (4) the level of English was intermediate, (5) the researcher would provide sources taken from any international media, (6) the topics of the materials would focus on learning English for journalism, (7) the materials would consist of various activities, and (8) there would be various tasks, media, sources, and activities. After arranging the guidelines, the researcher got the components of the materials. The components were gained from the results of the interview analysis, especially in the part of the learning English materials. However, based on the suggestion of the English lecturer of the NPMSP STMM "MMTC" Yogyakarta, the researcher revised the list of the components and the units of the materials by omitting some components and units by adding some other components that were suggested.

Planning

In planning, the researcher considered goals, listed topics, and stated general purposes, specified the learning objectives, and listed the subject contents. The components and units got from the previous step was developed. As the result of this step, the following table contains the presentation of the learning indicator for each topic.

Table 1. The Learning Indicators of the Designed Materials

General Purposes	Learning Indicators
Topic 1: Introduction to News 1. The students know the basic of journalism. 2. The students know the definition of news. 3. The students know the news values. 4. The students know the types of news.	In the end of the lesson, the students are able to: 1. Discuss the basic of journalism. 2. Recognize the definition of news. 3. Identify the news values correctly. 4. Discuss the types of news correctly. 5. Discuss simple past tense.
Topic 2: News Structure 1. The students know how to make headline. 2. The students know how to make lead. 3. The students know the inverted pyramid.	In the end of the lesson, the students are able to: 1. Recognize headline in news. 2. Recognize lead in news. 3. Recognize inverted pyramid in news. 4. Practice how to make good headline and lead. 5. Discuss subject-verb agreement.
Topic 3: Writing News 1. The students know how to recognize 5W+1H 2. The students know the types of sentences. 3. The students know how to analyze sentences. 4. The students know how to write news.	In the end of the lesson, the students are able to: 1. Recognize 5W+1H. 2. Discuss types of sentences. 3. Discuss the sentences. 4. Write news correctly. 5. Discuss the use of punctuation.
Topic 4: Editing News 1. The students know how to edit news. 2. The students know grammar mistakes in conjunction. 3. The students know how to rewrite news.	In the end of the lesson, the students are able to: 1. Discuss grammar mistakes in conjunctions. 2. Discuss active-passive voice. 3. Rewrite news. 4. Discuss article.
Topic 5: Translating News 1. The students know simple steps in translation. 2. The students know how to translate sentence from Indonesia to English. 3. The students know how to translate sentence from English to Indonesia.	In the end of the lesson, the students are able to: 1. Recognize the steps of translating news. 2. Practice to translate sentence from Indonesia to English. 3. Practice to translate sentence from English to Indonesia. 4. Discuss preposition (at, in, on)
Topic 6: Reading News 1. The students know how to pronounce correctly 2. The students know how to read news appropriately.	In the end of the lesson, the students are able to: 1. Recognize English consonant and vowel sounds. 2. Pronounce words and sentences of news correctly. 3. Read news appropriately. 4. Discuss stress patterns.

Developing Preliminary Form of Product

In developing the preliminary form of product, two Kemp's (1977) instructional design steps were adapted. Those two steps are selecting teaching-learning activities and resources and considering the necessary support services. Furthermore, the researcher used materials adaption to help the research to find the suitable materials for the students (Tomlison and Masuhara, 2004). In defining learning sessions for every meeting, the researcher adapted the concept of pre-task, task-cycle, and language focus in task-based learning framework. The researcher divided every unit of the materials into five sessions: What's Up?; Entering the Newsroom; Journalists' Project; Entering the News Editor Room; and Lesson Learned. The first session, "What's Up?" was designed to recall students' background knowledge on the topic. This phase would be related to students' daily activity which made them familiar with the new topic. "Entering the Newsroom", as the second session, provided some theories and exercises for the students to be ready in working on the main section of the designed material. "Journalists' Project" was the main session in every unit which

consisted of some big projects for groups and pairs of the students to do. In becoming the language focus of every unit, “Entering the News Editor Room”, that also became the fourth session, provided grammar and the analysis. The last session was “Lesson Learned”. The students would review the teaching-learning process in the form of answering questions or filling in the crosswords.

Task-based learning, as the approach of the designed materials, made the researcher provide some exercises in every session in every unit. In doing the tasks, the teacher let the students to work individually, in pair, and in group in order to communicate the language, not only for themselves but also with other students. The presentations of various tasks in various activities in the designed materials can be seen in the following discussion.

1. What’s Up?

The purpose of this session was to recall students’ knowledge toward the topic they are going to learn. The kinds of tasks used in this session were predicting, inducing, and co-operating that could be done individually and in pair. To discuss the answer of this phase’s questions, the students would be included in the classroom discussion in order to share their personal experiences toward the topic.

2. Entering the Newsroom

Introducing some theories of the topic and the exercises aimed to supply the students in dealing with the main task. The activities that were appeared in this session were diagramming, using context, skimming and taking notes. Some opportunities made the students do the exercises both individually and in pairs.

3. Journalists’ Project

This session was the main phase of all. The students did not work alone since they had to synergize with bigger classroom activities in pairs and in group. Working in pairs, as well as in groups, mostly appeared in this session. The kinds of tasks that were applied were classifying, inducing, taking-notes, co-operating, role playing and using context.

4. Entering the News Editor Room

Entering the News Editor Room phase aimed to correct students’ misunderstanding by providing new theories with the exercises as well. The news theories are related to the language focus of the topic. The tasks in this session covered diagramming, using context, taking notes and practicing. The level of task in this session was as important as the previous sessions; thus, the researcher also provided various tasks in this session.

5. Lesson Learned

This session provided the opportunities for the students to share what they have learned throughout the lesson. Lesson Learned prepared some questions in the form of the questions and crosswords. Hudelson (1993) suggests that “students can provide written or oral feedback on a course both during the course and after it has been taught, commenting on features such as the teacher’s approach, the materials used, and their relevance to the students’ need” (p. 299). In the designed materials, the researcher provided an evaluation in every units of the materials. It aimed to gain students’ understanding toward the lesson through the tasks. Those tasks were inducing, co-operating, personalizing, self-evaluating, and reflecting. This session could be a way to monitor students’ progress in understanding the materials.

In the teaching and learning process, there were four main facilities, as the support services. They were students’ handbook, a white board, a set of speakers and VCD-MP3 players which would be useful for listening sections. In the classroom, there was also a supporting facility such as LCD projector. The researcher concluded that the necessary support services for implementing the task-based learning were already available.

Preliminary Field Testing

Evaluating the materials, through conducting some interviews, demanded the researcher to evaluate whether the designed materials were appropriate for the students or not. The participants of the preliminary field testing were an English lecturer of the NPMSP STMM “MMTC” Yogyakarta, an English lecturer of the English Language Education Study Program of Sanata Dharma

University, and a fresh graduate of the English Language Education Study Program of Sanata Dharma University. The analysis of the interview results in this step was the same as the analysis of the interview results in the research and information collecting. After listing coding categories, the researcher generated three themes, namely the appropriateness of the designed materials, detailed components as the strengths of the designed materials, and the difficulty of English level in the text as the weakness of the designed materials. The researcher concluded that there were some parts to be improved and revised from the designed materials. By carefully reading three interview results, the researcher listed nine suggestions that covered the text, content of exercise, overview of the materials, media, activity, instruction, layout, and material implementation. The detailed suggestions can be seen in the following table.

Table 2. The Suggestions to Improve the Designed Materials

No.	Items	Suggestions
1.	Text	Reduce the level of English in news passages.
2.	Content of exercise (1)	Add the optional vocabulary items or clues that can be used to create sentences in order to minimize double problems.
3.	Content of exercise (2)	Rearrange the list of terms into a good alphabetical order.
4.	Overview of the materials	Add what the teachers should do in the overview of the materials.
5.	Media	Complete the activities in the lesson plan about asking the students to browse the digital or online dictionary instead of looking at the printed dictionary
6.	Activity	Complete the activities in the lesson plan for the teacher to explain the pictures cards first in order to avoid students' misunderstanding.
7.	Instruction	Improve and revise some instructions.
8.	Layout	Rearrange the layout of the exercises.
9.	Material implementation	Implement the material for a better material's development.

Main Product Revision

The purpose of this step was to improve the designed materials that would be shown in the final version of the designed materials. This was carried out due to the evaluation comments as well as suggestions that were gained in the preliminary field testing of the designed materials. Overall, the designed materials were already good and appropriate. However, there were nine points needed to be improved. The researcher used those nine points as the researcher's consideration to improve the designed materials. After doing some revision based on the suggestions given by the respondents, the final version of a set of English instructional materials for the third semester students of the NPMSP in STMM "MMTC" Yogyakarta, both teacher's and student's book, was finally finished.

The set of English instructional materials consisted of two books: Teacher's Book and Student's Book. The Teacher's Book consisted of five parts: (1) the overview of the learning materials, (2) syllabus and lesson plans, (3) answer key to exercises, (4) transcript of the listening podcast, and (5) task materials that can be photocopied.

The student's book consisted of six units. The arrangement of the six units was based on the research and information collecting from three journalists and the consultation with the English lecturer of the NPMSP in STMM "MMTC" Yogyakarta. The six units were (1) "Journalism and News", (2) "News Structure", (3) "Let's Produce News!", (4) "Good News", (5) "News Translation", and (6) "Reading News Appropriately!".

Every unit contained five sessions. The first session, "What's UP?" aimed to recall students' background knowledge toward the topic. Another purpose was to make the students familiar with the topic to learn. This session served as the pre-task phase in Willis' (1977) task-based learning framework. "Entering the Newsroom", as the second session of the unit, introduced the theory of related topic and also tasks to be done. This session served the pre-task phase in Willis' (1977) task-based learning framework. As the main session, "Journalists' Project" provided tasks to do in groups and pairs. The task had higher level of difficulty in this session and took longer time to finish it. This session served as the task cycle in Willis' (1977) task-based learning

framework. The fourth session was “Entering the News Editor Room”. This session provided grammatical aspects that were necessary for the students. This session focused on language. The last session in the unit was “Lesson Learner”. This session gave the students an opportunity to evaluate the lesson through sharing and answering the questions in the form of essays and crosswords.

CONCLUSIONS

In answering the first research question, the researcher adapted the combination of R&D cycle and Kemp’s eight steps as the framework: (1) research and information collecting, which consists of Kemp’s conducting need analysis, data analysis, identifying students’ characteristics, conducting pre-assessment, and guidelines for the material design, (2) planning, which adapts Kemp’s considering goals, list topics, and state general purposes, specifying the learning objectives, and listing the subject contents, (3) developing preliminary form of product, which includes Kemp’s steps of conducting pre-assessment, selecting teaching-learning activities and resources, and considering the necessary support service, (4) preliminary field testing, which adapts Kemp’s step of evaluating the materials, and (5) main product revision, which adapts Kemp’s step of revising the materials.

To answer the second research question, the research conducted expert validation step by interviewing three respondents. The result of the interview indicated that the designed materials were already appropriate to be applied for the third semester students of the NPMSM STMM “MMTC” Yogyakarta. However, there were nine aspects from the designed materials that needed to be improved. The final revision of the designed material had been produced as the goal of this research. In adapting Willis’ framework of the implementation of task-based learning, the researcher divided each meeting into five sessions, namely What’s Up?, Entering the Newsroom, Journalists’ Project, Entering the News Editor Room, and Lesson Learned.

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THE USE OF TECHNOLOGY (BLOG) AS TEACHING MEDIA TO ENCOURAGE STUDENTS' CHARACTERS TOWARD LEARNING

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ABSTRACT

Teaching English in university level demands the lecturer to be creative and innovative to develop the ways of teaching and delivering the content subject interestingly to the students. The common techniques that lecturer used in class are presentation and discussion where the students are demanded to present the material in front of the class and discuss the issues together with the lecturer. But, it is still found that this technique of presentation and discussion do not encourage students positive characters toward learning. Students only learn the material partially and they tend to be passive during the discussion because they do not read the article and resource book thoroughly in advanced. From the phenomenon happen in class the lecturer created Blog as teaching and learning media and assigned the students to be actively involved in the blog. This classroom action research was done in Curriculum and material Development subject, which taught theoretical lesson on the aspects of developing curriculum and material for English Teaching. It has 24 students and it was given in the fifth semester. From the observation it is found that the techniques of using Blog in posting students' articles of presentation and audiences' summary after the discussion encourage students' characters in learning. There are six positive characters found during the teaching and learning process in one semester; Honest, responsible, discipline, creative, critical, and independent. By Writing their own summary students are demanded to be creative, honest and independent in doing the assignments. Uploading the works on time also generates students discipline and responsibility. At last, answering and commenting on lecturers' questions on Blog positively encourage their critical thinking toward the content subject.

Key Words: Curriculum and Material Development, Honest, Responsible, Discipline, Creative, Critical, Independent.

INTRODUCTION

Giving lecture is the main teaching activity that is done by all educators in higher level of education. Most of the lecturers still use the teacher centered learning, transferring their knowledge to their students. But, nowadays teacher centered classroom is not anymore recommended to be done in classroom teaching. Lecturers are demanded to be creative in designing the teaching methods that facilitate students centered learning, which give more opportunity to experience and explore learning by themselves. The teaching methods of grouping, discussion and presentation by the students are now commonly applied in students centered classroom, but this kind of method still has few weaknesses on the students' mastery of the content materials. Especially in the Curriculum and Material Development subject that contains theory of curriculum description and guidelines of developing English Language Teaching Materials.

When students are divided into groups of topic discussion they only learn the content materials partially because they only read the chapter they are being presented. In the classroom, Students are required to present each topic and followed by questions and answers with the audience based on the given topic. In this case, each group only reads and comprehends one topic and not the complete contents of the syllabus. Students are reluctant in reading other groups' topics or material and it doesn't make them understand the course thoroughly. Since students only learn the topic they are being presented, they become passive and quiet during the discussion of other topics in class. Students tend to rely only on the lecturer's explanation after each discussion session.

Based on the problem, the lecturer has a strategy to make students comprehend the complete content of the course suitable with the syllabus. The lecturer assigned the students to make summary about the presented material individually, directly after the presentation finished. By working on summary, the students would have to read and comprehend the complete content of the syllabus. But then, another problem still appears with this kind of teaching strategy. The students are still not punctual in submitting the summary, though deadline has been set up by the lecturer. Moreover, the students could not optimize their critical thinking, since most of them have a habit of copying their friends' works. If the lecturer was not attentive and careful enough in checking their summary, the students prefer imitated others' summary rather than making their own. Finally, the students were not really active during questions and answer session, unless they have read in advance about others topic presented in class.

Teaching English Content Subject in higher level of education demand Lecturers creativity and innovation of teaching method in order to make the students accomplished the learning objectives. Lecturers need to design certain strategy that will improve students learning attitude and behavior toward the content. As revealed by (Ahmed,2015) on his research on students' attitude toward English language learning in university students in Malaysia, points out that mostly students have negative attitude in terms of the language usage and skills domain. It indicates that single teaching method applied in higher education is not adequate, that is why lecturers need to develop more materials and strategies in classroom activities. In addition, lecturers are obliged to construct and improve the ways of teaching and delivering the content of the subject materials interestingly to the students.

Students' attitude will determine the students' character and style on how they deal with learning the lessons. Character is student's behaviors that reflect the attitude. When students have positive attitude in learning, they surely have good characters in learning as well. However positive characters can be built by conducting encouraging and motivating classroom activities. Students will have good responses and active participation during teaching learning process. Character Education is important thing that must be taught by teachersto students. It must be supported to parents and also school boards, its means that character education is the responsibility of all aspect of education formally or informally. Darcia (2005) has done research about Teaching for moral character: Two strategies for teacher education. It is both implicit and inevitable in standard educational practice that, there are two strategies; home character education and school character education. Character education can be built from home as the basic foundation and developed more optimally at schools from classroom activities and learning objectives. Nowadays, the importance of character education is gaining momentum among politicians and educators. Over a dozen states in USA have mandated character education and hundreds schools have incorporated it into their programming.

In addition to character education implementation in schools, Internet communication and technology is one of the media that current education should apply to adjust and fulfill the demand and students condition in this global era. Many Teachers and students use internet application for learning. One of the well-known applications is web blogging. A research done in Japanese university, (Pinkman, 2005) shows that blogs are authentic, interesting, popular, and communicative means that able to assistdiversity of purposes in Foreign language Classroom. The research suggests that learner obtained advantages in using blog, it increase their attention and enthusiasm in using English during the interaction with classmates and having feedback from the teacher. There is also sign that the use of BLOG improves students writing and reading skills.

Eventually, Teaching English in university level demands the lecturer to be creative and innovative to develop the ways of teaching and delivering the content subject interestingly to the students. Character education and ICT should also be accounted in today era of teaching to improve students' quality in education. The common techniques that lecturer used in class such as presentation and discussion, in which the students demanded to present the material in front of the class and discuss the issues together with the lecturer, are no longer fulfill the needs of teaching method in present era. The technique of presentation and discussion do not encourage students

positive atmospheres toward learning, students only learn the material partially and they tend to be passive during the discussion because they do not read the article and resource book thoroughly in advanced. From the phenomenon happen in class the lecturer created Blog as teaching and learning media and assigned the students to be actively involved in the blog to encourage students' positive characters toward learning.

METHOD

This study was done in Curriculum and material Development subject, which taught theoretical lesson on the aspects of developing curriculum and material for English Teaching. It has 24 students and it was given in the fifth semester. For the first half semester students must present theory on curriculum development and the next half semester students required to develop English materials for teaching. The technique of using Blog as media was applied during half semester of the course. Instead of submitting the paper and summary via email, students must upload their works on Blog provided by the lecturer. During the task given, the lecturer observed students characters and participation toward the Blog (himabig2014.blogspot). The lecturer used table of character observation check list and analyze students' percentage of participations in summarizing 12 topics of materials that had been previously presented and discussed in the classroom.

This research applied Classroom action research using field-notes and observation check list to gain the data. As stated by Cresswell (2012, p 567), action research designs are systematic procedures done by teachers to improve the quality of teaching and students learning that focus on the operational techniques happen in classroom. However, Classroom action research was done intended to find solution to problems happen in class. In this research, researcher tried to find solution to overcome students' negative attitude that incline to learn subject material partially; copy others' work on summarizing; be late in submitting the task and; be dependent learners. The procedure that had been done in this research are: Selecting a focus (teaching technique and students learning character development), Clarifying theories (Blog as Teaching Media, students characters toward learning, affective assessment), Identifying research questions, Implementing plan of Action (Blog as teaching Media), Collecting data (observation and field-notes), Analyzing data, and Reporting results

FINDINGS AND DISCUSSION

Implementation

The research was done in Curriculum and Material Development Course. It is one of the obligatory courses that students must take before they join the Teacher Training Practice (PPL). This Course is intended to give students knowledge of why and how a curriculum should be developed to adjust or fulfill the nation's education needs. The syllabus is design to make the students understand and apply the English curriculum and English Materials, especially in English Subjects for Junior and senior High School levels. The Curriculum being studied and analyzed here is the curriculum designs that have been applied in Indonesia, started from the year 1994, 2004, 2006 and 2013. Students learn the background, components, mechanism, and procedures that effect curriculum changes. They also learn the definitions, coverage, benefit and also the application of curriculum itself. All the theory about Curriculum was discussed in the first half semester, to give the systematic understanding about the Curriculum changes. Moreover students are given a chance to develop teaching materials based on the three categories; developing teaching media, students' worksheet and classroom games (activity). But the focus of the research is to describe how the Use of Blog encourages students' good learning characters through task based learning method.

This course applied task based teaching method, lecturer divided the teaching procedure into three parts; *Pre-Task*, *On-Task*, and *Post-Task*. At the beginning of the course lecturer has set the course contract that describes syllabus, teaching learning activities, materials, and assignments. The class consist of 24 students were divided into 12 groups of topics, each group contains two students. Each group were given topic and they have to make paper and power point presentation about the topic. This step is *Pre Task* activity that the students are given guidelines on how to make

paper and presentation based on the references given by the lecturer. Before presentation students can consult to the lecturer about the content, so that the in-charged group is able to master the topic very well. During *On-task* activity students were asked to do presentation, discussion and materials teaching practice, while summarizing and posting on Blog are categorized on *Post-Task* Activity.

During one semester there were 14 meetings in the classroom and here are several Learning activities that had been applied:

- Paper: Students are divided into group of two. Each group are given twelve topics of curriculum and material development, which based on the main resources material from (Richard, 2001)
- The paper should be minimum five pages long and maximum ten pages.
- Presentation (PPT): each group has to present the paper in front of the class then followed by a questions and answer session from the participants. Presenter are being scores on how the master the material by looking at their presentation and the way they encounter questions from the audiences.
- Discussion: The audiences' participation in giving questions and suggestions during classroom discussion also being assessed by the lecturer. Lecturer also posted some critical questions on Blog after the discussion. The posting questions can be from one of the students' questions in class that will lead other students to think deeper and more critical toward the topic.
- Summarizing: After presentation, each student is assigned to make summary based on the discussion result and based on the question given by the lecturer. The summary must not more than one page long. And must be uploaded on Blog 24 hour after the class presentation.
- Developing material: after midterm session students also assigned to develop materials based on the studied curriculum and syllabus. In this case the resources materials are from English books for Junior High School Students. Students had to develop three kinds of materials in the form of multimedia teaching materials, worksheets, and games for classroom teaching application.
- Practicing the Developing Material: this activity is done at the end of the semester where the students have to practice teaching using the materials they have developed in class. They will act as a teacher and the other participants will act as the students. From this activity students will be able to test and analyze the material they have made and give feedback and review toward the products.

Students Participation

The research also analyzed students' participation toward the learning activity of using Blog. Table 1 below, describes the students' participation in doing the summary and posting their work in Blog. Total number of students who actively participated in Blog is 83,3 %, meaning that students are enthusiastic and motivated in doing assignment through Blog. However, from all twelve topics of discussion of the summary show that there is still decrease of students participation from the beginning until the last topic. At first students are enthusiastic but then they found some problems of uploading their summary online. At the first and second topic, 100 % students participated in uploading their summaries on Blog. Then the participation decreases in the third until the fifth topics (87,5 and %, 83,3) . The participation on Blog increases on the sixth topic (91,6 %) which discusses about need and analysis of the curriculum. But then it decreases again gradually until the last topic. The worst participation with only (27,5 %) students did the assignment in blog shows in topic twelve, this is the last topic of discussion and most of students did not do the summary assignments. Among the twenty four students, there were three students whose participation below standard (33, 3%) and these students failed the course. Only one student participation score (58 %) and the other twenty students participated above 60 % on the Blog activity. The use of blog is proven able to encourage students' positive characters (Honest, responsible, discipline, creative, critical, and independent), but it must be supported by Lecturer's

commitment to encourage students to constantly participate in Blog activity. In addition to the time and facilitation limitation Blog itself demands more efforts and motivation to keep participating, stay online and use the technology continuously.

Table 1.Students participation on Blog

STUDENTS PARTICIPATION ON BLOG

STUDENTS	Topic	1	2	3	4	5	6	7	8	9	10	11	12
		KBK N KTSP	K 2013	K 13 SD	K 13 SMP	K 13 SMA	Need analysis	Situation analysis	Planning goals and learning outcomes	Course planning & syllabus design	Providing effective teaching	Instructional material	Approaches to Evaluation
	%	100 %	100 %	87.5 %	83.3 %	83.3 %	91.6 %	70.8 %	83.3 %	45.8 %	79.1 %	62.5 %	37.5 %
1	100%	70	75	80	80	80	80	80	80	80	80	80	80
2	75%	70	75	68	80	70	70	0	70	80	80	0	0
3	33.3%	70	75	0	0	0	75	0	0	0	0	0	65
4	91.6%	70	75	80	75	80	0	60	70	80	80	80	80
5	91.6%	70	75	80	70	80	80	80	80	80	80	80	0
6	83.3%	70	75	80	70	80	80	0	80	80	0	80	0
7	33.3%	70	75	0	0	0	0	0	0	0	58	0	0
8	25%	70	75	0	0	0	68	0	0	0	0	0	0
9	75%	70	75	80	75	80	80	80	75	0	0	75	0
10	75%	70	75	80	0	80	80	68	70	0	80	0	80
11	66.6%	70	75	80	80	80	75	80	78	0	0	0	0
12	83.3%	70	75	80	80	68	80	0	80	0	80	80	80
13	91.6%	70	75	80	80	80	80	80	80	70	80	80	0
14	83.3%	70	75	80	70	80	75	80	80	0	75	0	80
15	100%	70	75	80	80	80	80	80	80	80	80	75	80
16	83.3%	70	75	80	80	80	80	80	80	0	65	80	0
17	83.3%	70	70	80	70	80	80	80	80	0	80	0	80
18	83.3%	70	75	80	75	80	75	80	70	0	80	60	0
19	91.6%	68	75	80	80	80	70	75	70	80	80	0	0
20	91.6%	70	75	68	80	80	80	80	70	80	80	80	0
21	91.6%	70	70	80	80	80	80	80	80	70	80	75	0
22	75%	80	75	80	75	80	75	80	70	0	0	80	0
23	83.3%	70	75	80	80	80	70	80	70	80	80	0	0

24	58.3%	70	75	80	70	0	75	0	0	0	70	0	60
83.3%		Total percentage on students participation on Blog											

Students' Positive Characters

To reveal positive characters that are encouraged through Blog implementation as media in Curriculum and Material Development Course, researcher observe students based on the characters rubric (see appendix 1). Several positive characters found as follow:

Honest

Using Blog for posting students assignment on summarizing the discussed topic, demands students to be honest in doing their work individually. Before using Blog, students submitted their summary works through email individually they tend to copy their friends works or the presenter's paper. Students did not make the summary seriously and did not try hard to synthesize their own idea into a paper. By posting the summary on Blog every participant will have the chance to see their friends' works and it will be easier for the lecturer if some students have posted the same summary. The researcher determine students' honesty from some indicators, such as: How far the students do the task (summary) individually and not have similarity with others' works, whether or not the students write summary from the presenters' paper and mention the source of materials in the work. Posting on Blog make students aware of producing their own writing. They will compete to summarize the topic based on their own interpretation and understanding toward the topic, moreover students learned to be honest to their friends and also themselves. This activity will maintain students autonomous learning as well.

Responsible

Students' responsibility was also accounted with this task activity. Students are obliged to finish their work on time and based on the criteria set by the lecturer. From the students participation table, which shows 83 % percent students were actively involved in blogging activity can be one of the indicators that students are responsible in finishing their tasks. They know the consequences of not being scored if the task submitted late. By setting the deadline time, will give motivation to finish on time. Students' responsibility was also observed from the task appropriateness, whether they have done the task based on the requirements or not. When rules of the course had been set up at the early meeting, students are wished to do the summary initiatively every week, without being asked again. Nevertheless, the students participation table still shows the facts that not all students working on the summary to all given topics. There were two topics(topic 9 and 12) that have students participation below 50 %.

Discipline

The discipline character is also encouraged in this teaching activity of using Blog in posting the summary task. Fortunately not all topics and not all students uploaded their summary on time. Many of the students did not meet the deadline time. The participation table shows only two students fulfill the assignment requirements (100 %). Six students fulfilled more than 90 % of the tasks. Seven students fulfilled around 80 % of the tasks. Four students fulfilled around 75 % of the task. One student fulfilled around 66 % of the task. One student fulfilled 58 % of the task. The rest, three students fulfilled the task below 33 %. From the table percentage indicate that students discipline is still low, though the task has been designed to inspire the discipline atmosphere.

Creative

Students are required to be creative, since they had to make summary with their own words. The summary should be one page long and contain the extract of the topic discussed. The ability of developing ideas into paragraph, communicate meaning in written form, and synthesize ideas into essay to describe issues related to the subjects are the indicators of students creativity in constructing summary based on the topics given. The summary activity also improve students writing skills, but the assessment was mainly based on the content not the writing assessment criteria as a whole.

Critical

Another character that is constructed in this method is Critical thinking. By posting initial questions on Blog, lecturer tried to explore and to identify students' comprehension toward the subject. The questions given will generate students to think further by reading more references related to the matters. Students are designated of doing critical thinking activity having these activities with their summary: identify and summarize the problem/question at issue; presents students' own hypothesis, perspective and position in analyzing the topic; draw support from students' own experience in real life; addresses perspective noted previously; provide/ identify supporting data/evidence related to the issue; analyze the issue with clear sense of scope and context; identify the influence of the context on the issue; identify and evaluate conclusion, implication, and consequences about the subject(data, context, assumption, evidence) of summary.

Independent

Since the summary task was individual assignment, each student has the responsibility to do his/her own work independently. Students are considered to be independent when they are doing the task by themselves, uploading summary confidently from his/her own account, commenting and responding questions through its paper individually, and finally experiencing learning personally through task based activity. Working on the task exclusively surely gives students opportunity to experience autonomous learning.

CONCLUSION AND SUGGESTION

From the observation it is concluded that the technique of using Blog in posting students article of presentation and audiences' summary after the discussion encourage students' characters in learning. There are six positive characters found during the teaching and learning process in one semester; Honest, responsible, discipline, creative, critical, and independent. When the students uploaded their summary of the discussion they are demanded to be honest to upload their own work, since they cannot just copy their friends work. The students are required to be responsible, since the lecturer set the deadline of uploading the summary paper and the students should finish their summary before time. Punctuality also determines students to be more discipline in learning, when the students upload the summary in time means they are discipline in doing their assignment. It can be checked through the date and time of uploading notification found in Blog in which the students cannot manipulate it. Creativity is also accounted here, the students have to make summary based on the presented material and discussed issues in the subject. By posting questions in the Blog, the lecturer inquires students' critical thinking toward the matters. Students should answer the lecturer's question in the blog and relate it to the matter that has been discussed in class. Each student competence in summarizing and posting materials would be accounted as individual work. These learning activities surely encourage students' autonomy toward learning.

Furthermore this technique of teaching, involving students actively in Blog, should be applied to content course that requires students understanding and comprehension toward the presented materials. Students will have more variety of tasks and opportunity to develop their critical thinking and positive characters toward learning. Finally, lecturer can monitor students' works easily through the Blog and integrate ICT in the teaching learning process.

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Appendix 1. Characters Rubric

Characters	Indicators
1. Honest.	<ul style="list-style-type: none"> • Doing the task by individually not working with friends • Not copying / doing plagiarism on others' works • Writing summary based on discussion result and resource books, not from presenters paper • Mentioning the source of materials on the summary
2. Responsible	<ul style="list-style-type: none"> • Completing the task very well • Having the consequences of not being scored if the task submitted lately • Writing summary to all topics given • Doing the task based on the requirements • Initiatively doing the summary, without being asked
3. Discipline	<ul style="list-style-type: none"> • Obey the course contract • upload the summary on Blog on time • fulfill the task requirements
4. Creative	<ul style="list-style-type: none"> • able to make /create summary based on the topics given • able to develop ideas into paragraph • able to communicate meaning in written form • synthesis ideas into summary • describe common issue related to the topic
5. critical (Peirce, 2006)	<ul style="list-style-type: none"> • identify and summarize the problem/question at issue • presents students' own hypothesis, perspective and position in analyzing the topic • draw support from students' own experience in real life • addresses perspective noted previously • provide/ identify supporting data/evidence related to the issue • analyze the issue with clear sense of scope and context • identify the influence of the context on the issue • identify and evaluate conclusion, implication, and consequences about the

Characters	Indicators
	issue(data, context, assumption, evidence)
6. Independent	<ul style="list-style-type: none"> • Doing the task individually • Confidently uploading the summary from students' own account • Experiencing learning personally through summarizing • Commenting on the questions and paper independently

USING STORYTELLING VIDEO FOR ASSESSING STUDENT'S CREATIVITY IN SPEAKING

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ABSTRACT

Creativity becomes an important outcome in teaching and learning activity as it contributes the most important competency in the students' social and personal development. It improves students' self esteem, motivation, and achievement for life. Creativity involves creative process and product of novelty. The former covers four stages i.e. preparation, incubation, illumination, and verification, while the later includes the taxonomy of creative work i.e. imitation, variation, combination, transformation, and original creation. This study focused on creativity as a product. The study was classroom action research which aimed at investigating the usage of storytelling video to assess student's creativity in speaking. The research subjects were the students of English department in private university in Bojonegoro, Indonesia. The research results showed that short story video can quite improve student's creativity in speaking in terms of variety of ideas and sources, ideas organization, and communicating something new. The study is hopefully beneficial for teachers and other researchers who are interested in engaging creativity and education.

Keywords: *short story video, creativity, speaking.*

INTRODUCTION

Creativity and innovation are skills needed in globalization. Global sources of knowledge forces innovation while creativity is the starting step of innovation. The comparative advantage of a country is 45% determined by factors of innovation and creativity (World Bank, 2010). Innovation and creativity have become subjects of international interest. Education as knowledge and skill developer has crucial roles in fostering innovation and creativity.

Creativity is an expanding concept with various aspects. In the most basic sense, creative means original and of high quality (Perkins, 1981). Probably the foremost characteristic of creative students is that they put things together in new ways (Brookhart, 2010). Creative is related to technology and entrepreneurship (World Bank, 2010). Creativity requires divergence and values originality (Martin, 2007). Creativity is the ability to generate novel and interesting ideas (Sternberg, 2000). Thus, the definitions of creative has aspects of originality, high quality, new ways, and technology use.

Students' creativity should be taught and assessed. Creativity fosters deeper learning, builds confidence, and creates a student ready for college and career. Students who are able to put things together in new ways can observe things others might miss, construct more novel products, give more novel performances, use more unusual or unconventional imagery to make points, observe ordinary things and find in them an area to wonder about or a problem to solve, and the like.

