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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 2



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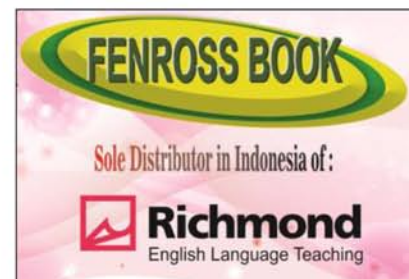
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FOREWORD

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

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LINGUISTICS AND EFL TEACHING: UNDERSTANDING WHAT EFL TEACHERS CAN BENEFIT FROM LANGUAGE THEORIES

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ABSTRACT

This article is addressed to Linguistics and EFL teachers in Indonesia context. The purpose has been to examine some aspects of linguistics which are of assistance for teachers of English in Indonesia. Teaching language implies applying certain type of language theory. Theory orientation, linguistics both micro and macro linguistics, is a necessity for language teachers. Language teachers in their class-room practice require some ways of explanation on what they are teaching. What are those theories of language studies? Are they of help? If they are, how are they of assistance for class-room teachers? Answers to these and other related questions are the focus of the paper. To support the discussion some empirical evidences derived from library studies and research findings in linguistics are presented. Interpretation of discourse and its implication for class-room activities are also displayed. The paper will also consider the conclusion and suggestion as the final parts of the article.

Key words: *EFL teaching, language theory, micro and macro linguistics*

INTRODUCTION

Many experts including practitioners in the field of teaching are still in question whether teaching is theoretical-bound or theoretical-free. For some, theory is important; they consider theory as guidance with high value. For others, theory is not necessary. While there is also a belief that theory can be of assistance, it is also taken for granted that teaching is poorly practical. This sustainable controversy has attracted the attention of many people in their respective fields. And of disagreement in theory and practice has been of interest for me to write this paper. This paper is mainly concerned with linguistics as a theory of language, and language teaching as a practice. The focus has been on some possible contributions of linguistics for language teachers in the classroom. While there is a claim by some teachers that theory does not work in real practice of teaching, because theory is abstract and ideal world which is in opposite with reality and experience, theorist argues that our understanding of theory may help us better performance in the class-room setting. That there is a difference between intelligible world, idea and thought, and sensible world, what we can see is only illusion (Kleinman, 2013). Whatever the claims were addressed to, each of them bears its own weakness and strength; in order for the teachers to be safe and sound they have to take middle position. To take side is not recommended as it is not wise. Theory and practice cannot be separated; they should be put together and walk and in hand in the practice of teaching. This is true as Chomsky (2011a) asserts that language is rule-governed behavior; and the teaching of language is the application of the rules underlying any form of linguistic expression. And if by language teaching is understood as a process of understanding and producing some languages, then the role of psycholinguistics, for instance, cannot be ignored (Chomsky, 2015; Badin, 2013). Briefly stated, linguistics, both micro and macro linguistics have figured out teachers of language in performing their works in the class-room setting.

METHOD

This paper is a small scale research exploring some of linguistics aspects that might be of contribution for teachers of English in multilingual setting. 5 graduate students were, both part time and permanent teachers, interviewed to get the information dealing with the focus of the study. The

recorded sense data were transcribed and analyzed, and the results were interpreted. Note that this research was not designed for experimental study, but rather it is simply descriptive in characteristics. Therefore, there was no hypothesis testing in this report; nor was there statistical analysis of some kinds.

RESULTS

The table that follows, table 01, displays the qualitative information resulting from data transcription of 5 subjects of the study. For simplicity, full text transcription does not appear in the table, but it is only part, incomplete utterance, of the text is presented. So, the presentation will look as follows, QN (Question Number); SR (Subject Response); and Information Needed/Asked.

SN	Information Needed/Asked	SR
1	Do you know something about semantic theory? How do you teach your students vocabulary?	picture, flashcards, translation
2	What do you think of phonology and phonetics in vocabulary teaching? Are they of help?	vocab.(teaching) not phonetics & phonology
3	Words may change their classes; do you know morphological processes?	Morphology?
4	The meaning of word is its use; do you what it means.	Never hear, first time to hear
5	What about theory of language use? Do you ever learn how language is used in social context?	Language as a tool?, sociolinguistics?
6	Prior to language use, there is a process of comprehension, what is it?	Reading comprehension?
7	Language production is another area of psycholinguistics, do you agree?	No idea
8	What about speech Acts, pragmatics, and other related principles of using the language?	Showing confusing
9	If you are to develop a teaching point, do you rely on some linguistic theory?	Linguistics differs from teaching
10	Do have some benefit from linguistics in your teaching activities?	Not realize, just teach students

Identifying, classifying, and interpretation of SR are intended know students' background knowledge on linguistics and by so doing the results of the investigation can be presented. The followings are the findings. (1) theory of semantics; most teachers do not realize the idea behind the use of pictures, flashcards, and translation; (2) vocabulary teaching involves sound production, phonology and phonetics, and teachers do not realize them; (3) as words change their classes, function, role, morphology becomes crucial but, they neglect it; (4) lexical meaning is only one aspects of word meaning, teachers do not realize that there are macro semantics; (5) Teachers are not sure if they know or not something about sociolinguistics; (6) language comprehension is the area of interest of psycholinguists, it is not language skill; (7) another area of psycholinguistics is that of language production, and teachers do not know; (8) teachers' understanding of the rules that govern the use of language is still poor; (9) developing teaching points requires some linguistic theory but, teachers are not aware; (10) teachers are not aware of the significance of linguistics for their teaching practice.

DISCUSSION

In order for the researcher to see the position, significance, and implication of linguistic theory in language teaching; and what language teachers can learn from the theory underlying the practice, the pages that follow present the discussion of the findings. The discussion is meant to compare as well the present findings with the earlier; the idea is that whether the result is consistent or not. (1) Theory of meaning and vocabulary teaching; teaching media such as pictures, flashcards,

and other media that help students learn and be better learners have been familiar among language teachers. Most teachers, if not all, in teaching their students vocabulary, use pictures as their teaching aids. They are skillfully performing the practice of teaching; however, when asked why pictures have been their media of teaching; they are not able to explain. Even if they are, their explanation is not sufficient. Due to lack of linguistic knowledge, semantic theory in particular, practitioners' reasoning is not logic. Lexical meaning of lexeme can be better explained by Triangle theory of meaning (Hurford, Heasley, and Smith, 2013). It is argued in this theory that the meaning of word is its referent. There are three, triangle, elements of the theory; they are /concept/, /symbol/, and /referent/. Referent is understood as thing, in the context of vocabulary teaching, picture. It is the meaning, denotative meaning of the word. To borrow Chomsky's words, is it surface structure though the term surface is less precise (Chomsky, 2015a) and may be misleading. In the context of Triangle theory of semantics however, this is true because the element /concept/ is the abstract idea of the word, deep structure in Chomsky's syntactic phrase structure rules (Chomsky, 2012b). And the element /symbol/ is the word, the language.

(2) Word does not only refer to thing, the meaning; it is also characterized as having the system of sounds. Sound production becomes of immense important because language is primarily speech (Kurnia, 2013: 93-107). In her article, *La Langue and Parole in Literature, Curriculum and Materials Development*, she makes a clear distinction between /langue/, the symbol, the word, vocabulary, or lexeme, or whatever the terms is used, and /parole/, the sound. Similarly, a distinction is made clear by Chomsky (2011a, 2012b, and 2015c) on deep and surface structure. For Chomsky, surface structure is the physical form of language, while deep structure refers to the mental aspect of the symbol. The use of mother tongue in helping students understand the semantic aspect of lexeme, as Nation (2012) puts it is obviously a necessity. By the same token two branches of linguistics dealing with sound production, phonology and phonetics cannot be neglected. Most teachers of language take it for granted.

(3) Word changes its form, function, and meaning. Nothing stays still; everything is constantly in the state of changing. "The sun is new every day" says a wise man (Kleinman, 2013). If this credo is true, I believe it is, then, it is safe to say that word changes. The changes may include the form, meaning, function, and role. This reality reminds us that the process of word formation, morphology, or morphological process should be considered. Neglecting this most creative and productive processes of word formation is considered ignorant. Indeed, in order for the students to learn new vocabulary teachers of language should rely on the internal structure of language, on morphemic structure in particular (Badid, 2013: 87-92; Harun and Abdullah, 2014).

(4) Lexical and pragmatic meanings are both equally of high significance in teaching. Lexical semantics provides us basic meaning, the meaning referring to thing. Pragmatic semantics, sometimes extended or intended meaning, (Badib, 2013) is highly social, contextual, and cultural-based meaning (Kashiha, Heng, and Abdullah (2014). Pragmatic semantics, to use Chomsky's phrase, macro semantics, is that meaning which is both linguistic and non-linguistic context-bound. In line with Teaching English as a Foreign Language theory of language use like pragmatics is of highly significance. In order for the students to be better learner teachers of language should have better understanding of linguistic pragmatics (Nation, 2012).

(5) Theory of language use and teaching are interrelated. If learning outcome of language teaching is directed toward students ability use the language both culturally and socially appropriate and acceptable teachers then should be competent not only how to teach, but they should be knowledgeable as well in Sociolinguistics, Psycholinguistics, Pragmatics, and Speech Acts. Such theories of language may support the teachers' activities in the class-room setting (Kurnia, 2013; Badid, 2013). Naturally, language is use; speaking the language is rule-governed. There are theories of language use that govern when speaking the language. Theories of language, therefore, may take a special position in the area of teaching.

(6) Chomsky (2015c) speaks of language comprehension. He claims that language comprehension presupposes language production; a study in the field of Neurolinguistics, language and the brain, suggests that prior to language production there is process of language

comprehension. One should, in the first place, understand then followed by production. Both language and the brain and psycholinguistics are of critical importance and interest for language teachers. Most teachers, however, are not aware of the significance of these two disciplines.

(7) While language production and comprehension are area of interests of psycholinguist, language and the brain have been the interest of not only neurologist but, also of linguist. Psycholinguistics is for teaching. Language teachers can learn a great deal from their students mental aspects and how language and mental condition of the students are linked. As far as language production and comprehension are concerned, language teaching and psycholinguistics are like coin with two sides, two in one. It is just like langue and parole. No part of these combination be separated; deletion of the part means omission of other (Kleinman, 2013; Kurnia, 2013). And if this happens, for sure, learning will never take place.

(8) Very surprising, teachers of language do not realize that underlying principles govern the use of language is that of Speech Acts, Pragmatics, Sociolinguistics, Psycholinguistics, and Neurolinguistics. Realizing that language is rule-governed, knowing the principles of language is a must in order for the students to have the capacity to function in the target language. Teachers of language are strongly expected in developing their teaching points should consider the involvement of those theories of using the language.

(9) By the same token, teachers of language in preparing, designing, and developing their material development should rely on those theories and principles of linguistic theories because one is not free to use the language. We are restricted, in speaking the language, by some rules (Kurnia, 2013).

(10) Teachers' professionalism needs some improvement of some kinds; the improvement is made possible by encouraging them to develop their linguistic knowledge. Linguistics, both micro and macro linguistics are critical importance for teaching. A great many things can be learned from those theories. As long as teaching is dealing with somewhat practical any theory of language is a necessity. Theory of language and principles of language teaching and learning will guide and lead teachers to arrive at the aims of language learning. And if language learning objective is to help learners be able to function and use the language, theory of language use is somewhat a must for the students to understand. Briefly put it, linguistic knowledge has been and shall be of highly needed to support the processes of teaching and learning language. No one can deny it.

CONCLUSION

The conclusion is that linguistic knowledge of teachers of language, five teachers who are at present, doing their graduate program somewhat poor. They have been, as I believe, professional language teachers; however, in order for them to be more professional in their profession they should be knowledgeable linguistically.

SUGGESTION

It is not sufficient for the teachers to know only how to teach; they should know what, and why to teach. Teachers should be able to explain how thing works and why it works in such way is even more important. Therefore, the suggestion is that they should develop their knowledge of language. In my words, teachers should have their supporting disciplines.

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ARE VOCATIONAL COLLEGE STUDENTS PRAGMATICALLY COMPETENT?; AN EMPIRICAL STUDY TO THE DEVELOPMENT OF PRAGMATIC-BASED ENGLISH LEARNING MODEL

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ABSTRACT

The study is an empirical study undertaken prior to development of pragmatic-based English learning in vocational college. A group of 24 students from semester 3, department of Tourism Politeknik Negeri Bali were involved in the oral role-play test using 4 cards. The participants were considered representative to all vocational college students in Bali, as upon an investigation; they have similarity in terms of age, English capability, learning materials, as well as curriculum. The topics of the card were pursuant to the most common situations in hotels, selected with an exemplar generation (EG) method. A number of staff of different hotel was given questionnaire to write some most common situation of request and refusal. Student were then given 4 cards each (request with R-, R+, and common refusal and specific refusal). The research object was students' pragmatic competence in producing requests and refusals. Test results were then rated by a native speaker and analyzed using descriptive statistics. The result indicated that students' pragmatic competence was low with average 2,125. The mark indicated that participants were able to produce grammatically accurate but contextually in accurate utterance. In other words, students' pragmalinguistic competence was higher than socio-pragmatic competence.

Key words: *Competence, pragmalinguistics, socio-pragmatics, vocational college student.*

INTRODUCTION

The goal of English learning at vocational colleges, normatively, is to reach communicative competence, i.e. how the language is used to deliver messages of speakers to interlocutor. Language is a form of communication which works in accordance with social system (socio-pragmatic competence) (Leech: 1993), and language learning itself emphasizes on the use of the language in communication (*performance*) (Chomsky, 1964). Both concepts are commonly known as communicative competence, a competence which comprises a number of components, such as grammar, discourse, strategy, and organizational competence (Hymes, 1972; Canale, 1983; Bachman, 1990; Celce-Murcia, Dornyei dan Thurrel, 1995). However, Leech (1983) claims an aspect which underlies communicative competence that is pragmatic competence. Pragmatic competence comprises two subdivision, they are pragmalinguistic and socio-pragmatic competence.

A research investigating pragmatic competence of university students was carried out by Yuan (2012). By implementing DCT and focused group discussion, it observed what is Chinese students' perception of pragmatic and English language teaching, to what extent they focus on learning pragmatics in the learning, and how was their pragmatic competent as well as the strategies used in learning pragmatic and English language. Yuan (2012) concluded that Chinese student were

not pragmatically competent and were not considered as effective speakers of English as a second language (L2) even though their grammar knowledge was competent. Such a weakness can be cured with an effort of maximizing pragmatic awareness of students. To do so, students should also be introduced with cultural aspect of the target language (Lenchuk and Ahmed, 2013). They affirmed that, in order for them to be competent at (pragmatic of) the language, they have to have sociocultural and sociolinguistic awareness. One of the ways is by introducing student with choices of NSs languages. This can be energized by introducing students with forms of expression and student have to memorize forms of conversation and expression of the speech acts as well trigger them to memorize the expression. This is in line with what Schmidt's (2001) noticing hypothesis theory.

The use of oral role play, like the instrument of this research is expected as it can give naturally occurring data. Felix-Brasdefer (2004) applied oral role play to investigate students' competence. The instrument of this research also used oral role play card which was designed based on some inputs accumulated from those research. The aspects included in the card were PDR aspect, pair work communication, involve only speech acts of request and refusal, utterances were recorded, and valued based on scoring rubric.

METHOD

Research participants involved was a group of student in semester IV majoring in Tourism, Politenik Negeri Bali (PNB). The students were chosen to be the research participant based on some major reasons. The research instrument for data finding was role play card. The role play contained four situations rooted from two speech acts, they were request and refusal. Situation of refusal and request were determined based on result of exemplar generation method (Ostrom dan Gannon, 1996; Rose, 2000). As the research was designed for tourism department students, situation for oral role play card should be in line with situation happen in the hotel. Thus, in doing exemplar generation (EG), a number of hotel staff was invited to list ten situations of request and refusal to guests. The situations for request and refusal were then listed according to their frequency. Two most frequently happened situations were then chosen to be used as scenario for card.

There were two speech acts (request and refusal) chosen for the card. The speech acts were chosen as they were the most frequently acts done by hotel staff. The card was made based on Brown and Levinson's (1987) theory of Power, Distance and Rank of imposition (P, D, R), i.e. power of speaker and hearer, distance between speaker and hearer, and imposing level of speaker to hearer. However, after being reviewed, P and D happened constantly in giving service to guests in hotel. R was the only aspect that could be varied in terms of R+ and R-.

Before being used a pilot study involving three students majoring in tourism department were undertaken. The study was intended to see how the card worked and whether students simply understood what card requested them to do. The three students of the same semester but from different class were involved in the study to know if the card met their level. As the result, a number of revisions were given, in terms of word choices, sentence patterns, and font size. The cards were then revised. Scoring rubric was also made in accordance with card. The rubric was made in four scales, ranging from score 1 to 4. A native speaker specializing in tourism industry was involved in arrange the rubric to distinctively draw each score. Both instruments (oral role play card and scoring rubric) were validated before being used. There were two expert judges assigned to give score and commentary on the instrument.

FINDING AND INTEPRETATION

Beneath is the test result using oral role play card. The test was undertaken one time for 23 students. The individual role play activity was take for about 230 minutes overall.

Participant	Score				Total
	Rq (R-)	Rq (R+)	Rf (B)	Rf (K)	
1	2	3	2	1	8
2	2	1	3	2	8
3	3	1	3	2	9
4	3	1	2	2	8
5	2	2	3	2	9
6	3	1	2	1	7
7	2	1	2	2	7
8	1	3	2	3	9
9	1	2	1	2	6
10	2	3	3	2	10
11	3	2	2	2	9
12	2	2	2	3	9
13	3	2	3	2	10
14	3	3	3	2	11
15	3	3	3	3	12
16	3	2	2	3	10
17	3	1	3	1	8
18	1	1	2	2	6
19	1	1	2	2	6
20	3	2	3	3	11
21	3	3	3	3	12
22	2	2	1	1	6
23	1	1	1	1	4
Mean	51	43	54	47	195

Tabel 1. Oral role play test result

Of the four cards, participants seemed to be able to make common refusal (Rf common) the most and request with rank of imposition minus (Rq R-) the least. The participants considered making request with rank of imposition positive (Rq R+) easier than making specific refusal. The highest score of each card obtained by participants was 3, and the lowest score was 1. Participants were considered less competent pragmatically to make Request with low rank op imposition, common and specific refusal. They were considered incompetent pragmatically to make request with high rank of imposition. The group score mean indicated that their utterances are inaccurate and some of them are accurate. However, they failed to make salutation, expose politeness and give alternative and solution. In addition, they were not considered informative.

The quantitative data was analyzed with descriptive statistics. The analysis was optimized to find minimum, maximum, median, modus, mean, variant and standard of deviation. Up on the analysis there are some scores successfully obtained. The score can be seen as follows.

No	Item	Score
1	Minimum score	3
2	Maximum score	12

3	Median	9
4	Modus	4
5	Standard of Deviation	2,33
6	Variant	5,42
7	Mean	8,35

Table 2. Descriptive statistic result

Scores obtained upon the descriptive statistic analysis showed that minimum score and maximum score were respectively 3 and 12. Mean score of the group of research participant was 8,35 with median, modus variant and standard of deviation respectively 9, 4, 5,42 and 2,33.

CONCLUSION AND SUGGESTION

Test result and statistical analysis overtly draw that students' pragmatic competence was still low. Seeing from group score mean (between 1,8 until 2,3), it can be concluded that the research participants are still incompetent pragmatically. Even though, according to the scoring criteria, some of them could produce grammatical utterances, but most of their utterances are still less grammatical or ungrammatical. The major focus should be taken to socio-pragmatic domain better than pragmalinguistic domain.

Suggestion for further teachers or lecturers would be pragmatic-based English learning. Developing such leaning model would help solve the indicated problem. Explicit pragmatic-based English learning model, as suggested by some experts in second language acquisition, would be of assistance. In addition, exposing natural English which exposes learners' pragmatic awareness is important. Thus, learning material shall be accommodating not only forms, and expression but also contextually appropriate utterance which introduces target language culture. Last but not least, communicative approach shall be dominantly expose for student to be fluent at the language.

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CONTINUOUS PROFESSIONAL DEVELOPMENT INNOVATIVE WAYS: WHAT NEW ENGLISH TEACHERS CAN DO FOR LEARNING?

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ABSTRACT

This article highlights Continuous Professional Development (CPD) innovative ways that New English Teachers (NETs) can do to improve their competencies. NETs, as they start off their career, may understand Professional Development in a wrong way. For many, Professional development is limited to planned, formal or structured activities. Teachers' failure in understanding professional development as a continuous process could be one of the factors why they do not participate in CPD. Some teachers do not realize that CPD may cover all types of learning, including those which are not planned and well-structured activities which may help them improving their professionalism.

Key words: *CPD, innovative, New English Teachers*

INTRODUCTION

To be able to teach professionally, English teachers need to continuously improve their competencies. Efforts to enhance teachers' professionalism is known as professional development. The terms for professional development are various such as lifelong education, staff development, in-service training, professional learning, continuing education and Continuous or Continuing Professional Development (Hayes, 2008; Mizell, 2010; Ashadi, 2010). However, despite its various terms, it has a shared function to improve teachers' competencies in order to do their job professionally.

Nowadays, the term professional development is increasingly considered as a continuous process. As a continuous process, professional development does not stop after initial qualification but continues as long as one does teaching profession. In other words, New English Teachers (henceforth: NETs) should continuously upgrade their knowledge after their initial qualification, as long as their career as teachers. They should be willing to upgrade their knowledge, such as the ability to implement general innovation in society like the use of social media and technology (Drent and Meelisen, 2008; Leu, 2001) in the classroom. Thus, teachers are expected to adjust to any educational changes and teaching challenges (Day, 1999; Mizell, 2010; Vrijnsen-de Corte, den Brok, Kamp, and Bergen, 2013; Khong and Saito, 2014)

The needs of professional development may vary among teachers especially with their different experiences. Utami (2015) has investigated the needs of Continuous Professional Development among English teachers with different length of service year in Indonesia. The study found that length of service year indeed contributes to the different needs of professional development of these English teachers.

For early career teachers, Kennedy and McKey (2011), found their needs in some areas: teaching strategies, additional support needs, national priorities (curriculum), subject-specific development, information and communications technology, behaviour management, and career progression. In more general fashion, Utami (2015) describes that new or beginner teachers especially, have needs which are majorly centered around professional or subject specific knowledge and pedagogical competence; meanwhile more senior teachers' needs centered around social competence such as how to work with others and how to coach other (junior) teachers.

Many studies reveal that teachers have several reasons not to participate in professional development such as extra workload, insufficient time, conflict with teachers working schedule and family responsibilities, and unsupporting school culture, (Lie, 2007; Wall, 2008; Dayoub and Bashiruddin, 2012; Muzaffar and Malik, 2012). For NETs especially, unstable status of employment may also be the reason to be not active in professional development activities (Utami, 2015). NETs with unstable employment status are usually the last on the list of teachers to be assigned by the principal to participate in formal professional development opportunities such as attending academic forum or sending them to the university to pursue higher qualification. To attend such formal professional development, permanent teachers are usually given more opportunities. This unequal opportunities for NETs to participate in formal professional development may discourage them to improve.

Professional development actually can be either initiated by schools administrator or people with educational authority or by the teacher themselves. Mizell (2010) defines professional development as the the efforts initiated by schools and school districts. Unlike Mizell (2010), Day (1999) emphasized that the efforts are not solely initiated by schools and schools district, but also teachers as individuals. Day's (1999) definition of professional development covers all natural learning experiences as well as conscious and planned activities. Thus, professional development is not only limited by formal meetings where scholars gathered to share ideas but can include a very informal talk between colleagues or personal reading.

However, many teachers, including NETs, still perceive that professional development is only limited to formal activities such as attending course, conferences or attending INSET program organized by the government to meet national requirements (Rose and Reynods, 2007). Their failure in understanding the concept of professional development which covers all natural learning experience may be one reason why they do not participate in CPD. If teachers are aware that professional development are not only attending formally organized activities but also involve doing all natural learning including learning which is initiated by individuals, then they should be able to do more independent professional development.

This articles provides some innovative ways of doing continuous professional development for NETs as the result of extensive review of literatures on teacher professional development. It is expected that NETs have more ideas in developing their own professionalism by having more independent professional development activities.

1. SELF-DIRECTED LEARNING

The problem of attending professional development with top-bottom approach, as it is centralized and organized by educational authorities or government, is the little change in the teaching practice (Hayes, 2008). Very frequently, PD program fails to meet the specific needs of a teacher. This centralized and predetermined policy trend makes teachers less appreciative and cooperative to participate in such program (Sajidin, 2010). They do not find answers of their problem after receiving professional development. To have the best answers for the challenges they needed help facing, teachers may generate their own professional development because they are the ones who know really well what they needs and how they want to fulfill the needs.

Self-directed learning is the learning which is initiated and managed by the individual. It is the individual who select, manage and assess their own learning. Professional development as a learning effort can be also self-initiated (Day, 1999). It is the teachers who become the driver of their own learning by analyzing the evidence they have to help them improve (Hargreaves, 2007).

1.1.Planning a Self-directed Learning

Knowles (1975) states that in self-directed learning assumes experiences become an increasingly rich resource for learning. In planning a self-directed learning, teachers should reflect their teaching experiences including their strengths and weaknesses. By analyzing these two areas, teachers can select what professional learning focus can help them improve their performance. The

following is a simple format to do self-reflection as a beginning step of planning self-directed professional development.

STRENGTHS What are my strengths as a teacher?	
WEAKNESSES What are my weaknesses as a teacher?	
PROFESSIONAL LEARNING FOCUS What should I learn?	Pedagogical knowledge <input type="checkbox"/> Classroom management <input type="checkbox"/> Assessment <input type="checkbox"/> Curriculum/syllabus <input type="checkbox"/> Lesson planning <input type="checkbox"/> Learning theories <input type="checkbox"/> Learners' psychology English teaching related knowledge <input type="checkbox"/> English teaching method <input type="checkbox"/> English proficiency <input type="checkbox"/> English teaching content mastery Personal disposition <input type="checkbox"/> Good personality as teacher <input type="checkbox"/> Good attitude as teacher Social skills <input type="checkbox"/> Team-work skills <input type="checkbox"/> Interaction with colleagues <input type="checkbox"/> Interaction with students and parents
MODES OF SELF-DIRECTED PROFESSIONAL DEVELOPMENT How do I want to learn?	<input type="checkbox"/> Doing reflection based on self-evaluation or other parties evaluation <input type="checkbox"/> Writing a teaching journal <input type="checkbox"/> Doing individual learning: reading, web-browsing. <input type="checkbox"/> Applying strategies or methods of teaching from recent research result <input type="checkbox"/> Networking with professional community <input type="checkbox"/> Participating in online courses <input type="checkbox"/> Doing research <input type="checkbox"/> Writing articles or journal

Figure 1. Self-reflection sheet

Beside making a self reflection teachers can also use students' evaluation as a basic to evaluate the strengths and weaknesses of their teaching performance. Ideally students evaluate teachers at the end of one periode of learning such as at the end of semester or at the end of the course. The following students-evaluation sheet can be used for the aforementioned purpose. This students-evaluation sheet is generated based on the review of literatures on what makes good English teacher (Park and Lee, 2006; NADSFL, 1999; Cambridge ESOL, 2012)

Components	Observed	Rarely Observed	Not-Observed
Teaching methods a) Students have active roles in the class. They			

have more chance to practice their English. b) The interaction between students and students-teacher are enhanced. c) Teacher uses various media and various interesting technique in teaching			
Mastery of subject matter a) Teacher has good explanation skillls such as uses examples and illustration b) Teacher displays convincing mastery of the lesson c) Teacher communictaes in English convincingly			
Teachers' disposition a) Teacher shows genuine concern to students' condition or needs b) Teacher displays personal enthusiasm in teaching			
Assessment and evaluation a) Teacher uses various ways to see students' progress such as written test, assignment, performance test b) Teacher gives fair and objective evaluation			
Correction, Feedback and reinforcement a) Teacher gives feedback or correction to students work either spoken or written b) Teacher motivates students and give reinforcement for their achievement or positive behavior			
Classroom Management a) Teacher monitor students' behavior b) Teacher prepares all teaching media needed c) Teacher arrange students seats according to the activities			

Figure 2: Students-evaluation sheet

1.2. Ideas for Self-Directed Learning

There are several ways that any NETs can do to have a self-directed learning which is effective to help them grow as a teacher. The first to consider is doing reflection on the evaluation of one's own performance. As it has been discussed above, evaluation can be from the individual, known as self-evaluation, or from other parties such as evaluation from colleagues or students.

2.2.1 *Keeping a teaching journal*

Doing reflection is an important part of growth process. Reflection can be formal or informal. For instance, keeping a teaching journal can be formal and informal (Platt, 2011). If a NET plans to share his teaching journal with other colleagues, then the journal should sound more formal and does not contain anything he does not necessarily want to share with anyone. However, when he plans to use his teaching journal entries only for personal reflection then the journal may be about anything including personal feeling. He should keep his teaching journal private. The following is an example of private teaching journal entry. This example illustrates why teaching journal for private use is better not to be shared with anyone.

March 22, 2016

I already knew from the start, that it is not going to end well! I have been worry about teaching senior high school students. I really wish I was a primary school English teacher, instead. Today, students stared at me as if questioning my ability. I was so nervous that my voice was shaking. And I think somehow the students could pick up my nervousness. I tried to concentrate on my teaching. I repeatedly looked at my watch. Time seemed to go excruciatingly slowly. I was afraid I used all my teaching material before the class was over. And that was what exactly happened. I should have prepared more activities for this class. I think the students of this class are smart, they can understand everything easily. I should prepare better next week.

In making a formal teaching journal to be shared with other teachers, there are several things to consider. The journal should include what the NET thinks and feels about his teaching experience, what he has planned, how the plan turn out to be, what worked and what did not, and how he could do differently. The following is an example of an entry of a teaching journal written by a Non-native English speaking teacher.