Creativity has two different points of view i.e. as a process which means how creative skills are built and as a product which focuses on what it looks like. The former view has some steps i.e. preparation, incubation, illumination, and verification. Meanwhile, the later meaning consists of imitation, variation, combination, transformation, and original creation.

Creativity is closely related to visualization. Creative visualization is a technique using imagination to create a mental picture of something and visualize the image of scenario in someone's mind. Creative visualization is modeling on novel, varied and complex stimulation, to communicate ideas and values and need to solve problems, to the knowledge acquisition.

Creativity can be associated with storytelling video as a means of visualization. Storytelling is one of speaking activities while video can be a medium of storytelling which can not only show the feeling atmosphere and interaction of the speaker inside but also indicate the using of technology improvement. Storytelling is a universal function of language and one of the main ingredients of casual conversation (Thornbury, 2005). Speaking test of telling a story must be different from other types of speaking tasks (Luoma, 2004). Playing learners recordings on storytelling can be one way to raise learners' awareness of features of spoken language. Storyteller recounts a familiar tale. The audience listen carefully to each nuance, appreciating both the well- known story line and the new turns of language and elaboration that make the character come to life (Starko, 2014).

Creativity is also associated with assessment. Creativity must be assessed and given feedback on it. If students are encouraged to be creative, the teacher/educator must give them not only the opportunity to do so, but also the finite skills and targets to be able to do so. Students need time to look at the quality indicators of creative works and reflect on how they are doing to achieve mastery. The assessment of student' creativity can refer to rubric of creativity or taxonomy of creative work. Nilsson (2011) proposed taxonomy of creative work or creativity as a product as presented in Figure 1.

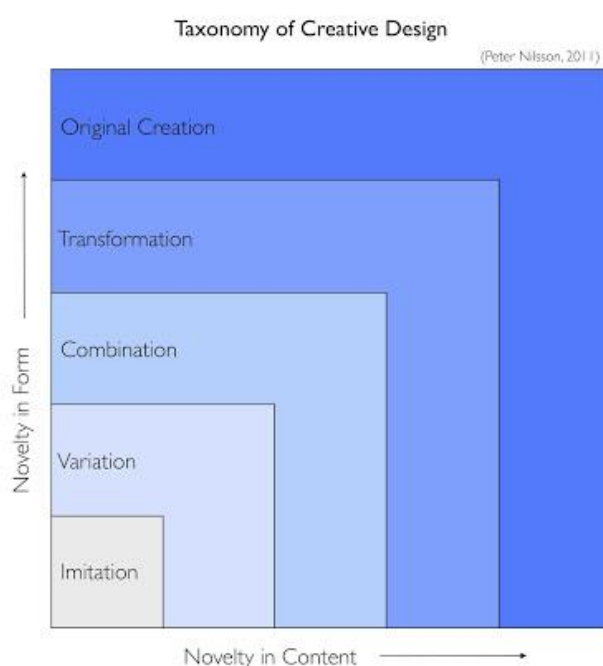


Figure 1. Taxonomy of Creative Design

- **Imitation:** Is the creation the same or virtually the same as something that already exists?
- **Variation:** Is it a slight change to an existing object, such that it is different, but still retains the identity of the original object?
- **Combination:** Is it a mixture of two or more things, such that it can be said to be both or all?
- **Transformation:** Is it a re-creation of something in a new context, such that it has some characteristics of the original object, but it cannot be said to still *be* that kind of object?
- **Original Creation:** Does it appear to have no discernible qualities of pre-existing objects or ideas?

Other assessment on creativity was also delivered by Brookhart (2013). Her rubric of creativity consists of imitation, variation, combination, and original creation. In terms of creative work, she has 4 aspects i.e. variety of ideas and contexts, variety of sources, combining ideas, and communicating something new.

METHOD

The research design was Classroom Action Research (CAR) which was conducted in one cycle consisting of research phases of Planning, Action, Observation, and Reflection. In planning phase, the researchers set up Lesson Plan, observation checklist, questionnaire, speaking creativity rubric. In Action phase, one of the researchers explained about some aspects of storytelling, showed two examples of storytelling video, and described the criteria of speaking creativity assessment. In observation phase, the researchers played the students' videos, observed the students' responses and participation. In the reflection phase, the researchers evaluated the students' videos, and made reflection upon the results. The research subjects were 31 students of English Department students of the second semester in academic year 2014/2015. The research instruments were observation checklist, questionnaire, and speaking creativity rubric.

FINDINGS AND INTERPRETATION

This research focused on the product of individual creativity. The researchers did not assess creativity as a process as the students made storytelling video recording as take home assignment which had to be finished in three weeks. Thus, the teacher/educator could not observe directly the progress of video making.

The research procedures were: first, the students had to choose free topic of storytelling as the target was to arouse student' creativity. They might adopt and adapt the story from other sources or develop their own stories. Second, after having an idea of story topic, the students had to define problems in how to communicate their ideas through video recording by means of camera or mobile phone. They were permitted to use visual aid or the same media (paper puppet and facial expression) just like the given example or other techniques (doll, glove puppet, picture, one self profile, etc.). Third, the students had to be creative when using puppets and should keep in mind the following points as proposed by Yunus (1981): 1) give each puppet a character and a name; male or female, animal or human, sad or happy, foolish or smart, high-voiced or low-voiced, 2) work out a careful script such as what each puppet will say, the tone, volume and intonation of voice, 3) practice in advance such as contrasting voice between two or more puppets, synchronize the speaking and hand movements. Fourth, the students ought to present the story creatively by doing the same thing resembling the example, modifying, or making it in new, surprising, and innovative ways.

The students' creativity in speaking activity of storytelling was assessed by rubric of creativity adapted from Nilsson (2011) and Brookhart (2013) (see Appendix 1). The research results were presented in two kinds of assessment i.e. novelty of content and novelty of form. The former includes variety of topics/ideas, variety of sources, reorganizing ideas, and communicating something new. Meanwhile, the later comprises imitation, ordinary, transformation, and original creation. In terms of variety of topics/ideas, out of 31 students, 4 students have original creation, 8 students were in transformation, 17 students were in ordinary, and 2 students were in imitation. Thus, the students' ideas were 55% dominant in ordinary which means that they made combination between topics of love and others such as family, hobby, daily activity, personal identity, and holiday. In the context of sources variety, 2 students used new visual aids such as handmade personal picture and picture paper. The video sources in categories of imitation, ordinary, and transformation were made by 16, 10, and 3 students respectively. In other words, mostly, the students used the same media i.e. paper puppet and personal figure in delivering the story.

In the aspect of reorganizing ideas, only one student was in original creation but 5, 8, and 17 students were in transformation, ordinary, and imitation. In short, majority students were in imitation because the visual aid did not represent character in story; has tone, volume, and intonation of voice; has synchronizing of speaking & hand movement, fair in fluency & accuracy, fair in pronunciation & vocabulary. In terms of communicating something new, only one student was in original creation which meant that only one video had setting and sound effect as well as moral value, interesting, has problem solving, and addressing issue. In detail, out of 31 students, 5, 6, and 19 students were respectively in transformation, ordinary, and imitation. It can be concluded that the students' creativity was major in ordinary form. The

research was conducted only in one cycle as the criterion of success was on the achievement of original creation in every novelty of content.

Based on the observation checklist, the students participate quite well in creating video, watching other videos, giving comment and feedback to others. They recognized their mistakes and weaknesses in storytelling video as well as know how to fix them. The students' questionnaire showed that they like having speaking activity through video but they did not creative enough in creating good video due to the lack of ideas/topics and the way to communicate their ideas.

CONCLUSION AND SUGGESTION

Although storytelling video cannot maximally arouse students' creativity into original creation, at least, the students were encourage to be creative by having them select their own topic, defining their problems in communicating theirs ideas, and solving them into interesting and innovative ways. The great obstacles which hinder students' creativity were lack of ideas and weaknesses in using technology.

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APPENDIX 1

Rubric for Creativity

		Novelty in Form			
		Imitation	Ordinary	Transformation	Original creation
Novelty in Content	Variety of ideas/topics	Topic is about love or fable	Topic is about love or fable with a slight change	Topic is combination of love or fable and others	Topic is new, surprising, and interesting
	Variety of sources	Created product draws visual aids of paper puppet or personal figure	Created product draws visual aids of paper puppet or personal figure with a slight change	Created product draws combination of visual aids of paper puppet or personal figure with others	Created product draws new visual aid
	Reorganizing ideas	Visual aid represents character in story; has tone, volume, intonation of voice; has synchronization of speaking & hand movement, less fluency & accuracy, fair pronunciation & vocabulary	Visual aid represents character in story; has tone, volume, intonation of voice; has synchronization of speaking & hand movement, fair in fluency & many grammatical mistakes, fair pronunciation & wrong vocabulary	Visual aid represents characters in story; use tone, volume, intonation of voice; synchronize speaking & hand movement, better in fluency & less grammatical mistakes, better pronunciation & vocabulary	Visual aid represents characters in story; use tone, volume, intonation of voice; synchronize speaking & hand movement, has good fluency & accuracy, good pronunciation & right vocabulary
	Communicating something new	No setting & sound effect, interesting, has problem solving, addressing the issue, no moral value	Has setting but no sound effect, and vice versa; interesting, has problem solving, addressing the issue, no moral value	Has setting & sound effect, interesting, has problem solving, addressing the issue, no moral value	Has setting & sound effect; interesting, new, has problem solving, addressing issue, has moral value

Adapted from Brookhart (2013) and Nilsson (2011).

THE ROLE OF "MAGIC BOX" IN INNOVATING MEDIA IN TEACHING GRAMMAR

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ABSTRACT

Innovative way in teaching L2 learners can be considered as a challenging job while it can be facilitated by using "Magic Box" as a tool box consists of many stationeries and reuse things to innovate new interactive media. The main purpose of this study was conducted to identify the role of "Magic Box" in innovating interactive media in teaching grammar. The samples participants of the study were 24 students of English Department of STKIP Al Hikmah Surabaya. They were chosen because of they have low grammar score, so they should develop their grammar understanding. The lecture will guide and show to the students how to innovate interactive media using "Magic Box". This study was designed as a quantitative study with pre-test and post-test instruments allow lectures to empirically evaluate the role of "Magic Box" in innovating interactive media in learning grammar by the students through formative assessment. After analyzing the pre-test and post-test it was found that using "Magic Box" has the important role in teaching grammar to the students. Furthermore, "Magic Box" has its potential as a tool box for innovate interactive media, be able to motivate students and trigger the students to be more creative in innovating interactive media to improve their grammar understanding.

Keywords: "Magic Box", interactive media, pre and post-test

INTRODUCTION

In learning English there are main four skills that links each others, they are listening, speaking, reading, and writing. In order to communicate well in those four skills, learners need to acquire several important grammars that must be differing in certain occasion. Grammar also important to accomplish any requirement test when the students have to go abroad or when they want to continue their study abroad, grammar understanding also improtant for their daily application because some grammar apply for distinguish time of events. Therefore grammar is an important part in learning new language.

When students are trying to understand a grammar, sometimes they get bored and need some tools that can help them to improve their grammar understanding. Therefore the lecture modifies some tools and asks the students to create interactive media to reduce their boredom. This study was set to discover the effects of 'Magic Box' on language learning on the aspect of grammar understanding, whether it possible learners to improve their grammar understanding and enjoy the learning process at the same time.

'Magic Box' is a box that consist many stationeries, flannel cloth and simple tools that can help students to create an interactive media. The tools are such as color markers, pencil, tapes, many types of pen, glue, colorful papers, rulers, cutters, crayons, etc.

Interactive media which can create using 'magic box' are media that can be used to explain a lesson based on the theme. In example, the lesson is about present tense, and then students make a miniature of a fish. Each student in the class will make one miniature and describe it in front of the class, the miniature help students to explain a thing using present tense. This study use pre test and post test due to examine the students' grammar understanding development. The tests consist of fill in the blank task about Prepositions of place, preposition of time, including in/on/at, Present continuous, and Present simple. which given before and after using 'Magic Box' as teaching tool. Wright, Betteridge and Buckby (2005) stated that language

learning is very hard and efforts are required over a long period of time. Special attention is given to the problems related teaching and learning grammar.

In addition, a review on the importance of innovating interactive media to make language learning enjoyable and trigger students to apply their creativity is provided. Learners of new language have to deal with grammar during their acquisition. In order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is interactive game, describing things, memorizing task and conversation exercise. Such activities also include grammar media which especially focus on helping learners develop and use grammar in different contexts by making the class enjoyable.

Therefore, it is necessary to explore whether students learn grammar effectively through interactive media and how they learn it. Normally students memorize the grammar's rule in a list, and when they fail with this method, they will say that it is caused by their bad memorization. Research and publications have shown that this is not a very effective way to study. Ozmen (2004) expected to discuss a way of strengthening the awareness and through learning and self - esteem in adult language classes. 'Magic Box' is designed to help students built their self-esteem.

Learning English can be facilitating by many different tools. One of the learning tool that is used in STKIP AL HIKMAH is 'Magic Box' that seems have positive effects on learners' grammar. Thus this study was conducted to identify how 'Magic Box' may facilitate the teaching process and help students to learn grammar. And it has tried to find out whether 'Magic Box' can improve learners' grammar process as well as identifies the potentiality of using 'Magic Box' for creativity training.

METHOD

Since our study is concerned with grammar development, quantitative instruments; pre and post tests are utilized in the beginning and at the end of the study. Based on Skjåk & Harkness (2003), the significance of implementing these instruments in a research is regarded to the reason that pre and post test data can show a difference in scores that can be measured for significance. They also highlighted that the use of pre-test and post-test instruments allows instructors a unique opportunity to empirically evaluate the effectiveness of their instruction and assess the acquisition of course content material by students through determining assessment.

The participants for this study were 24 students in of STKIP AL HIKMAH SURABAYA. The samples of the study were 20 students who are needed to improve their grammar's understanding.

In this study, firstly a pre-test was given to 24 students to a) determine the pretest score b) find a criterion based on which to place the students in either control and treatment (experimental) group. Out of 24 students who took the pre-test, we excluded 4 of them who could get the highest score in which seem that they have totally high level of language and the grammar's understanding.

Later it can be seen in Table 1, the scores of other 20 students were classified in groups of 15 (0-15, 15-30, 31-45, 46-60, 61-75) then the students whose scores were in each group were divided into two equal groups as control and experimental so that, the students were distributed in each group similarly.

Table 1: Classification into Control group (Cg) and Experimental group (Eg) based on pre-test scores.

Scores	Number of students in Cg.	Number of students in Eg.
0-15	2	1
16-30	1	2
31-45	5	4
46-60	2	3
61-75	0	0
76-100	0	0
Total	10	10

As it can be seen in Table 1 the other 20 students were classified into two groups either control or experimental. Control group consisted of 10 students and they had normal teaching lessons while the treatment group consisted of another 10 students and apply a different teaching method that is using 'Magic Box' as a tool to teach specific grammars. The duration of the study was five lessons while the two mentioned groups were given the same amount of time with the same amount of targeted grammars to learn but through the different methods of teaching.

Instruments

Three research instruments were used to collect data for this research, namely the pre-test, 'Magic Box' and post-test. Since this study was small scale, using the three instruments for data collection would help to validate the findings; the findings from all the instruments could converge to present the result of this research. Data gathered from the pre and post test were counted and tabulated to make comparison of achievements of the students. Later analyses were done accordingly.

Pre-Test:

The pre-test was given to the students at the beginning of the research where the students had poor level of grammar's understanding. Both groups had the same test. The test consisted of 50 simple task of fill in the blank exercise where the students have to divine appropriate grammar for each sentence given. The duration of 1 hour was given for the students to complete the test. The scores were recorded for comparison and analyses.

'Magic Box'

The 'Magic Box' is a box that consists of many stationeries and simple tools that can be used to create interactive media. The stationeries are such as, colour pencils, colour markers, several colours of flannel cloth, plastic glue, colourful papers, hammer, pliers, etc. 1 'Magic Box' will be used for 3 or 4 students. Students have to make a media using 'Magic Box', and explain a grammar rule using the media. For instance, a students have to explain about present tense, and then he make a car miniature and describe the car using simple present tense. Furthermore, every media that made by the students help the students to directly apply a grammar rule and explain it in front of the class. So every students have to be creative in create new interactive media to help them in grammar understanding development.

Post Test

The post test was the same as the pre-test and was given to all students from both groups. The purpose of the post test was to see whether the students are able to master the grammar's understanding targeted for them. The scores were recorded for comparisons and analysis.

Data Analysis

After collecting data and placing the students into two groups of control and experimental group the researcher started to analyze the data. The data analyses of this study were done based on the frequency counting method and the findings were recorded in two phases. The first one was done as soon as the pre- test was over. The scores were recorded and tabulated for easy reference of comparison later. The second phase was done right after the post test took place. Again, the scores were recorded and tabulated for the purpose of comparison too.

Most importantly, after the post test, the improvement was carefully calculated and converted into percentage to be used in the discussion of findings later. All these numbers were presented in the forms of tables so that the reader could have easy comprehension of the pre-test scores, the post test scores and the improvement of the students. It was convenient for the readers to compare and contrast and see what the researcher meant as the improvement were counted and converted into percentage, so that the readers did not have to make their own calculation and reading was smooth and undisturbed.

FINDINGS AND INTREPRETATION

The research findings were analyzed in accordance with the research problem. As it can be seen in Table 2, most of the students (10%) in both control and experimental group obtained the score of 0 to 10 in pre-test which is the lowest score, while no (0%) students gained higher score.

Table 2: Pre-test in percentage

Scores	Number of students of Control Group in percentage	Number of students of Experimental Group in percentage
0-15	20%	10%
16-30	10%	20%
31-45	50%	40%
46-60	20%	30%
61-75	0%	0%
76-100	0%	0%
	100%	100%

After applying the use of 'Magic Box' in experimental group for the students of three groups, a post test was taken. The result of the post test is tabulated in Table 3 and Table 4.

Table 3: Post test of control group

Score	Control group	
	No. of students	No. of students in percentage
0-15	1	10%
16-30	2	20%
31-45	2	20%
46-60	1	10%
61-75	4	40%
76-100	0	0%
Total	10	100%

Table 4: Post test of experimental group

Score	Experimental group	
	No. of students	No. of students in percentage
0-15	0	0%
16-30	0	0%
31-45	1	10%
46-60	1	10%
61-75	4	40%
76-100	4	40%
Total	10	100%

As you can see in Table 3 and Table 4, all the students in the experimental group show encouraging improvements comparing those in control group. None of the students in the experimental group scored less than forty five while in control group again, there are students who got score less than forty five.

Based on the findings above, it was clearly that 'Magic Box' benefits the students in the experimental group in their grammar's understanding development compared to controlled group. The findings showed that 'Magic Box' is teaching learning tool that able to make student improve their grammar understanding as well as their creativity.

It was found that the learning environment for the experimental group is more excited and lively. The students were enthusiastic and even the quiet and passive ones were also drawn into the activity using 'Magic Box'. The lessons on innovate interactive media using 'Magic Box' proved that students improve their creativity and their grammar understanding. The findings to a certain extend indicated that 'Magic Box' holds the potential as an effective education tool for creativity training.

In addition, the researcher found that the other positive effect of using 'Magic Box' in teaching grammar to the students is that the 'Magic Box' gives opportunity for the students to be creative and innovative. They were independent and were able to create their own interactive media. Furthermore, the elements of creativity to innovate interactive media made them learn faster implicitly. On the other hand, the controlled group was dominated by the lecture and the students were told what to do. The lesson were fully developed and directed by the lecture using textbook-based approach. The students only did what they were told. Here, students were totally dependent on the lecture for input resources and there were no room for self development and fun. On top of that, findings show that the experimental group improved more than the controlled group.

Moreover, the experimental group reveals a higher degree of improvement especially for the Low English Proficiency (LEP) and shy students. In this lessons the 'Magic Box' used allowed the LEP and passive students to participate and be active. The High English Proficiency (HEP) and LEP students were working together in groups also incorporated good moral values as well as encouraging positive peer learning. Thus, this result explains the higher improvement of experimental group as compared to the controlled group. In the controlled group, only the HEP students will benefit as they dominated the lessons most of the time and left the LEP to struggle on their own.

Another observation which was worth noticing was the noise level during both treatments. During the controlled group lesson, the students made noise which was tolerable. The lecture played minimal role in controlling the class. However, during the experimental group lesson the noise level was high. Students were seen chatting at each other and moving about here and there. Yet, the environment was controllable because the students need to be attentive to the lecture's instructions.

Moreover, another obvious observation is the willingness of the students to try and not afraid of making mistakes among the experimental group which is one of the essential factors for the learning and making interaction and conversation with other learners without stress and anxiety in relation to speech out. This important point is very worth to mention that most of students have behaviour problem and they shy when they tend to speak in front of the active students and who they are comfortable students they are afraid of laughing and mocking from their friends. But it is observed that by using of 'Magic Box' as a learning tool, the students have to make the media in group they have done same as the other friends. During the controlled group lessons, the students were willing to try when they were asked to do so. Students were reluctant to make mistakes. This was noticed when questions were asked during the controlled group lesson, nobody volunteered. When a student was called, the student referred to friends for discussion. In contract, the experimental group participants were willing to try. The even managed to delegate tasks by assigning certain individuals to certain words. Discussions to decide which kind of tool was suitable or not were carried out.

Perhaps the most motivating factor in students' participation was the competitive of innovate interactive media. Students might not participate actively during normal lesson as there was no pressure to create new interactive media. Meanwhile, in the experimental group the students had strong desire to participate actively and even encourage the shy classmates to innovate interactive media.

CONCLUSIONS AND SUGGESTION

The conclusions were drawn related to the research problem of the study about how 'Magic Box' may facilitate the teaching process and help students to learn grammar understanding. And it has tried to find out whether 'Magic Box' can improve learners' grammar understanding as well as identifies the potentiality of using 'Magic Box' for creativity training. The conclusions were: (1) All participants from the experimental group show different levels of improvement in their grammar understanding using 'Magic Box' based on their scores in the pre-test and post test; The different levels of improvement among the learners in the experimental group reflect that some learners benefit more from the 'Magic Box'; (2) Participants in the controlled group comparatively show less improvement in grammar understanding through the usual classroom teaching practice; (3) 'Magic Box' has its potential as an educational tool for creativity training; (4) 'Magic Box' can motivate and engage learners

especially the quiet and passive ones in the whole learning process; (5) It is proved that 'Magic Box' can give a good opportunity to the shy students to be active and from psychology aspect they will show and improve their hidden abilities; (6) Being enjoy and happy is important factor in children learning; because of this fact, 'Magic Box' is a good tool for drawing them to the enjoyable and happy learning process, as it has showed in the researches the students, even adult can remember every details of any subject and event when they face it visually and truly.

SUGGESTION

The followings are suggestions for further studies: (1) As 'Magic Box' are effective tools to teach grammar, it is to suggest that further studies on the use of 'Magic Box' to teach the language skills of listening, speaking, reading and writing to be carried out. (2) The use of computer drawing media tools in educational training is another area that is worth exploiting. (3) Lectures should not confine themselves to the use of 'Magic Box' tool for classroom practices. There are many other types of teaching tools that can be used to improve students' language skills. (4) Lectures should allow the students to create and modify their innovation media using 'Magic Box'.

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RESPONDING THE PRESENCE OF WORLD ENGLISHES IN TEACHING EIL WITH BAKHTIN'S DIALOGISM

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ABSTRACT

Teaching English as an international language (EIL) emphasizes on teaching the standard English involving the complete aspects of formal English. For speaking skill, the teaching often focuses on the mimicry of the native speakers. Therefore ELT is usually dealt with how to minimize errors and fossilizations in English use. For Indonesians that do not have socio-cultural context with the native speakers, it is hard to do that. This factor explains why World Englishes comes with an extreme position that lets them as people of outer and expanding circle countries to develop their own English. Between the two extreme positions, Bakhtin's dialogism is offered to be a bridge for them. Thus, the EFL teachers may take beneficial actions based on this dialogism to respond the occurrence of World Englishes in their classroom activities.

Key words: *Standard English, World Englishes, Inner, Outer and Expanding Circles, Bakhtin's Dialogism*

INTRODUCTION

There is no doubt that many people pay interest in studying the foreign language today. Among the foreign languages that are learnt, English becomes the most favorite language one. English is studied in many countries from five continents in this planet. It is easy to see people in Africa speak use English just like what people in Asia do now. Moreover, it is India that has more English speaking users than the people in British society. Therefore, it can be said that English becomes a globalized language so that it is not able to be called as a foreign language any longer in many countries because the language is used in many parts of the world regardless the nationalities of the people. By the different degree of its application, the influence of English language is so important in many countries in which it means that this phenomenon also happens in Indonesia. In Indonesia, the growth of English learners increases day by day because of the influence of globalization.

It is the influence of Globalization that drives the massive expansion of English use. The technology products such as games, cell phones, you-tube, social networks like facebook and many other things help this phenomenon. English is used massively. However for many foreigner learners English is not easy to be used. Many foreigner learners, in order to be able to use English like the native people, try so hard to imitate the native speakers do. This process of acquiring English becomes an interesting topic for a scientist to study. As the consequence, foreign learners, in the process to gain the second language, tend to do best to study the L2 (Language 2) standard of its grammar, pronunciation, etc. In order to fulfill the need to understand the meaning of standard language, in this case English, so that it is necessary to study about what standard language is.

Standard English

Sociolinguists define the term standard language, in this case the standard English, to determine which is fixed and others which are different that can be classified as the variant of the language. George Yule (2007: 250) defines standard language as the variety treated as the official language and used in public broadcasting, publishing, and education. By understanding this definition, it can be discussed that the standard language has certain requirements that make the language functioned well in a society as a means of education, broadcasting and publication.

The variant language that is categorized as the standard one has some characteristics. Hudson (1985:32-33) gives the characteristics of a standard language as follows:

Selection. A standard language is developed from a particular variety. The choice is a matter of great social and political importance.

Codification. Some agency such as an academy must have written dictionaries and grammar books to fix the variety, so everyone agrees in what is correct.

Elaboration of Function. The central government functions the language as the means of administrating the law court, in bureaucratic, educational, and scientific documents of all kinds.

Acceptance: The variety has to be accepted by the relevant population as the variety of the community – usually in fact, as the national language.

Therefore, if someone discusses standard English, it means that it is the English that is used as the official language which is taught at schools since the complete English aspects are taught. It can be referred that the English version that is not taught by complete aspects of English is not the standard English. The process of standardization of a certain variant of a language to be the official one cannot be separated from the ideology behind it because a standard dialect is roughly that spoken by educated people and is the form usually found in writing (Edwards, 1994:95).

According to Foley, the concept of standardization of a certain variant of a language deals with the concept of class, and it is closely related to power and hegemony. The concept of hegemony is closely related to the control of society through culture and education as proposed by a Marxist, Antonio Gramsci. People who receive well education, gain the access to broadcasting, and read publication use the standard language better than the people who do not. The first mentioned people are from the high class society, while the later come from the lower class society. The high class society can control the culture of the lower class people through the power they have. In this condition, hegemony process works well. Therefore, the language variety that is used and standardized is closely related to hegemony that is determined by the ruling class.

The coming of English as a leading language that is used internationally is closely related to British imperialism in the past and shows that Britain was the ruling class at the time. English is used by many peoples in the world regardless their castes, religions, and races. In 1835, Rev. David O'Allen argued that the prospect of English was very poor for many "do not require sufficient knowledge" (Bolton in Kahru, 2009: 306). But, in 2003 English, as shown by David Crystal, around 350 million people in India speak English so that India becomes "the largest English speaking people in the world" (ibid).

World Englishes

The process of expansion of English to many areas in this world through the colonialism in the past and its significance is still continued in the postcolonial era gives a great consideration on the term World Englishes. Brown defines World Englishes as "varieties of English spoken and written in many different countries especially those not in the traditional "inner circle" (2007:392). This idea is also stated by Jenkins that World Englishes means an umbrella label covering all varieties of English worldwide (Jenkins, 2006 :150). Jenkins explores that World Englishes as a phenomenon gives great issues for many scholars. One of the main issues is how World Englishes is practiced and then it can be viewed as a part of the issue of English teaching. Kachru (in Brown) states that there are three circles of the nations with their relation to English. The first is the inner circle nations such as UK, USA, Australia, and Canada. The second is the outer circle nations, such as India, Ghana, Nigeria, and other countries colonized by the English speaking people from Europe. The third is the expanding circle nations, such as Japan, Turkey, and other countries never colonized, but the nations have awareness of the importance of English so that English is growing fast. Therefore, Indonesia can be seen as a part of the third circle.

World Englishes happens because English has been developed by the peoples in the second and third circles naturally in many cases. Because of that English that is learnt by the English learners in the areas do not care about English background. Learning English in

India, for example, really does not involve taking on a new culture since one is acquiring Indian English in India (Brown, 2007:204). According to Kachru, the “Indianization” of English in India has led to a situation in which English has few if any British cultural attributes. This phenomenon according to Bolton makes “world Englishes be able to chart the de-centering and the re-centering of English language studies across a variety of fields including linguistic, literary, and cultural. At the same time, the double-voicedness of centripetal and centrifugal forces (recalling Bakhtin) can also be seen in the tension between world Englishes and Standard English (Bolton, 2009: 306).

In some areas, for example as it is shown by Ferit Kilichaya (2009:36) in Thailand case that the people in Thailand uses this utterance to express their ideas in English: “You haven’t taken my book, isn’t it?”. This expression is not accepted in the standard English as it is shown by Hudson and Yule, but the speaker and the listener can communicate and understand well each other. This indicates that good process of communication takes place. The problem then happens, if the process of communication is viewed as it runs smoothly, how it can be judged from the standard language and its relation to English teaching.

Implication Of World Englishes On Teaching Eil

The phenomenon of World Englishes gives the implication to the English language teaching (ELT) around the world, especially in the expanding circle (Kilichaya, 2009: 37) like in Indonesia. Traditionally Indonesians who learn English always pay attention to the standard grammar and pronunciation. From older generations, the teacher try to imitate the ways of native speakers use the language. Even they have to know the cultural aspects of the English produced so that they can imitate well. As Kilichaya shows that EorldEnglishes may result the different consequences for the process of teaching-learning. Kilichaya emphasizes that teachers should allow the students to communicate across the culture, so that the students can tolerate the many accent and varieties through exposure. Awareness should be created and cross-cultural strategies should be studied.

Kachru argues that the outer circle English speakers do not try to identify with inner circle English speakers. He states also that the learners are not interested in the norms of English based in Inner Circle such as requesting and complaining. This statement is also supported by Jindapitak (2016: 13) in which he states that World Englishes creates sense of tolerance of linguistic diversity and even enriches learners’ repertoires when they cross culturally interact with interlocutors from a great number of mother tongue background. Jindapitak states that the phenomenon of World Englishes for English teaching is that the teachers should have awareness between the use of English in, a monolingual society as opposed to a multilingual society.

In Indonesia, the students learn English (as Kachru’s division works well) in junior and senior high schools. One of the main problems that is seen from the standard English judgment is that there are many mistakes that may occur when they learn and use English. The problem may happen to the teachers to. Some English words are not easy for Indonesians to judge how to pronounce, for examples: determine, opposite, etc. Indonesians will pronounce “determine” as “mine” and also “opposite” as “website”. Indonesians do not understand how the proverb “you save my beacon” means. It happens as the biggest muslim country, pork is a taboo. When World Englishes works it is not necessary for Indonesians to learn about the process of the proverb appears. Indonesian can produce their own ideas by using other expressions. However when it deals with grammar, World Englishes works in somewhere between. The students are taught in order not to feel discouraged when they produce sentences ungrammatically correct for example they cannot differentiate the function of “do” or “does” whether it is a matter of mistakes or error. In some cases, the learners cannot produce good English sentences because they cannot produce singular and plural in nouns, for example “books and three book”. These difficulties are tolerated in sense that they are taught some varieties. World Englishes can help the learners feel confidence with their performance because as Kachru states that World Englishes is against Standard English and the ownership, maintaining that native speakers cannot claim ownership of English (Widdowson in Kilickaya 2009:36). By understanding this phenomenon, Kachru is against errors, fossilization, and socio-

cultural context (Kilichaya, 2009:36). Therefore, for the English learners it means very helpful because the three things often become problems for them.

Bakhtin's Dialogism

Scholarship in second and foreign language learning has traditionally looked to the fields of linguistics and psycholinguistics for its epistemological foundations (Hall, 2005:1). One assumption from linguistics point of view is that the investigations of language learning have ranged from identifying structural differences among language systems for the purposes of predicting those patterns that cause difficulty in learning to describing the components of learners' *interlanguage* system. Therefore, the educators who teach English emphasize the importance of language systems, both L1 and L2. Through the following development it is studied that experts think that it is not suitable anymore to teach English from linguistics pattern only.

In contrast to an understanding of language as a set of closed, abstract system of normative forms, Bakhtin viewed it as comprising dynamic constellations of sociocultural resources that are fundamentally tied to their social and historical contexts. These collections that are continuously renewed in social activity, are considered central forms of life in that not only are used to refer to or represent our cultural worlds, but they are also the central means by which we bring our worlds into existence, maintain them, and shape them for our own purposes. Voloshinov (in Hall, 2005:2) states that Language acquires life and historically evolves precisely here, in concrete verbal communication, and not in abstract linguistics system of language forms, nor in the individual psyche of speakers. Bakhtin also states that the crucial concept of language is utterance that means "our concrete response to the conditions of the moment. Bakhtin also used the term dialogic to capture the meaning making process by which historical and the present come together in an utterance.