March 22, 2016

Today, in the Listening class, I brought some recording files of stories told by a native speaker that I had prepared before. I thought it would be all fine, especially since I had tried to play all the listening material files by my self yesterday. However, to my surprise it turned out to be different from what I had expected. When I played the recording files, the sound was not loud enough for all students to hear clearly, eventhough it had all set to the highest volume. I think the problem was on the loudspeaker. It must be broken somehow. Then as a substitution for this activity, I read some stories for them to listen, but the result was not the same. Students were less enthusiastic listening to my voice. I understand that they expected to listen to a native speaker's voice. If I should teach listening class again, I would check and prepare a better loudspeaker which works for my class.

2.2.2. Personal learning to ehance knowledge and skills

Beside doing reflection, a NET can also do personal learning to enhance knowledge and skills. For instance, by reading research related to English teaching and reading any text of one's interest written in English. The first is to enhance knowledge and the later is to enhance English skills. Another ideas is by listening to news boadcasted in English or participating in an event where English is used as the working language.

It is not new that students are inspired by their teachers. For English teacher, being able to communicate in English is extremely important. Very often, students evaluate English teachers' performance by their ability to teach their lesson in fluent English. NETs who are non-native speaker may still find communicate in English difficult. In EFL context, especially, after initial qualification, NETs have little opportunity to speak English other than inside the classroom wall where they teach. Thus, NETs need to constantly make their own learning to improve their English proficiency.

2.2.3. Networking with professional community

NETs can also simultaneously enhance their professional and pedagogical knowledge by networking with the professional community. With the advance technology online professional community or organization is easy to access. In the English teacher professional forum, a NET can learn from important or inspiring post about one's English teaching experience. They can share links website containing important information. Beside that, NETs can value their profession more by learning that other teachers in ELT field put much effort to work professionally and being recognized by other peer in the community. Eventually, they are also motivated to do the same such as contributing to ELT field

2.2.4. *Applying teaching innovation*

To try on the new gained knowledge, teacher should be willing to change. Asking a teacher to change his conventional teaching, for instance by using ICT in teaching to suit the 21 century classes, is not easy. It can be genuinely difficult because it takes more than willingness, largely it needs automatization and supported environment. This is one of the challenges in teaching profession. For a NET, learning about being adaptable to new English teaching innovation is not less important. When teachers are not willing to change, they will never make reflection on their conventional teaching method, they will never know how it likes to teach in other way and how it works on students' achievement.

2.2.5. *Participating in online learning*

With the advance technology and internet era, teacher can learn almost everywhere and everytime. This 21st century education is completed with many online educational sites including online course. The current trend is attending course at a Massive Open Online Course (MOOC). There many available MOOCs for English learning, such as Alison, MOOEC, FutureLearn, EdX, Udemy, Open Learning, Canvas Network, Coursera, World Education University and Saylor. These MOOCs provide college level courses; infact, the last three MOOCs mentioned before are advanced-level options which perhaps more appropriate for English teachers who need to enhance their English skills. Many courses are for free, but not all, there are paid courses as well, and some even with college credit. Anyone can join and learn almost everywhere at their own time. They can start and even stop attending a class as they wish. The best part is the courses are taught by real professor from real universities. Somebody may be taught by a Harvard professor for free.

2.2.6. *Doing individual research*

The next idea for self-directed learning is doing individual research. It can be in the form of action research as it is useful to find solution of a specific class problem. As they are new in teaching, they definitely deal with some problems in their classroom.

A NET may start it by identifying problems in his class and try to find solution to solve the problems. To find solution for overcoming the problem, NETs will need to learn from literatures or other's experience. Once he is convinced by the solution of the problem he learns from literatures, he may try to apply it in his class followed by some reflection on its impact. By doing this, NETs enhance his professionalism such as being sensitive toward the existing problem in the class and think about what can be done about it.

2.2.7. *Writing about English teaching ideas and experience*

Another idea of self directed learning is about sharing experiences or ideas through writing about them. The reason of having writing activity is for it involves complex skills; the writing skills, which is depended on the progress of other skills (Langan, 2001; Ali Fatemi, 2008). To be able to write something, somebody needs to read and learn around the topic he wants to write. In other words, through writing activity, NETs may earn meaningful gain especially from practicing complex language skills. They must be able to express their ideas and use critical thinking in integrating concepts supporting the main issue in order to create convincing writing. It is a challenging mental activity, which build brain power. It is a way of learning which helps teacher grow their professionalism.

All NETs experience doing mistakes, learning from the mistakes and dealing with many teaching challenges throughout their career as a teacher. As stories need to be told, so do these experience need to be shared as a means of learning for other teachers and the writer teacher. Once they finished writing their articles, they can simply post it in their blogs or send them to some journals to be published.

3. WORKING WITH OTHER TEACHERS

Literature has been mentioning the idea of doing collaborative activities with peers or colleagues. Mizell (2010) mentions about study group among peers focused on a shared need or topic, observation: teachers observing other teachers, coaching: an expert teacher coaching one or more colleagues, mentoring of new educators by more experienced colleagues, and team meetings to plan lessons, problem solve, improve performance, or learn a new strategy. Infact, Lieberman (1996) classifies working with colleagues as *learning in school* type of professional development which includes mentoring, peer coaching, action research, critical friendships and task-related planning teams. Similarly Kennedy (2005) also outlines collaboration with other teacher such as coaching/mentoring, doing collaborative action research and community of practice as part of his nine meodels of professional development.

The idea of having other teachers contributes to the growth of one's professional development is increasingly seen important. NETs especially needs a lot of guidance from the more senior English teachers, especially in improving their pedagogical and professional knowledge (Utami, 2015).

3.1. Observing Other Teachers

NETs can ask one senior teacher for their permission to sit in in their class. Observing other teacher teaching may be a valuable way of learning. NETs may gain practical reference in teaching the students including specific practices.

When a NET starts their career they struggle with putting the theorie of teaching in practice. They may be not confident doing specific practices such as classroom management, particular English teaching strategy, technique of asking question, etc. For this, new teacher can have a very simple observation sheet about specific practices and observe other senior teachers' teaching and make notes on those specific practices.

However, when it is not formal, asking to sit in in one's class may be uncomfortable for the observed teacher. A NET needs to make appointment as to when the observation will be conducted. Selecting a friendly and helpful senior is also a strategy to remember. Informal observation may work well if the new teacher has build good relationship with the senior teacher to be observed. Otherwise, they may refuse the request.

3.2. Exchanged Conversation with Senior Teachers

Scholars (Haigh, 2005; Horn and Little, 2010; Weimer, 2011) believe that interaction and exchanged conversation with colleagues is is a valuable professional learning. They can talk about about their problem in class, the new strategy they recently apply and other topics of teaching and learning. Infact, NET may confirm their undersanding on particular concept of English subject. Very frequently, NETs need support on their subject specific knowledge to make them confident in teaching.

Beside learning from other experience, through this conservation, NETs can build relationship with other colleagues. NETs may have more chances knowing other seniors and can predict how their personalities are. Being able to know senior teachers' personalities, what they are like, whether they are easy-going, serious, helpful, temperamental or patience, is very important, especially in having interaction with them. Also by knowing this NETs can select wisely which seniors are approachable when they have problems.

3.3. Learning from Other's Teaching Documents

Very frequently NETs have problem in preparing teaching documents such as developing syllabus and lesson plan. Making a lesson plan or developing syllabus are taught already in teacher training institution or university. However, for NETs these can be very new to them to do it in their own, especially with the changing of national curriculum, the new demand of national education standard or the different school curriculum priorities.

To overcome this problem NETs may work together with other English teachers in making these teaching documents. For the start, NETs can borrow other's teaching documents to be studied. When they are already familiar with the template and the important components or content of the teaching documents, they can try to make their own. At the end, they can ask more senior English teacher to see their own lesson plans and ask for feedback.

CONCLUSION

The above ideas about independent professional development can be used by NETs as a reference to do their professional development. NETs should not limit their professionalism by teaching only, they should constantly try to enhance their knowledge and skills by participating in professional development or manage their own professional development activities. English teachers who avoid learning and changing old habit will be left behind by those who want to seek for new knowledge and are adaptable to new changes. As professional development can be done personally, without particular requirement, NETs have no reason to not participate in professional development.

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AUTHENTIC ASSESSMENT ACTIVITIES IN 2013 CURRICULUM BASED TEXTBOOKS FOR JUNIOR HIGH SCHOOLS

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ABSTRACT

Authentic assessment is the recommended assessment according to Indonesian 2013 curriculum. In order to be able to implement authentic assessment well, English teachers need some guidelines as well as the assessment instruments to assess the students' learning. In this case, English textbook can best provide the guidelines and the necessary instruments for the teachers in doing authentic assessment since textbook usually becomes the teachers' primary reference for teaching. Therefore, this study is essentially done to know whether the existing English textbooks which are based on the 2013 curriculum really present authentic assessment activities and can be the guidelines for the teachers in assessing their students authentically. More specifically, this study is focused on finding types of authentic assessment, the procedures of authentic assessment, self- and peer- assessment procedures and the criteria of authentic assessment available in three English textbooks for Junior High School students. Done qualitatively, three English textbooks for 7th grade students of junior high school were analyzed related with their authentic activities. The findings of this study revealed that types of authentic assessment activities in the three textbooks are project works, interview, role play, self-assessment and peer assessment. However, only one textbook provides peer assessment activity and no criteria and standard for assessment was found in the three textbooks.

Keywords: *Authentic Assessment, English textbook, 2013 Curriculum*

INTRODUCTION

In instructional design, assessment has a very important role. It is as important as the formulation of learning objective and the implementation of learning activities. The three are the anchor points of instructional design which cannot be separated one from another in order to reach an effective learning (Djiwandono, 2008:2). Learning objective has to be formulated in advance before the learning activities in order to give direction for the learning. Then, assessment to monitor the students' learning progress can be done during or after the learning activities take place.

In order to make the three anchor points interrelated well, curriculum is needed as the reference for the teachers to do the learning process for the students. All the things related with the learning process starting from the formulation of learning objective, materials selection to assessment procedures have to be based on the curriculum.

In Indonesia, nowadays, the government is in the process of evaluating and revising the 2013 curriculum. For the time being, the schools that have not been ready to implement 2013 curriculum are recommended to implement the old curriculum, which is school-based curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan). The other schools that have implemented the new curriculum for 3 semesters, on the other hand, may implement 2013 curriculum while waiting for the revision (Kompas, 2014). This policy was announced when almost all schools tried hard to implement the 2013 curriculum. Thus, it is not surprising that many English textbooks label themselves to be based on the 2013 curriculum and are available in the market. These textbooks are used by many teachers as the main reference in the implementation of the 2013 curriculum.

Fundamentally, the 2013 curriculum is based on scientific approach which demands the students to think actively and find their own knowledge through real experiences in their daily lives. This approach emphasizes on students' activities of observing, questioning, data gathering,

analyzing and communicating their learning (Sari, 2014: vii). Teacher, on the other hand, have only to direct and facilitate students in their learning. Referring to this active students learning, the way of assessing the students' learning must also reflect that active learning. It is not enough to base the students' learning on students' cognitive aspect and their memorizing ability. More importantly, the other aspects such as affective, psychomotoric, spiritual, and social aspects must also be considered in the assessment. Of course, these various aspects will not be able to be assessed when formal test is used as the only way of assessment. Instead, authentic assessment is the most appropriate assessment for such active learning since by having authentic assessment, the students are assessed not only their learning product but also their learning process reflecting their knowledge, skill, and attitude (Sunarti & Rahmawati, 2014:4).

Dealing with assessment, test is commonly considered as the only way of measuring the students' ability. According to Richard (2002:32), in the past, test was dominantly used in the classroom. At that time, some techniques for testing grammar and testing other language skills were popular. In other words, each language skill and component has its own testing technique.

Recently, however, people's attention has shifted to another way of assessment as an alternative of testing. This alternative assessment or better known as authentic assessment is considered more useful since tests cannot measure all range of students' learning nor provide essential information about students' ability and achievement (O'Malley & Pierce, 1996:2). Besides, by having authentic assessment, it is possible for the teacher to help the students' learning as well.

Authentic assessment is very much different from testing because by using authentic assessment, the students are required to show what they have been able to do. They do not have to memorize and repeat their previous learning materials like what they have in the tests, but more than that, they have to be able to integrate what they have learnt and then, produce a certain product. This is in line with Gracia and Pearson's (as cited by Macias, 2002:339) conclusion stating that the aim of authentic assessment is to collect evidences on how students approach, proceed and accomplish their meaningful tasks.

Based on the above arguments, authentic assessment is considered as innovation in learning. More specifically, authentic assessment has some advantages over the tests (Macias, 2002:339). First, authentic assessment does not intrude on regular classroom activities because teachers can directly evaluate the students during the process of learning, unlike test which needs a separate block of time apart from the regular learning. Second, authentic assessment really reflects the curriculum since it can cover all the learning materials and skills developed during the process of learning. This is certainly possible since authentic assessment is done at the same time with the learning activities and there is no possibility that authentic assessment deviate from the materials or skills being learnt by the students in the classroom, and thus it is relevant with curriculum. Third, because the information collected during authentic assessment are based on the students' real activities, authentic assessment can definitely give valid information about the students' strengths and weaknesses. Besides, it is possible for the teachers to use various assessment methods to get information on students' ability. Hence, students' learning progress can be measured accurately from different sources and with different ways.

As it has been noted earlier, one of advantages of authentic assessment is the relevance of the assessment with the materials and skills covered in the curriculum. Assessment will be useless when it does not measure what it is supposed to measure. Therefore, when the teachers implement the 2013 curriculum, the assessment must be authentic assessment.

Now, there is a big question whether the textbooks as the main reference of the teachers in the teaching learning process have really reflected the 2013 curriculum. Indeed, textbook has a central role in the teaching learning process in the classroom, especially as source of learning materials (Kasmadi, 2006). Besides, teachers can base their classroom activities on the textbooks. Thus, it is very common when the teachers rely on the textbooks in selecting the learning materials, classroom activities and assessment procedures. Having this fact, it is very ideal when the textbook provide rich learning materials, various classroom activities and appropriate assessment for the

teachers and the students. On the contrary, it will be misleading when the textbooks do not provide what teachers and students need in the teaching and learning process. Therefore, teachers have to select the textbooks carefully before the teaching and learning process takes place.

Based on the previous explanation about authentic assessment and the important role of textbooks, it is considered necessary to know whether the English textbooks which are based on the 2013 curriculum have really provided the authentic assessment activities. Accordingly, this study is aimed at examining types of authentic assessment, the procedures of authentic assessment, the self- and peer assessment procedures, and the assessment criteria available in the three English textbooks which are based on the 2013 curriculum.

RESEARCH METHOD

This study was qualitative in nature with content analysis method aiming at identifying specific characteristic in a certain written or visual materials or documents (Ary & Razavieh, 2010:). In this study, in order to reveal the authentic assessment activities in English textbooks, three English textbooks which are based on the 2013 curriculum were analyzed. These textbooks were for the students in 7th grade of junior high schools and published by three outstanding publishers in Indonesia; they are Tiga Serangkai, Erlangga and Yudhistira which are respectively referred as Textbook I, Textbook II, and textbook III hereforth in this study. Three units from these textbooks were selected to be samples of this study. After all data were obtained, they were reduced to get the most relevant ones, displayed and finally drawn for conclusion.

FINDINGS

In this section, the findings of this study are presented following the research problems, they are types of authentic assessment, procedures of authentic assessment, self- and peer-assessment procedures, and assessment criteria found in English textbooks for 7th grade of Junior High School.

Types of Authentic Assessment in English Textbooks

The first findings on types of authentic assessment are from Textbook I. Among all activities in Textbook I, some of them are categorized into authentic assessment activities. The types used in this textbook are project work consisting of completing the table, making announcement, and interview. In Textbook II, the identified types of authentic assessment are also project work requiring the students to make their own profile, and write descriptive text about themselves and their family and interview their teachers. Finally, in Textbook III, the types of authentic identified are role play and project work. The project work consists of making invitation card and writing self description.

Procedures of Authentic Assessment in English Textbooks

The first project in Textbook I is completing the table. Students have to find the information about their friends. A number of questions have been provided to help students find the necessary information. Then, after the data are collected, the students can fill in the table and compare the information they get and that of their friends.

The next project work in Textbook I is making the announcement. This activity is preceded by giving information about the announcement format to the students. Then, in pairs, the students are required to make an announcement related with an extracurricular activity at their schools. In the process of making the announcement, the students are expected to make outline first and consult their teacher for getting the best result. Revision is also done before the students display their final product of announcement on the school announcement board.

Finally, the other type of authentic assessment in Textbook I is interviewing the librarian. Before the interview, the students are exposed to a text about library rules. Following the rules, there are some questions that should be answered by the students. Having these questions, the

students have to go to the library to interview the librarian there and collect information about the rules in the library.

In Textbook II, project is also available as the type of authentic assessment. However, the activities are different. The first activity is making their own profile. The students have to prepare their identity card and based on their own identity card, they have to make a short profile about themselves and attach their photo on that profile. The next project in Textbook II is writing descriptive text about themselves and their family in the form of letter. After they finished writing the letter, they have to send it to an English magazine.

The next type of authentic assessment in Textbook II is interviewing the teachers. For this activity, the students have to go to teacher office and interview one of their teachers.

In Textbook III, the types of authentic assessment are role play and project work. For the first role play, the students are given four cards containing different identities. The identity covers name, age, nationality, and occupation. Then, based on the card they get, students are required to perform their role in the play. As the second role play, in groups, the students have to choose one situation among the three situations provided in the textbook. Then, based on the situation, the students have to make dialog and perform their dialog in front of the class.

For the project work in Textbook III, the students are required to help Susan make an invitation card for her birthday party. She wants to invite some friends and relatives. In order to make the invitation card more attractive, students may decorate it by attaching some accessories or pictures on it. The next project in Textbook III is writing self-description. In order to make it perfect, they have to attach their photos on the description.

Procedure of Self- and Peer Assessment in English Textbooks

In Textbook I, self-assessment sheet is always available at the end of each unit. This self-assessment sheet is named as 'Reflection' and is put in the table with three choices at each aspect of self-assessment. The choices are "I am good at", "I am OK at" dan "I am bad at"

Textbook II also provides self-assessment in each unit in the form of 'Reflection'. There are three choices in self-assessment sheet; they are "Yes", "Some" dan "No". Besides, there are three statements that also have to be responded by the students. They are about the advantages the students get from the chapter, the interesting parts of the chapter, and the next learning target of the students. The self-assessment sheet in Textbook II is not put in the last part of each chapter. Instead, it is put before the section of final evaluation.

Finally, in Textbook III, self-assessment is presented in the last part of each unit before the summary of the unit. It is called "Learning Journal". There are only two response columns for the students; they are "Yes" dan "No". The aspects being assessed are not the same for each unit. However, there are some similarities for each unit, that is the last two aspects are always related with students' affective factors while the other aspects are related with the objectives for each unit.

While self-assessment is always available in each unit, peer assessment can only be found in Textbook I. Peer-assessment is in the form of activity in which the students are required to exchange their work after they fill in the identity form based on listening text. They have to decide whether the answers provided by their friend are really correct in terms of spelling.

In the other activity in Textbook I, a student is required to read aloud a text about announcement. The other students have to listen and check their friend's pronunciation. They do it in turn.

Assessment Criteria in English Textbook

In the three English textbooks, scoring rubric or rating scale, which is usually used as the guideline for assessment, are not presented. The only criteria available are self-assessment sheets which contain some expected performance. This can also be used as the standard or criteria for assessment.

DISCUSSION

The three English textbooks being studied here are for 7th grade students of Junior High School. All of them are based on the 2013 curriculum. Like other textbooks, these textbooks comprise learning materials and activities such as exercises, task, and tests which usually become the reference for the teachers in doing the learning activities and assessment in their classroom.

The activities in the textbooks which are based on the 2013 curriculum should be authentic. It means that the activities should have similar characteristics with the activities in the real world. Besides, the assessment method recommended for the 2013 curriculum is authentic assessment which is done comprehensively during the process of learning and also on the product of learning. Some types of authentic assessment such as project, journal, interview, observation, conference, self-assessment, peer-assessment, portfolio and other types of authentic assessment should be used by the teacher to make the activities and assessment in the classroom authentic.

All authentic assessment activities mentioned previously can only be done when the students are given task. Tasks are defined as an activity which learners carry out using their available language resources and leading to a real outcome (Richard & Renandya, 2002:94). Therefore, ideally, English textbooks which are based on the 2013 curriculum should contain tasks requiring the students to do real-world activities. By having such activities, it is possible for the teacher to do both learning and assessing the students' learning.

The types of authentic assessment identified in English textbooks are mostly projects, interview, and role play. Project is one type of authentic assessment (O'Malley & Pierce, 1996:11) that comprise the activities of designing, implementing, and reporting in the written or spoken forms in a certain period of time (Education Standard of Assessment, 2013). In the other words, students have to do an activity systematically and the result is written or oral report.

Besides project, interview is another type of authentic assessment. Commonly, interview is an activity in which teacher asks student questions about personal background, activities, readings, and interests (O'Malley & Pierce, 1996: 12). In these English textbooks, however, the students do the interview to get some information from other people. Such activity can be also considered a project where the students do an activity and the final product is in the written or oral form.

Finally, role play is also considered as authentic assessment activity because by having role play, the students perform a certain role in a certain situation. According to O'Malley & Pierce (1996:85), role play is an authentic activity because it involves the use of language in the interactive context.

The other types of authentic assessment found in all English textbooks are self-assessment and peer-assessment. These both types of assessment are discussed further in the following parts of this article.

Besides authentic assessment activities, most activities in the English textbooks are practices. According to Richard & Renandya (2002: 94) giving students practices is part of traditional approach to teaching which involves presentation of a new language item, practice the item under controlled conditions, and a production phase in which learners try out the form in a more communicative context.

On the other hand, giving tasks for the students is considered more meaningful because tasks will give them real experience for their future lives. This is also in line with the 2013 curriculum principles emphasizing on giving tasks to the students individually or in groups (Sunarti & Rahmawati, 2014: 21).

Besides, as the characteristics of authentic assessment, the tasks given to the students should also be within a related theme (Brown, 2004: 28). It means that one task should be related with the other tasks. Such characteristic has not been found in the three English textbooks.

Dealing with the procedures of authentic assessment, two types of authentic assessment, project work and role play, need to be discussed here.

The first one is project work. The characteristics of project work identified in the English textbooks in this study are in line with those are explained by Stoller (2002:110) where the students' attention is focused on the content, and language is not the target of the project work. Language, in

this case, becomes a medium to accomplish the project. The integration between the students' language skill and their information processing is considered very authentic because it reflect a real world activity. Besides, the students in this project are the focus of attention, while teacher has a role in encouraging and guiding them. In addition, project work also requires the students to work in team without any competition among them. Although sometimes project work is done individually, the students still have to work with their friend or other people to accomplish their project.

The project works in the English textbooks being studied here are mostly categorized into the simple ones since the students are only given some simple instruction to do them. In order to maximize the use of project work in the classroom, Stoller (2002: 110) suggests some steps as the followings; (1) agree students for on a theme for the project, (2) determine the final outcome, (3) structure the project, (4) prepare students for the language demands, (5) gather information, (6) prepare students for the language demands, (7) compile and analyze information, (8) prepare students for the language demands, (9) present final product, and (10) evaluate the project. In order that the students can do the project well, ideally clear and systematic steps are provided in the English textbooks.

Besides project work, role play is another type of authentic assessment in the English textbooks. It is considered authentic for it involves students in using language in the interactive context in order to be able to perform a certain role (O'Malley & Pierce, 1996:85). It is fine when students prepare a script of their role play before the performance because such preparation, eventhough done in a very short time, can reduce the students' anxiety during role play performance (Brown, 2004: 174).

The next discussion is related with self- and peer- assessment. These types of assessment have the purpose of involving students in their learning process, encouraging them to be autonomous learners and increase their learning motivation (Brown, 2004: 270). The two assessment, particularly self-assessment, are considered so important in authentic assessment that they become key part of any type of authentic assessment (O'Malley & Pierce, 1996: 11)

In the three English textbooks, the indicators stated in the self assessment sheet for each unit have covered all topics discussed in that unit. This is in agreement with self-assessment model proposed by Brown (2004: 274) which is so called end-of-chapter self-evaluation checklists. Based on this model, the students are reminded about the communication skills they have learnt before. They are also given an opportunity to identify what they have achieved, what they have not, or what they have not at all and then, they can follow it up in the next learning in order to achieve some unachievable indicators. Once they have known what they have to do, students are said to have self awareness which in turn will lead to intrinsic motivation in learning.

Besides indicators about topics or communication skills in a certain unit, self-assessment sheets in the English textbooks also contain some indicators about students' attitude or their affective factors. Such indicators will be the reference of the students in developing not only their cognitive and psychomotoric aspects, but also their affective, social and religious aspects. All these aspects of learning consisting of affective, cognitive, and psychomotoric aspects are stated in Educational Standard of Assessment of the 2013 curriculum and expected to be developed and assessed from the students in order to be effective learners.

In one of the English textbooks, students' learning goal is included as one indicator in self-assessment sheet. This is in line with the ideal steps of self-assessment proposed by O'Malley and Pierce (1996: 41). The steps are (1) setting criteria and practicing assessment, (2) applying the criteria in groups and individually, (3) setting goal, (4) working toward goals.

As the self-assessment, peer-assessment also has a lot of advantages. Besides encouraging independence and responsibility in learning, peer-assessment also trains students to work cooperatively (Brown, 2004:270). Unfortunately, among the three English textbooks, only one textbook provide peer-assessment activity and it seems that it is not really intended for peer assessment. Ideally, peer-assessment should be prepared well by providing standard or criteria of assessment. Explicitly, O'Malley and Pierce (1996: 69) stated that students need to be taught how to evaluate each other as fairly as possible using guiding questions or some kind of rating scale.

As the last part of this discussion session, the importance of criteria of assessment is primary. The criteria are used as the guidance for both teachers and students in the process of assessment. Even, O'Malley and Pierce (1996: 36) state that without criteria, students' works are only the collection of meaningless activities. The assessment criteria must also be stated clearly and explicitly because the students need to know how their work will be evaluated. By doing so, the students can also set their own goal of learning decide how they will reach their goal (O'Malley, 1996:36).

Although the assessment criteria are not provided in the three English textbooks, the self-assessment checklist at the last part of each unit can serve as the assessment criteria for the students. However, such checklist is too general because it covers all topics and skills discussed in a certain unit. Whereas, students need clear criteria of assessment for each activity they do. Therefore, specific criteria used as the guidelines and reference in authentic assessment are badly needed in the English textbook which are based on the 2013 curriculum.

CONCLUSIONS

Based on the findings and discussion, it can be noted that the three English textbook have provided some types of authentic assessments such as project work, interview, and role play. In their procedures of implementation, all types of authentic assessment identified in the English textbooks integrate the students' language skills and and their communication skills in accomplishing these real-worl tasks. Besides those types of authentic assessment, self-assessment is also available in the three English textbook in the last part of each chapter. Peer-assessment, on the other hand, is not present in every English textbook. Finally, the criteria of assessment are not explicitly provided in the three English textbooks.

The above answers of research problems of this study lead to an important conclusion that when the ideal implementation of the 2013 curriculum with its authentic assessment is the paramount target, English textbooks which are based on the 2013 curriculum should offer rich and authentic learning activities and assessment that inspire teachers and students to have authentic activities and assessment for their learning.

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PRE-SERVICE TEACHERS' USE OF READING STRATEGIES IN THEIR OWN READINGS AND FUTURE CLASSROOMS

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ABSTRACT

The objective of this study was to determine pre-service use of reading strategies in their own readings. In addition, pre-service teachers' use of these strategies in their future teaching practices is also investigated. The subjects for this study were 86 pre-service teachers enrolled in one of the major universities in Malang. The results of the study revealed that pre-service teachers employed 28 out of 38 reading strategies most of the time, but interview results illustrated that they reported using very limited scope of reading strategies. An interesting finding in this study is that all subjects accepted the responsibility to teach and improve their future students' reading skills.

Keywords: pre-service teachers, reading strategies, reading skills

INTRODUCTION

Since reading become one of fundamental aspects in enhancing better future life in globalization era, people who want to survive should equip themselves in gaining knowledge and information. Therefore, reading strategies are needed to help readers in comprehending reading texts. Reading strategies become the important way to get an effective reading. This paper reviews some articles related to the importance of reading strategies in comprehending texts and the use of reading strategies in teaching and learning process.

Then, the researcher want to investigate the use of reading strategies for pre-service teachers in Malang, Indonesia. Pre-service teachers should have a good reading habit because their reading habits and attitude may influence their future practice as teachers. To this end, it seeks answers to the following research questions.

1. How much time do the in-service teachers spend for their daily reading?
2. What kinds of books do the in-service teachers like reading?
3. Which factors do have negative effects on the in-service teacher's reading?
4. How often do the in-service teachers use reading strategies in their own readings?

THEORETICAL FRAMEWORKS

This article reviews some literatures related to reading strategies to help the practitioners understand and comprehend reading texts written in English.

The importance of reading strategies in comprehending texts

Many research discuss the pivotal role of reading strategies in understanding reading texts for learners. Takeuchi and Ikeda (2006) state strategy instruction by various methods has been implemented in many countries due to the use of strategies has been considered to be one of the important factors for successful language learning. Therefore, they attempt to clarify the possible differences in the learning process of reading strategies during the strategy instruction between EFL learners at a higher proficiency level and those at a lower level. Portfolios were used as a data collection method in addition to a training tool. The finding shows that in strategy instruction, rather than giving abstract explanations, concrete examples of effective strategy use drawn from learners with higher proficiency could be presented to learners with lower proficiency. At the phase of introducing strategies, for instance, the conditions in which strategies can be used effectively and the combination in which more than one strategy can be used together could be presented by providing ample examples drawn from portfolios written by the higher proficiency group. At the

phase of evaluating the usefulness of strategies, learners could be trained to check the degree of comprehension by using the methods observed in the higher proficiency group. Also, learners could be encouraged to apply the same strategies again in a different way to different situations, as was observed in the portfolios of the higher proficiency group.