This conceptualization of language has several significant implications for current understandings of second and foreign language learning. First, it helps us to see language as a living tool. Second, it locates learning in social interaction rather than in the head of individual learner. Therefore learning language does not mean accumulating decontextualized forms or structures but rather entering into ways of communicating that are defined by specific economic, political, and historical forces (Holquist in Hall, 2005: 3). For Bakhtin, it is only through knowing others that we can come to know ourselves.

World Englishes in Eil Teaching with Bakhtin's Dialogism

The existence of World Englishes opens a great discussion where the English teaching goes to (*quo vadiz*). Indonesia as an expanding circle nation within the theory of World Englishes as proposed by Kachru and its proponents has to face the problem. Indonesia did not experience British colonialism so that the culture of English speaking culture is very little known. This barrier makes Indonesians get difficulties the cultural context of British society. To bridge two extreme positions, one is the position that supports the Indonesian English learners to imitate the ways native speakers use English and on another side is the World Englishes that lets the non- native speakers use English as they perceive to be appropriate, therefore Bakhtin's Dialogism is important. In this case, dialogism is offered to be used within World Englishes as a moderate position.

Dialogism is defined as is most commonly used to denote the quality of an instance of discourse that explicitly acknowledges that it is defined by its relationship to other instances, both past, to which it responds, and future, whose response it anticipates. The positive connotations of dialogism are often reinforced by a contrast with "monologism," denoting the refusal of discourse to acknowledge its relational constitution and its misrecognition of itself as independent and unquestionably authoritative. From the definition, it can be studied that dialogism does not agree with something that is called authority because it is related to the past and future. Dealing with World English, it can be used to see that English is a part of the past colonial ruling class which has still influenced the life of many people and nations.

While "traditional" English teaching paradigm focuses on how to imitate the inner circle English speakers so that it does not tolerate errors, fossilizations, and pay attention on socio-cultural context, and on the other hand World Englishes tries to break the rule considering

that as Kachru states “World Englishes” is against Standard English and the ownership, maintaining that native speakers cannot claim ownership of English so that what the standard English is challenged, in this position dialogism can be a bridge that moderates the two extreme positions”.

Following the moderate position of dialogism which criticizes the study of linguistics that focuses on the rigid position to judge a learner’s performance from error analysis and the like it sounds that dialogism agrees with World Englishes. Some learners, for example, still produce “I can to go”, but it does not mean that dialogism supports the World Englishes. Dialogism understands the problem on direct conversation and non-formal purposes, but when it deals with formal cases, such as academic writing, the competence of standard English should be maintained.

In such situation, English teachers should pay attention and do crucial actions when teaching English. First, the teachers may join the pre-service EFL teacher programs which focus on the outer circle and on incorporating a World Englishes perspective. By having such pre-services, the teachers take a World Englishes course early on in their preparation of being more consistent with the sociolinguistic realities of the spread of English as an international language. As a result, the teachers have the opportunity to reflect on their strengths about the occurrence of World Englishes in their classroom so that they can discuss it to the students. The teachers should also have ongoing opportunities during and after the program, evaluate their weaknesses and strengths, overcome their weaknesses, and make the most of their strengths.

Next is in the classrooms the teachers can also integrating World Englishes into teaching materials representing users of EIL. By including more main characters from the outer and expanding circles and assigning the characters larger roles in the chapters of dialogues, for example, this will reflect the presence of characters from outer and expanding circle countries which make the inclusion of cultural topics and pictures from those countries easier. The dialogues should also represent the use of English as a lingua franca so that the students will be able to see that English uses are not limited in particular countries. Moreover, the textbooks should be designed by addressing the history of EIL, the current spread of EIL, the future of EIL, and the future roles of EIL students. Some other current topics of discussion can be taken by the teachers to encourage the EIL students to engage and to seek their own spoken English include history of a country, nature, health, human rights, and world peace.

Having interaction with other EIL users may also help the teachers to expose the students with various Englishes. The teachers could also bring the fluent speakers of English from other parts of the world not only through face to face interaction but also through non direct interaction such as e-mail exchanges, projects need students to visit websites of various Englishes users, and videos of World Englishes speakers. These kinds of interaction will create opportunities for the students to have English communication. Such interaction, according to Gass and Varonis (1984) will have positive influence on the students’ abilities to comprehend World Englishes because English users tend to find familiar varieties easier to understand.

The teachers may also make an assessment which focuses on communicative effectiveness. This assessment leads the teachers more to evaluate the students on their communicative effectiveness rather than to assess the students’ grammatical correctness of both American and British. Indeed, according to Canale (1983), and Canale & Swain (1980), language proficiency not only refers to grammatical competence but also discourse, sociolinguistics, and strategic competences. Through such assessment, the teachers will better assess the students’ communicative competence, encourage the students to use English more, and focus more on being effective than being native-like. The teachers may also use the assessment rubric from the one used in the Test of Spoken English suggested by Douglas & Smith (1997) to evaluate the effectiveness of English communication in an international context.

CONCLUSION

World Englishes often happens in EIL classrooms, especially in Indonesia, due to the fact that the students are English users from the outer and expanding countries that leads them to have effective ways to communicate in English. This means that the presence of World Englishes is often appeared in speaking activities. In Bakhtin’s dialogism, this occurrence of

spoken World Englishes is acceptable since English has been used in most of countries in the world which are categorized into three groups, namely inner circle, outer circle, and expanding circle countries. Each of them has different effective way of using English in communication. The English teachers of expanding circles like Indonesia must be aware of this sociolinguistic reality which may happens to their students. Bakhtin's dialogism helps them to respond the existence of World Englishes in their speaking class wisely by taking crucial actions that benefit both teachers and students. They are joining pre-service EFL teacher programs which focus on how to incorporate World Englishes into EIL teaching, taking or making teaching materials which represent EIL users, creating opportunities for their students to interact with EIL users, and making an assessment which focuses on assessing their students' communicative effectiveness.

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COMPARING THE USE OF 2 INTERNET BASED PLATFORMS TO SUPPORT FLIPPED CLASSROOM STRATEGY AT HIGHER EDUCATION INSTITUTES IN AMBON, MALUKU

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ABSTRACT

In the past few years, Flipped Classroom strategy has been the subject of discussions among educators. It provides new learning strategy that offers flexibility for further learning. However, how can the strategy be applied in the setting of Ambon, Maluku? This paper is a preliminary/first paper of an ongoing research on the use of Flipped Classroom Strategy at higher education in Ambon, Maluku. The paper aims to compare the use of 2 internet based platforms – Teaching Blog and Edmodo. These internet based platforms were used in 2 different classes at 2 different higher education institutes in Ambon: Introduction to Linguistic Class at English Department of Pattimura University and Accounting English 1 Class at Accounting Department of Ambon State Polytechnics. Despite the different class subjects, the paper discussion will focus on the usage of the internet based platforms to support flipped classroom strategy. The internet based platforms are used to promote self-study/independent study and to support the effort of changing the mind-set of 'traditional' teaching and learning habit in Ambon, Maluku. This paper will discuss the process of applying the Flipped Classroom Strategy, the challenges and successes and feedback from students. The data are obtained through observation notes, questionnaires and interview. The findings of this research are used to develop best practices and lesson learned and to provide follow up steps for the next phase of the research.

Keywords: *Edmodo, Teaching Blog, Flipped Classroom Strategy, Internet based learning, internet based assessment and testing*

INTRODUCTION

Flipped classroom strategy is not an entirely new idea. King (1993) suggested the idea that teacher should not be the ‘Sage on the stage’ but instead a “guide on the side”. This notion suggested teachers to act more as a facilitator of learning and providing more opportunities for students to elicit primary information on their own discovery, for example by studying it first at home and continue the process in class. Mazur (1997) uses the term “peer instruction” where he argues that transfer of knowledge – first exposure to learning, initial reading, learning and discovery - should not be done solely in class. Instead, class time should be devoted in assimilating those knowledge under the facilitation of teachers to promote higher thinking processing. Therefore, Mazur actually flipped his classroom two decades before Bergman and Sams (2012) coined the praxis term Flipped classroom.

The Flipped Classroom strategy was first apply and put into practice by two rural Colorado chemistry teachers, Jonathan Bergman and Aaron Sams. These two pioneers solidify the ideas and theories by creating a series of tutorial video and posted them online. Students were asked to access these tutorial video which gives them the first ‘exposure’ to what they will be learning in class. They reported that the class was transformed to be more vibrant in learning because class time can be better utilized for higher thinking process under teacher’s supervision and facilitation (Bergman & Sams, 2012).

Flipped classroom strategy (and its theoretical predecessors) attempts to reverse the usual/traditional learning process where first exposure to lesson is received in the classroom before students proceed to an in depth exploration of learning independently at home. This is not to say that the usual/traditional teaching is wrong. However, the flipped classroom enables students to come to class more prepared.

Sir Ken Robinson (2006) during one of his TED talk suggested that schools kills creativity in a way that they are ‘anesthezing’ the students with the repetitive, almost boring and out of date approach. Robinson also reminded that these generation of students are bombarded with so many stimulations – good, bad, educative, destructive, misleading etc. Many educative games, social media with steady stream of information as well as search engines to cater their immediate informational search needs are available and easily accessible. Yet they are forced to sit in classroom to ‘learn’ under less stimulated lesson approach.

Flipped classroom utilised the growing internet based platforms and sprawling smartphones, gadgets and computer units to deliver the first exposure to the lesson. It is rightly so that the strategy is gaining momentum now when the internet and smart-gadgets becoming more accessible and user friendly.

Khan (2011) the founder of Khan Academy prescribe that the use of Flipped Classroom and the use of technology helped to remove the ‘one-size-fit-all’ approach and moved onto a self-paced learning. In a way Khan, Bergman & Aaron echoes Sir Ken Robinson in forging a way to use technology to “humanized” the classroom, making classroom fun and full of stimulation, providing the right learning scaffold and promote independent-cooperative learning.

Flipped Classroom Strategy has four pillars called F-L-I-P™ which are Flexible environment, Learning culture, Intentional content and Professional educators (Hamdan et al., 2013, p. 4). Flexible environment allowed the classroom and the learning process to be arranged according to the convenience and the availability of the resources. Learning Culture means that the learning strategy instil a passion of learning in the students where independent and passion for learning grow and where classes are no longer teacher-centred but teacher-facilitated-Students-Centred. Intentional Content signify the selection and classification of content that set the right scaffold level for their learning with the intention of building based knowledge, promoting self-thinking and discovery and cooperation. Professional Educator points that although teacher is no longer the center of the class, teacher are becoming increasingly professional as they are not repeating the same old materials and approach. They can incorporate new and latest information, they can try out new ideas, and they can observe and eventually learn for their own professional development as an educator.

Despite all the hyped acceptance of the strategy, some research also find that Flipped classroom are not the right strategy and faced several challenges for their context due to numerous reason (Hamdan et al., 2013). This is one of the factors that lead the research to explore how far and how effective the use of flipped classroom strategy and which internet based platform is more convenient to use.

Research Questions

This research is born out of the need to find strategy to improve better learning experience, better communication and assessment of students and to motivate an independent or off-class learning. The situations that sparks the research is the struggle to teach English for Accounting to a sea of 30-40 students per class with unmotivated attitude and very little to no knowledge of English. Khan (2011) shares this struggle by suggesting that teacher should ‘help to bridge the learning GAP between the based information they should’ve had prior to undertaking and surviving the class. The research continues to mimic the flipped classroom in Introduction to Linguistic class. This class have similar characteristic of problems where 40 students have little to no prior knowledge, big learning gap between the fast paces learners and slower pace learners.

Despite the different subjects and different university, they are both located in Ambon with similar characteristic of students. Both of the classes also use flipped classroom strategy although with two different internet based platform. The research attempt to compare the use of 2 different internet based platforms to support Flipped classroom strategy. The research questions are:

1. Is Flipped Classroom applicable in Ambon context?
2. Which Internet based platforms are suitable for Flipped classroom in the context of Ambon?
3. What are students feedbacks on the use of the platforms and strategy

4. What are the challenges and successes on the use of each of the internet based platforms?

METHOD

Participants (Subject of Research)

There are 2 Subjects groups; Accounting English 1 Class at Accounting Department of Ambon State Polytechnics and the Introduction to Linguistic Class at English Department of Pattimura University.

The Accounting English 1 class in this research is two classes of 40 students (80 students in total). The class is a 2nd semester class which lasted from January – June 2015. Introduction to Linguistic class is one class of 76 students. The class is a 1st semester class which lasted from August to December 2015.

Internet Based Platforms

Platforms in this terms is defined as “a system that can be programmed and therefore customized by outside developers -- users -- and in that way, adapted to countless needs and niches that the platform's original developers could not have possibly contemplated, much less had time to accommodate” (Marc Andressen as quoted by Musser, 2007). Therefore Teaching Blog, Google Drive, Facebook and Edmodo can be categorized as platforms due to its limitless possibility of use.

The Accounting English Class (AEC) is where the idea of using Flipped Classroom was first put into practice. This class used a combination of Teaching Blog – created with Blogspot.com, Google Drive and Facebook group to cater the off-class teaching resources, communication and information.

The Introduction to Linguistic Class (ILC) used Edmodo to cater the off-class teaching resources, communication-information and assessment. Edmodo in short, is an educational social network with the interface that mimics Facebook that offers a secure learning platforms for both the learner and the educators (teacher/lecturer) where they can post grades, assignments, quizzes, polls and post topic for discussions (Dogoriti et al., 2014).

Data Collection

Data are obtained through 3 different instruments: Observation Notes, Questionnaires and Interviews. The observation notes are based on the weekly teaching notes which highlight the high and lows and ideas to fix it. In a way, it serves as a preliminary data. The observation notes mentioned here is from the teaching of General English Class at Accounting Department of Ambon State Polytechnics. The notes spans for the 5 months of teaching and assessment which emphasize on the observation of students behaviour, achievement, motivation and supporting facility as well as the lecturers struggle and successes.

The questionnaires are used to gauge students' background data on gadget use, digital and IT literary and habit. There are 28 questions that are divided into 3 parts: Student general information, Computer Skills and Gadget and Internet Use. There are 80 questionnaires distributed for the 80 students of the 2 classes of Accounting English 1. A total of 58 questionnaires were collected (a response rate of 72.5 percent). 70 questionnaires are collected out of the total 76 questionnaires distributed for the Introduction to linguistic class (97.2 percent response rate).

The interview is used to get first hand feedback and opinion. There are a range between 10 – 15 questions which are divided into 3 parts: the Lesson, the process of learning and their general feedback. More than 60 students from Accounting English 1 Class are interviewed and more than 50 students from Introduction to Linguistic Class are interviewed,

APPLICATION OF FLIPPED CLASSROOM STRATEGY

Accounting English 1 Class

Accounting English 1 Class used teaching blog at blogspot.com as the source of information for the class. At the beginning of the semester, the lecturer inform the students of the new strategy that will be used in class that unlike previous class, they are expected to read or watch or listen to the provided and suggested learning materials posted on the blog 6 to 4 days prior to

the class. The students are divided into several groups of 5 or 6 students where they need to discuss the lesson, do the exercises and note the difficulties they have together to be discussed later in class. In the class, lecturer had provided a review and further learning through games, discussion, problem solving and role play.

The lecturer uses google drive to save the PDF, Doc or Video files. This makes it easier for the learning materials to be posted/reposted in the teaching blog. Meanwhile, lecturer also suggested other link source from the internet for student's further learning.

A closed Facebook group is created to cater the information and communication. Students are asked to befriend the lecturer on Facebook. This tool comes to the practice after few meetings where students requested to be notified when the blog entry is posted. They will go online to access the blog when the new materials are posted instead of checking online every day.

The students were asked to fill in the weekly personal learning journal – written in Bahasa Indonesia - to aide their self-learning assessment. At the end of the semester, the students are asked to create a learning portfolio where all learning materials and weekly personal learning journal are compiled as their learning artefact. The process of flipped classroom using the Teaching Blog Platforms are as follows:

Preparation Stage

1. Prepare the written class rules and guidelines
2. Set up the Teaching Blog and Closed Facebook Group
3. Prepare the video material (record own and pooled the web resources)
4. Prepare weekly learning materials (modules and exercise sheets)
5. Design interactive classroom activities (Games, discussion topic, in-depth practice)
6. Prepared the small groups per class
7. Design a self and group learning assessment template sheets and have them downloadable and photocopyable

During the Period of Teacher and Learning Process

1. 1st meeting learning contract to explain the written class rules and guidelines
2. Introduce and explain the new class strategy
3. Students add lecturer's as their Facebook friend and being added to the closed group.
4. Arrange students in groups of 5-6 students. Appoint team leader (Fast learner)
5. Students will meet at least once a week for group study with the fast learner helping the slower learner.
6. Submit a weekly personal learning journal (each students) and Weekly group report (team leader) – print out or handwritten sheet
7. Class time utilized interactive games and in-depth practice. – Team Battle / Weakest Link
8. Use also in-depth discussion, debate, simulation and roleplay

Assessment

1. Pen and Paper based Mid Test
2. Pen and Paper based Final Test
3. Portfolio – Compilation of Personal learning journal for each week, lesson materials and exercises

Introduction to Linguistic Class

Introduction to Linguistic Class uses Edmodo®. At the start of the semester, the lecturer explain about the new strategy that will be used. Share the unique class code for Introduction to Linguistic Class. Students are requested to create an account and join the class.

Every week, the lecturer posted the learning materials (Video, PDF, Docs, and Website links) as well as several other suggested learning sources they can use. The posting of these sources can be done directly to the Library section of Teacher's Page where it will give a shareable link to share to all students.

They are also asked to submit a weekly Personal Learning Essay – written in English – to aide self-learning assessment and practice of writing essays.

In class, lecturer facilitates discussion by raising important points the weekly learning materials as well as suggested some application example in different context to be critically discussed.

At the end of the semester, the students are asked to create a learning portfolio where all learning materials and weekly personal learning journal are compiled as their learning artefact. The application process of Edmodo platform are as follows:

Preparation Stage

1. Prepare the written class rules and guidelines
2. Set up the Edmodo Class Group
3. Prepare the video material (record own and pooled the web resources)
4. Prepare weekly learning materials (modules and exercise sheets)
5. Design interactive classroom activities (Games, discussion topic, in-depth practice)
6. Prepare guidelines for narrative personal learning journal

During the Period of Teacher and Learning Process

1. 1st meeting learning contract to explain the written class rules and guidelines
2. Introduce and explain the new class strategy
3. Students create account at Edmodo and use the unique Edmodo class code to join the class.
4. Students are required to submit a weekly personal learning journal in the form of narrative reflection in English
5. Class time utilized interactive games and in-depth practice. – Team Battle / Weakest Link
6. Use also in-depth discussion, debate, simulation and roleplay
7. Students can keep track of their progress through the progress assessment section (grades, turned in assignments etc)

Assessment

1. Online Mid Term Test
2. Online Final Term Test
3. Portfolio Compilation

Figure 1 below provides an illustration on the application process of both platforms.

FINDINGS AND INTERPRETATION

Observation Notes

Accounting English 1 is a course offered on the second semester. The lecturer has had prior engagement with the students when she taught them in General English Class of the first semester. The mentioned observation notes took place during the 5 months of semester 1. There had been an informal observation however, only during the 5 months that these observations are put into writing. Below are the significant and recurring notes

1. Students do not keep lecturers notes or have the required handouts or book.
2. Photocopies cost – though cheap it may be – is a luxury to most of the students who came from simple families of the far and remote islands in Maluku. Thus, living cost is tight.
3. Students are unable to repeat and retain the information/learning from last week.
4. Unmotivated and tired students due to classes every day from 8 AM to 5 PM.
5. Classroom time are not effective and conducive for long ‘lecture’ kind of teaching
6. Huge learning gap (between the slower learning paced students and the fast learning paced students) and Huge learning leap (from base/ready knowledge to the syllabus expectation)
7. Mismatched expectation between curriculum/syllabus with students situation and condition
8. Students are glued to their smart phones.
9. Evidence of plagiarism in assignment where copy paste works came straight from the internet complete with the time stamps

Questionnaire

Accounting English 1 Class

It is found that 46% of the students' lives with their parents while 54% (38% renting room and 16% staying with other people). These 54% are funded by their parents who works as farmers (80%). 98% of the students have hand phones. 38% do not own their own computer device while 62% have their own laptop or desktop computer. 57% claim to have fairly confident and sufficient Computer skill, 27% claims to be unconfident and still need help. Only 7% who claim to be a confident user. All of the students reported that they can access internet through their smartphones and computer devices. Those with no computer device resorted to "Warnet" or computer rental and internet café whenever they need computer and internet. The challenges are the unreliable internet connection and limited fund to purchase the internet data package from the provider/to rent computer

Introduction to Linguistic Class

68% students live with their parents, 13% staying with other people and 19% renting a room. 88% of the students have their study funded by their parents who works a varied job from farmer, businessman to government official. 9% students receive scholarship and 3% self-funded their study. 64% students own their own laptop, 6% have both tablet and laptop or laptop and desktop and 30% of the students do not own their own computer device. 94% have their own phones. 40% claims to be confident enough in using the computer, 34% is fairly confident, 6% confident user and 18% claimed to be needed help. All of them also can access internet through their smartphones and computer devices. Similar to the Accounting English Class, the students with no laptops also utilized Warnet or internet café and also facing the exact same problems, the unreliable internet connections and limited internet use fund.

Interview (Students' Feedback)

The result of the students' interview can be summarized as follows:

Accounting English 1

1. Challenging but fun (90%)
2. I become more responsible for my own learning (about 80% of the students)
3. I feel like a leader and actually feel like by helping I understand more (All of the Group Leader)
4. I can always go back find the lessons when I lost my notes (45%)
5. I like the games and activity in class. It makes English fun (100%)
6. It was OK but my group are not really good in helping me (20%)
7. I skipped class many times before because I don't think I can do it. but now my group won't let me and I also don't want to let them down (2 students)

Introduction to Linguistic

1. It's a difficult learning materials but having lesson material that we can learn (read and understand) on our own before going to class certainly help. (60%)
2. The videos and additional links are helpful (90 %)
3. Easy and readily available lesson material that can be access anytime anywhere (95%)
4. The narrative personal learning journal helps us to learn actively and effectively. (40%)
5. I like that I can see my grades (in progress). (45%)
6. I like the feedback I receive directly from my lecturer through Edmodo. (20%)
7. The timed test is nerve wrecking but a great new experience. (40%)

Both the students of Accounting English 1 class and the Introduction to Linguistic class reported the difficulties, challenges and dislike over the strategy and its respective platforms. Despite the different class and course subject, the students do feel unease with the use of internet. Strongest responds are from the Edmodo platform. They claim that they have no problem accessing and actually like the Facebook-like interface. However, the fact that they have to submit and do test online scares them and resulted in nervousness and lead to poor performance. The teaching blog platform group expresses less worry toward this because their assessment are not done online thus omitting the pressure. Both platform groups repeatedly

mentioned the unreliable internet connection and the high price of internet package as the limitation to carry out the strategy.

Lesson Learned (Lecturer Notes)

The Summary from lecturer's notes during the application of the strategy are as follows:

Accounting English 1

1. Groups study works like charms. it even surprises all other lecturers (that their students actually study – and study English)
2. Slower paced students became and are pushed to be more active in class. They dare and confident enough to answer or just to give it a try
3. Accounting English 1 grades for 2014/2015 year are significantly higher and are more evenly distributed compared to the last 2 years. Even compared to the other 5 classes that are being taught by different lecturer and using 'traditional lecture' style.
4. Students appear more alive and energized in class. Able to quick process and produce higher thinking processing.

Introduction to Linguistic

1. Students come to class more informed and are able to build a fact/theory based arguments during class discussion
2. Submitted narrative personal learning journal shows the extent of their learning and the effectiveness of the lesson material provided
3. Videos have helped students to understand more of the complicated theory and concept
4. Going online in class is both exciting and scary to students
5. Overheard and catch student throwing jokes or talk using the terms and words in reference to the lesson materials even when not in class.

The observation on the application of this strategy and the two platforms shows great impact. However, that resulted in several challenges for the lecturer. The pre-class and pre-implementation process mean that lecturer has had an additional work to create and set up the supporting elements (Enfield, 2013). However, this apply if you are starting this strategy for a new course subject. If a lecturer would teach the same course subject again, then he/she have already have the lesson material and supplement ready with a touch of updating to make it relevant (Fulton, 2012, p. 14).

Weekly preparation is basically what all lecturer do however, the personal feedback and grading can be mountainous depending on how many students you have. Off-class communication through Facebook is invasive to the privacy of the lecturer because in order to be part of the group, students have to be Facebook friend with the lecturer. Edmodo communication is contained and restricted.

The lecturer also share both class students in pointing out the unreliable internet connectivity and high price internet package.

CONCLUSION AND SUGGESTION

This research has four research questions. The first one asked whether Flipped Classroom is applicable to Ambon context. The answer is a definite yes. Flipped classroom is flexible and applicable to any setting and any subject. There is however, a matter of finding the right adaptation for the unique characteristic and classroom situation where it will be applied. Previous researches have shown that it is even applicable without internet. (Bergman & Sams, 2012)

The second research questions compares which platforms are suitable for Flipped classroom strategy in the context of Ambon. The answer to that is once again ties to the answer of the previous question. The choice of which should be based on the need analysis, unique characteristic and classroom situation where it will be used. With the unreliable internet connectivity, flipped classroom should and can even go internet-less. In the case of this research paper, the vote sway towards the use of Edmodo simply by its less invasive communication, easy-to-use and one-stop platform.

Research question number three and four explore students' feedback, as well as the challenges and successes of using internet based platform. Students gave mixed review feedback with exciting new strategy and approach to learning and at the same time felt challenged when all the assessments are done online. Both Lecturers and students admitted to face challenges. Lecturer receive an aadditional work for pre-preparing the lesson modules and media to be posted on internet platform. Lecturer also need to devote additional time to reply and respond to students online. Unreliable internet connectivity. Students are challenged because in a way they are not ready to go 'online' for the high stakes matter such as grading and assessment. This refers to their level of digital and IT literacy and readiness (Uzun, 2015) as well as time management skills.

As mentioned at the beginning of this paper, this research is part of an ongoing research project. Thus this paper has several suggestion for further study. The interesting fact that came out on students' digital and IT literacy and readiness should be followed up because there hasn't been any research done for that aspect in Ambon context. It may also be useful to run this survey on teacher's to get the baseline data to know how ready Ambon is to flip their classroom. The next research will also embark on perfecting the tools and research instruments and process and to explore the possibility its application in formal classroom setting.

In the end, this research strive to explore the application of Flipped Classroom Strategy and to try-out which internet based platforms are best suited for Ambon context. All these efforts are aimed to make sure that educator (teacher/lecturer) facilitate learning and making sure they went home with meaningful learning. It is also aimed to provide to bridge the gap of learning between the slower paced learner and fast paced learner, providing accessible material, inspire learning and of course making use of smart gadgets and internet.

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TEACHER'S EFFORT TO DEVELOP THEIR STUDENTS' EQUAL PARTICIPATION IN ENGLISH SPEAKING CLASS

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ABSTRACT

This study revealed how to enable students' participation equally in the classroom employing grounded theory design. Two teachers and their classes involved as participants. The data were analyzed using three series of codification; open, axial, and selective coding. The researcher found the teachers' strategies to maximize 90 minutes allocated with 43 to 47 students. It started from checking attendance in which numbering and one-off calling were practiced to allot more time to students' activities. To facilitate students interacting one another or to work together effectively; the seats were arranged in one-big circle, two circles (inner and outer circle), U-model, and island model. Learning activities; audio and topic-based presentation, pair share idea, role play, and focus group discussion had contributed to the students' participation. Regarding to these findings, students said that the way of teachers checked attendance more efficient. Yet, it was a risk for them when they missed their number or their name called out. They also perceived positively that seating arrangement helping them to keep eye contact with the teacher, minimizing a chit-chit, positioning them equally, and giving access to work interactively. Furthermore, activities given encouraged them to speak, improved their pronunciation, grammar, vocabulary and listening as well they drilled. Those various activities minimize monotony and boredom in the class.

Keywords: *Teaching Speaking, equal participation, strategy, perception*

INTRODUCTION

Speaking is a crucial part of foreign language learning and teaching in Indonesia. Learners, especially English-major students consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency (Richards, 1990). As Nunan (1991) wrote, "success is measured in terms of ability to carry out a conversation in the (target) language. Students also often feel insecure about their level of English and they face problems communicating as well as expressing themselves in the target language. As a result, they often speak in their native language or rather remain silent as they are in fear of making mistakes and do not show active participation in speaking lessons (Richards, 1990). Moreover, Ur (1996: 121) argued that problem in speaking are low or uneven participation. Only one participant can talk at the time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. Therefore, it is a demanding task for English language teachers to provide sufficient inputs for students to be competent speakers of English

Undoubtedly, teachers are supposed to create a climate in which students feel at ease. The class becomes a comfortable and stimulating environment where teacher-student and student-student interaction happens spontaneously and naturally in the target language. In addition, they are expected to manage their class in order to give chances to each students effectively participating in class activities.

METHOD

A qualitative research was used to disclose what the teachers do to facilitate their all students actively participating in regarding the number of students and the allotted time. This study was conducted in one of Islamic private university in Makassar. The respondents of the study were two non-native English teachers teaching in English speaking class and their

students. The first teacher (A) taught in second semester and the second teacher (B) taught in the fourth semester.

To acquire reliable data, a nonparticipant observation was done in which the observer did not directly involved in the situation being observed. It recorded all classroom activities during the speaking class. In addition, a video camera was used to capture verbal and nonverbal communication between the teachers and students which later to be confirmed and adjusted to field notes. The observation protocol sheet and observation scheme can be seen on appendixes.

Besides field observation, two semi-structured interviews were conducted in which some questions were prepared before interviewing and some additional question were asked on the spot. The first interview was addressed to teachers to get qualitative data or confirmation toward what had been observed, it was done at the end of every meeting or it might be flexible. Another interview section was given to students to obtain students' perceptions toward the use of the strategies in speaking class. The way to interview the students was by doing group interview involving 37 students. They were the second and the fourth semester.

Finally, the observation data was analyzed by adapting a technique of grounded theory of data analysis suggested by Strauss and Cobin (1990) in Atmowardoyo (2010: 44-46). It consists of three steps; open coding, axial coding and selective coding. Regarding to recorded interviews, they were transcribed into written word to display students' perceptions.

FINDINGS AND DISCUSSION

The description of research findings comprises the concept or phenomena that have been identified through field notes and records. These data was analyzed through open coding, axial coding and selective coding. The first step covers the description of identified phenomena through field notes and other documents which is presented in open coding form. The second step is analyzing the paradigmatic relationship among categories which is presented in axial coding. Finally, the last step is analyzing the relationship among categories and the description of the relation between core category and peripheral category.

The codification series had finally culminated in strategies to mostly allocate time for students' activities and to facilitate them equally participating in classroom activities. Here they are:

a. Checking attendance

Checking attendance is a routine activity of a teacher at the start of the lesson or after explaining the assignment or may be at the end of lesson. The two teachers developed classroom procedures for how and when to do it. It can be shown on the following table.

Table 1 Teacher's Strategies in Checking Attendance

Teacher	Strategy	Procedure
A	Numbering	Ask each student to provide number tag. The students wrote their number, based on attendance list, on that number tag and pin it on their shirt. The teacher called out the students' number to check attendance or to invite the students.
B	Name Calling (One-Off Calling)	Call out the students' name once and fast without repetition and looking at the students.

From the table, either teachers A or B developed their own strategy of checking attendance to maximize the allotted time that was 90 minutes for each meeting with 43 to 47 students as effective as possible. Teacher A used student list number to check attendance. He simply called out each student's number to know who were present or to invite who getting turn for doing presentation. It only took approximately 2 minutes 10 seconds (from the observation note). Meanwhile, teacher B called out fast each student's name without repeating it at the beginning of the class. This way needed around 2 minutes 5 seconds. Calling out either the students' number or the students' name in such way helped both teachers to allocate much more time for students' activity. It deals with Coetzee *et al.* (2008: 17) statements that the most effective way of improving time management is to identify time wasters that apply to you, work out ways of eliminating them and then apply your strategy for better time utilization.

The two strategies applied by the two teachers raised positive and negative response. Those strategies made the process of checking attendance quick and it also made the teacher easier to recognize each student. Consequently, the students must listen to their name with rapt attention because when the students missed their name, the teacher gave 'absent' mark on his attendance list.

b. Seating arrangement

To make the classroom activities more effective, it is fundamentally important to fit the learning activity with the seating arrangement. If real communication is to take place in the classroom, the students must be seated accordingly as what the two teachers did.

Table 2 Teacher's Strategy of seating arrangement

Teacher	Strategy	Procedure
A	One-big Circle Model	Have the students to set the chairs encircle entirely the room. The teacher and the students sat at the circle. This is used for lecture and for individual presentation.
	Two-circle Model	It is formed from one-big circle. Point out one student in one- big circle to turn back his chair to his left followed by a half number of students. The chairs, turned back, closed to the outside edge of next to other chairs. So the chairs' position side by side and it formed two circles that were inner circle and outer circle. This seating model is used for pair activity.
B	U-Model	Have simply the students to arrange the chairs into a U look-alike. This is used for lecturing and pair activity.
	Island Model	It is formed for group work. Firstly, asked the students to count 1-6. Number 1 with number 1, 2 with 2, 3 with 3 and so forth then they formed 6 groups. Finally, asked each group to sit in small circles. It looked like island.

Seating arrangement 1 was one big circle; it was set up for individual presentation and lecturing in which the students and the teacher are able to maintain eye contact because teacher position was in the line of circle. The second was two circles; out circle and in circle. To change big circle to two circle; firstly one student was pointed to turn back his chair to his neighbor side then follow by the others. By changing pairs with this way, it minimized the fuss and noise as this can reduce a big time-waster in large classes and annoy colleagues in nearby classrooms. Thus, there were two circles formed. The students who were out the circle called 'outer' and those who were in circle called 'inner'. The two circles model was set up for pair activity. The third was another way to sit the students in pair in which the students sit in U-model. The teacher did not ask the students to turn back their chair but they only worked with their neighbor. And after ten minutes the students were instructed to change their partner to practice the same topic. The last one was island model used when the students worked in group.

The students argued that one-circle, two-circle, U-model and Island model were very effective seating model for speaking class. They said that one-big circle model and U-model helped them to focus on one direction to teacher in order to minimize distraction from noisy students. Further, they confirmed that two-circle model was simple way to change the seats into pair work because they didn't need much time to change their chairs and it eased them to move in taking turning. While island model was good for discussion group, it enabled them to be more interactive with many friends. These are in line with a classroom management expert explains that a good classroom seating arrangement is the cheapest form of classroom management (Fred Jones in Dunbar, 2004: 03). He continued many experienced teachers recommend assigned seating for students to facilitate discipline and instruction. They suggested that (1) students should be seated where their attention; (2) is directed toward the teacher; (3) high traffic areas should be free from congestion; and (4) classroom arrangements should be flexible to accommodate a variety of teaching activities.

c. Teaching-Learning activity

Classroom learning activities are given to meet the objective of teaching English speaking for the level of the students.

Table 3 Teacher's strategy for learning activity

Teacher	Strategy	Procedure
A	Audio-based presentation	Give each student an audio CD without its printed material and it contains short monologue conversations. Then asked them to listen to 2 or 3 sub-units at home and to write what they listen to. Next, told them to present orally the sub-units for next meeting. In the next meeting, invited each student to present 1 sub-unit chosen randomly. So, the students didn't know which sub-unit they would present.
	Topic-based presentation	Raise a topic and explain how to develop that topic by giving outlines. Get the students to develop the topic at home and present it orally in the following meeting.
	Peers share idea	Get the students to sit in two-circles (inner and outer). Tell them to share what they had listened on audio CD or what they had developed on topic given. Then get them to exchange partner by instructing inner move to the left, after few minutes get outer to move to the left, for instance. Let this turn-taking activity run for many times.
B	Role-play	Get the students to sit in U-model. Then, ask them to practice the dialogue on handbook. Get them to exchange their partner to practice the same dialogue.
	Discussion	Group the students into a small group. Give different topic for each group. After discussing one topic, get each group member to move and to sit in new group member then give a new topic for each group.
	Simulation	Assign the students to practice one of the materials in a real-life encounter individually. And, assign students in small group to make a good presentation to see how they work in a team.

Table 3 displays the various activities given in English speaking class. By listening the material from audio CD enabled the students to improve their listening in terms getting idea of the topic, and also they could listen to the correct pronunciation from English native speaker in order to imitate it. Another activity was topic-based presentation. Whereby the teacher gave a topic and explained orally how to develop that topic by giving outline/subtopics; the students took note while listening to the teacher's explanation. This activity helped students to develop their basic writing skill. Furthermore, each student had 1 minute to 1 minute 30 seconds when they did individual presentation.

Peers share idea was another activity for students when they were not ready to do individual presentation or they were poor in presentation. When the students had shared idea about four to seven minutes, the teacher asked the inner students to move the left or to the right and the outer one moved to the left or to the right as researcher observed. If cycle rotated to right, it means that both inner and outer students would move to the right and vice-versa. Doing activities with this strategies give each student an equal chance and much time to speak a lot as Pollard (2008: 7) suggests that the time allocated for students to speak is 80% STT (student-talking time) and for teacher is 20% TTT (teacher-talking time). By giving the time 80% for students and 20% for the teacher is enable the participation is even because classroom discussion is not dominated by a minority of talkative participations: all get a chance to speak, and contributions are fairly evenly distributed.

Likewise teacher A, teacher B engaged her students in varied kinds of activity. The first was role-play, the students were grouped into pair to practice the dialogue or to act the simple

script provided on their handbook; they acted as A or as B. After few minutes, they teacher instructed them to change their partner. This strategy helped the students to be more interactive because they could anticipate what his/her partner said. Secondly, group discussion whereby applying focus group discussion (FGD). The students were divided into small group and each group given different topics. Giving different topic for different group made them focused on their group. Each group had five members; one student as group leader, one as 'note taker' and three as group members. The group leader had a job to arise questions to group members while the note taker noticed the group leader and members' weakness such as in pronunciation, late response, or filler usage. After few minutes the students worked with their group, the teacher asked each member to move and find new group. In the new group, each student took different role from their previous group and given new topic to be discussed. At the end of the class, the teacher invited note takers from each group to report what he/she noticed during the discussion activity in his/her group. The students' participation was optimal because each group member played their role. And, simulation-this applied strategy is similiar as role play. Students simulate a real-life encounter. There were two kinds of activities assigned to students. The first was individual assignment in which the teacher asked each student to practice in making and canceling an appointment for outside class activity. She set up the day when the students phoned her to make appointment with her then after few minutes they had to cancel the appointment. The second activity was group assignment, the teacher divided the students into six groups and each group consisted of 5 or 6 students. Then, she gave different topics for each group and told the rule of presentation; namely (1) each group had to provide a flipchart (2) each group member had a role (a moderator and remaining members as speakers), (3) each group had 2-3 minutes to do presentation, and (4) using noisy filler 'ee..or er..' was not allowed in presentation. The job description of each group member, as follows:

- 1st person as a moderator introduced his/her group
- 2nd person as speaker 1 introducing names of each member and his/her job
- 3rd person as speaker 2 introducing the topic and holding the flipchart
- 4th person as speaker 3 explaining briefly each sub-topic
- 5th person as speaker 4 conveying the allotted time for each session in presentation
- 6th person as speaker 5 pleasing the floor to feel free to ask

The teacher A said that the idea of giving simulation of presentation was to encourage general oral fluency, or to train students for specific skill in making good presentation systematically and naturally.

In brief, the strategy of giving individual presentation and peer share idea develop the students' speaking performance. It is called extensive type of speaking performance in which the students give extended monologue to transmit information in the form of oral reports, summaries or short speeches (Brown 2nd edition: 274) or another term is performance talk (Richard, 1990). Besides, what the teacher A did in his class by focusing on both listening and speaking was in the line with one of principles in teaching speaking that was capitalize on the natural link between speaking and listening (Brown, 2007: 332).

In dealing with student's perception on individual presentation from CD, the students thought that by doing presentation their speaking skill was honed and from audio CD help them to improve listening, pronunciation, and grammar. Because, before doing the presentation they had to listen to the audio at home for many times to catch the information, imitate the pronunciation uttered by the English native speaker on CD, and consider the grammatical form on the information. On the other hand, the students emphasized that the strategy also improves their vocabulary.

Role play is an effective activity in which the students perceived that when they practiced the dialogue in pair with their neighbor and then after few minutes they moved to have a new partner gave them chance to get new experience. Besides, they thought if they stood with the same partner, it was monotonous and was boring. Shortly, practicing in pair and moving to have a new partner had a positive climate for the students.

Additionally, the students' point of view on group discussion, it was good enough because there were various topics in one class in order to avoid boredom, for instance the first group got 'sport' and the second group got 'entertainment' but after doing the discussion for few minute, the group that got sport change to get entertainment so they felt their knowledge

and vocabulary increase. Getting different topics mean that the students learnt different terms. In group discussion, there is a technique in term 'Focus group discussion' (FGD), in which one group consisted of one group leader, one note taker, and the rest as group members. In relation to this technique, the students expressed their opinion that it was very effective because it made all the students in the class be active. It is supported by Pollard (2006: 9) it is advisable to change the make-up of groups to help avoid over-familiarity. By working with others, students can discover other ways of working and speaking. Dividing students in different ways helps you to separate the noisy students and also to see which students work well together. It also contributes to a sense of cooperation in the classroom. If you have a group of students of mixed-level, you might ask all the strong students to work together which allows them to do a more challenging task whilst the students who are not so strong do a less challenging task. Alternatively, you could put stronger students to work with weaker students, which allows strong students to explain difficult points to the weaker ones. If the class is discussing a gender-related topic, it might be interesting to ask all females to work together and all males to work together. Alternatively, you could mix males and females. The same might be applied to age-related topics, city and suburb dwellers, etc.

CONCLUSION AND SUGGESTION

Teaching English as foreign language particularly speaking skill in large class always be a challenge for teachers. It is how they allocate time mostly for students' activities and give them even participation chance. This study had deduced strategies regarding efforts to run effectively English speaking class. The first was strategy of checking attendance, to know the presence of students, numbering and one-off calling were used in order to make the activity was not time consuming. The second was strategy of seating arrangement, four models of seating developed to support students to interact easily and comfortably. The last was strategy of teaching-learning activities which enable each student to evenly participate. These strategies had characterized successful speaking activity, namely: learners talk a lot as much as possible of the period of time allotted to the activity; participation is even in which the class is not dominated by a minority of talkative participations; and motivation is high because the students are interested in the given topics (Ur, 1996: 120). The students mostly evoked positive perception toward the three strategies. They argued that the strategies applied helped them to have good pronunciation, to speak fluently, be more aware of correcting grammar, be more discipline, and be more confident. Moreover, the class was not boring and well-organized. Thus, they were able to improve their English speaking competence.

Since this study only involved two teachers as respondent. To whom are interested in the same study as has done, it is recommend that they observe a number of speaking teachers to find out more strategies in speaking class. Furthermore, next researcher can use the result of this research as the reference for the next research and also to conduct a research on how teachers' strategies in teaching speaking influence students' performance and achievement in speaking skill. The teaching strategies were discussed in this study is not only for speaking class, but also can be applied in teaching other skills.

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THE USE OF MOTIVATIONAL STRATEGIES BY EFL PRIMARY TEACHERS

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ABSTRACT

This study aimed at examining motivational strategies utilized by two groups of EFL primary teachers, experienced and novice teachers. A questionnaire consisting of 48 items, developed by Cheng and Dörnyei (2007), was used in this study. Two research questions were posed: the first was to find which motivational strategies used by teachers in the classroom and the second was to explore which motivational strategies were most and least frequently used by experienced and novice teachers. The participants were nine EFL teachers, teaching English in a private primary school in Indonesia. Data was collected through questionnaires and interview. The results indicated that the novice teachers used three strategies more frequently, they were establishing a good relationship with the students; allowing students to create products that they can display or perform; and creating a supportive and pleasant classroom climate where students are free from embarrassment and ridicule. While the experienced ones added the following as the most frequently used: trying to be themselves in front of students; highlighting the usefulness of English and encourage students to use English outside the classroom; showing students that the teachers respect, accept and care about the students; and showing students that their effort and achievement are being recognized. The results also indicated that both groups never used these strategies in their class: inviting senior students who are enthusiastic about learning English to talk to the class about their positive English learning experiences/successes; inviting some English-speaking foreigners as guest speakers to the class; giving students choices in deciding how and when they will be assessed/evaluated and giving students opportunities to assess themselves. The results indicated that the experienced teachers were flexible in teaching and the novice teachers were careful because of the lack of teaching experience made them can't easily understand the students' needs.

Keywords: *motivational strategies, novice teachers, experienced teachers*

INTRODUCTION

Motivation has a great role in encouraging students to learn, making them active and creative since most students may have the desire to do something new. It is also important to inspire students to become active in their work, begin their work and to improve their goal and objectives (Jain & Patel, 2008). According to Guilloteaux and Dörnyei (2008), motivational strategies refer to instructional interventions applied by the teacher to elicit and stimulate student motivation and self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation. Teacher motivation has become an important issue and given the responsibility to impart knowledge and skills to learners.

There are two types of teachers; novice teachers who are fresh-graduated up to having less than three years teaching experience (Freeman, 2001) and experienced teachers who have more than five years of experience (Gatbonton, 1999; Richards, Li, & Tang, 1998). For the experienced teachers, they usually considered having a wider and more varied range of instructional options in response to student cues. In addition, in teaching preparation, experienced teachers use various teaching materials to assist students to learn English because they have more experience in practicing some teaching methods.

While for novice teachers, there are some problems that many novice teachers encounter in teaching, such as they sometimes do not know how to manage classroom environment and how to enhance students' learning motivation; therefore, they seldom feel confident and often have a low sense of achievement in teaching environment. For novices who are less confident, frustration and depression may finally drive them from the classroom. Indeed, nearly half of all

beginning teachers leave teaching within the first five years (Boles & Troen, 2002). This problem was encountered by the researcher in her work place. The novice teachers felt that their teaching were not as good as the experienced teachers. The novice teachers become less passionate in teaching and felt insecure if they were compared with the experienced teachers. They worried that this might lessen the students enthusiasm in learning. This becomes an interesting topic to be explored to help improve the novice teachers quality.

METHOD

The purpose of this study was to investigate how the EFL teachers who participated in this study used motivation strategies in the classroom. This study also explored motivational strategies most and least frequently used by novice and experienced EFL teachers. Questionnaires and interviews were used to collect the data in this study. The questionnaire, which was given to the teachers was used to find out their motivational strategies in the classroom, was developed by Cheng and Dörnyei (2007). It consisted of two sections. The first part was designed to obtain demographic information about the participants including gender, qualification, and teaching experience. The second part consisted of 48 questions with five point Likert scale (never, sometimes, often, usually, and always) related to the use of motivational strategies in EFL classrooms. Then, interview was conducted to the teachers at their convenient time. They were allowed to use either English or Indonesian, their first language. The interview mostly used open-ended questions to find out what were the examples of motivational strategies that the participants used in their day-to-day experiences as English teachers and was recorded. The interviews were conducted in order to learn more about the actual practices, feelings, and thoughts of the teachers concerning the use of motivational strategies. The interviews provided the opportunity to explain the intended meaning behind a question, when necessary, and to ask follow-up questions to gain more clear responses from the participants (Best & Khan, 1998).

The participants of this study were nine EFL teachers; six experienced EFL teachers and three novice EFL teachers who worked in a private primary school. The nine participants had various teaching experiences. The experienced teachers had taught in other schools before the current primary school, while for all novice teachers had their first experience in the current primary school. All of the teachers not only taught English as lesson subject, but also taught other subjects such as Mathematics, Science and Health Education that used English as the language of instruction. However, the teachers were encouraged to provide examples or opinion based on their experience in teaching English subject only.

The limitation of the study was the sample size. The participants consisted of nine EFL teachers who worked in a private primary school. There were fourteen EFL teachers in the school; however, two teachers were excluded because they were teaching at the secondary level (junior high school) and three teachers had four years of teaching experienced which didn't fit the definition of the experienced nor the novice teachers used in this study. Due to the small sample size, the responses were limited. The instruments used might also be considered limited. Specially, the validity of responses given in interviews might have been affected by the fact that they worked in the same school. The teachers might have seen other teacher's teaching methods and applied them in class. Thus, some teachers might have the same examples or responses.

FINDINGS AND INTREPRETATION

The result of the questionnaires was calculated and sorted from the highest percentage of "always" answer to the lowest percentage of "never" answer.

Table 1. The percentage of the strategies used by all participating teachers

No	Questionnaire	never	some-times	often	usually	always
23	Establish a good relationship with your students.	0%	0%	0%	33%	67%
46	Show students that their effort and achievement are being recognized by you.	0%	0%	8%	25%	67%

No	Questionnaire	never	some-times	often	usually	always
30	Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.	0%	0%	0%	42%	58%
27	Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme).	0%	0%	0%	50%	50%
47	Try to be yourself in front of students without putting on 'an artificial mask', and share with them your hobbies, likes and dislikes.	0%	0%	0%	50%	50%
17	Show your enthusiasm for teaching English by being committed and motivating yourself.	0%	0%	17%	33%	50%
5	Explain the importance of the 'class rules' that you regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement.	0%	8%	8%	33%	50%
2	Show students that you respect, accept and care about each of them.	0%	0%	33%	17%	50%
25	Give good reasons to students as to why a particular activity is meaningful or important.	0%	0%	0%	58%	42%
24	Select tasks that require involvement from each participant.	0%	0%	0%	67%	33%
28	Encourage learners to try harder by making it clear that you believe that they can do the tasks.	0%	0%	0%	67%	33%
8	Monitor students' levels of success.	0%	0%	8%	58%	33%
38	Highlight the usefulness of English and encourage your students to use their English outside the classroom (e.g. internet chat room or Facebook).	0%	0%	8%	58%	33%
1	Bring in and encourage humour and laughter in your class.	0%	0%	17%	50%	33%
4	Familiarize the learners with the cultural background of the English language.	0%	0%	50%	25%	25%
18	Break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole-class lecture can be followed by group work).	0%	0%	17%	67%	17%
34	Provide students with positive information feedback.	0%	0%	17%	67%	17%
12	Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes or travelling).	0%	8%	8%	67%	17%
35	Promote cooperation between students instead of competition.	0%	0%	25%	58%	17%
11	Design tasks that are within the learners' ability so that they get to experience success regularly.	0%	8%	25%	50%	17%

No	Questionnaire	never	some-times	often	usually	always
10	Encourage students to select specific and short-term learning goals for themselves (e.g. learning 5 words every day).	0%	17%	25%	42%	17%
33	Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.	0%	17%	25%	42%	17%
6	Give clear instructions about how to carry out a task by modelling every step that students will need to do.	0%	0%	25%	67%	8%
32	Bring various authentic cultural products (e.g. magazines, newspapers) to class as supplementary materials.	0%	0%	42%	50%	8%
40	Share with students that you value English learning as a meaningful experience that produces satisfaction and which enriches your life.	0%	25%	17%	50%	8%
45	Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films.	0%	33%	8%	50%	8%
15	Make sure grades reflect not only the students' achievement but also the effort they have put into in the task.	0%	8%	42%	42%	8%
39	Motivate your students by increasing the amount of English you use in class.	0%	25%	42%	25%	8%
9	Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad).	0%	25%	50%	17%	8%
14	Teach the students self-motivating strategies so as to keep them motivated when they encounter distractions.	0%	0%	17%	83%	0%
36	Teach students various learning techniques that will make their learning easier and more effective.	0%	0%	17%	83%	0%
42	Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities.	0%	0%	17%	83%	0%
41	Avoid 'social comparison' amongst your students (i.e. comparing them to each other for example when listing their grades in public).	0%	0%	33%	67%	0%
3	Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition).	0%	8%	25%	67%	0%
21	Use short and interesting opening activities to start each class (e.g.fun games).	0%	8%	25%	67%	0%
13	Make task content attractive by adapting it to the students' natural environment and culture interest.	0%	8%	33%	58%	0%
22	Relate the subject matter to the everyday experiences and backgrounds of the students.	0%	8%	33%	58%	0%

No	Questionnaire	never	some-times	often	usually	always
44	Encourage students to interact and share personal experiences and thoughts as part of the learning tasks.	0%	17%	33%	50%	0%
43	Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.	8%	50%	0%	42%	0%
16	Ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning.	0%	0%	67%	33%	0%
37	Adopt the role of a facilitator (i.e. Your role would be to help and lead your students to think and learn in their own way, instead of solely giving knowledge to them).	0%	17%	58%	33%	0%
31	Display the class goals' on the wall and review them regularly in terms of the progress made towards them.	0%	33%	33%	33%	0%
20	Help the students develop realistic beliefs about their learning (e.g. explain to them realistically the amount of time needed for making real progress in English).	0%	33%	67%	0%	0%
26	Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.	8%	58%	33%	0%	0%
7	Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes.	100%	0%	0%	0%	0%
19	Invite some English-speaking foreigners as guest speakers to the class.	100%	0%	0%	0%	0%
29	Give students choices in deciding how and when they will be assessed/evaluated.	100%	0%	0%	0%	0%
48	Give students opportunities to assess themselves (e.g. give themselves marks according to their overall performance).	100%	0%	0%	0%	0%

The foremost motivational strategy used by 67% of the participating teachers is establishing a good relationship with the students and showing the students that their effort and achievement are being recognized by the teachers. While 58% of the participating teachers used creating a supportive and pleasant classroom climate where students are free from embarrassment and ridicule as the second most frequently used motivational strategy. The third most frequently motivational strategies used by 58% of the teachers are: allowing students to create products that they can display or perform; trying to be themselves in front of the students without putting on 'an artificial mask' and share their hobbies, likes and dislikes; showing enthusiasm for teaching English by being committed and motivating themselves; explaining the importance of the 'class rules' that the teacher regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement; and showing the students that the teachers respect, accept and care about each of them.

Table 1 also shown some motivational strategies which never be used by the participating teachers, they are: invite senior students who are enthusiastic about learning English to talk to the class about their positive English learning experiences/successes; invite some English-speaking foreigners as guest speakers to the class; give students choices in deciding how and when they will be assessed/evaluated; and give students opportunities to assess themselves (e.g. give themselves marks according to their overall performance).

The result of the questionnaires was also organized into two groups of experienced and novice teachers. Then, each group was sorted from the highest percentage of “always” answer to the lowest percentage of “never” answer.

Table 2. The general percentage of the strategies used by experienced teachers

No	Questionnaire	never	some-times	often	usually	always
23	Establish a good relationship with your students.	0%	0%	0%	33%	67%
27	Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme).	0%	0%	0%	33%	67%
30	Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.	0%	0%	0%	33%	67%
38	Highlight the usefulness of English and encourage your students to use their English outside the classroom (e.g. internet chat room or Facebook).	0%	0%	0%	33%	67%
47	Try to be yourself in front of students without putting on ‘an artificial mask’, and share with them your hobbies, likes and dislikes.	0%	0%	0%	33%	67%
2	Show students that you respect, accept and care about each of them.	0%	0%	17%	17%	67%
46	Show students that their effort and achievement are being recognized by you.	0%	0%	17%	17%	67%
5	Explain the importance of the ‘class rules’ that you regard as important (e.g. let’s not make fun of each other’s mistakes) and how these rules enhance learning, and then ask for the students’ agreement.	0%	0%	0%	50%	50%
17	Show your enthusiasm for teaching English by being committed and motivating yourself.	0%	0%	0%	50%	50%
25	Give good reasons to students as to why a particular activity is meaningful or important.	0%	0%	0%	50%	50%
28	Encourage learners to try harder by making it clear that you believe that they can do the tasks.	0%	0%	0%	50%	50%
10	Encourage students to select specific and short-term learning goals for themselves (e.g. learning 5 words every day).	0%	0%	0%	67%	33%
11	Design tasks that are within the learners’ ability so that they get to experience success regularly.	0%	0%	0%	67%	33%
18	Break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole-class lecture can be followed by group work).	0%	0%	0%	67%	33%
24	Select tasks that require involvement from each participant.	0%	0%	0%	67%	33%
33	Make clear to students that the important thing in learning a foreign language is to communicate	0%	0%	0%	67%	33%

No	Questionnaire	never	some-times	often	usually	always
	meaning effectively rather than worrying about grammar mistakes.					
34	Provide students with positive information feedback.	0%	0%	0%	67%	33%
35	Promote cooperation between students instead of competition.	0%	0%	0%	67%	33%
4	Familiarize the learners with the cultural background of the English language.	0%	0%	50%	17%	33%
6	Give clear instructions about how to carry out a task by modelling every step that students will need to do.	0%	0%	0%	83%	17%
12	Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes or travelling).	0%	0%	0%	83%	17%
32	Bring various authentic cultural products (e.g. magazines, newspapers) to class as supplementary materials.	0%	0%	0%	83%	17%
40	Share with students that you value English learning as a meaningful experience that produces satisfaction and which enriches your life.	0%	0%	0%	83%	17%
45	Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films.	0%	17%	0%	67%	17%
39	Motivate your students by increasing the amount of English you use in class.	0%	0%	33%	50%	17%
9	Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad).	0%	0%	67%	17%	17%
3	Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition).	0%	0%	0%	100%	0%
8	Monitor students' levels of success.	0%	0%	0%	100%	0%
14	Teach the students self-motivating strategies so as to keep them motivated when they encounter distractions.	0%	0%	0%	100%	0%
36	Teach students various learning techniques that will make their learning easier and more effective.	0%	0%	0%	100%	0%
42	Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities.	0%	0%	0%	100%	0%
13	Make task content attractive by adapting it to the students' natural environment and culture interest.	0%	0%	33%	67%	0%
15	Make sure grades reflect not only the students' achievement but also the effort they have put into in the task.	0%	0%	33%	67%	0%

No	Questionnaire	never	some-times	often	usually	always
21	Use short and interesting opening activities to start each class (e.g.fun games).	0%	0%	33%	67%	0%
22	Relate the subject matter to the everyday experiences and backgrounds of the students.	0%	0%	33%	67%	0%
31	Display the class goals' on the wall and review them regularly in terms of the progress made towards them.	0%	0%	33%	67%	0%
41	Avoid 'social comparison' amongst your students (i.e. comparing them to each other for example when listing their grades in public).	0%	0%	33%	67%	0%
43	Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.	0%	33%	0%	67%	0%
16	Ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning.	0%	0%	50%	50%	0%
37	Adopt the role of a facilitator (i.e. Your role would be to help and lead your students to think and learn in their own way, instead of solely giving knowledge to them).	0%	0%	50%	50%	0%
44	Encourage students to interact and share personal experiences and thoughts as part of the learning tasks.	0%	17%	33%	50%	0%
1	Bring in and encourage humour and laughter in your class.	0%	0%	67%	33%	0%
20	Help the students develop realistic beliefs about their learning (e.g. explain to them realistically the amount of time needed for making real progress in English).	0%	33%	67%	0%	0%
26	Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.	0%	67%	33%	0%	0%
7	Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes.	100%	0%	0%	0%	0%
19	Invite some English-speaking foreigners as guest speakers to the class.	100%	0%	0%	0%	0%
29	Give students choices in deciding how and when they will be assessed/evaluated.	100%	0%	0%	0%	0%
48	Give students opportunities to assess themselves (e.g. give themselves marks according to their overall performance).	100%	0%	0%	0%	0%

The calculation in Table 2 showed that teachers with five to ten years of experience teachers employed several strategies to motivate their students. This is proven by 67% participants of the experienced teachers answered “always” to these seven strategies:

1. Establish a good relationship with your students.

2. Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme).
3. Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.
4. Try to be yourself in front of students without putting on 'an artificial mask', and share with them your hobbies, likes and dislikes.
5. Highlight the usefulness of English and encourage your students to use their English outside the classroom.
6. Show students that you respect, accept and care about each of them.
7. Show students that their effort and achievement are being recognized by you.

The experienced teacher gave several examples to establish a good relationship with their students by spending more time to chat with the students to listen to their story, problems or activities at home; asking them what they like; greeting the students; and sharing food during rest time. By doing these, the teachers could also show that they care about the students. These teachers allowed the students to create products according to the topic discussed such as a poster about saving the environment or promoting a zoo, a picture about the weather, paper-puppet, a pencil case from mineral bottle, bag from plastic bag, etc. After that, the students have to tell the class of what they had made. Then, their efforts and achievements were recognized by giving verbal praises (such as "Good jobs", "OK, that's great", "You did it well", etc) and sticker as rewards. The teachers realized that it was also important to have a supportive and pleasant classroom climate where students are free from embarrassment and ridicule. They made this happened by giving continuous reminders to the students not to mock their friends if they gave wrong answer to a question or got bad score in a test/exercise and the teachers and their students would have a discussion in the class to talk about what the students can and cannot do. In addition, the experienced teachers tried to draw the students attention to use English outside the classroom. Playing games was one of the activities that most children like to do. They encouraged the students to learn English so that they could read the instructions in the games. Another way was by asking them to practice speaking to their family or foreigners. There was a chance where the students could practice speaking English with other students from India via Skype.

The result of the questionnaire filled in by the novice teachers with less than 3 years of experience was shown in table 3 below.

Table 3. The general percentage of the strategies used by novice teachers

No	Questionnaire	never	some-times	often	usually	always
23	Establish a good relationship with your students.	0%	0%	0%	0%	100%
27	Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme).	0%	0%	0%	0%	100%
30	Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.	0%	0%	0%	33%	67%
25	Give good reasons to students as to why a particular activity is meaningful or important.	0%	0%	0%	67%	33%
28	Encourage learners to try harder by making it clear that you believe that they can do the tasks.	0%	0%	0%	67%	33%
46	Show students that their effort and achievement are being recognized by you.	0%	0%	0%	67%	33%
2	Show students that you respect, accept and care about each of them.	0%	0%	67%	0%	33%

No	Questionnaire	never	some-times	often	usually	always
17	Show your enthusiasm for teaching English by being committed and motivating yourself.	0%	0%	67%	0%	33%
8	Monitor students' levels of success.	0%	0%	0%	100%	0%
24	Select tasks that require involvement from each participant.	0%	0%	0%	100%	0%
36	Teach students various learning techniques that will make their learning easier and more effective.	0%	0%	0%	100%	0%
41	Avoid 'social comparison' amongst your students (i.e. comparing them to each other for example when listing their grades in public).	0%	0%	0%	100%	0%
42	Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities.	0%	0%	0%	100%	0%
47	Try to be yourself in front of students without putting on 'an artificial mask', and share with them your hobbies, likes and dislikes.	0%	0%	0%	100%	0%
18	Break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole-class lecture can be followed by group work).	0%	0%	33%	67%	0%
21	Use short and interesting opening activities to start each class (e.g. fun games).	0%	0%	33%	67%	0%
38	Highlight the usefulness of English and encourage your students to use their English outside the classroom (e.g. internet chat room or Facebook).	0%	0%	33%	67%	0%
12	Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes or travelling).	0%	33%	0%	67%	0%
22	Relate the subject matter to the everyday experiences and backgrounds of the students.	0%	33%	0%	67%	0%
44	Encourage students to interact and share personal experiences and thoughts as part of the learning tasks.	0%	33%	0%	67%	0%
45	Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films.	0%	33%	0%	67%	0%
1	Bring in and encourage humour and laughter in your class.	0%	0%	67%	33%	0%
6	Give clear instructions about how to carry out a task by modelling every step that students will need to do.	0%	0%	67%	33%	0%
14	Teach the students self-motivating strategies so as to keep them motivated when they encounter distractions.	0%	0%	67%	33%	0%

No	Questionnaire	never	some-times	often	usually	always
16	Ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning.	0%	0%	67%	33%	0%
34	Provide students with positive information feedback.	0%	0%	67%	33%	0%
35	Promote cooperation between students instead of competition.	0%	0%	67%	33%	0%
4	Familiarize the learners with the cultural background of the English language.	0%	33%	33%	33%	0%
5	Explain the importance of the 'class rules' that you regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement.	0%	33%	33%	33%	0%
11	Design tasks that are within the learners' ability so that they get to experience success regularly.	0%	33%	33%	33%	0%
15	Make sure grades reflect not only the students' achievement but also the effort they have put into in the task.	0%	33%	33%	33%	0%
40	Share with students that you value English learning as a meaningful experience that produces satisfaction and which enriches your life.	0%	33%	33%	33%	0%
32	Bring various authentic cultural products (e.g. magazines, newspapers) to class as supplementary materials.	0%	0%	100%	0%	0%
39	Motivate your students by increasing the amount of English you use in class.	0%	0%	100%	0%	0%
3	Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition).	0%	33%	67%	0%	0%
13	Make task content attractive by adapting it to the students' natural environment and culture interest.	0%	33%	67%	0%	0%
43	Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.	0%	33%	67%	0%	0%
10	Encourage students to select specific and short-term learning goals for themselves (e.g. learning 5 words every day).	0%	67%	33%	0%	0%
20	Help the students develop realistic beliefs about their learning (e.g. explain to them realistically the amount of time needed for making real progress in English).	0%	67%	33%	0%	0%
31	Display the class goals' on the wall and review them regularly in terms of the progress made towards them.	0%	67%	33%	0%	0%
33	Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.	0%	67%	33%	0%	0%

No	Questionnaire	never	some-times	often	usually	always
37	Adopt the role of a facilitator (i.e. Your role would be to help and lead your students to think and learn in their own way, instead of solely giving knowledge to them).	0%	67%	33%	0%	0%
9	Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad).	0%	100%	0%	0%	0%
26	Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.	0%	100%	0%	0%	0%
7	Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes.	100%	0%	0%	0%	0%
19	Invite some English-speaking foreigners as guest speakers to the class.	100%	0%	0%	0%	0%
29	Give students choices in deciding how and when they will be assessed/evaluated.	100%	0%	0%	0%	0%
48	Give students opportunities to assess themselves (e.g. give themselves marks according to their overall performance).	100%	0%	0%	0%	0%

Table 3 showed that all the novice teachers answered “always” to these two main strategies, they are establish a good relationship with your students and allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme). These novice teachers tried to listen to the students stories about their activities and provide reference book to support their study such as short stories to build good relationship with the students. While in making products, the teachers let the students to draw animal, or write a poem then decorate it.

The second motivational strategies most frequently used chosen by 67% of the novice teachers is by creating a supportive and pleasant classroom climate where students are free from embarrassment and ridicule. These teachers tried to give advice that the students were in the same class, so they should be supportive and not ridicule each other. One of them tried to give advice by telling jokes.

The calculation of the questionnaire in Table 2 and 3 showed that both experienced and novice teachers had the same strategies that they never used. This is proven by 100% or all of the participants answered “never” to these four strategies:

1. Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes.
2. Invite some English-speaking foreigners as guest speakers to the class.
3. Give students choices in deciding how and when they will be assessed/evaluated.
4. Give students opportunities to assess themselves (e.g. give themselves marks according to their overall performance).