Lin, et al. (2009) state that the effective use of reading strategies has been recognized as an important way to increase reading comprehension. They investigated EFL learners' online reading strategies and the effects of strategies use on comprehension. To fulfil the purpose of the study they created a Web-based reading program that is called as English Reading Online. The findings shows that the use of support strategies dominated the strategy use and contributed to most of the comprehension gains, but an exclusive dependence on support strategies did not successfully predict the increase in scores on main ideas and details when the students were reading more challenging texts. On the whole, the use of global strategies significantly contributed to better comprehension, especially for low proficiency students.

The use of reading strategies in teaching and learning process

The use of reading strategies is categorized into the use of reading strategies in teaching reading comprehension in term of reading instruction and the use of reading strategies in learning process. Miriam (2004) reports results of two sequential and interrelated studies that examined the efficacy of combining two models of reading strategy instructions namely reciprocal teaching and direct explanation. The reported studies were designed to determine the effectiveness of combined strategy instruction incorporated in school curricula in promoting strategic reading while fostering students ability to perform reading comprehension task that require high levels of knowledge construction. The findings of the study suggest that combined strategy instruction may be beneficial in providing students with tool that will enable them to apply higher order cognitive processes while they learn from texts.

Kolic-Vehovec et al. (2008) identify dominant goal orientation patterns in university students, define their motivational profiles and their reading strategy use. The results of cluster analysis showed that four groups of students could be differentiated according to their goal orientation: mastery, mastery – performance, performance –work-avoidance, and work-avoidance goal orientation groups. A K-Means cluster analysis was performed in order to classify the students according to their goal orientation. The findings shows that groups with high mastery orientation had more adaptive motivational profile and more adequate reading strategy use than groups with high work-avoidance orientation.

Malcolm, (2009) states that skilled readers are often characterized as more metacognitively aware than less skilled readers. This questionnaire study of 160 students at a medical university in Bahrain compared reported academic reading strategy use of readers at varying initial English proficiency level and year of study. While all students reported high use of strategies overall, significant differences were found in reported use of metacognitive strategies in general and specific strategies related to translating from English to Arabic. Students of low initial English proficiency and those in their first year reported translating more, while upper year students translated less and used more metacognitive strategies. Compared to findings in previous studies using the same self-report questionnaire, reported reading strategy use was generally higher and more similar to other academic readers in an EFL setting than L1 and L2 readers in a US college. Differences in strategies related to translating suggest an area for further investigation.

Akyel and Ercetin (2009) investigated the strategies used by advanced learners of English while reading a hypermedia document in order to determine whether they are essentially different from those reading strategies reported in the literature for printed texts. Moreover, the role of prior knowledge about the topic was explored in relation to strategy use. Data were collected from 10 advanced learners of English through think-aloud protocols. Results indicate that processing strategies used by advanced learners of English in hypermedia reading are not essentially different from those reported for printed texts. However, certain processing strategies are not used in hypermedia reading. Moreover, strategies used in utilizing annotations and navigating

through the text were identified. Finally, readers with high prior knowledge used certain cognitive and metacognitive strategies more frequently. However, low prior knowledge readers were able to compensate for their lack of prior knowledge by using annotations that provided background information about the topic and by navigating through the text in a coherent manner.

Afterwards, Kim and Park (2011) investigates adult English language learners' reading-strategy use when they read online texts in hypermedia learning environments. The learners joined the online Independent English Study Group (IESG) and worked both individually and collaboratively. This qualitative case study aims (a) to assess college-level ESL learners' use of reading strategies for online second language (L2) texts and (b) to examine their use of hypertext and hypermedia resources while they read online L2 text. The seven strategies were (a) using hypertext, (b) using computer applications and accessories, (c) dialoguing, (d) setting up reading purposes and planning, (e) previewing and determining what to read, (f) connecting prior knowledge and experiences with texts and tasks, and (g) inferring. The first two strategies were unique to online readings; the five remaining strategies apply to both online readings and paper-based text readings. The findings also revealed that "hybrid" online reading emphasized participants' various reaction patterns and preferences in their hypermedia learning environments.

Then, Akyol and Ulusoy (2010) determine pre-service teachers' use of reading strategies in their own readings. In addition, pre-service teachers' use of these strategies in their future teaching practices was also investigated. The subjects for this study were 505 pre-service teachers enrolled in one of the major universities in Ankara. The results of the study revealed that pre-service teachers employed 28 out of 38 reading strategies most of the time, but in interview results illustrated that they reported using very limited scope of reading strategies. An interesting finding in this study was that all subjects accepted the responsibility to teach and improve their future students' reading skills.

Next, Urlaub (2012) states that reading and discussing literary texts in a second language (L2) is a significant component of intermediate and advanced level collegiate language education. However, in spite of more attention to the role of literary texts in L2 instruction, the function of reading strategy instruction to teaching literary reading in the L2 has remained unaddressed. This article investigates the impact of the reading comprehension strategy of generating questions on literary reading development in the L2. The results suggest that teaching language learners how to generate questions vis-à-vis texts improves their ability to critically read literary texts in the second language.

Denton, et al. (2015) examine individual differences in adolescents' reading comprehension strategy use related to reading proficiency, grade level, and gender, and investigate factor structure and psychometric properties of a newly-developed scenario-based-self report survey. They also develop Contextualized Reading Strategies Survey (CRESS) to measure self-reported reading strategy use for students in middle and high schools. The results are reported in three major sections, first they describe Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). Next, they present results related to reliability and validity. Finally, they evaluate differences in reported strategy use for subgroup based on reading proficiency, grade level, and gender. The findings show students at higher levels reported greater use of evaluation/integration and regulation strategies than those in lower grades. Females reported higher use of all strategy types than males. In my opinion this article is too complex and the research questions are not well-structured, it is better if one number represent one question.

RESEARCH METHOD

Research Design

This present study employs descriptive quantitative. Based on Ary et al (2006), they state that "Quantitative research uses objective measurement and statistical analysis or numeric data to understand and explain phenomena." In this case, the researcher uses standardized instruments to study relationship or cause and effect. Quantitative section of this present study includes reading strategies survey.

Population and Sample

The research was taken in Universitas Brawijaya Malang (UB) which have three education departments such as English Education Program, Japanese Education Program and Indonesian Education Program. The total of pre-service teachers are 86 students divided into some classes. All the pre-service teachers were in their first semester. Approximately 54% of the pre-service teachers were female and 32% of them were male. The sample was not ethnically diverse. All the participants were Indonesians. There were 29 Indonesian majors, 31 Japanese Language majors, and 26 English majors. Instrumentation

The Reading Strategies Survey was used to learn the pre-service teachers' use of reading strategies in their own readings. The instrument was applied to the pre-service teachers in the last 30 min of their courses. In the first section of the survey, personal information and participants' reading habits were asked. The second part of the survey included 38 Likert types of questions. Students rated their use of reading strategies on a five-point Likert scale. They chose the responses among "Never, Rarely, Sometimes, Most of the time, and Always" items.

Table 1 Values and Limitation of Linkert type of tems

Values	Items	Students
1	Never	4
2	Rarely	6
3	Sometimes	55
4	Most of the time	12
5	Always	7

FINDINGS AND DISCUSSION

Quantitative analyses of the first six research questions are given in this section of the study. Teacher candidates were asked to report how much time they spent each day for course-related readings and readings for fun. As can be seen in Table 2, 36.1% of the subjects spent 31 up to 60 min for their daily readings. Second most frequently, 18.6% of the pre-service teachers left 61 up to 90 min for reading. Least frequently, 11.6% of the pre-service teachers spent 91 until 120 min for their daily readings.

Table 2 The time spent daily for reading

Minutes/day	Students	Percentage
0- 30	27	31.3%
31- 60	31	36.1%
61- 90	16	18.6%
91 – 120	10	11.6%
120 +	2	2.33%

In Table 3, the pre-service teachers were asked to rank the materials they liked to read. Novels were rated as the first choice by 39 pre-service teachers. Stories were rated as the first choice to read by 27 pre-service teachers. Only 11 pre-service teachers rated the newspapers as their first choice. In addition, 6 teacher candidates rated the textbooks as their last choice.

Table 3 Pre service reading choice

Material	Rank of reading materials		
	Indonesian	Japanese	English
Stories	6	12	9
Novels	18	8	13
Newspapers	2	2	2
Textbooks	3	6	2
Journals	0	3	0

In Table 4, the pre-service teachers were asked to rank the negative factors that affect their readings. The lack of enough time to read was rated by 18.6% of the pre-service teachers as the first negative factor. The lack of reading habit was also ranked by 37.2% of the teacher candidates as the first negative factor. Only 3.5% and 16.3% of the pre-service teachers rated financial problems, and lack of society support and encouragement as the first negative factor, respectively.

Table 4 Negative Factors of Reading

Negative factors on Reading	Rank of negative factors		
	Ind	Japn	English
Lack of enough time	10	3	3
Financial problem	1	2	0
Lack of reading habits	8	12	12
Lack of suitable reading	6	12	3
Lack of society support and encouragement	4	2	8

CONCLUSION

Based on the reading strategies survey, pre-service teachers reported that “most of the time” they used 28 out of 38 reading strategies. In addition, 55 students use strategies were employed “sometimes” and six students use strategy was employed “rarely”. These results showed that reading strategies were frequently used by the pre-service teachers in their own readings.

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NEEDS ANALYSIS IN DEVELOPING ENGLISH TEACHING MATERIALS FOR KINDERGARTEN STUDENTS

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ABSTRACT

Needs analysis is an important stage in developing English as a foreign language (EFL) teaching materials which is appropriate with the learners characteristics and learners needs. The aim of this study was to investigate the students' actual foreign language needs based on their personal needs and learning needs. Personal needs focus on their personal information and learning needs covers four points, namely: learning attitude, learning preferences regarding activities and topics in the EFL classroom, the gap between the target level and the present level of proficiency This study employed a case study research design. The data were gathered from a set of smiley questionnaire for 23 kindergarteners. Besides, an observation rating scale was also used to know their English speaking proficiency. Furthermore, the data was also collected from interviews with an English teacher, and a classroom teacher. The result shows that the students are at the age of 6-7 years old, come from various ethnics, middle class of society, there are 10 female and 13 male students. They have positive attitude toward EFL class, and they prefer learning English using songs and story to other activities. Sport and colors were the students favorite topics. The findings indicates that the students can perform three kinds of oral production skill, including naming objects, producing simple sentences, and getting involved in a dialog. In this study, naming objects can be done by the students with high independency while in producing simple sentences and getting involved in a dialog the students need various guidance from the teacher based on their level of ability.

Keywords: *needs analysis, materials, kindergarten students*

INTRODUCTION

English language education for children has become an excited and burning issue, particularly in EFL countries in Asia. For example: in Thailand, English education become a compulsory subject from 1st grade of elementary school in 1994, in Korea from 3rd grade in 1997, in Taiwan in the 5th and 6th grades in 200 (Hirofumi, 2013). Even in China, Japan, Singapore and South Korea pre-school children are going to English classes (Tomlinson, 2005).

English is also taught in some kindergartens, especially in private kindergartens in Indonesia. When elementary school have legalization and also guidance by the government (Standar Kompetensi dan Kompetensi Dasar SD/MI, BNSP, 2006) English teaching in kindergarten has no guidance from government. The teachers in kindergarten construct their own curriculum, employ teaching methods and use books or materials they feel appropriate for their students (Rahmat, 2009).

It can not be avoided that teaching materials play important role in the success of teaching and learning in the classroom. The most important teaching and learning materials that guides teachers' and learners activities in many classrooms seems to be the coursebook (Pinter, 2006: 115). In many countries, teachers have found themselves with lack of suitable materials, either because materials are not available or because they do not reflect changes in the curriculum. When textbooks are inadequate, teachers often lack of time and expertise to develop appropriate materials learners (Garto, Copland and Burns, 2011). Yet good materials may have an important role to play as they can become the 'de facto' curriculum. It can become a support for less experienced teachers who have yet to gain in confidence (Cunningsworth, 1995: 5).

Teaching materials in teaching English for young learners have different characteristics compared to materials for adult. They should fulfil some criteria, namely: 1) make use of young children's stories, songs, poems, and rhymes to language in use, 2) provide a lot of language linked kinaesthetic activity through drama, games, and TPR, 3) encourage young learners to be creative, 4) make use of young children's talent for playing with language, 5) set achievable challenges, 6) focus more on meaning than form, 7) focus more on informal implicit learning than formal explicit teaching (Tomlinson, 2005: 9). However, no coursebook can be perfect for any teaching and learning situation. Needs analysis is important to develop coursebook as a teaching materials which will meet the learning needs of a particular group of students (Brown, 1995).

Considering the importance of Needs analysis in developing English teaching materials, this paper aims to find out the kindergarten students' needs in learning English in classroom context which latter the result of this study will be used as the source of information to develop the coursebook which will meet the students' need.

LITERATURE REVIEW

Needs Analysis

Needs Analysis was introduced into language teaching through the ESP movement in 1970s (Richard, 2001). Nowadays, there are many studies that focus on needs analysis especially in ESP context (Boroujeni and Fard, 2013; Albakrawi, 2013; Liao, 2009; Solak, 2012). However, it is not so easy to find a study about needs analysis in English for young learners context.

There are some definitions of needs analysis offered by some experts. Procedures used to collect information about learners' needs are known as needs analysis (Richard, 2001: 51). Needs analysis can also be called as needs assessment which is defined by Richards, Platt, and Weber (1985: 189 in Brown, 1995) as the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. Needs assessment makes use of both subjective and objective information. Needs analysis is a device to know the learners' necessities, needs, and lacks in order to develop courses that have a reasonable content for exploitation in the classroom (Hutchinson and Waters, 1987). Needs Analysis is therefore a process for identification and defining valid curriculum and instructional objectives. These objectives facilitate learning in an environment that is closely related to the real life situations of the student.

The first step in conducting a needs analysis is therefore to decide exactly what its purpose or purposes are. In many cases, learners' language needs may be relatively easy to determine, particularly if learners need to learn a language for very specific purposes, for example, employment in fields such as tourism, nursing, or the hotel industry. In the case of young learners, in kindergarten or primary school, their needs have been decided for them by those concerned with their longterm welfare. Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do. Needs are often described in terms of language needs, that is, as the language skills needed to survive in an English-dominant society (Richard, 2001).

According to Richard (2001) there are some procedures for conducting needs analysis. Sample of students' work, reports by teachers, information from students, namely: Questionnaire, Interview, preliminary stage of designing a questionnaire, observation, collecting learner language sample, written or oral tasks, simulation or role play, achievement test, performance tests. For smaller-scale needs analysis such as that of a teacher or group of teachers assessing the needs of new groups of students in a language program, needs analysis procedures may consist of: initial questionnaire, follow up individual and group interviews, Meeting with students, meeting with other teachers, ongoing classroom observation, and test.