They never invited senior students to talk in front of the class because most of them were shy and not willing to do it. The teachers also never invite any English-speaking foreigners because it was related to both budgeting and rules from the school. The experinced and novice teachers didn't give the students choice on how and when they should be evaluated nor opportunities to assess themselves because they thought that the students in primary level were to young to do it.

CONCLUSION

This study was an attempt to examine the frequency of motivational strategies used by EFL teachers and describe the most and least frequently motivational strategies used between two groups of experienced and novice teachers in an EFL setting. The data showed the first main strategies chosen by the teachers in this study were establishing a good relationship with the students and showing students that their effort and achievement are being recognized. The second most frequently used strategy chosen by 58% of the participants was creating a supportive and pleasant classroom climate where students are free from embarrassment and ridicule. And the third strategies most frequently used were allowing students to create products that they can display or perform; trying to be themselves in front of the students without putting on 'an artificial mask' and share their hobbies, likes and dislikes; showing enthusiasm for teaching English by being committed and motivating themselves; explaining the importance of the 'class rules' that the teacher regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement; and showing the students that the teachers respect, accept and care about each of them.

The questionnaire then grouped into experienced and novice teachers. The result of the questionnaire shows that experienced and novice teachers had two strategies in common that they most frequently used. Both teachers thought it was necessary to establish a good relationship with the students and allow students to create products that they can display or perform. However, the experienced teachers added some important motivational strategies, they are: try to be themselves in front of the students without putting on to be themselves in front of the students without putting on 'an artificial mask', and share with their hobbies, likes and dislikes; highlight the usefulness of English and encourage their students to use English outside the classroom; show students that the teachers respect, accept and care about the students; and show students that the students' effort and achievement are being recognized by the teachers

Both experienced and novice teachers never used these motivational strategies in class, they were inviting senior students who are enthusiastic about learning English to talk to the class about their positive English learning experiences/successes; inviting some English-speaking foreigners as guest speakers to the class; giving students choices in deciding how and when they will be assessed/evaluated; and giving students opportunities to assess themselves.

The result of this study is possibly changed across different cultural and linguistic contexts. Nevertheless, we need to remember that contextual variations such as the teachers' personalities and teaching styles and different learner groups are likely to display the effectiveness of the strategies use employed by teachers.

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LEARNING STYLES' IMPLICATIONS TO LEARNING AND TEACHING ENGLISH IN ITS

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ABSTRACT

It sounds very classical that English classes in Indonesia are far from ideal; large cohorts, big classes, too heterogeneous are those very common reasons raised by many English teachers in Indonesia. There should be no longer a problem if teachers do not keep thinking that what they are doing in their classes are teaching. Realizing the shift from teaching to learning should become the solution. No longer teachers but students who take the control towards their learning process. If the question is how, the answer is how to make students realize what they are doing for their learning. They should be able to recognize themselves. One of the things they have to be aware of is to know their stable state of their own styles in learning. Teachers can make use of their students learning styles then lead them to be independent learners throughout class activities that have been suited to their preferences. Like what has been done by many other researchers on this area (Keefe, 1979; Oxford, 2001; Ellis, 2005; Haynes, 2005, and the latest Xu, 2011), identifying students' preferred ways of learning can be very resourceful. Thus, the present study would begin identifying learners' learning styles and designing tasks varied to meet the styles of a group of students with similar preferences. Statistical analysis would be employed to see if nurturing students with something based on the preferences would be effective or not.

Keywords: *learning styles, learning styles implication, effective*

INTRODUCTION

In the present era one of the most important issues in the learner centered pedagogical setting is the learning approach of the students which includes the varied learning style preference of the individuals in any language learning. In the process of learning a language particularly a second language, there are many factors including age, gender, motivation, intelligence, anxiety level, learning strategies and language learning styles that determine the academic success of learners (Sharp, 2004). Students learn in different ways - by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing etc. The ways in which an individual characteristically acquires, retains, and retrieves information are commonly called the individual's learning style. Since the learning style is one of the predominant factors which influence the students' success play a crucial role in the learning process, teachers and educators should not ignore the identification of their students learning styles. Hence the present investigation is intended to identify the learning style preference of ITS students in learning English even semester 2015/2016.

LEARNING STYLES MODELS

Researchers have constructed varied learning style models and instruments which assess individuals learning style. David Kolb's Learning Style model categorizes four types of learners: divergers, assimilators, convergers and accommodators (Kolb, 1984). His instrument and approach focus primarily on adult learners. In this model the concept of experiential learning explores the cyclical pattern of all learning from experience through reflection and conceptualizing to action and on to further experience. Honey and Mumford classified four types of styles, based on the four stages of David Kolb's learning cycle: activists, reflectors, theorists and pragmatists. The Gregorc model has two broad categories of learners namely concrete–abstract and sequential–random. Individuals may possibly have different

combinations such as abstract–sequential, abstract–random, concrete–sequential, concrete–random (Gregorc, 1985). The Dunn and Dunn learning styles model (1989) focused on five domains (environmental, emotional, sociological, physiological and psychological) and 21 elements across those domains. Felder and Silverman’s (1988) model has four types of learning styles namely sensing-intuitive, visual-verbal, active-reflective, and sequential-global. Given (2002) has developed a comprehensive approach to learning styles by incorporating five learning systems based on the brain’s natural learning systems, which include emotional, social, cognitive, physical and reflective. Reid (1995) has developed learning style model based on how students learn best using their perceptions: visual, auditory, kinesthetic and tactile preferences and also two social aspects of learning: group and individual preferences. In the present investigation the researcher has adopted Reid’s Perceptual Learning Style Preference model to identify the students learning style preference in language learning.

PERCEPTUAL LEARNING STYLE PREFERENCE MODEL

Reid (1995) has developed learning style model and instrument called Perceptual Learning Style Preference Questionnaire (PLSPQ) particularly for learners of foreign language based on how students learn best using their perceptions: visual, auditory and kinesthetic preferences and also two social aspects of learning: group and individual preferences.

Perceptual Learning Styles

• Visual	Visual students like to read and obtain information from visual stimulation. These learners prefer using pictures, imageries, and spatial perceptions.
• Auditory	Auditory students are comfortable without visual input and learn from unembellished lectures, conversations, and oral directions.
• Kinesthetic	Kinesthetic students like lots of hands on movement and enjoy working. They favor using body, hands, and tactile sense.

Social Learning Styles

• Group (interpersonal)	They favor learning in groups or with other people.
• Individual (intrapersonal)	They prefer to work alone and to be a self reader.

RELATED STUDIES ON LANGUAGE LEARNING STYLES

Related studies showed that individuals differ in their learning especially in language learning. The researcher (Reid, 1987) has demonstrated that English as a Second Language (ESL) students varied significantly in their sensory preferences, with people from certain cultures differentially favoring the three different modalities for learning. Students from Asian cultures, were often highly visual, Koreans being the most visual, Hispanic learners were frequently auditory and Japanese were very non auditory. Researchers have found out that (Lee, 1976; Stebbins, 1995), Chinese and Vietnamese speakers preferred visual learning while Spanish speakers preferred kinesthetic and tactile learning styles (Reid, 1995). Another researcher (Willing, 1987) found that the Spanish speakers preferred visual and auditory styles. Another study conducted by the researcher (Almasa & Parilah, 2009) revealed that English as Second language learners preferred learning style was kinesthetic. They expressed minor preference for visual, auditory and group learning.

OBJECTIVES AND RESEARCH QUESTIONS

The objectives of the present study are as follows:

1. To identify the predominant learning style preference of English language learners studying in higher secondary schools.
2. To identify the learning style preference of English language learners with respect to their gender, locality and nature of school board.

This study has attempted to answer the following research questions:

1. What is the predominant learning style preference of English language learners?
2. Is there any difference in the learning style preference of English language learners with respect to their gender, locality and nature of school board?

METHODOLOGY

In the present study, survey method is adopted to collect the data, since the study is descriptive in nature. The Perceptual Learning Style Preference Questionnaire (PLSPQ) developed by Joy Reid was adapted by the researcher. The questionnaire has 25 items and each five items are related to visual, auditory, tactile kinesthetic, group and individual learning style preferences. The validated questionnaire was administered to 169 students from different departments in Institut Teknologi Sepuluh Nopember taking English subject in even semester 2015/2016. The data were analyzed using percentage and descriptive analysis.

Table I Distribution of Sample

No	Variables		N	Percentage
1	Gender	Male	80	47,34
		Female	89	52,66
2	Origin	Big city (capital city)	53	31,36
		Small city (non-capital city)	116	68,64
3	Department	Mathematics	16	9,47
		Engineering physics	19	11,24
		Industrial engineering	18	10,65
		Civil engineering	20	11,83
		Product design	22	13,02
		Interior design	16	9,47
		Geomatics	25	14,79
		Information system	33	19,53

ANALYSIS AND INTERPRETATION OF DATA

In this study percentage analysis and descriptive analysis are used to identify the learning style preference of students.

Table II Perceptual Learning Style Preference of Students

Learning Style	N	Percentage
Kinesthetic	110	22.27
Tactile	92	18.62
Visual	87	17.61
Group	80	16.19
Auditory	70	14.17
Individual	55	11.13
Total	494	100

Table II shows the result of students' preference of perceptual learning styles. Based on the percentage analysis score for each learning style, 110 students in this study favored Kinesthetic learning style (22.27 %) which is the predominant style of students' second language learning followed by secondary learning style preference of 92 students as Tactile learning style (18.67%). Next to Tactile learning style, 87 students preferred Visual learning style (17.61%), 80 students (16.19%) preferred Group learning style and Auditory learning style with 70 students (14.17%). Students' least preferred learning style was Individual learning style with only 55 students (11.13%).

Table III Percentage Analysis of Students Perceptual Learning Style Preference

Variable		Learning style					
		Visual	Auditory	Tactile	Kinesthetic	Group	Individual
Gender	Male	34	37	41	52	37	26
	Female	53	36	44	59	43	28

Origin	Big city	26	24	29	37	23	23
	Small city	60	63	46	69	54	32
Department	Mathematics	11	4	6	7	5	4
	Engineering physics	9	9	8	7	10	6
	Industrial engineering	11	5	7	14	10	7
	Civil engineering	10	14	10	13	11	7
	Product design	8	8	17	15	12	7
	Interior design	6	11	13	10	9	6
	Geomatics	9	7	14	18	13	4
	Information system	18	12	17	26	10	14

Table III shows the percentage analysis of students' perceptual learning style preference based on their gender, locality and departments. Analysis shows that though more number of students preferred kinesthetic learning style, both male and female students were keen in preferring kinesthetic learning style. The table also shows that kinesthetic learning style is also the learning style of students from big and small cities. However, based on their department, students had various learning styles. Students from mathematics preferred visual learning style, while students from engineering physics preferred group learning style, directly followed by visual and auditory learning styles. Students from industrial engineering had more preference on kinesthetic learning style than students from civil engineering who preferred auditory. Students from product design and interior design shared tactile as their learning style preference, while geomatics and information system students preferred kinesthetic as their learning styles.

RESULT AND DISCUSSION

The results from the percentage analysis revealed that among the five learning style categories students preferred kinesthetic learning style primarily which is the predominant learning style of students in ITS followed by tactile learning style which is secondary learning style preference of students. Next to tactile learning style students preferred visual, group and auditory learning style. Students' least preferred learning style is individual learning style.

In terms of Gender, both male and female preferred kinesthetic learning style and became predominant learning style of students. However, the second and other preferences varied between male and female. The second and third male's learning style preferences were tactile and auditory/group, while the female's are visual and tactile.

In terms of the departments, students from different departments had different learning style preferences although kinesthetic still dominated, preferred by students from industrial engineering, geomatics, and information system. The least preferred learning style of the students based on the department is the individual learning style except industrial engineering with auditory the least, and information system with group the least.

Related studies (Lee, 1976; Reid, 1987) have supported the results of the present investigation that English as Second Language (ESL) students varied significantly in their sensory preferences. For educational implications, teachers and educators should recognize students different learning style preferences which can assist the teachers in organizing the classroom setting, developing suitable educational program and adopting the suitable teaching strategies. Matching the teachers learning styles and strategies with students' varied learning style will surely increase the students' academic performance. Knowing the learning style can also be very supportive in the individualized instruction. Students should know their learning styles in order to plan and make better use of their study time and learning strategies which can improve the academic performance and lead academic success.

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BLENDING LEARNING IN ELT FOR TEACHERS' CONTINUING PROFESSIONAL DEVELOPMENT

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ABSTRACT

The establishment of Asean Economic Community (AEC) in 2015 opens many challenges in every line of work. Educational institutions have a role to prepare high-quality human resources who have ability to compete in the global market. To fulfill this, high-quality teachers are badly needed. One way to gain this goal is providing English for teachers' Continuing Professional Development (CPD). This paper focuses on how to generate blended learning in ELT for teachers' CPD. In one hand, teachers are demanded to have high quality in teaching which can be gained from CPD. On the other hand, they have to do many things such as preparing teaching materials, doing assessment, and setting many other administrative things which sometimes take their most of the time. To solve the problem, blended learning in ELT can be an alternative way since it provides learning English offline and online. Teachers can learn English not only face-to-face based on the schedule given but also any time they want to. In short, blended learning in ELT can help teachers to improve their competence in English as a part of teachers' CPD.

Keywords: *Blended learning in ELT, Continuing Professional Development*

INTRODUCTION

This paper is written when the need of ELT for teachers is very crucial since the Asean Economic Community (AEC) has been launched. Teachers have a significant role in education since they transfer knowledge by providing quality learning experience for their students. The number of teachers in Indonesia are almost 3 millions but the big number is not followed by the quality. The latest result of teachers' competence test or Uji Kompetensi Guru (UKG) was not satisfying since it only reached 56.69 from the minimum passing grade 5.5. Thirteen provinces got the score above 5.5 and 21 provinces got below it. Further, the government has set some plans to give trainings as a part of Continuing Professional Development (CPD) through traditional or face-to-face, on line, and blended learning (Kemendikbud, 2016:21).

Having a significant role in education, teachers must learn to develop their professional competence so that their teaching learning process is always up-to-date. Thus, CPD is very important for them since it can develop their quality of teaching. Latchem (2010:64) states lifelong learning as a part of CPD was conducted by many institutions in Asia, included education institutions. Many researches have been conducted in this field and the results showed that lifelong learning is needed to maximize the quality of educators.

A dilemma sometimes happened because teachers are demanded not only to develop their competence but also to do many things which spend much time. Preparing the source of materials, deciding the strategy used, doing assessment and other administrative stuffs, and also included in such kind of programmed activities at or outside of school are the agenda which cannot be avoided. Blended learning can be an alternative way to take among the busiest life of the teachers.

BLENDING LEARNING IN ELT

The development of technology has spread globally since it eases in every part of human life. e-learning as a part of the development offers a new era of learning in which internet as the support system provides abundant information as resources for learning. Some argue that e-learning has a very beneficial effect but there are still many assumptions that learning in real life where teachers meet students offline is still more powerful than that doing everything online. It is quite reasonable if it refers to what Prensky (2001) declares about digital natives and digital immigrants. Especially if the learners are employees or teachers whose experience in the digital

era is minimal due to the age, prior knowledge and learning environment. Longer duration of time is badly needed to immerse in the e-learning where every teaching and learning process is conducted digitally. Thus, experts manage to bridge the gap between them by delivering the term of blended learning which is stated by Thorne (2003:16) as the most logical and natural evolution of the learning agenda. In essence, the development of technology cannot be avoided and the influence on teaching learning process must be taken into consideration.

Koohang (2009) defines blended learning as a mix of traditional face-to-face instruction and e-learning. Sometimes it is called hybrid or web-assisted learning, blended e-learning, mixed learning (Mainnen, 2008). It has been reported that combining traditional method of teaching with technological support makes blended learning effective instruction. Marquis' survey (2004) in Garrison and Vaughan (2008:4) found that 94 percent of lecturers believed that blended learning "is more effective than classroom-based teaching alone." Another survey by Bourne and Seaman (2005) also supports the idea that the primary interest in blended learning is to benefit the educational process. Hence, Procter (2003:3) defines blended learning as the effective combination of different modes of delivery, models of teaching and styles of learning.

Blended learning in ELT is hoped to improve learners' competence to acquire the four skills in English.

Form of Blended Learning

Peachey (2013:65-74) points out blended learning in ELT can be conducted into three forms, i.e. online section (group with moderator), face-to-face class (group with tutor), and online self-learning (individual participant with tutor). Many platforms can be used such as mailing lists (Yahoogroups, Google+, etc), web blogs and social media (Facebook, Twitter, Instagram, Path, Whatsapp, Telegram, Twitter etc.) and Learning Management Systems (LMS) applications such as Moodle, Edmodo, Quipper, Kelase, etc.

As moderator in the online class, teachers can deliver learning tasks which encourage participants to actively engage in the learning process. Chatting-- both of text-chat or voice chat, sharing, discussing, collaborating, filming, are some examples can be done in this such of learning situation. Twitter can be used to build global information sharing networks. Training learners to use these kinds of platforms during the learning enables them to learn into the global ELT community (Peachey, 2013:69). The main focus on the interaction is learner can do the activity peer-to-peer although there is a moderator leading the discussion. In traditional classes, lecturing, discussing, peer group, presenting, writing, testing can be done as the general teaching learning process in which trainers can meet learners offline. Face-to-face meeting is still needed to keep the continuity of learning.

Beside the two of them, participants can do self-learning where they are provided by built-in study resources which include to many links of learning, embedded video clip of lecturing, talks, news reading, and presentation from many experts which can enrich their competence. This asynchronous lesson can also be done by blogging, texting, emailing, etc. Educators think that self-learning is fit to adult since it requires some considerations such as initiative taking, decision making although nowadays experts claim that children may fit to the self-learning, too. A report by Department of Education and Early Childhood Development (2012:22) found that blended learning enables learners to get higher engagement in self-learning. Learners are able to vary their pace of learning, drawing on as few or as many resources as necessary, choosing tasks/resources that best suited their learning styles and level of prior knowledge. As a result, learners become more informed, more resourceful and construct their own learning paths, ultimately producing better work outputs. Self-learning in ELT is needed to encourage learners to acquire the language skills since they need a lot of practice to use the language.

Benefit of Blended Learning

Many benefits of blended learning are claimed by experts and researchers but the greatest is it enables learners to extend the period of learning over a far greater timescale than would be possible with face-to-face course. (Peachey, 2013). This means, learners have more time to learn since they are not limited by tight course-hours. They can learn by themselves outside the classroom with their peer and trainer anytime and anywhere they want to. It is supported by the

data that e-learning can provide quality and consistency in training and performance standards, reduce time and costs, serve staff at multiple locations, allow trainees to log in and out as they wish, provide trainee progress and performance tracking and be easily updated in response to fast-changing condition as reported by Latchem and Jung (2010). Singh (2003) emphasizes that combining simple off-the-shelf or customized self-study e-learning material with face-to-face collaborative learning or coaching can be just effective and sometime even more so. Further, Open and Distance Learning (ODL) and Information and Communication Technology (ICT) are found to be effective in teacher training and less costly than face-to-face (Perraton, Robertson, & Creed, 2001; Robinson & Latchem, 2002).

CONTINUING PROFESSIONAL DEVELOPMENT

Chang et al. (2014) claims that Indonesia has one of the largest and most diverse cadres of teachers in the world so that the critical role played by teachers in enhancing the quality of education is salient in this context. Since one of the important issues in The Teacher Law 2005 is continuing professional development (CPD), Government set the plans to provide trainings for teachers to develop their competences. As it is known, there are 4 areas of teachers' competence, i.e. pedagogic, personal, social, and professional. CPD cannot be done conventionally since the number of teachers in Indonesia is so vast. Almost four million teachers in Indonesia is not balance with the number of trainers and the training institutions. Besides, lack of time due to teachers' work hours makes the CPD hard to implement conventionally. Thus, blended learning can be an alternative to improve the quality of teachers as written by Prayitno (n.d)

Harding (2009) in British Council (2012) suggests four characteristics of CPD as follow: (1). continuous – professionals should always be looking for ways to deal with new challenges and improve performance, (2). the responsibility of the individual teacher – who identifies his or her own needs and how to meet those needs (3). evaluative rather than descriptive – so that the teacher understands the impact of the activity, (4). an essential component of professional life, not an extra.

Many ways can be taken for teachers CPD such as following conference, networking with other teachers, trying out new materials, joining teachers organizations, mentoring, doing observation, workshop, training, etc.

Due to the big number of teachers in Indonesia, CPD cannot be done by Government solely. Educational institutions should take role in training their teachers to develop their professional competence. Teachers organization such as Indonesia Teachers Association or Ikatan Guru Indonesia (IGI) and Persatuan Guru Republik Indonesia (PGRI) also have responsibility to improve the quality of teachers. Besides, private institutions have the same role too to up-grade the quality of education by providing trainings for teachers.

An example given by Al Hikmah Islamic educational institution which gives chance for teachers to develop their competence in learning English. Preparing teachers for AEC, teachers are scheduled to learn English twice a week. They are very enthusiastic to come to English class for they can develop their English competence, learning new things or just having fun with English, and recalling their prior knowledge of English. The problems happened when the teachers of the highest grade—grade IX and grade XII must prepare their students to face National examination which take much teachers' energy to teach. They have to drill the students with try outs, preparing the computer used for Computerized National Examination, etc. Then, the schedule of English class is ruined. Blended Learning can be an alternative solution to solve the problem.

CONCLUSIONS

The application of Blended Learning in ELT for teachers' CPD is very helpful since it is more effective and less costly compared to that conducting traditional face-to-face. Teachers can improve their professional competence in facing AEC without worrying to leave their main duty as a teacher to teach their students. They still can do long life learning whenever and wherever they want to.

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PROMOTING TECHNOLOGY-ENHANCED LEARNING THROUGH FANFICTION WRITING

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ABSTRACT

This research aims at developing fanfiction writing to promote technology-enhanced learning. Students, nowadays, are the digital natives who owe their existence to technology. The involvement of technology cannot exclude education aspect since young people are more into their gadget to scroll rather than printed books to flip. Students in writing class are often stuck to pour their ideas out into writing products and that is all. Employing a classroom action research design, the researcher tried to portray the promotion of technology-enhanced learning especially from students' perception; how it worked and how they liked it. She attempted to escalate students' writing motivation by asking them to post their works on an online fanfiction forum, www.fanfiction.net. The researcher, then, interviewed the students after getting their fanfiction commented in the forum. The result of the interview was presented descriptively and interpreted based on related theories.

Key words: *technology-enhanced learning, fanfiction writing*

INTRODUCTION

The teaching of writing skill as one of the main four language skills in learning English as a foreign language will be difficult if we just instruct the students to write without having any stimulating and innovative activity. This assumption is supported by Rivers (1981) who argues that writing is not a skill that can be learned or developed in isolation. Hence, it is suggested to integrate other language skills and aspects of language to acquire writing skill. Moreover, Dobrovolsky & O'Grady (2001) assert that writing is basically not a naturally acquired skill as it does not come naturally to human beings. Especially for learners of English as a foreign language, e.g. Indonesian, multiple efforts are significantly needed to produce a qualified writing product.

Students in this generation are the member of digital natives, often called the Net-Generation, who are closely engaged to technology-based communities not only social media as the means of communication and preserving their identity in society but also forums which provide them with luxurious access of popular culture products. According to Black (2012), as these young students often find digital literacy activities to be more engaging than the printed-based ones associated with classrooms, it is important for literacy educators and researchers to take an in-depth look at some of these media and activities that they find so engaging.

Based on the preliminary study done by the researcher in her Writing III class at IKIP Budi Utomo Malang, it was found out that students were still not confident with their own writing product. It was indicated by the fact that there were only about 3-4 students who eagerly submitted their works when they were asked to. When the researcher interviewed the students and asked the reason of why they were reluctant to submit their writings, the students admitted that they were afraid that their works contained poor quality and a lot of errors. The researcher also observed that the students were so much engaged to their gadget to browse sources and translate difficult vocabulary. However, when the researcher asked them whether or not they experienced technology-enhanced learning in writing class, they all did not have such experience.

The term technology-enhanced learning may be familiar for the students; yet the researcher thinks that the promotion is still lack in the real classroom context. Kirkwood & Price (2013) pronounced that the term technology-enhanced learning (TEL) is used to describe the application of information and communication technologies to teaching and learning. Porta et.al. (2012) define that Technology Enhanced Learning (TEL) investigates how information and communication technologies can be used to support learning, teaching and competence

development throughout life of all domains of study. The definition is still too broad and needs more elaboration for better and clearer understanding in the real teaching and learning process. As seen from the preliminary study, the use of information and communication technologies is only limited to giving assistance to the students in providing information to write and translating difficult words.

In this study, the researcher wants to introduce fanfiction writing to promote technology-enhanced learning especially for students of writing class. Black (2007:116) describes fanfiction, as the name suggests, as texts written by fans about their favorite media and pop culture icons. She explains that such texts often extend the plotline of the original series, explore relationships between characters, and/or expand the timeline of the media by developing prequels and/or sequels of sorts; however, these are just a few examples of the many creative contributions such fan texts make to the pop cultural imaginary. The researcher provides the definition of fanfiction writing as a process of composing a fanfiction from choosing the fiction, drafting, writing, posting it to the fanfiction forum, and revising.

There were several previous researches concerning the effectiveness of the use of fanfiction in improving students' writing skill. One of the researches is a study conducted by Jones (2015) which is entitled as "Fanfiction Rules Writing Research". One result of the survey done in the process of conducting the research indicates that 87% of the participants have found that since they started writing fanfiction, it has become at least twice as easy to write than before. In the interview section, all of the participants agreed that students should learn to write fanfiction as it helps students learn to be creative and serves as good training for aspiring writers. However, there is still limited number of research which points out the use of fanfiction writing in relation to technology-enhanced learning. Thus, the researcher attempts to develop fanfiction writing to overcome her instructional problem in writing class and promote technology-enhanced learning.

METHOD

This study employs Classroom Action Research (CAR) design to develop fanfiction writing to promote technology-enhanced learning. The choice of the research design and the statement of the objective are based on Latief (2013). He states that Classroom Action Research for English Learning aims at developing a certain instructional strategy to solve practical instructional problems in English classrooms. As the researcher found that students in her Writing III class were still not equipped with the experience of technology-enhanced learning, she tried to solve the problem by using fanfiction writing. It is in line with the statement of Borgia (2003) that Classroom Action Research starts from teacher's serious concern about their success in their own instructions, their students' learning progress, their students' behavior, their students' learning problems, and the learning environment, which they always assess throughout the whole process of instruction for the purpose of planning, implementing, and evaluating improvement.

The researcher adopted the design of Classroom Action Research from Kemmis & McTaggart (2000) which involves repeated cycles, each consisting of planning, acting, observing, and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy. The process of conducting a Classroom Action Research using Kemmis & McTaggart's design is illustrated on Figure 1.

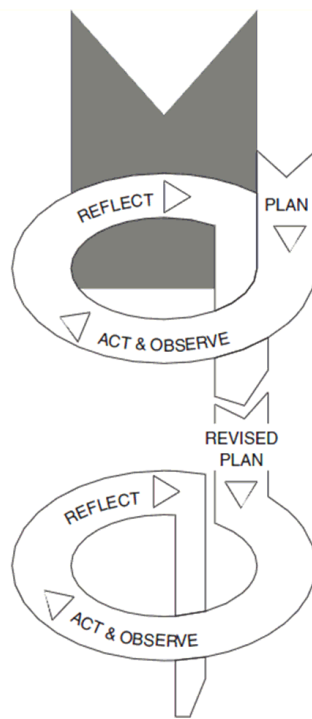


Figure 1. Action Research Spiral by Kemmis & McTaggart (2000)

The very first step in conducting this classroom action research, the researcher did a preliminary study to be able to state the instructional problem. The researcher observed the students in her Writing III class at IKIP Budi Utomo Malang and the conclusion retrieved was that the students were so much into their gadget to access needed information of the writing materials. They also used online dictionary to translate difficult words to help them write their ideas. However, the broad use of gadget as one of technological products was insignificant in relation to technology-enhanced learning. The researcher attempted to specify the use of technology in the teaching and learning process; not only as an aid to help students collect information for their writing but also to engage them more with technology in the process of writing their ideas. Another phenomenon was that students were reluctant to submit their works even though they have been supported by the use of technology in collecting information and translating difficult words. Only four out of 20 students eagerly submitted their first writing work to the lecturer. The researcher interviewed the reluctant students about the reason and they admitted that they were not confident with their works and afraid of making a lot of errors.

From the statement of the instructional problem, the researcher planned to implement fanfiction writing to help the students gained confidence in writing and promote technology-enhanced learning. She, then, came up with specific lesson plan to conduct the research. She prepared lesson plans for 5 meetings focusing on improving students' writing skills through fanfiction writing. The researcher also set the criteria of success based on the statement of the instructional problem. The criteria of success was when more than 50% of the students' motivation increased from reluctant to eager in the process of teaching and learning process. As it was mentioned before, only 20% of the students showed their eagerness and confidence in the writing class which was set to be an environment of technology-enhanced learning.

For the acting of the planning phase, in the first meeting, the researcher focused on the introduction of fanfiction and related terms to the students as they were not familiar with them yet at all. The data was collected when the researcher conducted the preliminary study. The researcher also provided models of fanfiction and showed the available fanfiction forum to the students to give them better picture of fanfiction writing. Then, the students were asked to write the first draft of their writing. The students were asked to focus on writing a crossover fanfiction; it was when you combine two different fictions into a new fanfiction. The fiction option could be from movies, novels, books, and song lyrics. After the first draft of students' writing was ready, they were asked to post it on www.fanfiction.net forum. They could use pseudonym to increase their confidence and only the researcher knew about their stories. In the

second meeting, the students would monitor the feedbacks they got on their story from the forum and they used them to revise their first draft. After finishing revising their first draft, students were asked to do a peer assessment to get more feedbacks. In the third meeting, the students would still repeat monitoring comments on the forum and also did a peer assessment with different student from the previous meeting. In the fourth meeting, the students checked the comment on the forum for the last time and submitted the final revision of their drafts to the lecturers to get feedbacks. In the last meeting, the students received their drafts from the lecturer and monitor the feedbacks. At the end of the meeting, they finished writing their fanfiction.

For the observing phase, the lecturer used observation sheet to collect the data in the acting phase. The data included the record of how the acting phase went; whether or not it was well-matched with the lesson plan and also students' participation in the teaching and learning process. The data were used to see whether or not the criteria of success have been achieved. A collaborative observer played an important role in this phase. The researcher asked the help of her colleague, a lecturer at the same institute, to observe the process of acting out the plan. The observer needed to understand the lesson plan so that she would notice whether or not the lesson plan was implemented accordingly.

The last step in this classroom action research was reflecting. It was the stage where the researcher compared the collected data from the acting phase to the initial state of the students. The result of the reflection would determine whether or not the criteria of success have been achieved. If the criteria of success have been succeeded, then, there was no need to process another cycle. Yet, if the data showed that the criteria of success have not been achieved, the researcher needed to find the error of implementing the study and revise the plan to further conduct the next cycle.

The subject of the study was students who attended a Writing III class of English Department at IKIP Budi Utomo Malang. Twenty students who participated in this study were at their second year majoring English Department. The subject of the study were expected to have low - intermediate level of writing skill as they have passed Writing I and Writing II courses in the previous semesters.

FINDINGS AND DISCUSSION

The results of the study show that the students were getting engaged to the use of technology meaningfully through the implementation of fanfiction writing. It can be seen from the result of the students' motivation in writing and the interview done to check the students' perception on the use of fanfiction writing in promoting technology-enhanced learning. The detailed data are presented in Table 1. Since score '4' represents 'very eager', '3' represents 'eager', '2' represents 'reluctant', and '1' represents 'very reluctant', it is possible to assume that a score of 3 or 4 can be interpreted as being motivated. The results of the study show that more than 50% of the students are escalated to being motivated to write after the implementation of fanfiction writing.

Table 1. The Percentage of Students' Motivation in Fanfiction Writing

	Score	Number of Students	Percentage
Before Fanfiction Writing Implementation	1	10	50%
	2	6	30%
	3	2	10%
	4	2	10%
After Fanfiction Writing Implementation	1	2	10%
	2	3	15%
	3	5	25%
	4	10	50%

Table 1 displays students' motivation (which is converted into percentage for the purpose of the study) in writing before and after the implementation of fanfiction writing procedure. From the table above, it can be seen that more than 50% of the participants of the study are categorized as motivated to be involved in technology-enhanced learning after the implementation of fanfiction writing. Since score '3' and '4' are interpreted as being motivated

and very motivated, the result of the study shows that 75% of the participants of the study were motivated after being taught using fanfiction writing. The improvement is significant compared to the students' motivation before the implementation of fanfiction writing where the students who were categorized as being motivated were only 20%. Moreover, the result of the study shows that the criteria of success have been achieved from the first cycle.

The result of the study displayed in Table 1 contributes to support the previous research conducted by Jones (2015) which indicated that 87% of the participants of his study have found that since they started writing fanfiction, it has become at least twice as easy to write than before. It indicates that fanfiction writing is a successful strategy to improve students' motivation in writing as it helps the students be write easier than before the implementation of the strategy.

Another research which concerns on the use of fanfiction writing in improving the insight on writing research is Black's (2009) which is entitled as "Online Fanfiction, Global Identities, and Imagination". This explanatory case study provides an understanding that rather than using text solely to emulate preexisting genres and participate in concretized social patterns, the participants as the representative of youth creatively employed language and other representational resources to enact cosmopolitan identities, make trans-border social connections, collaborate with other youth, experiment with new genres and formats for composing, and challenge traditional author/reader and producer/consumer distinctions. The finding of the research reflects how fanfiction provides students the opportunity to compose writing product which can engage them with people they do not know before and acquire such identity through online forum. The explanation is a supportive argument to show that fanfiction writing is a prominent instructional strategy to boost students' confidence in writing as they develop a new fiction of their version based on the existing fictions in the form of movies, books, or song lyrics. It will reduce the load of work done by the students compared to when they have to compose a story from the very beginning.

Moreover, students can improve the quality of their writing, which leads to the improvement of confidence as well, since the implementation of fanfiction writing also involves peer assessment section where the students are able to get feedbacks and revise their writing based on them. Piazza (2003) pronounces that effective approaches to teaching writing emphasize the importance of peer-to-peer discussion and review in helping students to develop meta-knowledge of their own writing processes. He, then, continues that the comments cover corrections not only on grammar but also the plot development and characters. Therefore, the students can improve the quality of their writing in many aspects; not only for the grammar but also the plot development and characterization; with the help of their peers.

As most people interacting in fanfiction forums use pseudonymous account, it will give an advantage for students who have problem in handling criticism face-to-face. Since writing a fanfiction means developing a new story based on the existing setting and characters, the writer has a risk of getting criticisms. However, it is still a big opportunity to improve writing skill and motivation in a fun way where the writer receives the privilege to modify their favorite characters into a new story suits to their preference. Black (2012) supports that such collaborative efforts, between the writer and the readers, highlight the social nature of writing and emphasize the importance of focused, substantive feedback from peers and colleagues. Fanfiction writing is also an exciting attempt of activating creativity. Karalius (2012) asserts that writing fanfiction is the one time when the reader transforms into the writer, tugging the marionette strings of their favorite characters to see what happens. It also a chance for the reader to think outside the box and still maneuvering through the rules of their chosen world will result in confidence. The description also supports that fanfiction writing is an effective strategy to experience technology-enhanced learning and resulting on the improvement of the students' confidence of their writing pieces.

From the observation sheet, the researcher found out that the process of fanfiction writing helps the students to get engaged to technology use. Since it was the first time they were experiencing writing process while dealing with technology support to post their writing and get feedbacks from the readers, some of the students needed their peer's assistance. Students who were more advanced in the use of technology willingly assisted their peers who were in need to successfully post their fanfiction on the forum and monitor the feedbacks. The result indicates

that the shortcoming of using technology can still become a source of learning as the students were able to work together with their peers to accomplish the assignment. At the end, the students who got difficulties in using technology were able to finish the task.

As a matter of fact, technology-enhanced learning has many other different technical terms; one of them is e-learning. The Higher Education Funding Council for England (HEFCE) in their revised e-learning strategy (2009) defines TEL as 'Enhancing learning and teaching through the use of technology'. While this is unclear in its characterization of enhancement, the document does identify three levels of potential benefits that TEL might bring (HEFCE 2009, 2):

- *Efficiency* – existing processes carried out in a more cost-effective, time-effective, sustainable or scalable manner.
- *Enhancement* – improving existing processes and the outcomes.
- *Transformation* – radical, positive change in existing processes or introducing new processes.

From this study, the result showed that the implementation of fanfiction writing reflected a success in promoting technology-enhanced learning as it indicated the achievement of efficiency, enhancement, and transformation. In the aspect of efficiency, the fanfiction writing in this study was considered as a cost-effective, time-effective, sustainable or scalable manner since it only needed internet connection which was free as the institute provided the facility. Laptop or personal computer which was used to post the fanfiction could be easily accessed as most of the students possessed it. If there was any student who did not have laptop, he/she could borrow from their peer. Next, in the aspect of enhancement, the data collected from this study showed a proof that there was an improvement on both the process and the outcome of the teaching and learning process. It was shown by the improvement of students' motivation in writing from before the strategy was implemented compared to after it was implemented. The last aspect, transformation, was also indicated as the students pronounced from the result of the interview that they were engaged positively in the use of technology to accomplish the fanfiction writing process.

From the process of interviewing the students from before and after implementing fanfiction writing, the students witnessed that they enjoy how technology was engaged in the teaching and learning process and, at the same time, improving their writing skill and motivation with the help of either the readers of their writing posted on the forum or their peer assessment. The implementation of fanfiction writing also promoted the focus of student-centered learning and project-based accomplishment. It was in line with conclusion of Cuban (2001, 134) after investigating the adoption of technology for education in California that:

the overwhelming majority of teachers employed the technology to sustain existing patterns of teaching rather than to innovate ... [and that] ... only a tiny percentage of high school and university teachers used the new technologies to accelerate student-centred and project-based teaching practices.

The use of technology in completing a project-based task or assignment was also pronounced by Keppell et.al. (2015) who explained that the importance of developing authentic learning experiences through the assistance of technology to enrich student learning was evident in the projects reviewed. What the students experience in fanfiction writing procedure was considered as an authentic learning as even though students composed writing from the existing fiction products, the idea of the story was still original which was automatically authentic and the accomplishment was categorized as a project-based task. Keppell et.al further elaborated that the changing global context of learning and teaching in higher education, the nature of students, and the impact of technology on learning and teaching all influence the need for effective professional and academic development. Whilst many approaches to academic development were illustrated, action learning including cycles of action and reflection relating to professional practice appeared to offer a successful means of supporting academic development.

CONCLUSION AND SUGGESTION

This classroom action research aims at developing fanfiction writing to promote technology-enhanced learning. Findings of the study indicate that the fanfiction writing was successful in improving students' writing motivation and promoting technology-enhanced learning. The conclusion was retrieved from the data which reflected that 75% of the participants of the study were categorized as being motivated to write with the help of technology and peer assistance after fanfiction writing, the instructional strategy, was implemented. It means that the criteria of success have been achieved as there was more than 50% of the participant of the study was categorized as motivated in writing in the first cycle.

The result of the observation of the teaching and learning process and the interview with the students described how the students were willingly engaged to the use of technology in providing them technology-enhanced learning experience. They were also seen to work better with their peers in accomplishing the student-centered and project-based writing task. It automatically helps the students to overcome their problem by boosting their confidence. The feedbacks retrieved from the forum and peer assessment were pretty much meaningful in giving the students constructive support by giving them a chance to revise their writing to be better.

Further research related to fanfiction writing in relation to promoting technology-enhanced learning or broader areas with larger scope and population is needed as this study is still limited on the subject of the study to only 20 students. The results of this study and the expected further research can be compared and concluded to give both theoretical and practical significance in the context of teaching and learning English as a foreign or second language.

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ACTION RESPONSE THROUGH THE USE OF TRANSLATED VERSION OF LOCAL INDONESIAN CHILDREN SONGS

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ABSTRACT

Lack of interest among students in an English class has been a common concern among practitioners. Efforts have been made to generate interest among these students. Songs play an important role in the development of young children in learning a foreign language. Songs create an atmosphere of fun and enjoyment for the students. Singing in the classroom is relaxing and fun, especially for young learners. The students feel more at ease and that is what we teachers want. Songs with catchy tunes are popular among kids, and help their brain to assimilate new knowledge automatically. Using songs in the classroom breaks the routine and injects variety into the classroom. The project of translating local Indonesian children songs into the English version had been given to the students of the 2013 fifth semester batch, Class C at the UNIPA (Universitas Adi Buana, Surabaya, East Java) during the TEYL (Teaching English to Young Learners) class. Based on the results of the project, this research was able to find out that the local Indonesian children songs can enhance interest of learning English. Also, it was aimed to find out what makes the joy of learning through translated local Indonesian children songs. The author obtained the data from structured interviews and classroom observations. The results of this research showed 75% of young learners were happy and excited with new version songs. The songs are easy to remember, lots of repetition, meaningful use of language and fun of singing with actions. Hopefully, the results of this research can give some insights and as a guide for the English teachers to explore the potential of translated versions of local Indonesian children songs to teach English to young learners.

Key words: Action response, local Indonesian children songs

INTRODUCTION

As mentioned in Jakarta Post (2012), some people might worry that Indonesian kids today do not listen to enough children's songs. It seems that Indonesian lacks children songs that contain educational and inspiring messages. It is also difficult in finding good children songs with good educational messages. Children nowadays also hardly know local Indonesian children songs. They prefer listening teenagers' songs like "Justin Bieber", "One Direction" to listening local Indonesian children songs. As stated by Rukijati (2014), songs are some of means of communication and socialization of children and their environment. Children's songs can help with learning basic language. It is also important to develop children's maturity so that it will form good characters in children as early as possible. One of the ways to develop the moral and religious aspects of children as the foundation character education can be through songs. Singing is the children's world and through a learning process that is suitable with their world, it is expected that the character can be formed in children.

OBJECTIVE OF THE STUDY

The purpose of this study was to find out whether the local Indonesian children songs can enhance interest of learning English or not. It was intended to find out what makes the joy of learning through translated local Indonesian children songs.

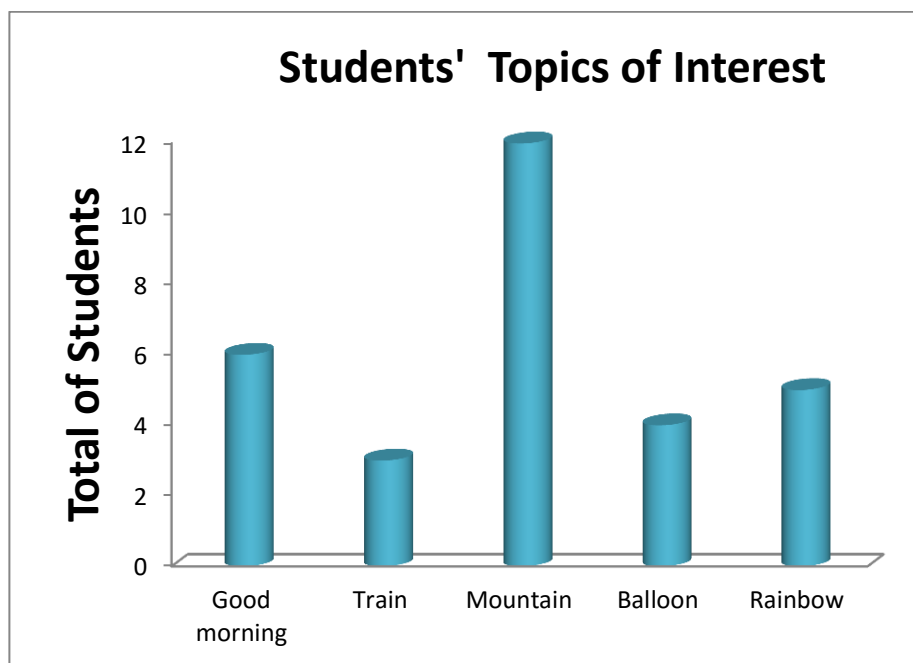
METHODOLOGY

The project of translating local Indonesian children songs into the English was assigned to my students of the 2013 fifth semester batch, Class C at the University of PGRI Adi Buana Surabaya during the TEYL (Teaching English to Young Learners) class which produced five songs. One class consisted of twenty five students and they were divided into five groups. Each group had different title of songs. The five songs were O Ibu dan Ayah selamat pagi (O

Mommy and Daddy, I say good morning), kereta api (train), naik-naik ke puncak gunung (Let's climb to the mountain), balonku (my balloon), and pelangi-pelangi (rainbow). After doing the project, these undergraduates taught the songs to primary students grade three at Sekolah Budi Pekerti during English class. Structured interviews and classroom observations were also used in this study.

RESULTS & KEY FINDINGS

The implementation of the songs was generally successful and full of fun. All of the children in class enjoyed the local Indonesian songs taught by undergraduates. The children were responsive and active in singing the songs. It showed 75% of young learners were happy and excited with new version songs because the translated into English were easy to remember, lots of repetition, meaningful use of language and fun of singing with actions.



The data above show 30 students' topics of interest for the songs. There were five titles given to the primary students such as good morning, train, mountain, balloon and rainbow. It can be seen from the data that the most popular song chosen by the students was "mountain". The reason they chose "mountain" because it was easier to memorize by doing the movement when singing the song. The translated versions made by the undergraduates were their own innovative creations that will give a good impact to the English teacher in future.

CONCLUSION

Songs can become a very powerful tool in the hands of a teacher. These are the following criteria of a good song:

- The song has simple language and repetitive
- The song is memorable and easy to sing
- The song uses body movements/actions
- The content of the song encourages the students to participate
- The song delivers positive messages
- The tune of the song is easy to follow

Therefore, in translating local Indonesian children songs into English, teachers must be careful and make sure the songs meet the criteria of a good song or not. It is not only a matter of translating from one language to another but also the most important thing is how the song can make the students happy and improve their skills.

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THE PROSPECT OF ENGLISH FOR SPECIFIC PURPOSES MATERIALS DEVELOPMENT FOR EIGHT MAIN DISCIPLINES AHEAD OF ASEAN INTEGRATION: CRITICAL EVIDENCE ACROSS ASEAN MEMBER COUNTRIES

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ABSTRACT

The current issue of economic integration among ASEAN member states has great things to do with the English teaching enhancement in its participating countries. As English is agreed as the lingua franca used among ASEAN countries, English language competence is vastly required as the means of communication when one is engaged in a global network. ASEAN countries highly facilitate the movement of professionals within the region because foreign talents are sometimes essential to provide competition, stimulation, and synergy to improve the quality and productivity of domestic talent. A bigger consideration is mostly given to the eight prior fields. These include engineering, nursing, architecture, accounting, medicine, dentistry, hotel and tourism, and surveying. However, some studies conducted in Thailand, Indonesia, Vietnam, Malaysia, Singapore, and Myanmar pointed out the inadequacies of ESP materials for these prospective majors. The facts, furthermore, show that Indonesia is one of the world's major sources of international unskilled labor migrants as there is limited or even none practical language training to prepare them to work overseas. This article seeks to critically disclose: a) the significance of ESP materials ahead of ASEAN economic integration, b) the factual condition of available ESP materials for eight main disciplines across ASEAN countries, c) the prospect of developing ESP materials for these main disciplines.

Keywords: ASEAN integration, English for Specific Purposes, Materials Development, Eight Main Disciplines

INTRODUCTION

ASEAN is rapidly approaching a new landmark in the history of economic integration among its neighbouring countries through ASEAN Economic Community (hereafter AEC) in late 2015. ASEAN integration seeks to bolster amiable relationships, to provide a forum for collaboration and cooperation, as well as to further a highly dynamic and competitive region. Many people believe it only steals the limelight of economic and business practitioners and tend to take no heed to its challenges to education, workforce, or even society as a whole. In fact, adequate supply of goods, services, investment and capital as the core elements within the single market and production base of AEC can hardly boost economic growth without the presence of a satisfactory number of professional manpower, running this international business.

Mutual Recognition Arrangements (MRAs) introduces the most considered seven key professions plus one sector hotel and tourism in AEC namely engineering, nursing, architecture, accounting, medicine, dentistry, and surveying. As economies rely on manpower, ASEAN increases air capacity and creates a wider chance for a greater number of professionals to fly to neighbouring countries. In Indonesia's mechanical engineering sector, for instance, the government even states in The ASEAN Free Trade Area (AFTA) 2015 that due to the lack of around 15.000 engineers per year around 2015 to 2025, the Ministry of Manpower will allow foreign engineers to work in Indonesia though they cannot speak *Bahasa Indonesia*. Quite the same regulation has also been set in Vietnam, Singapore and Malaysia, where they allow enterprises to hire foreign workers as up to 80% of their managers, executives, and specialists. Professionalism will of course be the key to grasp all this chance.

Since academic qualifications seem to be the same among university graduates, leadership and international communication skills (in English) are the only criteria that make a difference among average graduates and extraordinary job seekers. Educational policy makers, English curriculum developers, materials developers and teachers have to work hand in hand to make students of ASEAN countries reach the required level English communication mastery. This job begins from creating specific English learning materials for each different field. Despite this promising chance of materials development, the researchers revealed from some studies that the number of specific English materials for different field of studies is very limited. Through this article, the researchers try to disclose the current conditions of English communication skills among university students in ASEAN countries in relation with the existence of English for Specific Purposes materials in these neighbouring countries.

English Demands in ASEAN Economic Community

Although language capacity is an often unstated assumption in ASEAN documents, this is the key factor of economic integration accomplishment. Article 34 of the ASEAN Charter designates English as the working language of ASEAN (ASEAN Secretariat, 2008b). The AEC Blueprint (ASEAN Secretariat, 2008a: 3) mentions English only once on the signature page, stating: “DONE in Singapore on the Twentieth Day of November in the Year Two Thousand and Seven, in single copy, in the English language.” The ASEAN Socio-Cultural Community, however, openly considers English language capacity-building in its blueprint, along with educational investment, life-long learning, human resource training and capacity-building, and applying technology (ASEAN, 2009).

Lee (2013) adds that the role of English is clearly stated by the Secretary General of ASEAN at a conference in Thailand entitled ‘Educating the Next Generation of Workforce: ASEAN Perspectives on Innovation, Integration and English’. He mentions that English for ASEAN region is an essential means to bring this community closer, to interact with colleagues in day-to-day as well as in formal meetings, and to raise awareness of the ASEAN region. English in ASEAN region also completely becomes the *lingua franca* in ASEAN meetings, where interpreters are not allowed, except for the Prime Ministers (Dudzik & Nguyen, 2015). Overall, ASEAN citizens can imagine how difficult it is to participate and contribute to the integration if their English communication skills are not adequate.

Taken as a whole, the demand of English communicative competence is growing significantly due to the economic integration of ASEAN countries which places English as the focal bridging language. Wijaya (2014) argues that English language teaching has been a barometer of modernization and English language proficiency, first and foremost, underlies one’s international engagement. It particularly becomes higher education institutions’ (HEI) role to ensure that their graduates do not only meet the national but also the regional qualification requirement in terms of English communication skills.

The importance of communication skills both oral and written for university graduates particularly the eight main studies mentioned above, is highlighted. Based on Arkoudis *et al* (2009), oral communication is necessary to get a job, to do the job, and to move up to corporate ladder. Written communication is crucial because the first acquaintance with the future employers is through a job application letter. Writing skills is also needed to write reports and to communicate with clients via emails. Beyond initial labor market barriers, excellent level of English communication skills is considered critical for international students/graduates/employees to progress further in their careers once they have gained employment.

It is a must for any company that wants to be a serious competitive contender in the international business arena to view English language as the official language for it is essential for the company’s long-term success. Multinational companies such as – Tokyo headquartered Rakuten, Lenovo, Audi, Lufthansa, Daimler-Chrysler, Nokia, Renault, Samsung, and Microsoft – to name just a few, have mandated English as their official language now. There are obvious reasons why multinational/international companies and organizations want employees with high English competence because as it makes it easier to recruit top global talent, reach global markets/ targets, assemble global production teams and integrate foreign acquisitions. A worldwide study concluded by Canadian Research firm Ipsos in 2015 indicated that 25% of all

jobs everywhere require employees to interact with people in other countries, increasing to 50% for many countries in the ASEAN region. Of these jobs, two-thirds require employees to communicate fluently in English, the study concluded. Therefore, English language mastery is not optional in the current demands of ASEAN Economic integration and broader area of the world development. The concern needs to be centred on the supplying our college and/or vocational school students with the kind of English they will need in their future workforces.

The Significance of English for Specific Purposes Materials

English for Specific Purposes (ESP) are historically developed in the 1960s following the unprecedented in international scientific, technical and economic activities. As people wanted to thrive in international trade, English was designed to meet the needs of these clients (Hutchinson & Waters, 1987). ESP materials since that time become the key factor that could determine students' or clients' success in accomplishing works and business in international scale.

ESP materials are created for a particular group of learners by analyzing the linguistic characteristics of their specialist are of work or study. In other words, ESP is developed based on learners' needs. Specializing and developing materials only on things learners need the most is the foundation of ESP and thereby it makes learning better and faster. Hutchinson & Waters (1987: 8) thus utter the most appealing quote on ESP as follows, "Tell me what you need English for and I will tell you the English that you need." This saying is sometimes misunderstood that ESP is only about the teaching of vocabulary of specific field. In fact, ESP materials have further benefits for learners to prepare them to comprehend their own field better through English for Academic Purposes, to get a job and to perform well in their specific job through English for Occupational Purposes, which overall goes beyond the mastery of specific vocabulary.

Firstly, ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions (Dudley-Evans' (1997). An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required. With ESP, learners can efficiently learn what they need in a certain time constrain.

Secondly, ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from EST (English for Science and Technology), EBE (English for Business and Economics) to ESS (English for Social Sciences). ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners.

Thirdly, unlike leaning English as a Second or Foreign language which emphasized the four macro skills equally, ESP materials are developed based on a needs analysis thus it only addresses the most required skills by the students. An ESP program, might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides.

Lastly, students' abilities in their subject-matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom. In the ESP class, students are shown how the subject-matter content is expressed in English. The teacher can make the most of the students' knowledge of the subject matter, thus helping them learn English faster.

The Current ESP Materials for Eight Main Disciplines Across ASEAN Countries`

Shawyun (2014) investigates ASEAN countries readiness toward AEC. He found its members have different degrees of readiness especially in education sectors. He suggests higher education institutions to be vanguards of reforming students' values and heedful, institutional values and conscientious reforms, and be responsible with social environment.

In AEC, English plays important role as negotiation skills among ASEAN members. These countries already identify the need of renewing and developing English language teaching and materials for their education. Nowadays, English teachers should create materials that emphasize more on their students communicative ability.

In reference to free movement of eight skilled labor, Cambodia government asks Cambodians to learn and to be professional in using English. Tweed and Som (2015 as cited in ASEAN Integration and the Role of ELT (2015)) state that English is used as medium of instruction for some subjects in private and public Cambodia universities. Cambodian English language teachers find some problems in developing ESP materials for their students. the problems are lack of adequate facilities and resources, the big number of students, and low salary. Government offers a solution to these problems namely English Language Fellow (ELF). It gives workshop for English language teachers.

Dudzik and Nguyen, as cited in ASEAN Integration and the Role of ELT (2015), state that Vietnam has three themes in improving English skills for AEC. First, improving English teachers' ability. English teachers for each school level will have different benchmarks of CEFR for example English High School teachers must reach C1 level of CEFR. Second, developing qualified 21st Century English teachers. Vietnam has created English Teacher Competencies Framework (ETCF) as the program in preparing qualified teachers. This program adds three contextual courses (teaching English as an international language, world Englishes, and South East Asian Cultures) into their curriculum. Third, delivering effective Curricula and materials developers. They must comprehend the use of CEFR benchmarks in planning new curricula and materials that meet the goals of CEFR. Chau (2011) states English materials were used in Vietnam vocational schools mostly arranged by non English materials developer. This fact indicated that Vietnam English teachers have lack experience in developing materials.

Muttaqin (2015) assumes English teachers in Indonesia have to connect their teaching methodology and ASEAN SocioCultural Community (ASCC) blueprint. Higher education institutions in Indonesia have to improve the quality of their English teachers to motivate their students to be actively in using English. Undergraduate students in Universiti Kebangsaan Malaysia (UKM) must take credits in English proficiency subject as a requirement for graduation. English teachers in UKM needs great concern in designing syllabus and materials. They should consider students' profile, university policy, and job market requirement. Musa, Lie, & Azman (2012) argue that Bahasa Malaysia gives strong influence in learning English. They suggest an improvement in English language curriculum to enhance autonomous and critical language learners taht in line with demands in job market.

A study by Othman and Rashid (2011) concludes that English courses should give a clear distinction between English learners and demands in workplace. A survey by Sinhaneti (2012) found four group of English courses offer by Thai higher institutes. The courses are English as TESOL, English as Communication, English as EIL, and English for International Management. A study by Nomnian (2014) mentions three points about the needs of English in raft service. They are needs for improving English speaking skill, needs for learning English and other languages; and needs for the promotion of entrepreneurs' English proficiency development.

Souriyavongsa et al. (2013) explored teachers' and students' weaknesses in learning English. They found several causes in forming these problems. First, English teachers are not well-trained in teaching English as the result they use Lao language while teaching English. Second, students' lack of basic knowledge of English skills. Third, students feel shy in using English as their communication language. Fourth, the mismatch use of curriculum to improve English proficiency still exists. Moreover, class situations and technology do not sufficiently support ELT processes.

In Indonesia, Wahyudi (2014) analyzed two ESP textbooks in Indonesian Islamic University. He found that those textbooks more concern about general English rather than ESP materials. Rochanasak and Chakkaew (2015) argue that the majority of Thai workers are not graduated from eight disciplines mostly required in AEC movement. In reference to this fact, Thai educators should design English materials that reflect job market demand, new techniques in teaching and learning, and meet international standards and measurements. Those materials will act as the tool to set up Thai graduates with good soft and hard skills. Other way to increase Thai human resources is giving English training. Thailand has applied new program namely "English Speaking Year 2012" as the preparation for entering AEC.

Higher education institutions have great responsibility in producing qualified manpower to be able to participate in AEC marketplace. One qualification to compete in AEC is

the ability in using English language. Noom-ura (2013 as cited in Warawudhi 2013) argues Thai fresh graduate will get a communicative problem in free mobility of skilled workers because of low professionalism in English. He suggest English educators should offer balance items of contents and skills in teaching and learning process. Teachers have to do needs analysis in designing new materials. The result of needs analysis will help students to be ready in entering real competitions in marketplace. The quality of ESP programs in university become one indicators to know how prepared a country in facing AEC. Sinhaneti and Fu (2015) find among eight AEC careers there are three careers – hospitality & tourism, engineering and accounting, become the most popular programs in Bachelor and Master level. They argue that Thailand higher institutions need to offer more ESP programs for medicine practice, dentistry, nursing, land surveying and architecture. They need to rearrange curriculum and materials for those programs.

The rapid progress in tourism sectors must be in line with the professionalism in using English as an International language. This fact pushes Thai educators to complete they students with adequate English skills. They have to find correct curriculum and methodology to teach their students especially for eight skills required in AEC. Sanguanngarm (2011) points out that tourism sectors should construct a new teaching approach in teaching English. Masoumpanah and Tahririan (2013) emphasizes that English plays an important role for hotel receptionist as part of tourism sectors. Tourism students have to be familiar with diversity in cultures, languages, and costumes. An ESP teacher may use supplementary materials to fulfil students' needs.

Gass (2012) conducted research in describing needs and situational analysis for nurse curriculum in Thailand. Thai nurses avoid foreign patients because they lack confidence in English and face cultural differences. Gass suggests that Thai nurses must improve their listening and speaking skills and materials should be reflected real patient situations. A descriptive study by Gamez and Borabo (2014) was held to describe dentist readiness for AEC. This involves dentists from four ASEAN countries, Thailand, Malaysia, Philippines and Indonesia. The highest readiness is dentist from country B (Malaysia). They found needs to reform dentistry curriculum into competency-based curriculum to be able to participate in AEC competition.

Related to engineering college students, some studies conducted in ASEAN countries indicated that our engineering students are not ready for ASEAN Economic Community 2015 competition. Wongwichai *et al* (2013: 683) studied Thai engineering students' readiness for AEC 2015. They reveals that "Thai engineers face two important challenges in coming AEC 2015: lack of communication skills and lack of knowledge regarding engineering regulations." They also emphasize that Thai engineers have low interest in working abroad due to their incompetence in English. Jindathai (2015) argues the main causes of low English proficiency level of Thai engineering students were management in teaching English and the exposure in using English for real life situations. Zaid and Kamarudin (2003) found in their study there has been an issue that many mechanical engineering graduates in Malaysia are jobless eventhough they have graduated with excellent result. This is the consequence of their low English communication skills. Another study in Vietnamese context by Tinh (2015) discloses that nearly 90% of the mechanical engineering students agreed that highly effective mechanical engineers should have good communication skills in English. Despite their awareness, approximately half of these students were not satisfied with their own English communication skills. In Indonesia, Merawati and Dewiyanti (2014) evaluated English materials for engineering students at Politeknik Negeri Bandung. Although their research intended to review English reading materials, it was found that 93% of the students would prefer to improve their speaking skills than their reading abilities. These studies within ASEAN countries show that our engineering students are not ready for AEC 2015 in terms of English communication skills.

Overall, these studies conducted across ASEAN member countries have reveal that most of South East Asia college graduates are not ready to compete in ASEAN region and in international scale due to the lack of English communication skills. The most obvious cause of this low competence is the lack of specific English learning materials designed for these different needs.

The Prospect of Developing ESP Materials ahead of AEC

Many studies have disclosed the real condition of ASEAN college students and graduates who are not ready to take parts in the ASEAN integration due to their lack of English communication skills, both written and spoken English. However, under the AEC, mutual recognition agreements (MRAs) keep facilitating the path of university and vocational school graduates to work within member countries, particularly those who belong to the eight major disciplines formerly mentioned as professionals from these majors play crucial roles in science, infrastructure and economic development of ASEAN region.

Papademetrious *et al* (2015) summarize despite the clear aspirations by ASEAN to create an effectual framework to facilitate movement among skilled professionals within this region, progress on the ground has been slow and uneven. One of the causes of this is that many of professionals themselves have limited interest and motivation in moving to other countries due to their perceived cultural and language differences. Thus, before this perception is fossilized in the next generations' mentality, ESP materials developers have important roles to create as effective English materials as possible.

Proper materials development for the eight disciplines in particular and all different majors is then very crucial. Unlike general ESL students, ESP students are taught English within a specialised context that is already known to the ESP students: usually the students' profession. Consequently, teaching must be geared to language usage that is applicable to the ESP students' particular profession and which can be used practically in the relevant specific purpose. The following facts and prospects are summarized from Papademetrious *et al* (2015), Siripunyawit (2014), and Sinhaneti and Fu (2015).

In terms of medical services for example, Indonesia's ESP materials developers should reflect from the quality of Thailand's medical services, including doctors, nurses and dentists that are higher than many other Asean countries. Thailand has established itself as a "medical hub". The large number of foreign patients have boosted medical tourism. On top of that, a number of Thai physicians and nurses working abroad have been lured back home. Additionally, Thai hospitals can get medical tourism earning about 140 billion baht in 2012, up 18% from a year earlier. And the figures have kept increasing. This shows that Thailand doctors also care about their English communicative competence that in line supports the medical tourism. ESP materials developers can observe what makes Thai doctors competitively ready in terms of foreign language competence.

Specific English materials for architecture major is also essential as AEC will definitely open doors for professionals, not to mention architecture to migrate to other countries such as Brunei, Singapore, Philippines, Laos, Myanmar, and not to mention Indonesia's labour market. Architecture is believed to be the most powerful major to create sustainable development and housing need in developing nations. As the MRAs highlight that foreign registered architects must work in partnership with local architects in an equal manner, this means a lingua franca is surely needed as the means of effective discussion among architecture professional. ESP materials developers must look at this phenomenon as a wide chance to create appropriate English learning materials for students of this field.

Above all, the most obvious significant development of English communicative competence comes from hotel and tourism departments across ASEAN higher education institutions and trainings (Fukunaga, 2015). As Indonesia is the biggest archipelago and has abundance of tourism sites, proper ESP materials with local culture promotion might be a new insight in English teaching materials development.

Clearly, the opportunities to develop effective and appropriate English for Specific Purposes materials are not only limited to these fields. The eight major disciplines in particular and the other field of studies in general must have contribution to the sustainable development of ASEAN countries. So, there are always challenges for materials developers to create materials and contribute to the readiness of our professional workers.

CONCLUSION

The current demands of ASEAN Economic Community emphasize on the most considered seven key professions plus one sector hotel and tourism namely engineering, nursing, architecture, accounting, medicine, dentistry, and surveying. This chance needs to be

balanced with the demand of English communicative competence which is growing significantly due to the economic integration of ASEAN countries. Thus, higher education and/or vocational institutions need to ensure that their graduates do not only meet the national but also the regional qualification requirement in terms of English communication skills to get a job, to do the job, and to move up to corporate ladder in multinational companies or institutions. One of the most promising ways is supplying these students with appropriate English for specific purposes materials. Since many studies conducted across ASEAN member countries have reveal that most of South East Asia college graduates are not ready to compete in ASEAN region and in international scale due to the lack of English communication skills, this makes policy makers, experts and practitioners have to work hand in hand to create the ESP materials for these eight majors specifically to produce competent graduates in terms of English communication skills.

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TEACHERS' MEDIA IN TEACHING ENGLISH AT JUNIOR HIGH SCHOOL IN PADANG

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ABSTRACT

In teaching, media is very important to promote learning. The teachers can transfer knowledge and materials to students through media. The media that can be used by the teachers come from any sources. They depend on the creativity of the teachers in using and match it with the materials. In this research, the writer did research to see the media that are used by the teachers at Junior High School in Padang, there are some teachers who have been creative in using media and design it in teaching, such as: there is a teacher who still used whiteboard and drawing; she draw the pictures about things that are she was teaching, so the students could receive information and understand the materials that the teachers taught. It could be done because the teachers could use the whiteboard effectively and maximally. Beside that the teachers could teach materials in creatively giving examples, so the students interested to listen and could understand the materials that the teachers taught to them. However, there is a teacher who had used modern media; LCD projector and Laptop but she could not use it effectively, so the students did not understand fully with the materials. It can be summarized that, every teachers used media in teaching, the media can be good if the media that were used by the teachers appropriate with the materials that was being taught and the students interested and understood.

Key words: *Teachers' Media, and Teaching English*

INTRODUCTION

In teaching English, teachers should use media to make their students understand with the materials that she or he is going to teach. According to Briggs (1970), media are physical means which are used to send messages to the students and stimulate them to learn. The messages that are included in the text can be understood and conveyed to the students through media. The knowledge that is abstract materials which the teacher wants to explain to the students can be seen directly through media. Beside that there are some materials that are difficult to promote to them, so the teachers can use media; such as pictures or powerpoint.