Needs can also be classified into the learners' needs, the teachers' needs and the administrators' needs (Masuhara, 1998: 239-260). It is noticeable that the three kinds of needs are not entirely the same. There is a certain gap between each other. The learners' needs are independent of teachers and can not be satisfied or taught by teachers. And the learners would not appreciate the teachers' needs. What's more, Masuhara is aware that the learners' needs maybe do not really

reflect the learner' real needs. Further study is needed on how to balance the three needs. Such classification is made from the perspectives of different subjects.

This study focus on learners' need which is divided into two kinds: (1) personal needs that consist of age, sex, cultural background, interest, educational background; and (2) Learning needs which consist of learning style, previous language learning experience, gap between the target level and the present level of proficiency in various competence areas, learning goals and expectation for a course.

Speaking Activities for Young Learners

Most children associate learning the second or foreign language with learning to speak it (Girard et al., 2003). For young learners, it is not necessary to demand that they to be competent communicators because they also still learn it in their first language (Pinter, 2006; Linse, 2005). The teacher needs to set the learning goal which is realistic. What is realistic for kindergarten in learning foreign language is not beyond the skill mastered by native language speakers. Besides, teacher should provide the teaching materials and activities that can develop their speaking skill. In this study, the needs analysis of students learning need in terms of gap between the target level and the present level will focus on students speaking performance.

In the classroom, there are some kinds of speaking performances that can be carried out by students, such as: naming objects (Cameron, 2001: 64; Girard et al., 2003: 81), producing single word or phrase as response (Cameron, 2001: 49), producing simple sentences (Cameron, 2001; Pinter, 2006; Girard et al., 2003) and getting involved in a dialog (Ytzenberg & Scott, 1990: 39; Cameron, 2001; Paul, 2003: 77; Linse, 2005; Pinter, 2006; Suyanto, 2008). According to Brown (2001) such kinds of speaking performance of the students rely on the teacher's role in selecting the types of speaking activities that the students should do.

Naming Objects

This kind of speaking performance is usually carried out at the initial stage in young learners' classroom (Girard et al., 2003). Additionally, Cameron (2001) asserts that the simplest activity the teacher can do in teaching about the object names is by holding up the picture and the pupils say the object names on the picture. Further, she puts forward that the teacher can enable the students to name objects by asking them to guess the name of animals that the teacher holds. It means that these activities require pupil to say something as an individual or all together in chorus. Furthermore, Girard et al. (2003) highlight that some techniques and materials to enable the students to mention the name of objects, such as: using realia, pictures, actions, drawings on the whiteboard, touching, tasting, feeling, smelling, etc.

Giving single word or phrase as response

This kind of speaking performance is usually conducted by the students when they are requested to describe something in English. In addition, Cameron (2001: 49) puts forward that the students might have understood about something presented through storytelling or reading but "when they are asked to produce a description, they mostly use single words and phrases".

Producing simple sentences

At the beginning of learning, the students might not have spontaneous speaking. Much of the English they learn to produce in the initial stages is formulaic language i.e. 'language that is produced as whole chunks rather than being put together word by word' (Girard et al., 2003: 105). Some chunks are fixed while others can be complemented. It is believed that to enable the students producing simple sentences, the teacher should provide activities that encourage them to speak. It can be done by requesting children to use yes/no questions to guess the name of animal picture that the teacher holds (Cameron, 2001; Gebhard, 2001 cited in Suyanto, 2008: 59).

Getting involved in a dialog

Furthermore, getting involved in a dialog is also a kind of speaking performance that might be performed by young learners. Of course, this is not a long dialog as adult learners can do. Simple and short role play is suitable for children's level of language (Vernon, 2009).

Getting involved in a dialogue is an appropriate way to engage students in speaking activities (Ytzenberg & Scott, 1990: 39; Cameron, 2001; Paul, 2003: 77; Linse, 2005; Pinter, 2006; Suyanto, 2008). In this study a dialogue is used to provide students to speak within context. It is believed that a dialogue provides communicative phrases that children can learn and a teacher should provide appropriate ways to involve children in using dialogues (Cameron, 2001). It is in line with Girard et al., (2003) who highlights that children need to be given opportunities to speak English as much as possible. In addition, Pinter (2006, 53) suggests that initially controlled dialogs and drill-like repetition can lead to freer dramatization or role plays.

METHODS

Research Design

This study can be regarded as a case study since the researcher explores a single entity or phenomenon ("the case") bounded by time and activity (a program, event, process, institution, or social group) and collects detailed information by using a variety of data collection procedures during a sustained period of time (Meriam, 1988; Yin (1989 in Craswell, 2008) .

Participant of the Study

The participant of the study is 23 students whose ages range between 5 and 6 years old. The reason for choosing these participants is that students in this class had mostly the same English language level that was the beginner's level since the students had little knowledge of English and can recognize a little number of vocabularies (Phillips, 1999).

The Research Site

This study was undertaken in a private kindergarten in Lampung. This kindergarten has four second year class in academic year of 2015/2016 and randomly class B IV is chosen as the research site for the study. The first reason for choosing this school is that the kindergarten has introduced English lesson since 2002 or 14 years until now. Based on the information gathered from interview with the teacher, she has difficulties in finding appropriate resource in teaching English to kindergarten students. While the text book she got from the commercial publisher is dominated by coloring activities which time consuming becomes the problem. In relation to this, the researcher finds a challenge to develop a course book that can be used to teach English to kindergarten students.

Data Collection

Classroom observation, observation rating scale in a diagnostic test, questionnaire, and interviews were used as the data collection techniques of this study.

Classroom Observation

The classroom observation was conducted four times that took thirty minutes for each in which the researcher acted as a participant observer for two meetings and a non participant observer for two meetings. By doing so, the researcher of this study was able to take on in every activity that has been set out to be observed (Cohen and Manion, 1994). During the observation, the researcher took note on everything that was going on in the class after the class. Events were then reconstructed into field notes (Fraenkel & Wallen, 2007).

Observation Rating Scale

In the case of this study, observation rating scale was used to record the kinds of speaking performance conducted by the students during the observation phase. The researcher considered

Vygotsky's theory of Zone of Proximal Development to identify the children's speaking performance. It is in line with Wortham (2005) who puts forward that a teacher can use Vygotsky's Zone of Proximal Development (ZPD) in observations to determine the child's progress toward mastery of skills. Based on the consideration to the theory, the researcher gave higher score to the students who need limited or no guidance in their speaking performance and gave the lower score to the students who need much guidance.

Interviews

The **interview** will be conducted to know the students attitude toward the teaching instruction which is the teaching materials are employed. The interview is the way to find out what is on their mind—what they think and how they feel about something (Fraenkel and Wallen, 2007).

Questionnaire

A questionnaire which was developed to elicit the data on students learning needs consisted of 2 parts. Part **one** consisted of 3 items asking about English educational background, part **two** consisted of 20 items asking about students attitude toward English language learning (3 items), activities preference in English language learning (4 items), teaching media used by the teachers (5 items), and topic preferences in English teaching and learning (11 items) Subjects were required to color a smiley imoticon that best represented their response to the question, ☺ means agree, ☺ means neutral ☹, means disagree. The questionnaire was translated into Indonesian Language in order to ensure that the subjects clearly understood each item. Since the kindergarten students may have difficulty in reading, the researcher read the question and the students give respond in their questionnaires. The classroom teachers also help the students when they respond the questionnaire.

Data Analysis

The data from questionnaire was analysed by using descriptive statistics while the data from observation and interview was analysed simultaneously during and after the data collection stage. As suggested by Maxwell (1996) who asserts that the data analysis is carried out as soon as the observation is done otherwise it will lose visual details that might be important and might be forgotten if it waits to be analyzed at a later time. On going data analyses and interpretation were based on data mainly from observations that consist of transcript, observation notes, observation rating scale; and students' daily learning record. All data were transcribed and subsequently categorized and interpreted in a condensed body of information (Alwasilah, 2002: 229), and lastly conclusion could be drawn.

To enhance the validity of the conclusion of the study, data source triangulation (Yin, 1993: 69; Cohen and Manion, 1994) were conducted, to make contrast and comparison of all data obtained from different sources, i.e. classroom observations, document analysis, interview, and questionnaires.

RESULT AND DISCUSSION

Personal needs

Cultural background

The result of document analysis and interview with teachers showed that the students were at the age of five-six years old. They were members of various ethnics namely Javanese (19 students), Lampungnes (a students), Acehnese (a students), Palembangnese (two students). From the data it can be seen that the class are dominated by Javanese ethnic.

Socio-economic status

In the case of socio economic status, The teacher said that "the student came from the midle class of society" (Int#ET#SES). The data was then confirmed by document (Buku Induk Siswa). The students socio-economic background could be identified by the parents occupation.

Table 1. Parents' Occupation

NO	Male parents' occupation	Sub-total
1	Civil Servant	10
2	Police officer	1
3	Private Bussines	8
4	Others	4
Total		23

Educational Background

From 23 students, only 5 students had the experience in pre-kindergarten or play group. While the other 18 students had kindergarten as their first experience of formal education.

Table 2. Students Educational Background

No	Educational Background	Sub-total
	Play group	5
	No play group	18
Total		23

English Educational Background

From the result of questionnaire and interview with teachers. It was found that that no students joined English course out of school. There were two students that learn English with parents at home while 21 students do not learn English both at home or at English course. It could be seen from the following table.

Table 3. Students English Educational Background

No	English Educational Background	Sub-total
1	Learn English at home with parents	2
2	Not learn English at home with parents	21
Total		23

Learning Needs***Learning attitude***

From the questionnaires it could be seen that 21 students agreed that learning English was fun, one student disagreed and one student was neutral. Even though not all students agreed that English was fun, the result of observation indicated that all students showed good responses toward English. They showed their enthusiasm by showing happy face, smiling, laughing, and responding to the teacher. It was supported by the result of interview with English teacher who said that "...when one or two students didn't want to join English class, it was not because they do not English but because of the bad healthy." (Int#ET#LA)

Learning preferences regarding activities

According to Tomlinson (2005:9), teaching materials in teaching English for young learners have different characteristics compared to materials for adult. They should fulfill some criteria, such as: make use of young children's stories and songs to language in use. It is supported by the result of questionnaire that almost all of the students enjoyed singing and story listening in learning

English. The result of questionnaire about students' preferences regarding activities in learning English could be seen in the following table.

Table 4. Learning preferences regarding activities

B	Activities that I like when learning English	RESPOND		
		😊	😐	😞
4	Singing	21		2
5	Game	17	3	3
6	Story listening	20	3	
7	Coloring	20	1	2

Learning preferences regarding topics

Topic or theme for young learners play crucial role in teaching English for kindergarten. Based on the interview with the English teacher, the topics had taught by the teacher were color, part of body, numbers and greeting (Int#ET#LPRT). From the questionnaire it could be seen that sport (22 students) was the most favorite topic in English class. It was followed by colors (21 students), fruits (19 students), vehicle (19 students), family (19 students) and things in the classroom (19 students), part of body (18 students), numbers (18 students) and foods (18 students). It could be seen in Table 5. Learning preferences regarding topics.

Table 5. Learning preferences regarding topics

	Topics that I like when I learn English	RESPOND		
		😊	😐	😞
	Part of body	18	2	3
	Animals	20	3	
	Fruits	19	3	1
	Vehicles	19	3	1
	Colors	21	2	
	Numbers	18	4	1
	Sports	22	1	
	Foods	18	3	2
	Family	19	3	1
	Things in the classroom	19	2	2
	Others topics.....			

The gap between the target level and the present level in terms of students speaking performance

Based on the result of observation in 1 and 2 meetings, there were three kinds of oral production that could be performed by the students, namely: (1) Naming objects; (2) Producing simple sentences and (3) Getting involved in a dialog. In these sessions, the researcher taught in the classroom and become a participant observer. The goal of the sessions was to measure whether the students can carry out four kinds of speaking performance after the students were taught as long as two meetings.

- **Naming objects**

In this study, the students were able to name objects in the listen and repeat activity and in the guessing picture activity. According to the data from the observation rating scale, it could be assumed that all of the students could mention the name of objects shown by the teacher through flash cards. It could also be seen from the data that 15 out of 23 students could mention the name of food correctly, clearly, and loudly without assistance from the teacher.

- **Producing simple sentences**

In the session which the students practiced the lines of dialog together with the whole class, It was found that a half from all students were able to produce simple sentences with limited guidance from the teacher. However, the students' competence in producing simple sentence varied from one student to others. It can be seen from the observation rating scale which recorded the students' speaking performance in first and second meetings.

- **Getting involved in a dialog**

In the role play session the students had the opportunity to get involved in a dialog. The observation rating scale showed that their performances were in various levels. Some of the students (3 out of 23 students) could be categorized into the outstanding level since they were able to produce simple sentences and get involved in a dialog with very limited or no guidance from the teacher. The teacher gave them a non verbal cue (only pointing, not giving a model again) to the students and they could say their sentences correctly, clearly and loudly.

CONCLUSION

Needs analysis is an important stage in developing English as a foreign language (EFL) teaching materials which is appropriate with the learners characteristics and learners needs. The result of needs analysis of the kindergarten students shows that the students are at the age of 6-7 years old, come from various ethnics, middle class of society, there are 10 female and 13 male students. They have positive attitude toward EFL class, they prefer learning English using song, story listening and coloring to other activities. The topics the students like most were sport and colors, followed by fruits, vehicle, family and things in the classrooms.

The gap between the target level and the present level in terms of students speaking performance can be measured when the researcher taught the students for two meetings. The findings indicates that the students can perform three kinds of oral production skill, including naming objects, producing simple sentences, and getting involved in a dialog. In this study, naming objects can be done by the students with high independency while in producing simple sentences and getting involved in a dialog the students need various guidance from the teacher based on their level of ability.

The result of this needs analysis is used to develop an English textbook which corresponds to the young learners learning characteristics and also be designed to increase the students potential to learn English, especially speaking skill, not as a list of vocabularies but as a language that can be used in a meaningful situation.

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MODERN EDUCATIONAL TECHNOLOGY FOR THE 21ST CENTURY: ON THE APPLICATION OF TEACHING TOEIC FOR ENGINEERING STUDENTS

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ABSTRACT

Since English takes an essential part in industry, many institutions use TOEIC as one of the global standard tests for measuring English-language proficiency. Though, it is not a simple matter for helping engineering students to prepare themselves for the TOEIC test. For most Engineering students, having TOEIC classes can be the most boring activity. They need slightly different and interesting ways in teaching-learning it. In this 21st century, the rapid advance in technology provides new opportunities for the students of how to receive the TOEIC materials differently. On the application of teaching TOEIC for engineering students, it is expected to be a great change as the important aspect of academic life in helping them to improve their scores and understanding the challenges that the TOEIC test presents. The existence of many formats, including video, sound, and picture allow the students to actively involve with the material discussed as well as they practice the types of questions in TOEIC. It also helps them in developing test taking strategies, increasing awareness of the TOEIC test's features and optimizing relevant language skill. Therefore, it cannot be denied that the involvement of modern technology in education can enhance the TOEIC learning environment.