There are some reasons why the teachers should use media in teaching, Ruih, Muhyidin, and Waluyo (2009: 3) state that the teachers should apply the media in teaching – learning activities because:

1. Instructional media can be solved the lack of the learners' experiences. Learners have different background such as family life, society, social economic, etc. Learners who live at different areas will have different experiences, because they have different environment, society, social economic, etc.
2. Instructional media can be reached everything out of the class. There are so many things around the learners that can not be reached by themselves, such as: bacteria, virus, etc. To know and see those tiny things, we must use a microscope as a media. We use a picture to present things which can not be brought into the classroom such as: markets, stations, harbors.
3. Instructional media are created the possible direct interaction between the learners and their environment.
4. Media are produced some observation. The learners' observation can be directed into the important things based on the teachers aims.
5. Media can be kept the basic, concrete and real concepts of the teaching.
6. The learners' motivation are aroused by using media in learning.
7. Media are integrated the experience from the concrete things to the abstract ones.

The teachers need to be creative in using media. If the media are good or modern, but the teacher is not creative and can not explain the materials well, so the media is useless. Thus, the teachers should be creative in choosing and combining between texts and media for teaching.

In the English class, some of the teachers still have problems with media. The first problem is the teacher does not have idea which media that she can use in teaching. The second problem is the teachers do not have skill to create media through computer/laptop, and projector. The third problem is the teacher does not have motivation to learn using laptop or computer as media for teaching English. The last problem is the teachers do not know about the sources that can they use as media in teaching.

METHOD

This qualitative study sought to observe the teachers in teaching learning process. The writer used two instruments to collect the data. The first instrument is observation checklist which is used to check the media that is used by the teachers. And the second media is video which is used to gain the detail information.

The first instrument was used by the writer while she was observed the teacher in teaching. In the table of observation checklist, the writer wrote some explanations related to the media that is used by the teachers in teaching learning process. Then, the second media is video which is used by the writer to make sure that the writer got and took the information are truth.

There are four teachers who teach English in the SMPN 27 Padang. They taught at VIII grade. Thus the writer took total sampling, so there are four samples in this research. The teachers record video from all of samples as long as their teaching learning process.

FINDINGS AND INTREPRETATION

In this study the writer did research based on the experts' idea about the instructional media that can be used for teaching language. There are some instructional media that can be used by the teacher in teaching – learning process; Vernon (1996) explains that there are six kinds of media;

1. Drawing or teacher mode drawings; the teachers can design or make the drawing at home through using papers and color pencils.
2. Still Pictures; the teachers can take the real situation, object or events into pictures and print out them, or the teacher can take some pictures that are relate to materials from newspaper, magazine, tabloid, brochures, and etc.
3. Audio Recording; the teacher can record the sounds from the conversation from native or other sources based on the teachers need from the materials. The teachers can be used individually or displayed directly to all of the students.
4. Realia (simulations and models) or real objects; realia means real things, objects such as coins, tools, plants, animals, or collection of artifacts that teachers can bring into the class room to illustrate the meaning of the teaching material to be more clearly, meaningful and memorable, or the media are replication of real situation which are designed or used by the teachers the same with the real situation or objects, for example; the topic is about the wild animals, so the teachers can used the miniature or wild animals.
5. Chart, Poster, or Cartoons; Chart is a drawing which shows information in the form of a diagram, a map of the sea, or the sky, etc. Poster is a large printed picture or notice in a public place, often used to advertise something. Cartoon is a funny drawing especially one in a newspaper or a magazine that makes a joke about current events.
6. Blackboard or Whiteboard; they are very important media in teaching, because the teacher can write and explain the materials in these media, and the teachers can display pictures, cartoon, charts, posters, drawing, and powerpoint into these.
7. LCD Projector; it must be connected with the computer to display the material that are in the computer or laptop. Nowadays it is very popular to be used by the teachers in teaching, because it is very helpful and can display video, audio, pictures, chart, map , and etc.

Moreover, Harmers 2007 in Nurul (2013: 197 – 198) states that there are some kinds of instructional media:

1. The students themselves; the teacher can use the students themselves as the media in using as samples of teaching.
2. Course Book; in the course books print the materials that are taught by the teachers.
3. Computer – based Presentation Technology; hardware and software - The hardware needed for this instructional media are computer and LCD projector. This instructional media combine both audio and visual material. By using computer-based presentation technology – or so called multimedia presentation— enable the teacher to convey much larger information to the students.

It can be concluded that there are 10 kinds of media that can be used by the teachers in teaching. Thus, the writer used both of ideas from two experts, they are drawing or teacher mode drawings; still pictures, audio recording, realia or real objects, Chart, Poster, or Cartoons, Blackboard or Whiteboard, LCD Projector, The students themselves, Course book, and Computer – based presentation Technology.

The findings of this research in general about the media are used by the teachers can be seen in the table 1.

Table 1 : The Teachers Result of Observation Checklist

No	Instructional Media	Teacher 1	Teacher 2	Teacher 3	Teacher 4
1	Drawings or Teacher Mode Drawing	√	–	–	–
2	Still Pictures	–	–	–	–
3	Audio Recording	–	–	–	–
4	Realia or Real Objects	√	–	–	√
5	Chart, Poster, or Cartoons	–	–	–	–
6	Blackboard or Whiteboard	√	√	√	√
7	LCD Projector	–	–	–	√
8	The Students Themselves	–	√	–	–
9	Course Book	√	√	√	√
10	Computer – based Presentation Technology	–	–	–	√

In this table can be explained that all of teachers used more than one media in teaching. They used some media in teaching. Teacher one taught about “Count Things” and used four media in teaching English, she could use them effectively and the students are active in teaching and learning process. She used whiteboard to explain, give example to the students, and draw the pictures about the measurement of uncountable and countable nouns; *two books, a bar of chocolate, a can of soft drink, a plate of rice, a glass of water, a cup of tea, and a bottle of soft drink*. The second media is real object which is used by the teacher from media in the classroom that the students and teacher have; *one bag, two bags, three bags, a whiteboard, one dictionary, two markers, three pens, one pen, one marker*. The third media is course book which is used by the teacher to give example and make exercise. The fourth media is drawings that the teacher drew some pictures of measurement in the whiteboard; *a can, a plate, a cup, a glass, a piece of cake and a bar of chocolate*.

The second teacher taught about “Simple Present Tense” and she used three media; whiteboard, students themselves, and course book/text book. The teacher used white board to explain and write the examples and patterns of Simple Present Tense; (+) I eat fried chicken (Subject + V1 + Object). The second media is students themselves; the teacher asked the students to stand up and give example “Does she stand up?” and the teacher pointed the students while said “he does not..... she does not..... they do not..... And the last media is course book that the teacher asked the students to see the materials and do exercise in it. Therefore, teacher two can use the thrice media effectively, so the students are active, interest, and understand with the materials that teacher taught.

The third teacher taught by using two media; whiteboard and course book. First, whiteboard just is used by the teacher to write the answer from the workbook and just explained

one example about: *to + Verb one*. She could not give some examples to the students, but she just asked the students to do the exercise in the work book. Second, course book is used by the teacher to ask the students answer the questions in it. Thus, the students do not interest and understand with the materials because the teacher could not use the media to explain the materials.

The fourth teacher taught by using four media with the topic *Report Text*. The first media is whiteboard. It is used to write and explain the materials about differences between descriptive and report text; *Descriptive Text is to describe about something such as people, place, and thing. Report Text is to describe about they way things are, example: thing, animals, public places, and phenomenon*. The second media is real object; the teacher used pointed her table to explain about "who made this table? Yes, it is made by the carpenters." The third and fourth media is LCD projector and laptop. She just turned on them and used them in a few minutes to display the materials about definition and generic structures of Report Text. The teacher asked the students to make exercise about write the sentences about Report Text and asked students to make report text as homework. Thus, the students do not interest and understand with the materials because the teacher could not use the laptop as media effectively to stimulate them to find the ideas about report text and give example of report text. Even though she used laptop as based technology media, but she do not creative and do not know how to convey the messages from the materials, so they are useless.

When the teachers choose and take the media for teaching they should consider some things. Strauss and Frost (1999) in Nurul (2013) identify nine key factors that should influence media selection:

1. Institutional resource constraints, the curriculum in the school is applied based on the standard from the Ministry of Education that is the teacher still use K 13 (Curriculum 2013)
2. Course content appropriateness, course content for every grade can be seen in the Curriculum.
3. Learner characteristics; the teachers should consider the students profile when she or he wants to choose the media for teaching.
4. Professor attitudes and skill levels: the teachers who use the media have differences characteristics, knowledge, and skill, so they will have difference way to choose and use the media. However, even though they use difference way and media, but they teach the same materials that based on the goals, and aims from the
5. Course learning objectives: in choosing the media as the promote learning of materials, the teachers should consider course learning objectives from the curriculum.
6. The learning relationships; the media that is used should contain the materials that relate with the textbook or curriculum.
7. Learning location; media should match with the school environment and the students social environment and background; for example if the teachers teach in the rural area, so the teachers can use the media that is near with the students that they often interact with nature. In contrast, with the school that is located in the urban area, they have so many chances to study with the technology at home that is facilitated by their parents, and most of them follow tutor class, so the teachers should use technology media for teaching.
8. Time (synchronous versus asynchronous); in using the media, the teachers should manage the time that is fix to the teaching learning time that is standardized by the government for every meeting.
9. Media richness level: the teachers should use the media that is appropriate with the students age and level.

Considered, based on the theory from the expert above, the writer can analyze the results of this research from four teachers as follow:

No	Key Factors Influence Media Selection	Teacher 1	Teacher 2	Teacher 3	Teacher 4
1	Institutional resource constraints	√	√	–	–
2	Course content appropriateness	√	√	–	√

3	Learner characteristics	√	√	—	—
4	Professor attitudes and skill levels	√	√	—	—
5	Course learning objectives	√	√	—	—
6	The learning relationships	√	√	√	—
7	Learning location	√	√	—	—
8	Time (synchronous versus asynchronous)	√	—	—	—
9	Media richness level	√	√	√	—

The first teacher can use media based on all of key factors that influence media selection. It can be described that the teachers can use media that is appropriate with the curriculum aims which is the teacher taught about count things. She used the media that is near, and appropriate with the students age, level, and background knowledge. It can be proof that the students are actively to give opinion and write the answers in the whiteboard. In using time, the teachers use media appropriate with the teaching time for pre, whilst and post activity. The teacher used media in the pre and whilst activity.

The second teacher applied all of the key factors that influence media selection. Eventhough the teacher only used three kinds media, such as; whiteboard, textbook, and the students themselves. She can consider all of the key factors that influence media selection. She can make the students understand to her explanation because she can use the examples from the students themselves, and relate with their prior knowledge. Thus, they can understand the materials because they can do the task that is given by the teachers. However, the teacher still had problems of time, because she spent much time in giving task to the students.

The third teacher could apply all of key factors that influence media selection, because she only used text book. She just asked the students to do homework in the worksheet. She just explained the materials if the students about something, such as; the students ask about the using of verb II or past form. Then, the students cheat the other students' task. Therefore, the students do not interest, noise and walk from one students' chair to other students.

The fourth teacher, the teacher used the media; over head projector, whiteboard and laptop, but the teacher can not apply the media based on the key factors that influence media selection. The teacher explained the materials about report text by using whiteboard. She could not give example of report text to the students, and then she just asked the students to write a report text. The students did not understand what they would write, because the teacher can not give the topics that can they choose to be written, so they did not have much idea to write the report text. Thus, the teacher only applied one factor; it is about course content appropriateness. The teacher taught the materials that are relate with the course content, but the teacher could not give example and they did not understand with the materials.

CONCLUSION AND SUGGESTION

From the fourth teachers, it can be summarized that the teacher used some media in teaching. All of them used white board as media. Even though they used same media, but the students understanding are not same. It is because the way teacher used it differences. Thus, the teacher could explain the materials, and write them tidy and orderly, so the students can receive materials well and curiously. The teacher fourth used computer and LCD Projector, but she could not display the materials with it, so the students do not interest and understand with the materials.

The result is the materials can be understood by the students and it interest to them because the people who use it creatively and can use it effectively, but it is not because the media itself is modern or technology media.

Based on the result of this research, the writer suggests to the educators or teachers to use the media creatively and effectively. The media must not be bought expensively, but the teachers can use the existing things around them from magazine, newspaper, tabloid and etc. The teacher can be creative to find the materials from any sources, display it, and explain that relate with the students experiences, their prior knowledge, interest for them, and appropriate with their needs (age, and their language ability). The teacher should know and understand with the students wants and needs to be learned.

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A NEEDS ANALYSIS FOR DESIGNING AN ESP-BASED SYLLABUS IN AN ISLAMIC STUDIES EDUCATION PROGRAM

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ABSTRACT

Developing an English syllabus for the teaching of English in an Islamic Studies Education Program is considered necessary due to the fact that the existing English syllabus being used is not based on the needs analysis but rather on the lecturers' judgement. In response to the problem, the study was conducted to investigate the students' needs of English as the bases for designing an ESP-based syllabus. In this study, questionnaires were distributed to 93 students and four English lecturers of the college. Besides, interviews were undertaken to the English lecturers, the rector of the college and the chairman of the study program, and the existing English syllabus was surveyed. The results of the study revealed that the students of the college wanted to improve their four English skills (speaking, reading, writing, and listening), with their English sub-skills related to Islamic and daily life topics, and they also wanted to experience various learning strategies in learning English. Then, an ESP syllabus was created based on those results. Based on this study, it is advisable for the study program and the English lecturers to apply and evaluate the proposed English syllabus.

Keywords: *ESP, needs analysis, syllabus design*

INTRODUCTION

In the last few years in some countries abroad, the studies on needs analysis for ESP course were varied in the context of business, science and technology, health, and arts (Al-Harby, 2005; Oanh, 2007; Rosa, 2008; Al-Tamimi and Shuib, 2010; Eslami, 2010; Kaur and Khan, 2010; Atai and Shoja, 2011; Rodiset *et al.*, 2011; and Kaewpet, 2011).

In Indonesia, there were also some research studies of needs analysis and ESP in the context of business, science and technology (Floris, 2008; Fahmi, 2010; Petrus, 2010; Sismiaty and Latief, 2012 Hardiningsih *et al.*, 2012) and Islamic studies conducted by Zuniati (2010) in terms of course book development, Sucipto (2010) in terms of syllabus development, Meisuri (2009) in terms of the relevance of English materials to the students' needs, and Kurniadin (2008) in terms of the use of specific English textbook to Islamic Studies students.

In this study needs analysis was employed as a starting point to design an ESP-based syllabus in an Islamic Studies Education Institute. This college had two majors: Islamic Studies Education and Islamic Judicature Program in which their concerned studies were related to Islamic knowledge and Islamic studies teaching such as *Tafseer*, *'Ulumul Hadith*, Islamic Studies Education, etc. In addition, their graduate students were commonly expected to be Islamic Studies teachers.

However, along the last few years in this institute, the designing of English syllabi and the teaching of English were carried out without considering the learners' needs. The English instructors in this institute tried to make specific English for the students in the first and the second semester by teaching reading on topics of Islamic issues and precepts, and reading comprehension on general topics in the third semester. Nevertheless, the syllabi were designed without considering the learners' needs. Meanwhile, Nation and Macalister (2010: 65), in one of twenty principles of language teaching, suggest that the contents of a syllabus in a language course should be based on the learners' needs. Considering the learners' needs as the bases of teaching and learning English seems necessary for the students of this institute because they were students of Islamic Studies Education, and they might need specific English, as Richards (2001: 32) states "Different types of students have different language needs and what they are taught should be restricted to what they need." Furthermore, Hutchinson and Waters (1987: 8) state that the learning based on the learners' needs "would improve the learners' motivation and thereby make learning better and faster."

METHODOLOGY

The aim of this research was to investigate students' needs of English and to propose ESP-based syllabus in an Islamic Studies Education program. This research was characterized as a qualitative study, and various data collection methods, such as questionnaires, interviews, and document analysis, were used in this research.

The questionnaires distributed in this study were for the students and for the lecturers. For questionnaires, close and open-ended questionnaires were used to find out some information about the learners' English backgrounds, the learners' perception to ESP, the learners' expectations of how to learn the language, and the learners' expectations of English at the end of the course. Two types of questionnaires, for students and lecturers, were distributed in this study. The students' questionnaire contains twenty questions divided into three parts. The first part, Part A, contains four questions asking students' assessments of their English skills. The second part of the questionnaire, Part B, contains four questions finding out the students' experience of learning English during one semester. The last part, Part C, contains twelve questions finding out the students' needs of English.

The individual interviews were carried out to three English lecturers, the chairman of the Islamic Studies Education Program, and the chief of the institute. The interviews were used for collecting data from the English lecturers concerning their perceptions to ESP course, and from the chairman of the Islamic Studies Education Program and the chief of the institute concerning their expectations to the students' mastery of English, general goals and objectives of the institute.

The other method employed in this study was a document analysis, which was an English syllabus being used by the lecturers. The syllabus analysis was used to collect some information whether the English syllabus met the students' needs of English. In this analysis the available English syllabus was analysed by considering the students' needs profile, taken from the results of the needs analysis. As a guide for the analysis, a document analysis form was organized consisting of ten questions, based on the students' needs profile, concerning the contents of the available English syllabus used by the lecturers in the college.

FINDINGS AND DISCUSSION

Institutional Goals, Expected Skills, and Existing Skills

Based on the data retrieved from Part C of the questionnaire, identified as expected skills, the students (100%) perceived that all of the English skills (listening, reading, speaking, and writing) and grammar were important for them after college, and the lecturers' perception was also in line with the students. Besides that, the students (100%) were also interested in learning and needed to improve all of the English skill. The students' desires to learn what they think is useful for them are called as wants (Hutchinson and Waters, 1987: 56; Nation and Macalister, 2010: 29). The students' wants should be taken into consideration as well in order to build up the students' intrinsic motivation for the students to learn. Intrinsic motivation is important as the most powerful reward (Brown, 2001: 59).

Therefore, creating an English course design or English syllabus based on the students' wants may increase their involvement in learning or motivate them in learning, since the students see the obvious relevance of what they are studying (Basturkmen, 2006: 18).

Furthermore, the Chairman of the Islamic Studies Education Program gave his personal expectation toward the English subject in the college that the English course could produce the students who have ability of fluent basic conversation, knowledge of basic grammar, and reading comprehension on Islamic texts in English. Based on these data, it can be inferred that the English teaching and learning should integrate all of the English skills to achieve the English skills expected by the students and the chairman.

Based on the data retrieved from Part A of the questionnaire, identified as existing skills, the students were considered as having basic competencies of English as they were fresh graduate students from senior high school. At present situation, most of them (54.84%) perceived that they were best at the reading skill and that, for most of them (52.69%), the speaking skill was the most difficult skill for mastery. In addition, the lecturers considered that

the students were lack of vocabularies, grammar competencies, and speaking skill. Therefore, it can be concluded that the students had some lacks in some English skills.

Based on the results above, the English teaching should cover the students' lacks and try to achieve the students' expected wants so that the students' skills of English are improved. Therefore, to eliminate the students' lacks and to achieve the students' expected wants, namely having an interest to the English skills and willing to learn all of those skills, the teaching of English should integrate all of the English skills in the English course. By integrating all of the English skills needed by the students, it might motivate them to learn English.

Concerning the integration of four skills in English, Brown (2001: 234) points out that there are five instruction models to maintain an integrated-skills focus in teaching: content-based instruction, theme-based instruction, experiential learning, the episode hypothesis, and task-based teaching. Brown (ibid: 235-6) also gives examples that ESP curricula use content-based instruction, and EAP in a university use theme-based instruction.

Expected Contents

Based on the data retrieved from Part C of the questionnaire, identified as the expected contents, in general the students pointed out that it was necessary for them to relate English skills to Islamic topics and most of the lecturers also agreed to relate English teaching to Islamic topics. The chief of the institution also suggested that the English syllabus used in this college should be English for Islamic studies. Concerning Islamic topics, the students had different favourite Islamic topics among them. Their favourite Islamic topics were Islamic faith (45.16%), morals in Islam (45.16%), Islamic rules/*fiqh* (40.86%), Islamic history (40.86%), worships or rituals (33.33%), Islamic education (33.33%), Islamic thoughts (32.26%), and Islam world issues (30.11%). Therefore, it might be recommended that the English teaching and learning should include all of the Islamic topics to facilitate the students' favourites. Basturkmen (2006: 18) points out that "as the syllabus is based on needs, it is likely to be motivating for learners, who see the obvious relevance of what they are studying."

The students' preferences to English sub-skills in speaking sub-skills, reading comprehension sub-skills, writing sub-skills, and listening sub-skills were also investigated. McDonough (1984: 62) points out that "sub-skills represent the point at which the general labels (or skills) are broken down into their component parts."

In the speaking sub-skills mastery, most students (65.59%) needed to master speaking materials in the context of social interaction in daily routines at their workplace. However, some students also wanted to master the other English speaking sub-skills: communicating ideas either formally or informally (50.54%), responding questions to the field related to Islamic topics (48.39%), participating in a small group discussion related to my job or subject field (46.24%), using vocabularies related to Islamic fields (43.01%), and conveying brief Islamic speeches (33.33%).

In reading comprehension sub-skills, most students (79.57%) needed to comprehend English authentic texts related to daily life. Besides that, some students also wanted to master reading comprehension skills in finding out detailed information (54.84%), in the texts related to their favourite topics, or Islamic topics (51.61%), in finding out main ideas (37.63%), and the writer's opinions (33.33%).

In writing sub-skills, most students (73.12%) were interested in writing about daily life topics. In addition, some students (55.91%) also wanted to be able to write various texts with varied topics in the fields of Islam, to write summary from the texts related to favourite topics (26.89%), to write short essays related to favourite topics (25.81%), and to write long essays related to favourite topics (25.81%).

Finally, for listening sub-skills, most students (88.17%) were interested in listening daily life topics. Furthermore, some students (55.91%) also wanted to be able to understand detailed information of short lecture speeches related to favourite topics, and understand main ideas of short lecture speeches related to favourite topics (51.61%).

Expected Learning Process

Based on the data retrieved in Part B of the questionnaire describing expected size of class, expected learning managements and expected learning models of the students, it can be concluded that the students (58.06 %) expected to have a class consisting 20-25 students, as also

expected by the lecturers. In learning managements, most students (52.69 %) were interested in learning English in group, but some others also wanted to experience English learning in pairs (37.63 %), in individuals (24.73 %), and in whole class (20.43 %).

Regarding learning models, most students (67.74 %) liked simulation learning. However, some others also wanted to experience the other learning models of small group discussion (36.56 %), cooperative learning (34.41 %), self-directed learning (25.81 %), collaborative learning (23.66 %), or discovery learning (10.75 %). Therefore, based on the results above, since among the students had different preferences to learning models, the proposed syllabus should include various learning models for the students in learning English. Nation and Macalister (2010: 64) point out that “not all learners will feel comfortable with the same way of learning, and learners may learn more effectively if they can choose a style of learning that most suits them.”

Designing an ESP-Based Syllabus

The result of needs analysis is “a realistic list of language, ideas or skill items, as a result of considering the present proficiency, future needs, and wants of the learners” (Nation and Macalister, 2010: 1). Therefore, having investigated the students’ needs of English with present situation, learning situation, strategy, and target situation analysis types, this study identified language skills, topics, and learning strategies as called as students’ needs profile reflecting the results of the needs analysis. Based on the students’ needs profile, the goals of the course were established. Then, the students’ needs profile was organized into themes and sub-skills as consideration for creating a proposed ESP-based syllabus. Hutchinson and Waters (1987: 12) propose that the identified features will form the syllabus of the ESP course. Thus, a proposed-ESP based syllabus was produced in this study, integrating functional, content-based, and skill-based syllabi.

The ESP syllabus organized in this study was based on the results of the students’ needs analysis. Therefore, the contents of this syllabus represent the students’ needs of English. Basturkmen (2006: 18) points out that “as the syllabus is based on needs, it is likely to be motivating for learners, who see the obvious relevance of what they are studying.”

The syllabus integration of functional, skill-based, and content based syllabi was chosen as the most representative syllabus since the objectives stated in the syllabus represent those types of syllabus. Concerning syllabus choice and design, Krahnke (1987: 74) points out that the goals and objectives of the overall instructional program must be the major determinant in selecting a syllabus type. Since the objectives of the overall lessons of this study represented functional, content-based syllabus, and skill-based instruction, the syllabus integration of those three types of syllabus was chosen for the proposed ESP-based syllabus of this study. The functional instruction can be seen in the objectives of Week 1, 2, 3, 4, 7, 8, 9, 10, and 11. The content-based instruction can be seen in the objectives of Week 5, 6, and 11. Finally, the skill-based instruction can be seen in the objectives of Week 13 and 14. Concerning the syllabus integration, Krahnke (ibid) points out that “In discussing syllabus choice and design, then, it should be kept in mind that the issue is not which type to choose but which types, and how to relate them to each other.”

The goals and objectives in the proposed ESP-based syllabus of this study were formulated from the results of students’ needs analysis, as Brown (1995: 21) states that the outcome of identifying the learners’ needs will be the specification of goals and objectives about what must be accomplished in order to meet the learners’ needs.

The statement of the goals of this course is “*By the end of the course, the students will be able to receptively understand and productively use English related to Islamic studies and daily lives.*” In the statement of the goals, the phrase “*receptively understand English*” means the students can understand receptive skills of English, namely reading and listening skill, and the phrase “*productively use English*” means that the students can use productive skills of English, namely speaking and writing. Those phrases represent the students’ expected English skills based on which they were interested in learning four English skills (reading, speaking, writing, and listening) and they also needed to improve the four skills in English. While, the phrase “*English related to Islamic studies and daily lives*” in the statement of the goals represents the students’ preferences to English sub skills mastery related to Islamic studies and

daily lives. It can be seen in the expected contents section revealing the students' preferences to English sub skills mastery related to Islamic studies and daily lives.

The following table (Table 1) lists the contents of the syllabus:

Table 1a proposed english syllabus

Week	Topics	Objectives	Materials	Strategies
1	Making new friends	By the end of the lesson, the students will be able to describe and ask personal information to others in spoken or written language	a. Asking and giving personal information. b. Describing professions or jobs c. Understanding some vocabularies and grammar features related to personal identity and jobs: <i>Present simple of be, subject pronouns and possessive adjectives.</i>	- pairs, groups, and individuals - simulation and self-directed learning
2	Cities and People	By the end of the lesson, the students will be able to identify and use some adjectives in describing people, places, and things in daily and Islamic contexts.	a. Describing people, places, and things with adjectives b. Some adjectives about things and people. c. The rules of adjectives d. Some texts describing people and places in some Moslem countries or cities. e. Questions for asking people and places' description.	- individuals and pairs - self-directed learning
3	Tell Me How to Pray	By the end of the lesson, the students will be able to understand and describe some rituals in Islam in spoken and written language.	a. Describing steps in performing rituals in Islam b. Some vocabularies about kinds of rituals in Islam: <i>ritual ablution, five-times prayers, pilgrimage, and bathing a corpse.</i> c. Some vocabularies of imperative verbs about steps in performing rituals in Islam d. Some adverbs describing steps: <i>First, Next, After that, Finally,</i> etc e. Some texts or media describing rituals in Islam	- individuals, pairs, groups, and a whole class - self-directed learning, small group discussion and discovery learning
4	Being a Good Moslem	By the end of the lesson, the students will be able to use some modal auxiliary verbs to express obligation, prohibition, and suggestion interrelated to Islamic laws.	a. Describing about laws of moslem deeds b. Some modal auxiliary and semi modal verbs to express obligation, prohibition, and suggestion: <i>must, mustn't, have to, should, shouldn't,</i> etc c. Some vocabularies describing obligatory and prohibited deeds in Islamic laws, and some vocabularies describing recommended and unrecommended deeds. d. Some texts in general describing about laws of moslem deeds e. Questions using modal auxiliary and semi modal verbs of obligation, prohibition, and suggestion.	- individuals, pairs, and groups - self-directed learning, small group discussion and discovery learning
5	My Life as a Moslem	By the end of the lesson, the students will be able to describe their daily routines in ordinary situations and in an Islamic moment in spoken	a. Describing daily routines in ordinary situations and Islam contexts (such as deeds in Islam, ramadhan and Iedulfithri activities, etc) b. Some vocabularies about daily routines in ordinary situations and	- individuals and pairs - self-directed learning and simulation

		and written language.	Islam contexts (such as deeds in Islam, ramadhan and Iedulfithri activities). c. Present simple of verbs for subject I, You, We, They in positive, negative, and interrogative. d. Adverbs of frequency (<i>always, usually, often, sometimes, never</i>) and time expressions (such as <i>on Sunday, at three o'clock, in the evening, everyday</i>) e. Some texts describing daily routines	
6	My Friend's Life	By the end of the lesson, the students will be able to describe the other student's daily life routines in ordinary situations and in an Islamic moment in spoken and written language.	a. Describing one's friends' daily life routines in ordinary situations and in ramadhan activities. b. A text describing one's friends' daily life routines in ordinary situations and in ramadhan activities. c. Present simple of verbs with subject <i>He, She, It</i> in positive, negative, and interrogative sentences.	- individuals and groups - self-directed learning and simulation
7	My Friends' appearance, personality, and hobbies	By the end of the lesson, the students will be able to identify and use some vocabularies about people's physical appearance, characters, and hobbies	a. Describing people's physical appearance, characters, and hobbies b. Some vocabularies about people's physical appearance, characters, and hobbies. c. Some texts describing people's physical appearance, characters, and hobbies. d. Questions for asking physical appearance, characters, and hobbies.	- individuals and pairs - self-directed learning
8	Islamic Events to Remember	By the end of the lesson, the students will be able to understand some texts of Islamic events, describe and make a conversation about some Islamic events in the past.	a. Describing Islamic events or experiences in the past time b. Some adjectives for describing the situation and condition of the events, such as <i>fantastic, interesting, crowded, great</i> , etc. c. Some texts describing Islamic events or experiences in the past time such as <i>pilgrimage, iedulfithri or ieduladha night festivals, MTQ events, Islamic wedding party</i> , etc. d. Past Simple of be (<i>was</i> and <i>were</i>) in positive, negative, and interrogative sentences.	- individuals and pairs - self-directed learning
9	Moslems Who Influenced the World	By the end of the lesson, the students will be able to understand some Islamic history texts, describe a moslem personage in Islamic history and describe past time activities.	a. Describing moslem personages in the context of Islamic history b. Some Islamic history texts. c. Past simple of verbs (regular and irregular verbs) in positive, negative, and interrogative.	- individuals and pairs - self-directed learning and discovery learning
10	Morals of a Moslem	By the end of the lesson, the students will be able to identify and describe morals in Islam	a. Describing morals in Islam b. Some vocabularies of positive and negative morals c. Some texts in general describing positive and negative morals	- individuals, pairs, and groups - self-directed learning, small group discussion, and collaborative learning
11	My Future	By the end of the lesson,	a. Describing future plans	- individuals and

		the students will be able to understand a text about future plans, describe their future plans by using future simple of <i>be going to</i> and future time phrases.	b. Some verbs or phrases about future plans, such as <i>study in a university, go to Mecca, move house, get married etc.</i> c. Some texts about people's plans in the future. d. Future simple of <i>be going to</i> in positive, negative, and interrogative sentences. e. Future time phrases: <i>tomorrow, tonight, next week, etc.</i>	- pairs - self-directed learning
12	The Creed of Islam	By the end of the lesson, the students will be able to identify and communicate some vocabularies related to Islam faith.	a. Comprehending texts about Islam faith b. Conveying a brief speech of Islam faith c. Some texts about Islam faith. d. Grammar features from the texts e. Questions related to Islam faith	- Individuals, pairs, groups, and whole class - self-directed learning and small group discussion
13	Islam is My Way of Life	By the end of the lesson, the students will be able to identify topics of the texts related to Islam thoughts and understand some vocabularies related to Islam thoughts	a. Finding out topics in texts of Islamic thoughts b. Some texts about Islam thoughts. c. Identifying topics d. Some grammar features from the texts	- Individuals - Self-directed learning
14	Some Islam World Issues	By the end of the lesson, the student will be able to identify main ideas and supporting details related to some Islam world issues and Islamic education.	a. Finding out main ideas and supporting details in some texts related to some Islam world issues and Islamic education b. Some texts about Islam world issues and Islam education c. Identifying main ideas and supporting details d. Some grammar features from the texts	- Individuals - Self-directed learning

CONCLUSIONS

This study was conducted to find out the students' needs of English in an Islamic studies college, especially in Islamic Studies Education Program, to analyse the existing syllabus in seeking its relevance to the students' needs, and to propose an ESP-based syllabus relevant with the students' needs of English at the college. There are some conclusions to be revealed from this study in terms of English skills proficiency, contents of the course, and process of learning.

Concerning the English skills proficiency, in general the students' language proficiency was still in the elementary level. However, the students had interests and wanted to improve all of English skills (speaking, reading, writing, and listening). Therefore, the language teaching integrating the four skills in English were recommended in this study, beginning from elementary level.

Concerning the contents, in general the students wanted to learn English related to Islamic studies. Their favourite Islamic topics to be included in the English learning were Islam faith, worships or rituals in Islam, morals in Islam, Islamic rules/fiqh, Islamic thoughts, Islamic history, Islamic education, and Islamic world issues. The English sub-skills of the four English skills willing to be mastered by the students were identified in this study, in which it was revealed that they wanted to learn English sub-skills in the context of Islam fields and daily lives. Therefore, based on these findings, the syllabus should include Islamic topics and English sub-skills interested by the students.

For processes of learning, it was revealed that in general the students preferred to experience various learning managements and learning models in learning English. The learning managements which they wanted to experience were individuals, pairs, groups, and whole class,

and the learning models which they wanted to experience were simulation, small group discussion, discovery learning, self-directed learning, cooperative learning, or collaborative learning. Those findings above were the students' needs of English from which the goals were formulated and the syllabus was created.

Based on the findings in this study, it is recommended that the college implements the ESP-based syllabus proposed in this study in order to obtain evaluation and further development.

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

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ABSTRACT

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

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

INTRODUCTION

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

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

Extra-curricular activity is needed to help the students developing their ability in writing English. According to B. Suryosubroto (1997: 270) "Extra-curricular activities are the activities to enlarge the students knowledge, develop the values or attitude and apply further that has been learned by the students either from main program or optimal program". This case made the researchers interest in conducting the research on the above topic. The researchers want to know how far the students who are taking English club as extra-curricular activity that effect their achievement in writing at the field of research.

The main objective in extra-curricular is to add and to develop the students' knowledge more than those in the school program. The extra-curricular activity in learning English usually takes places in environment of school like, English Club conducted after school program. Generally, learning English in the English club is better than learning in the school, because the students have much time to deepen their achievement in learning English.

Besides, in English club or in other extra-curricular activities relationship between the students and the teachers usually are not formal and rigid. In English club the students usually are not only taught grammatical aspect of English, they are also exercised to use it in communication. So, in English club the practical aspect and exercise take an important role in teaching process.

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

METHOD OF RESEARCH

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

Population and Sample

1. Population

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

2. Sample

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

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

Table 1. The Number of Sample

No	Class	Population	Sample
1.	II- A	40	10
2.	II- B	39	10
3.	II- C	41	10
4.	II- D	39	10
5.	II- E	40	10
Total		199	50

Research Design

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

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

Instruments for the Research

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

Technique for Collecting the Data

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

1. Test

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

a. Content

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

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

b. Organization

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

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

c. Vocabulary

The criteria of scoring vocabulary were given bellow:

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

d. Language use

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

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

e. Mechanics

The criteria of scoring the mechanics are given bellow:

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

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

Table 2.The scale of Quantitative and Qualitative Score

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

Technique Of Analysis Data

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

1. Scoring the students' answer for correct answer and the wrong answer. Listening their scores in two tables, first for pre-test scores and second for post-test scores.
2. Determining the equation of linear regression, by using the formula:(Sudjana,2002: 312)
 $\hat{Y} = a + bx$. Where a and b is getting by:

$$a = \frac{(\sum y_i)(\sum x_i) - (\sum x_i)(\sum x_i y_i)}{n(\sum x_i^2) - (\sum x_i)^2}$$

$$b = \frac{N(\sum x_i y_i) - (\sum x_i)(\sum y_i)}{n(\sum x_i^2) - (\sum x_i)^2}$$

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

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

4. Examining the statistical Hypothesis

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

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

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

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

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

With the criteria examination, Ho is accepted if

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

In the other way Ho is rejected.

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

$D = r^2 \times 100$ where

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

Examining the Statistical Hypothesis

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

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

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

where

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

$$t_{\text{observer}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{(0.82)(6.92)}{\sqrt{0.32}} \quad t_{\text{observer}} = 10.13$$

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

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

Determining the percentage of the effect X variable toward Y variable

$$D = r^2 \times 100\% = 0.68 \times 100\% = 68\%$$

Regression

Descriptive Statistics

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

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826 ^a	.682	.676	4.474

a. Predictors: (Constant), English Club

b. Dependent Variable: Writing Narrative paragraph

Coefficients^a

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

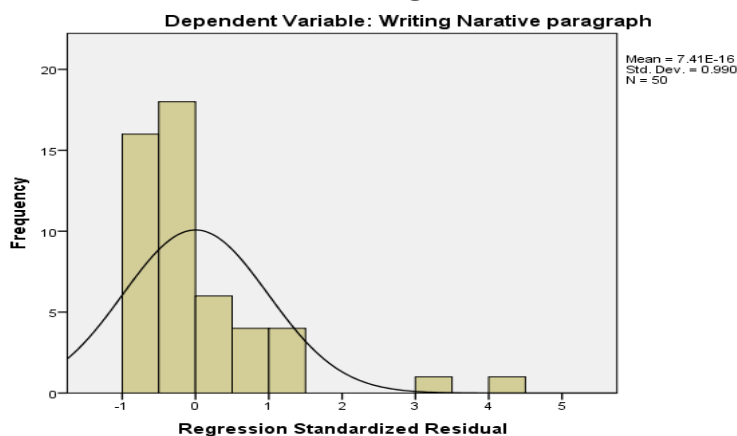
a. Dependent Variable: Writing Narrative paragraph

Residuals Statistics^a

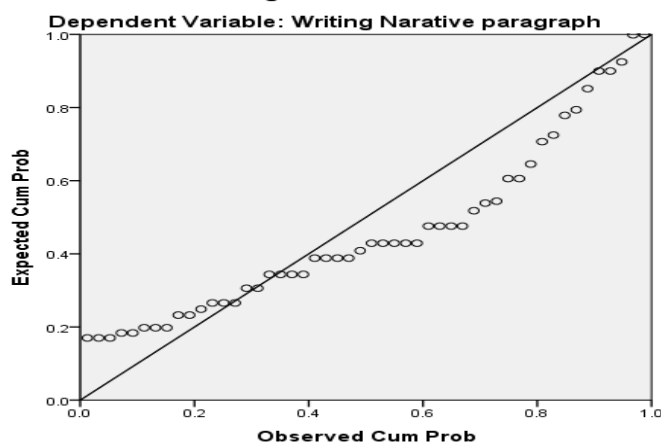
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	69.51	93.33	80.56	6.489	50
Residual	-4.270	19.495	.000	4.428	50
Std. Predicted Value	-1.704	1.968	.000	1.000	50
Std. Residual	-.954	4.357	.000	.990	50

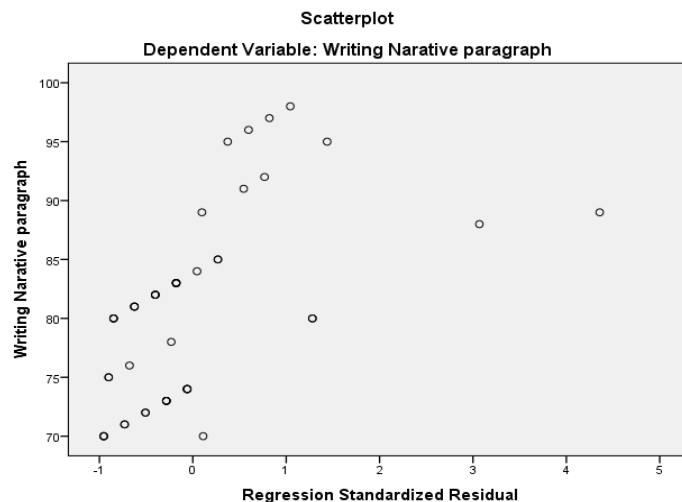
a. Dependent Variable: Writing Narrative paragraph

Histogram



Normal P-P Plot of Regression Standardized Residual





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

FINDINGS

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

1. It was found that the effect of extra-curricular activity on the students' achievement in writing got better achievement than those taught by the other ways in writing narrative paragraph. It can be seen from the difference of mean score from the both.
2. Based on the calculation. The mean score of post-test was higher than that of pre-test and also because the result.

CONCLUSIONS AND SUGGESTIONS

Conclusions

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

Suggestions

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

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FOLKLORE TO ENHANCE THE STUDENTS' MOTIVATION (INNOVATION IN LANGUAGE MATERIAL DEVELOPMENT)

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ABSTRACT

This study aims to improve the students' motivation at fourth grade of SD Muhammadiyah Program Khusus Surakarta using folklore as a teaching media. Method of data collection using interviews, observation, documentation, and test performance sheet. Data analysis techniques used by using descriptive qualitative techniques which includes the step of data reduction, data display, and conclusion. The results show that there is an enhancement from the first cycle to fourth cycle on students' motivation while applying folklore in the teaching learning process. It can be seen from the increase of motivation indicators which covers: 1) finishing the task diligently: 89,65%; 100%; 100%; 100% consecutively 2) facing the adversity resiliently: 72,41%; 100%; 100%, 100% consecutively 3) showing the interest in various issues: 79,31%; 86,21%; 88,65%; 95,5% consecutively 4) prefer to work independently: 44,82%, 65,52%, 75,87%, 96,5%, and 5) quickly tired of the routine task: 6,89%; 27,58%; 41,27%, 82,76% consecutively. The conclusion of this study is that the application of folklore is able to improve the students' motivation.

Keywords: *folklore, motivation, elementary school.*

INTRODUCTION

In the previous decades, the teaching of English as a foreign language in Indonesia had always started in the first year of junior high school and it can be said that foreign language teaching and learning has failed in Indonesia for many years although the learners have learnt English for around six years (three years at junior high schools and three years at senior high school).

For this reasons, in present decades, the Indonesian government has made its new policy to overcome this problem by introducing English since elementary level. In particular, the lowering age of English instruction has been a major change in English language policies in many Asian countries (Butler, 2004; Nunan, 2003) in Kusumoto (2008:1), Su (2006: 265). Besides, considering Indonesia as a developing country in many aspects; such as industry, trade, technology, tourism, the importance of foreign language teaching will increase. Children in elementary schools are open to ideas of global understanding. In other words elementary school education period can be said to be the right time to expand the students' intercultural views and enhancement of cognitive skills (Curtain, 1990). In order to make them successful, we should provide the children in our country with a well-organized language teaching.

In line with this statement, in Indonesia, English has been introduced in early levels of elementary schools as a local content, apparently based on assumption the earlier the better (Afia, 2006: 10). Besides, there are many tentative reasons for learning a foreign language (Tilfarhoglu and Ozturk, 2007: 204). Apparently, the attempt to start providing English instruction to younger children seems to be undertaken as a possible solution to the problem of senior high school graduates' low achievement level, a problem widely acknowledged (Yusuf and Sewoyo, 1997) in Raja (2001:102).

However, implementing English subject at elementary school it is not a kind of easy task as we know that our mother language is not English. Besides, the teachers have to be able to enhance the students's motivation in learning English by creating some innovation including innovation in the teaching media. Innovation in a teaching media is able to make the learning runs well dan enjoyfull for children, so they will love English now and by the days. Before discussing further about innovation in the teaching media, let us take a look into some government official policy related to English subject for elementary school (ES) in Indonesia. The policy to include English as one of the subjects in elementary school is in accordance with

the policy of the Ministry of Education and Culture of the Republic of Indonesia (RI Department of Education) No. 0487/1992, Chapter VIII that states that ES can add subjects in the curriculum, provided that the lesson was not contrary to the national education goals. In this case, the school has the authority to enter English subjects under consideration and the needs of the situation. In Curriculum of Education Unit in 2006 stated that, the English language is a tool to communicate orally and in writing. Communicating is to understand and express information, thoughts, feelings, and develop science, technology and culture. The ability to communicate in full understanding is the ability of discourse, namely the ability to understand or produce spoken or written text that is realized in the four language skills, ie listening, speaking, reading, and writing. The fourth skill is used to respond to or create a discourse in public life. Therefore an English course aimed to develop these skills so that graduates are able to communicate and discourse in English at a certain level of literacy (KTSP, 2006: 3).

Based on Permendiknas No. 22 of 2006 on the Content Standards and Permendiknas No. 23 of 2006 on Graduates Competency Standards, the English language is one of the local content required for all elementary school students from class I to class VI. Allocation of time available is 2 hour lesson. Local content is curricular activities to develop competencies that are tailored to the characteristics and potential of the region, including areas of excellence and the material can not be grouped into the existing subjects. The substance of local content is determined by the school

After having a look into the government's policy related to English subject for ES, it can be said that English is categorized as a local content. It has been written above, local content is curricular activities to develop competencies that are adjusted to the characteristics and potential of the region, including areas of excellence and the material can not be grouped into the existing subjects. Based on the background above, this research wants to find innovation in teaching media which tries to representate the local content itself. Teaching media which is not only representate the local content but also able to enhance the children's motivation to learn English. Based on the previous statements, this action research aims to improve the students' motivation in learning English. The innovation here is the story-based teaching media in the form of audio visual and textbook which covers the folklores local content. Why folklores? Because folklores are story and the story is closed to children. Furthermore, it is aable to catch the students' interest since they are closed to children. As we know when teaching English to children, we have to pay attention not only to their cognitive development but also their psychological aspect. This statement is supported by Fauziati's statements that is teaching English to Young Learner involves more than merely teaching the language. Both the social and cognitive development of learners as well as the linguistic need to be taken into account (Fauziati, 2010:89).

METHOD

This is a kind of classroom action research. According to Rubino (2011:98) action research is a scrutiny of the learning activity. The teachers have a major role, the teacher who set the focus problems, the teacher who determines what action should be done students, teachers determine the level of success of an action.

This action research covers two cycles. Analyzing is done after conducting the first cycle and then, it is continued to second cycle. There are some fixed actions at the second cycle based on the first cycles action. To obtain the data needed, this research uses two sources. According to Suharsimi Arikunto (1998:114), the data source is the subject of where the data can be obtained. Sources of data in this classroom action research were obtained from the primary data source and secondary data sources. The primary data source is a data source that directly provides data to data collectors which are the teacher and the students of fourth grade at the SD Muhammadiyah Program Khusus Surakarta. While the secondary data source is a source that does not directly provide data to data collectors, for example through the document.

The Data Collection Techniques apply four models which are interviewing, observation, documentation, and test. According to Rubino (2011:67) interview is a data collection by questioning the respondents directly. The main characteristic is the face-to-face interviews between the interviewer and interviewees. Interviewing process in this study is free interviews, meaning that the interview was conducted by asking questions that are not structured

systematically using structured interview guide for completing the data. Interviewing process in this research is to do a question and answer toward the English teachers on current issues in grade IV.

Another data collection technique in this research is observation. According to Rubino (2011:68) observation is one way of collecting the data by seeing the object directly. The purpose of the observation is to obtain the direct description about the students learning activity in the class. Observation is done at SD Muhammadiyah Program Khusus Surakarta. Researchers observe directly the activities carried out by students and teachers, so that the learning process will result in the data, both written and unwritten. With this technique, the researchers observed the process of learning that includes methods, strategies, learning process especially when learning English subjects. Next, another data collection technique is documentation. According to Guba and Lincoln (in Moleong, 2012: 216) documentation is any written material or film). This method is done by finding the data on things or variables in the form of notes, agendas, images, files or other records related to student behavior, student activity, and orientation of students to complete and obtain useful data relating to the research focus .

The last one is test or performance to measure the learning process. According to Sudjana, (2010:35) the test is given to students to get a response from students in the form of verbal (oral test) , in writing (writing test) , or in the form of action (action test) . The assessment of English language lessons are not only required at the end of an activity, but should also be done during the learning process. Suryanto (2008:138) suggests there are two kinds of assessment, namely (1) an assessment process carried out when learning activities taking place (on-going assessment) and (2) a thorough assessment (overall) . In this case the researchers used assessment the form of actions / performance to assess students' motivation in learning English.

Validity of the data in this study using triangulated data. Moleong (2012:330) argues that triangulation is a technique that utilizes data validity checking something else. In this case, Sukardi (2006:106) argues that triangulation can be interpreted as a combination of several methods or sources of data.

To make accurate and precise data, this study used triangulation of data sources and triangulation of data collection methods. Triangulation of data sources in the form of information from teachers and students about the measures employed, while triangulation of data collection methods such as observation, documentation, and interviewing. Descriptive data were analyzed qualitatively. Descriptive analysis was conducted using workflow. These path include data reduction, data display and conclusion or verification as described by Miles and Huberman (Sugiyono, 2008: 91)

The research instruments used in this study included: 1. Student worksheets, used as an instrument to talk about skills recognition results in the form of completion (complete)., 2. Sheet performance, is used to assess students' motivation in learning English. 3. Observation sheets, used to observe the learning activities., 4. Questionnaires, used to obtain information from teachers and students about the existing problems in the classroom.

FINDINGS AND INTERPRETATION

In this action research, researchers focused on the analysis of student motivation. After observing and interviewing the students of class IVB SD Muhammadiyah Program Khusus Surakarta, the problems are low motivation of students in the process of learning English. Beside, students require a variety of media, such as stories and fairy tales. Researchers try to improve students' motivation to learn English through a variety of media, here, the media in the form of folklore. This action research is conducted in four cycles. Based on the observation, it is found that the students' motivation always increase in each cycle. In the pre-cycle study, the learning process has not implemented the use of media-based folklore, but used textbooks whose content requires students to learn without conduct exploration activities as well as cultural and historical environment, so that students are bored in participating the learning process. In the first cycle with two meetings, the learning process is implemented using learning media in the form of folklore in English, in which students look more enthusiasm and passion in the learning process, but there are still some students who have not reached the indicators of achievement. While on the second cycle with two meetings, the learning process is also carried out using the same media and show good results, all students already meet the indicators of

achievement determined. Folklore in English that have been applied can increase the persistence, interest, perseverance, and can stimulate and enhance creativity, curiosity of students, and most importantly, foster a sense of pleasure in following the teaching thus indirectly help understanding.

The enhancement of motivation of students, can also be seen from every indicator of achievement motivation, that is 80%, in each cycle.

- 1) Diligently in finishing the task on pre cycle of 11 students (37.93%), the first cycle of the first meeting of 26 students (89.65%), the first cycle of the second meeting of 29 students (100%), the first meeting of the second cycle of 29 students (100%), the second meeting of the second cycle of 29 students (100%).
- 2) Resilient in facing difficulties pre-cycle of 10 students (34.48%), the first cycle of the first meeting of 21 students (72.41%), the first cycle of the second meeting of 29 students (100%), the first meeting of the second cycle of 29 students (100%), the second meeting of the second cycle of 29 students (100%).
- 3) Showing interest of the various issues pre-cycle 8 students (27.58%), the first cycle of the first meeting of 23 students (79.31%), the second meeting of the first cycle students 25 (86.21%), the first meeting of the second cycle 26 students (89.65%), the second meeting of the second cycle 28 students (96.5%).
- 4) More happy to work independently on a pre-cycle 6 students (20.68%), the first cycle of the first meeting of 13 students (44.82%), the first cycle of the second meeting of the 19 students (65.52%), the first meeting of the second cycle 22 students (75.87%), the second meeting of the second cycle 28 students (96.5%).
- 5) Quickly bored with routine tasks at pre-cycle 2 students (6.89%), the first cycle of the first meeting of 2 students (6.89%), the first cycle of the second meeting of 8 students (27.48%), cycle II meeting the first 12 students (41.37%), the second meeting of the second cycle of 24 students (82.76%). We can see the table of achievement indicators as follow:

Table 1. Comparative Indicators of Achievement Motivation

No	Indicators of Motivation	Pre Cycle	Cycle I		Cycle II	
			I	II	I	II
1.	Diligently in finishing the task	37,93%	89,65%	100%	100%	100%
2.	Resilient in facing difficulties.	34,48%	72,41%	100%	100%	100%
3.	Showing interest of the various issues	27,58%	79,31%	86,21%	88,65%	96,5%
4.	Prefer to finish the task independently.	20,68%	44,82%	65,52%	75,87%	96,5%
5.	Quickly bored with routine tasks	6,89%	6,89%	27,58%	41,37%	82,76%

CONCLUSION AND SUGGESTION

Based on the results of action research, through the first cycle and the second cycle that has been described above, it can be seen folklore media is able to boost the student motivation in learning English. Findings of the present study clearly indicate that the students need a new media which is fun and closed to them. By implementing this folklore media, it can be councluded that this new media is able to fullfill their willing in learning English.

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THE PROFICIENCY OF TEACHERS IN TEACHING BIOLOGY BY USING ENGLISH

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ABSTRACT

International standard school is one of the Indonesian government's efforts to improve human resource and increase the quality of education. One of the requirements in international standard school is teacher's proficiency. It is because most of subject in international standard school curriculum must be taught in English as language instruction. Whether classes be targeted for English language learners or native speakers, it is absolutely essential for a teacher to master English proficiency. That's way this paper is try to investigate the fluency of biology teacher in teaching biology class and elaborates the relationship between teachers' mastering terms in biology and their fluency of teaching Biology by using English. This study conducted in SMP 21 Semarang, and two Biology teachers were participated as respondents. The study used descriptive qualitative approach to analysis the data, and the writer recorded the teaching learning process by video and observation as instruments of the data collection. The result of the observation showed that the proficiency among one teacher and another is different, first teachers' proficiency is hard to examine because almost 100% used Indonesian as an instructional language. Whereas, the other teacher is categorized as good and lies on 5 (five) scales of fluency.

Key words: *Proficiency, Biology teacher, International standard school.*

INTRODUCTION

International Standard School project is applied of school-based management framework. The goal of International Standard School (SBI) project supposed to establish one class or more in a primary and/or secondary school in each province and/or district that satisfies some international standards. In the private sector, there are two types of international schools: international schools and national-plus schools. Most of these schools are found in big cities in Indonesia. To fulfill the competence equipment in increasing human resource, the professional teachers is the most significant thing to accomplish the students' competence. Professional teacher's means the effort of teachers in RSBI to develop themselves in designing lesson plan well, mastering teaching and learning method professionally and the most significant thing is their proficiency in English. It's because, RSBI is designed in curriculum English-based. Therefore, all teachers of RSBI demanded to fluent in English, even they are not English teacher.

Teacher's fluency in the language instruction, whether classes be targeted for English language learners or native speakers, is strictly important for a teacher. As Richards (2001) stated that teaching experience was found to be one of the most crucial elements in the successful implementation of curriculum innovation. The more teachers have experienced and have deeper understanding in teaching and learning process, the more teachers have capable to solve instructional problems, and thus more likely to carry out the curriculum.

Related to the Gahin and Myhill (2001) study, they found that teachers with many experiences and less teachers experienced observed in the EFL context of Egypt were different in their attitudes towards communicative language teaching. Experienced teachers tended to hold least commendatory attitudes toward the newer, more communicative approach. Less experienced teachers, on the other hand, preferred instructional strategies consonant with the communicative approaches, such as valuing fluency over accuracy, using collaborative activities and audio-visual materials, and avoiding use of the mother tongue in class. However, there is no guarantee whether holding a positive attitude indicates a tendency toward positive action in curriculum implementation.

On the other hand, most of teachers who teach in International Standard School (SBI) are not English language teacher's background. The use of speaking English as an instructional language in teaching learning process could be a problem for many teachers who taught other subject except English. We can say that the teachers of International Standard School (SBI) are experienced teachers during their teaching biology (as the teachers' discipline), but we cannot guarantee that the teacher's fluency of English in teaching biology is as communicative as well as their teaching in their mother tongue.

Because of the curriculum set-up in high schools in Indonesian more over in International Standard School, biology is often the first course for non-native English speaking students to begin their science learning careers in high schools. The high school biology curriculum, which consists of students developing comprehensive vocabulary and literacy skills in reading, writing, and critical thinking and understanding of biology concepts, poses a tremendous challenge for all students, especially for non-native English speaking students. Students have to not only understand the concept behind specific biology terminology, but also are able to articulate their understanding in reading and writing (Dong; 2002).

The explanations above lead the teacher in biology class or teachers for non English subject realize their responsibility in fulfill and solved the problems that faced by the students in learning biology. That's way the teachers of biology demanded mastering understand well, besides preparing the material well before their teaching. One important thing that must be accounted by the teacher is fluency in English when they are teaching and exploring the biological terms.

METHOD OF OBSERVATION

This study used descriptive qualitative approach, the qualitative research is research which purpose to understand the phenomena about what the subject feels, for example; habitual, perception, motivation, action, etc. This study is a non-experimental research. There was no administration or control group as it found in an experimental research and it was not directed toward hypothesis testing either. Instead, it just attempted to get the information about something. This study strictly focused on examining the teacher's fluency or proficiency in teaching biology by using English language in classroom instructions.

The populations of this observation study were all biology teachers of SMP 21 Semarang, International Standard School. There were two biology teachers in SMP 21 Semarang participated in this study as respondents. Both of them taught into two different classes; were eight grades and seventh grade students of biology class. The writer used observation and video recording to collect the data and semi- structured analysis to analyze the document such as syllabi, lesson plan and curriculum and teaching learning process happened in the classroom. The writer observed both of two classes during teaching and learning process proceeds and recorded while teachers explained the material in front of class by video. Both of teachers' video were transcribed and transferred into written form as a mayor source in analyzing the teacher's fluency. Then the data were analyzed descriptively based on components of fluency in speaking adapted from Hughes.

Unfortunately, this study had some limitations based on conditions happened in the school. Firstly, is about the sample size. The researcher was wondering to involve all biology teachers in SMP 21 Semarang, but not all of them disposed as respondents. They denied to be recorded during the teaching learning process in their classroom. There were only two teachers that gave their cooperative in this study; both of them were very welcome to share anything that the researcher needed; including syllabus, lesson plan, textbook and etc. Therefore, the researcher realizes that the sample is not representative yet due to the research requirements. Secondly, is about instruments to collect the data. In the beginning of research, the researcher planned to interview some students as a complement of the data in order to make the deep analysis related to the fluency of their teachers. But, time was so limited. The school allowed the researcher to take the data only 3 days long. Three days given just spent for observed the classroom, recorded the teaching and learning process, also collected and analyzed the documents such as syllabus, lesson plan, students' worksheet, teacher's Power Point, textbook and others. This study also needs an advanced research to get some conclusions about the recommendation and valuable suggestions for the non English teachers. It is essential to be

pointed out that the fluency English speaking in teaching non English subject as significant as teaching English as well.

FINDING AND DISCUSSION

The result of the study showed that teacher A in eight grade and teacher B in seven grade have different fluency and different method applied in their teaching learning process in the classroom. The fluency of the teachers was measured by using Hughes (2003) standard in speaking rubric (table 1).

Table 1. Scale of Fluency in Speaking

Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible.
	2	Speech is very slow and uneven except, for short or routine sentences.
	3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
	4	Speech is occasionally hesitant, with some unevenness Caused by rephrasing and groping for words.
	5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
	6	Speech on all professional and general topics as effortless and smooth as a-native speaker's.

Note: 1-6 is a scale. 6 scale is got when the speaker speak in very professional as well as native

Based on the standard stated by Hughes, there was only one teacher that can be examined, because she mixed Indonesian and English almost 50% of both. Meanwhile, the other one didn't use English in teaching and learning process. To elaborate it clearly, it can be seen from the table below.

Table 2. Classroom Activities of Teacher A (Eight Grade)

No.	Kinds of Activities	Learning Activities	Scale
1.	Greeting	Teacher opened the class and said hello to the students by using greetings in English. Firstly, teacher said ' <i>good morning</i> ' and ' <i>how are you</i> '. Students answered by; ' <i>good morning ma'am</i> ', " <i>fine thank you and you?</i> "	4
2.	Briefing and motivation	Teacher asked the students about material given last week, then gave some motivations and guidance toward students, she told students in Indonesia language. Then, she reviewed the students about the significant of biology in daily life, she used almost 100% of motivation and guidance and her explanation in Indonesia language.	-
3	Main activities	After gave the students motivations and briefing, she reminded the group which one that would be presenter. The selected group prepared themselves and started to present. There were 7 students in one group, they speech one by one in front of class into English and other students listened. The topic of presentation was " <i>plant disease and pets</i> ". They used LCD and showed the very smart power point in explaining the materials. Generally, it was very excellent presentation because it has completed with the brief pictures and coloring views. Unfortunately, all the students who became a presenter read the paper directly without added other information	-

		in English. Then, the conversation happened between teacher and students dominated by Indonesian language. The teacher was a supervisor and noticed anything happened in the discussion forum. In the other hand, when students did some mistakes in pronouncing vocabularies, there was no interrupting or clarifying from the teacher. Till the end of the class, conversations laid on most Indonesian language.	
4	Method	Based on teaching learning process and lesson plan, the Model has been used by the teacher was collaborative learning and Cooperative Integrated Reading and Composition (CIRC), Head of Structured Numbers, Discussion and used Enquiry approach.	-

There were 30 students in eighth grade class, 14 male students and 16 female students. Every student set up in single table which was divided into five lines. Eight grade room completed by one set of Air Condition (AC), LCD, and one set of whiteboard. Each student looked bring laptop and used it when they presented the materials. As the researcher explained above, the teacher A couldn't be examined because she didn't use English representatively. Therefore, it was very hard to label the fluency of the teacher. It indicates that International Standard School was not really following the curriculum.

Teacher B in seven grade slightly different with the biology teacher. She was very young and enthusiastic person. There were 28 students in seven grades, 12 male and 16 female. Every table occupied two chairs; means there were two students in one table. Class completed by one set of white board, unlike the eighth grades class, there was no AC in the classroom, no fan and also no LCD. Each students didn't seen bring any laptop. The classroom was commonly class as any other class in ordinary school. The classroom activities of learning process can be seen in the following table.

Table 3. Classroom Activities of Teacher A (Seven grade)

No.	Kinds of Activities	Learning Activities	Scale
1.	Greeting	Teacher opened the class and said hello to the students in English, it was in the same greeting; ' <i>good morning</i> ' and ' <i>how are you</i> '. Then students answered by saying; ' <i>good morning ma'am</i> ', ' <i>fine, thank you and you?</i> '	5
2.	Briefing and motivation	Teacher asked the students about material given last week then followed by some motivations and guidance toward students. She told the students in English mix Indonesian, and sometimes some students answered in English, other answered in Indonesian. It can be stated that the interaction between students and teacher happened in the classroom in 50% English and 50% Indonesian.	5
3	Main activities	Firstly, teacher explained the students about ' <i>pollution and the effect of pollution</i> '. She described that into English then translating into Indonesian. She used the biology terms such as; <i>forest destruction, environment, illegal logging, water pollution, air pollution, land pollution etc</i> in the correct spelling. Sometimes she asked the students to give an example about pollution in daily life. Students was seem so active and enjoyed to join this class, they were asked by the teacher to	5

		raise their hand if they wanted to answer the question were given. Many students participated actively, and only some of them looked passive. Eventually, students interrupted the teacher by giving questions or clarifying something that they didn't understand; teacher answered that question in English and followed by Indonesian as additional information. If the students were feeling clear enough, then teacher continued the explanations.	
4	Method	Based on the teaching learning process proceed in the classroom, the researcher assumed that the method used by the teacher was Communicative Language Teaching (CLT), even though it didn't state in her lesson plan. This class also applied <i>students-center learning</i> . Teacher gave the students chance to explore their ideas in the classroom. Teacher tended to be facilitator and instructor.	-

Table 1 and Table 2 showed significant differences between two teachers. In this case, the researcher would eliminate the correlation between lesson plan and teaching learning process, teacher's strategies and classroom interaction. The researcher will focus on discussing the proficiency of both teachers. For teacher A in grade eight, according to the percentage of using English in classroom. She lies on 4 scales in greetings only and she didn't use English in main activities, means that it was really hard to judge her proficiency in English. During the researcher observed the class, time was dominated by students' presentations. One thing that significant to point out is; there were no interruption and correction from the teacher when students did mistakes in pronouncing the vocabularies. Teacher also didn't give comments related to the students' presentation. Neither Indonesian nor English comment.

Unlike teacher A, teacher B in grade seven applied different method in her teaching learning process. She was really using English as a teacher in International Standard School which involves English as instruction language. Even though, it followed by additional information in Indonesia. Biological terms were pronounced appropriately, it can be seen in transcribed of video. Teacher opened the discussion by saying:

"Increasing of population is arising many problems. One of them is *pollution*"

She also delivered some questions in English to the students:

"Have you ever seen *erosion* and *flood*? How can it happen?"

"Do you have ideas, what is the impact of *forest destruction*?"

"Have you ever seen *illegal logging*? What will happen if that activity is not controlled?"

The words are put in italic is biological terms. Those words were pronounced clearly and understandable. All the students seem got every point of the material delivered by the teacher. It has been proved by the feedback given by the students when they were answering the question. It can be seen from the conversation:

Teacher : "*is there anyone can tell me the types of pollution?*"

(Most of the students raise their hand, and teacher pointed three of them)

Student A : "*water pollution, mam*".

Teacher: : "*good, next one*"

Student B : "*air pollution*"

Teacher: : "*good job, last one*"

Student C : "*land pollution*"

Teacher: : "*very good, thx for three of you*"

This conversation indicates that students understood the materials. Generally, the biological terms used in the subject were very simple and familiar. But, it is very appropriate to the students at the seven grade of Junior High School. Moreover, the teaching learning process

runs in English. It can be concluded that the teacher B delivered the material well and also was very fluent in English, so that, the students could follow the teacher and also understand English as the teachers' expectations.

CONCLUSIONS AND SUGGESTIONS

The result of the study can be explained in several points of conclusions, they are; (1) both of teachers explained the material in English but not 100% in English. The first teacher didn't explain the materials in English at all, class was dominated by Indonesian, so it was really hard to tell her proficiency. She used English only in greetings. Teacher A was not making any correction when students did mistakes and let students improved it by themselves. (2) The second teacher delivered her explanations in English well. She used English in biological terms appropriately related to the level of students and their knowledge. In other words, the second teacher has good fluency in teaching biology by using English, and the teacher B explained the material during guiding students in understanding the material.

SMP 21 is one of the International Standard Schools in Semarang. It stands to reasons that the teachers are expected to be more professional than those who teach at national schools. However, the expectation has not been fulfilled yet. Thus, an advanced researches related o this case is very helpful in comprehending the representative data. The next researchers are expected to conduct some studies in different school with the bigger sample size by using variety of instruments to avoid bias and errors.

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