Key words: *Modern Educational Technology, Teaching TOEIC, TOEIC for Engineering Students*

INTRODUCTION

It is widely known that many aspects of modern world are becoming more dependent on the existence of technology. The technology also becomes an integral part in education, started from the basic education until higher education. As the result, in this 21st century, teaching learning method both in the classroom and outside the classroom changes and develops faster. The use of modern educational technology used for pedagogical purpose has also been developed faster. Not only students but also educators are adjusting and adopting the current educational technology to meet the 21st century learning standard without renouncing the good sides of traditional methods.

Whereas, as a vocational education, PPNS has mission to produce competent and qualified engineering graduates who are able to compete with not only domestic competitors but also with foreign competitors. PPNS's engineering graduates are expected to be able to develop their language skill. For that reason, the PPNS students are provided with English lesson since they are in the first semester and a short course as the test preparation for measuring their language skill in the last semester. The global standard test used for measuring the students English-language proficiency is *Test of English for International Communication (TOEIC)*. Unfortunately for most Engineering students, having TOEIC classes before they follow its test can be the most boring activity. They need slightly different and interesting ways in teaching learning the TOEIC.

On the application of teaching TOEIC for engineering students, modern educational technology such as multimedia is becoming an acceptable medium because it includes many formats, including video, audio, pictures, graphic, and print. As we know, text combined with picture and sound is more understandable than it stands alone. Multimedia is also a digital format that allows teachers and the students to actively involve with the material or lesson discussed as well as they practice the types of questions in TOEIC. The existence of multimedia is expected to be able to help the students in developing their test taking strategies, increasing their awareness of

the TOEIC test's features and optimizing relevant language skill. Therefore, it cannot be denied that the involvement of modern technology in education can enhance the TOEIC learning environment.

INTEGRATED MULTIMEDIA IN TEACHING

Since 1990s, incorporating technology into the lesson taught in the classroom is not only a good idea but it is essential to support teaching learning process. Modern educational technology has become a bridge to deliver knowledge and material which is usually delivered by only books and traditional methods in traditional education. It does not mean that the traditional methods are not good. In fact, some traditional methods are considered to be useful even today. But, it seems that students need another attractive way of how to receive lessons taught differently as the rapid change of world. Teachers as well as the students are expected to be able to adapt to this change with the purpose of improving and enhancing the teaching-learning environment.

The modern educational technology has been able to move the ways and styles the teachers and students work with the material beyond computer instruction in the form of tutorials and practice. The technology provides teachers and students with opportunities and experiences that possibly happened in the past. Ermtter et al. (1999) emphasized that computers offer new ways of teaching and make it possible to introduce new practice and emphasis into education. In this sense, one of applications of modern educational technology such as multimedia has been utilized in incorporating such technology in language classroom. The utilization of multimedia technology breaks the monotony of traditional class teaching and is enjoyable and stimulating (Sad, 2008). Multimedia which refers to computer-based interactive application is becoming an acceptable medium of education in teaching and learning. Multimedia is interactive and easier to be applied for specific students' needs because it includes many formats, including video, picture, animation, graphic, print and audio. It is also a digital format (use both software and hardware) that allows teacher and the students to actively involve with the material or lesson discussed.

TEACHING TOEIC FOR ENGINEERING STUDENTS

As a vocational education which always has close relation with industry, PPNS students are demanded to have English-language skill in order to be able to compete with not only domestic competitors but also with foreign competitors. This institution uses TOEIC as one of the global standard tests for measuring students' English-language proficiency. Unfortunately for some students who are engineering students, having TOEIC classes before they have its test can be the most boring activity. Moreover the diversity of students' knowledge and ability in English can be a barrier for them to follow TOEIC test preparation. The students need slightly interesting ways of how to receive the TOEIC material differently. Though, it is not a simple matter for helping the Engineering students to prepare themselves to meet at least the standard skill of English through TOEIC, but there are varieties in teaching it.

In teaching TOEIC, especially for engineering students, teachers should be able to convey the important steps that can improve the students' score and prepare them to understand the challenge that the TOEIC test present. Considering that most lessons of engineering students are emphasized more on practice than theory, the choice of appropriate strategy also plays an important role in the successful of teaching learning TOEIC in classroom.

MULTIMEDIA FOR TEACHING TOEIC

Several programs or applications of multimedia can be used either online or offline. They also can be used and modified in computer based on the purpose and objective of the TOEIC teaching. Several useful practices in teaching learning TOEIC can be delivered through multimedia with the purposes of:

Preparing students with adequate vocabulary

Multimedia can be used in variety of setting TOEIC material on a computer that is previewed on screen to develop language skills including building students' vocabulary. When the students could master the related vocabulary, they will not probably experience difficulty in comprehending

the message or information both in listening and reading task of TOEIC. Grabe and Stoller (2011) emphasized that a person needs to recognize a large number of words automatically to become fluent readers in reading comprehension. While Nation said that in order to be successful in academic studies, it is necessary to be familiar not only with the high frequency words of English but also with the general academic vocabulary that is common to many academic disciplines (1993: p. 120). Knowing vocabulary also helps students perform significantly faster and more accurately on the response-time questions.

Through multimedia application as in figure 1, students can learn to classify the vocabulary into verb, noun, adjective and adverb that commonly used in TOEIC test. Those vocabularies are presented in game application with sound effect which indirectly forces students to concentrate more to get the correct answer. This activity can attract more students' attentions because they are challenged to guess the meaning of words correctly in order to reach high score. This can be the fastest way in short period of time to learn vocabulary, translate them and know the meaning.

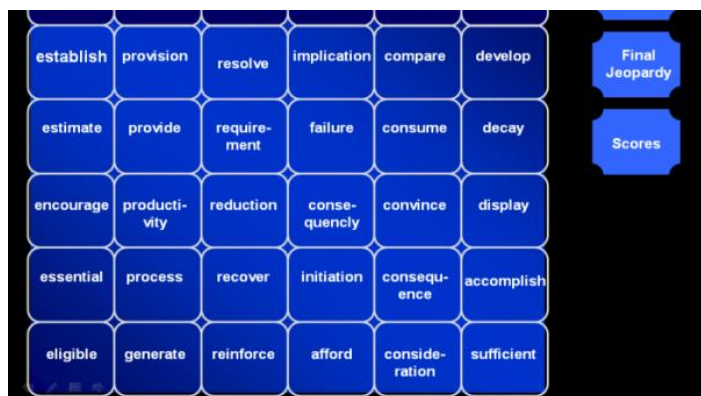


Figure 1 Learning Vocabulary through Jeopardy Application

Through multimedia, students are also able to learn some vocabulary from a certain picture combined with clues given as in activity in figure 2. They can brain storm picture-related vocabulary and distinguish them into kinds of word. As the students look at the picture, they will go deeper to observe all the things there. The students can use clues provided as they get difficulty to find out the answer directly. The clue is also given in English in the form of synonym, antonym or word or sentences that refer to the intended answer. Here the students can have double vocabulary learning. The combination of picture and clues can help students to learn vocabulary better because text alone has been determined not to be effective in teaching vocabulary. By knowing most vocabulary in a picture, it helps students to state that best describes of what they see.

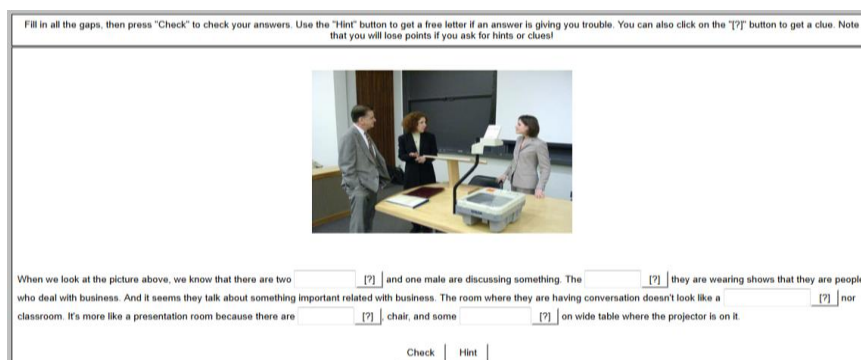


Figure 2 Vocabulary Learning through Picture and Clues in Hot Potatoes Application
Picture is taken from ETS free TOEIC practice

While in figure 3, it shows vocabulary learning through selecting the most appropriate word. Students will be able to learn the meaning of each word of the multiple-choice and then give correct

interpretation about the picture. Student will eliminate the inappropriate vocabulary choices which are not described in the picture. They can practice to answer questions as well as they practice the types of questions in TOEIC test.

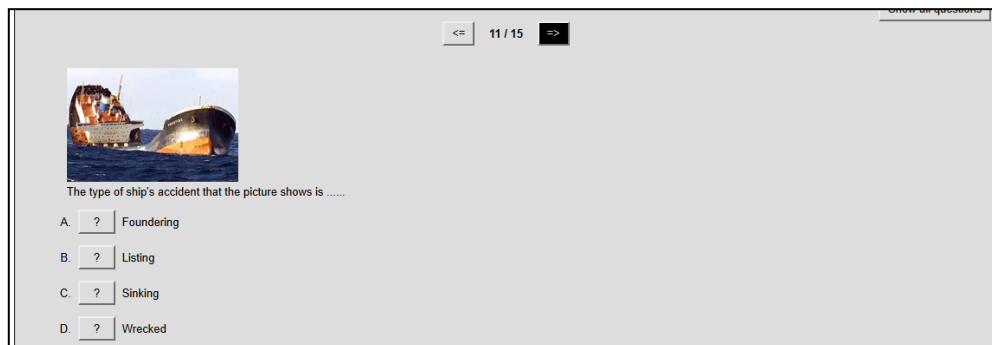


Figure 3 Vocabulary Learning through Selecting Appropriate Word in Hot Potatoes Application

All the activities above require students to understand what information given through the picture. Those activities can create a positive learning environment for the classroom activities such as gaining opinion and interpretation of the related picture, group and subject discussion, and also debates in the classroom.

Guiding and providing support for engineering students

The strategy in teaching TOEIC, especially for engineering students should be able to encourage them to prepare themselves to be ready of any challenges in TOEIC test. Through multimedia applications, teacher can create many activities as the TOEIC learning material including any challenges of its questions type. The slides of multimedia application such as *power point*, *prezi*, and *hot potatoes* can transform audio and visual effects into attractive teaching materials that can satisfy both visual and auditory sense of students. Teaching activity through multimedia enable teacher to guide and provide support for students such as: activating students' knowledge and giving them pre-activity before listening and reading.

Activating students' knowledge in listening and reading will determine how the students interpret the task that is being learned and how they understand the information. Schemata theory shows that relevant background knowledge, prior knowledge, or just plain experience can help students to make connections to the text they are reading and the context they are listening. Schemata allows for the organization of information in long-term memory (Widdowson, 1983 in Ajideh, 2006). The schemata cover the knowledge of the world, from general knowledge to very specific knowledge, knowledge of language structures, and knowledge of texts and organization. Lack of relevant prior knowledge may cause failure to link new information with the existing information and become barrier to comprehend the context.



Figure 4 Example Activity of Activating Prior Knowledge Using Prezi Application

Figure 4 above is one of examples of multimedia applications which can be used to activate students' knowledge before reading or listening. Students are asked some questions that have

correlation effect with that picture. To be able to answer all questions appropriately, students need to understand the type of questions asked and the appropriate answer for such questions. Students are encouraged to not only answer the questions but they will take more attention to the questions. In short, this teaching activity can expose students to questions and answers by focusing attention on the interrelation between the two.

Another teaching activity that can provide support for learning is by giving pre-reading and pre-listening activity. Teacher can start with the concrete things such as what can be seen, what can be heard and what can be felt by the students. Teacher can play a short video, a short conversation or a certain picture without any text to students. This activity requires students to brainstorm idea and give opinion or assumption about such video, audio and picture by collecting their own background knowledge. Any recalled background knowledge will help the students to understand what they are going to discuss.

Helping students be independent for their own learning

Many students are under impression that preparation of TOEIC test is merely enough by having few course sessions. As the result, most students still have difficulties in facing the test. For this reason, teacher should be able to encourage students to be independent learning that can make students to have responsibility for their own learning. The role of modern educational technology here is providing teacher with applications that can support activities to improve students score. Those activities such as: interpreting actions, guessing meaning of vocabulary from context, focusing on essential information, identifying main idea from organizational cues, stress or intonation.

Interpreting actions

Figure 5 below is one example of activities using multimedia application that enables students to identify some actions by scanning the existing pictures. Students then select pictures on the left and match them with the appropriate activities on the right. The existing pictures enable them to interpret of what the pictures present; who are they, what are they doing, what are they wearing, what makes them different from each other, etc.

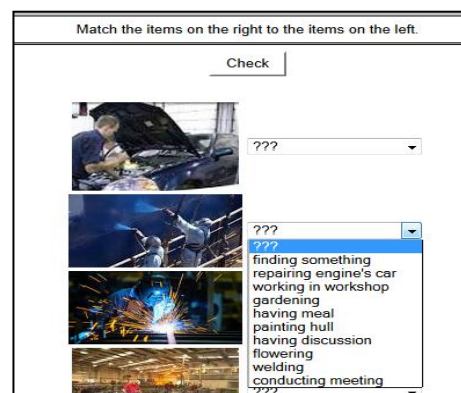


Figure 5 Example Activity of Interpreting Actions Using Hot Potatoes Application

Through this activity format of multimedia application, teacher can increase students' awareness of how to give the answer correctly. The students need to pay attention more for each action in picture with a certain allocation time given which is also one of feature of TOEIC test.

Guessing meaning of vocabulary from a context

Many English words can have multiple meanings that can create ambiguity. To determine and clarify the real meaning of word, someone should have appropriate knowledge of words. Logical thinking is also needed to give conclusion of final interpretation of words in their context. The same word can be interpreted in different ways, depending on context. This different meaning of words may create problem in language learning.

To be able to practice the type of questions in TOEIC test, both in reading and listening, students should understand the meaning of vocabulary to comprehend the text and context. A person is said to know a word (vocabulary) if s/he recognizes and understands the meaning and knows how to use it in a sentence context (Erawati, 2014). Hancock (1998, p. 69) believes that “Comprehension involves understanding the vocabulary, seeing relationships among words and concepts, organizing ideas, recognizing the author’s purpose, evaluating the context, and making judgments.” In other word, the knowledge of vocabulary plays the essential role in comprehending such text and context. With vocabulary, students also easily translate and know the meaning of words, know the part of speech and how the word changes form.

Many activities to provide students with tasks which enable them to guess the meaning of vocabulary from a context can be presented in the form of multimedia technology application such as in *power point*, *question writer*, *prezi*, *flash-game* and *hot potatoes* application as example in figure 6 below:



Figure 6 Example Activity of Guessing Vocabulary Using Hot Potatoes Application

The activity presents vocabulary task in the form of word-cross. This format may challenge the students to think deeply, to be creative, and have fun in learning vocabulary. Another example to guess meaning of vocabulary in context can be simply presented (in power point or prezzi) by asking the students to guess the meaning of some bold, underlined or italic words in sentences.

Example of the sentences:

1. She really tries hard for living because now she becomes a **bread finder** for family.
2. I think our Captain is on the bridge now. He is observing the situation and the work of ship’s crew.
3. This object is very *light* that a little boy can lift it easily.

Focusing on essential information

TOEIC Listening and Reading test consists of 200 questions which is divided into four listening sections and three reading sections. Students frequently have difficulty in almost all those sections because of their lack of comprehension. There is a lot of information that they receive in even only one number of question. To get the answer of question both in reading and listening section, students need to understand the essential information that is presented. For the learning practice, teacher can retype or type a transcript of listening section and a text of reading section which are presented through *power point* or *prezi*. The essential information can be presented differently by giving different color or form for the fonts as shown in figure 7.

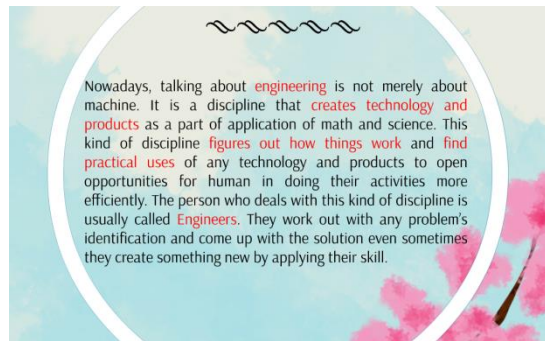


Figure 7 Example Activity in Presenting Essential Information using Prezi Application

From this activity, teacher can ask students to answer some questions which focus on the essential information given. This essential information will be the key information that students require to answer questions so that they do not need to read the entire text in detail. This activity also helps students to learn of how to locate specific information by skimming or scanning passage when they do the real TOEIC reading test. They also learn the main goal of reading text that makes them aware of the reading skill that they need to comprehend while reading the text. The use of beautiful background in this reading activity is also able to attract students' attention that makes them focus on the lesson.

Another activity which focuses on essential information is retyping the transcript of listening before listening activity on slide of power point or prezi application. For example: when a teacher wants to discuss about office jobs, he/ she does pre-activity by asking the students to read a short talk below and then answer the teacher's questions.

Woman : Ted, **call the office and ask Jose to bring the projector**. We'll need it for this afternoon meeting. Also **ask him to bring the big fold out table and dais**.

Man : Ann, **Jose doesn't have a key** to the equipment room. He hasn't been working here long enough to be given the key.

Woman : Well, **tell him there's one in my desk drawer**. And tell Mrs. Ames to get Jose a key, He needs it to do his job.

(taken from TOEIC practice test)

Teacher gives some question which focuses on essential information such as: "*What does the woman need for the meeting?*", "*Why can't Jose bring the items?*", "*Who has the key?*", and "*What does the man probably do next?*" To be able to answer the questions, the students need to understand the short talk. The essential information given helps the students to comprehend the text better than they read the short talk without any given key information.

The activities above can help students to have better focus on the essential information both in listening and reading. They will have better comprehension of the text or conversation and be able to predict the answer of the questions. Those activities also help students to understand the type of questions asked that enable them to answer the questions correctly. The result and students' response would be different when the text and questions are only performed on the text book.

Increasing opportunities for the classroom interaction

Sometimes the teacher-centered of traditional method makes students become passive recipients because they do not understand the structure and function of the language well. But now, the existence of multimedia as a part of modern educational technology in this 21st century is able to prevent students to receive the information passively. Multimedia technology enables the students to be communicative learners. The use of it in classroom teaching requires the students to have ability in listening and speaking. Multimedia technology can also provide students opportunities for interacting with diverse texts and even with their teacher and classmates. Those opportunities included 'opportunities to practice (Allwright, 1984b, p.164), 'opportunities for students to engage

in using real communication', and more opportunities for communication between teacher and students and among the students. And the multimedia technology is as a tool to control the communication.

Considering the advantage of multimedia technology, a TOEIC teacher can use such application in creating TOEIC teaching activity to increase opportunities for the classroom interaction such as presenting information gap. Through multimedia application, teacher provides different information to different students and asks them to exchange the information. This activity that can be presented through power point or prezi enables the students to have interaction each other. The example of the teaching material activity is as shown: 'Teacher provides some pictures of things which are presented in one slide. In different slide, picture of places such as workshop, market, office, movie, etc are presented in one slide. Teacher then divides the students into two big groups. A half class of students will be asked to focus at only pictures on one slide and vise versa. The students must write what pictures they see. Then every student in each group is paired to do conversation. Each of them needs to explain and ask some questions to the partner to match the picture of things with the places.'

This activity helps students to understand the different type of questions and the appropriate responses to such questions. The students need to be aware that many questions may be answered naturally without necessarily following an answer pattern. Through this activity, the students are also motivated to express their idea without any anxiety because they practice the activity with their own classmate. This activity can be a good practice to make the students become accountable for their own outcomes as well as they practice the type of question in TOEIC.

CONCLUSION

Since English takes an essential part in industry, many institutions use TOEIC as one of the global standard tests for measuring English-language proficiency. As a vocational education, PPNS also uses TOEIC to measure the language proficiency of the engineering students who will graduate. Though, it is not a simple matter for helping the engineering students to prepare themselves for the TOEIC test. For most Engineering students, having TOEIC classes as the preparation for TOEIC test can be the most boring activity. They need slightly different and interesting ways in teaching-learning it. In this 21st century, the rapid advance in technology provides new opportunities for the students of how to receive the TOEIC materials differently. On the application of teaching TOEIC for engineering students, it is expected to be a great change as the important aspect of academic life in helping them to improve their scores and understanding the challenges that the TOEIC test presents.

Multimedia application is becoming an acceptable medium of modern educational technology tools as well as a variety of teaching learning style to improve students' knowledge. Teachers can create material for students practice based on the style and standard of TOEIC. The several useful practices in teaching learning TOEIC can be delivered through multimedia with the purposes of: preparing students with adequate vocabulary, guiding and providing support for engineering students, helping students be independent for their own learning, and increasing opportunities for the classroom interaction.

The existence of many formats in multimedia technology application, including video, sound, and picture allow the students to actively involve with the material discussed as well as they practice the types of questions in TOEIC. The combination of video, sound and picture can satisfy both visual and audiovisual of students. It also helps the students in developing their test taking strategies, increasing their awareness of the TOEIC test's features and optimizing relevant language skill. Therefore, it cannot be denied that the involvement of modern technology in education can enhance the TOEIC learning environment.

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TEACHING ENGLISH THROUGH STORYTELLING IN A SHADOWS PUPPETS (WAYANG KULIT) SHOW

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ABSTRACT

In an effort to lift the ethnic culture of an area, it can be used a method in learning English through the spectacle in the form of a puppet show of Indonesian Javanese culture. The technique used by the concept of storytelling. Methods storytelling is one of the methods used in the study of languages, including English, which in the context of Indonesian society, is one of the foreign language that must be learned by the community, in addition to Chinese, Japanese, Arabic and languages of the Mediterranean there are around the islands of Indonesia. Through storytelling regional communities are usually easier to understand the stories related to everyday life, which is associated with folklore and also show when the wayang kulit in staged. There are several alternatives in the delivery of the message, namely through the game puppet puppeteer (dalang) who uses English-language introduction, or stories that exist in the puppet show is told in story form in English. Experience and also in research teaches that the second alternative is more readily accepted by residents to learn, that they are more easily understand the stories that exist in the puppet show story retold in the form of English. The final result expected is that people learn more easily memorize vocabulary in speaking with another display of puppets, which then in the form of drawings by adapting the story says about wayang stories as illustrations.

Keyword: *storytelling, puppets show, regional communities.*

PRELIMINARY

Indonesian society, is very common in learning English, because it is a foreign language, foreign languages in addition to others, for example, Chinese, Japanese, Dutch, French, and many other foreign languages that exist in Indonesia. The problem is, the main language is the language of the area, then a second language is Indonesian. Thus, the English language, a foreign language should not be mastered by most Indonesian people. However, with the increase in international relations that inevitably must also learn a foreign language as a language of communication between nations, so that the choice is to learn English, because most of the world community better understand the English language as a language of communication between nations.

Therefore, in order that the general public can more easily learn a foreign language is very popular, namely English, then the easiest is through the daily life of the common public, in the villages and countryside. Among others, is to use an exciting spectacle by organizing puppet show. This show has been so ingrained in the local culture, especially the Javanese, Sundanese, Bali, Lombok, Sulawesi, and some communities in Sumatra and Kalimantan. Hence also, the idea of how local communities can more easily learn and understand English, though among them had never learned English in a formal school.

Wayang Kulit performances, is the most preferred show tribal society, the issue of live entertainment and learning. Wayang kulit itself is, a puppet shaped modern flat has been made of sheets of thick skin, which in chisel and chiseled into puppet figures representing different characters. All the characters have amounted to tens created with meticulous and organized, and

each has a philosophy and a concept that has been created by its predecessor with a very unusual. Thus, the philosophy and the concept of puppets, always studied by the tribal community for generations, until the present century Drone current, traditional shadow puppets are alive and still be enjoyed performances by the tribal people of various regions in Indonesia.

Methods of Use.

In the study conducted on the development of language, is using the story said. Oral tradition, the oldest cultures, in addition to cultural images to transfer knowledge from the old to the young, as well as the culture of sounds (voices). After the written culture was introduced after centuries later.

In connection with that, in the development of language is a foreign language as they learn a new language, namely English, necessary to find a solution to solve the language problems that inevitably must be learned by all of us. The easiest thing is, using the media and methods common in the daily ritual, which uses the method tells the story through the medium of a puppet show which stories they are already familiar. Society introduced in the English language and how to learn through their daily lives, with the aim that they can understand more easily vocabulary.

The story said the puppet show.

Beginning their puppet show starts from ancient texts using how to speak in their delivery. Then, for ease of understanding, they invented the pictures presented in the form of reliefs at the temple, to be more easily understood again. But because communication is an important tool in the learning process, and long distances between locations learners and learning resources, and finally the stories of the characters cut in pieces to facilitate the delivery, and then different explanation ways. Residents learn to no longer come to the learning resources are far apart, but learning resources made the rounds of the learners. To facilitate the delivery anyway, made performances in their learning. Besides entertaining, the life teachings, delivered in the form of stories, the story of the life of his characters. Stories made as attractive as possible, so that the learners do not feel that they are in the process of learning, instead they feel involved in the story lives of the characters, because they feel as a part of the lives of these figures. Stories like these that will be in the form of English spoken by the teachers with the theme, the local culture in the form of the leather puppet.

The process of learning English through a puppet show with the storytelling

In studying the English language to people who do not use English as the main language, is to familiarize its use in everyday life. But in real life in the community, in their daily lives using the primary language of their own, which then uses a second language, if necessary. So practically, English as a foreign language, rarely used, even sometimes is not used anymore, and forget about it. Therefore, given that they are communicating habits of speech, and more fully by using an image, it is expected that this learning process becomes easier understanding and use. The steps are, preparation of teaching a kind of learning scenarios should be created and prepared in advance. Then, prepare a medium in the form of spectacle leather puppet in the form of video execution of recording exactly like the show original, considering the performances as genuine only be performed at certain moments and in certain events, and even then must we know the far-away days before performances. Decision this picture promoted as original performances in the upright position with the stage.

Therefore, in the delivery of all citizens to learn, it will be easier to use videotape, because it was considered more practical and execution is also not too bothered. Through the video, residents gathered to watch the shadow play along with the stories that have been determined. Long spectacle no more than 30 minutes (thirty minutes). Video using editing by summarizing the story becomes shorter, because the original performances using the time duration of up to 9 hours of performances.

Then, the introductory story can use English, and implemented with the help of pictures scene by scene. To facilitate the implementation of Indonesian could use to help his counterpart for

the term-fill or vocal difficult. It's actually been facilitated by the introduction of a story that has been previously understood by the learners, because they've watched or read the stories in a leather puppet, through performances or on the radio, even books or newspapers and magazines containing the story -Acts story of the puppet characters who are already very recognizable by the learners.

CONCLUSION.

The learning process is complex and is deemed difficult, can actually be easier when learning the material identified. The final result expected is that people learn more easily memorize vocabulary in speaking with another display of puppets, which then in the form of drawings by adapting the story says about wayang stories as illustrations.

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SIMULTANEOUS WAY AND SUCCESSIVE WAY IN TEACHING GRAMMAR

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ABSTRACT

Most of students cannot differentiate the use of ‘-s’ or ‘-es’ after verb in simple present tense. They often use “to be” (is, am, and are) in verbal sentence. The misused of regular or irregular verbs are commonly occurred while they are making a sentence. The post test score became the dependent variable which determined which way is significantly effective in teaching grammar. A class was taught by using simultaneous way, while B class was taught by using successive way. The subjects were 40 students for each class. The material chosen in this research was affirmative simple present tense integrated in reading skill. The result shows that null hypothesis was rejected. Both of simultaneous and successive way had significant correlation with students’ grammar accuracy. The simultaneous learning was significantly more effective to be applied in teaching English grammar. The mean score of students who were taught by using simultaneous way was higher than successive way.

Keywords: *Simultaneous, Successive, and English Grammar*

INTRODUCTION

Making a sentence by combining words or changing a word into other forms has different ways for each Language. English grammar, for instance, have different rules with Indonesian. There are 12 verb tenses taught in English includes present tense, present continuous tense, present perfect tense, present perfect continuous tense, past tense, past continuous tense, past perfect tense, past perfect continuous tense, future tense, future continuous tense, future perfect tense, and future perfect continuous tense. Those tenses have different rules and functions. However, it cannot be easy for EFL students mastering those 12 tenses’ rules and functions. Thus, there should be an appropriate technique to differentiate one tense with others. There is relationship between language and human cognitive, in which the grammatical structure influences human cognitive process (Harris, 2006). Vygotsky believes that language and culture as critical to development of thought (Christie and Gentner, 2012). The development of language relates to cognitive control, which the processes are the critical of for problem solving, planning, and reasoning (Deák, 2014). It can be interpreted that language development theory relates to human cognitive, in which it involves in psychology.

Luria (1972) divides three brain functional units: the primary area receiving or sending impulses to the periphery, the secondary area where information is processed, and the tertiary area involving overlapping zone. All those three functional units influence human cognitive. The cognitive processes refer to mental activities involving attention (first unit of brain), simultaneous and successive processing (second unit of brain), and planning (third unit of brain) (Keat and Ismail, 2011). Those cognitive processes are called as Planning, Attention, Simultaneous and Successive (PASS) theory.

Joseph and McCarchan (2003) believe that some cognitive processes are significantly related to phonological processes. They applied theory of PASS to see the relationship among cognitive processing, phonological processing and basic reading skill performance for children who has reading problem. There are some cognitive processes which are significantly related to phonological processes. The strongest significant relationship occurs between successive processing and phonological memory. However, simultaneous processing is the weakness process found in poor reading children, while there is not significant weakness or strength found in normal children (Keat and Ismail, 2011). The four processes (PASS) are the basic and fundamental dimensions of

five to seventeen years old individuals' cognitive abilities (Najafi et. al, 2010). The planning process is used to solve problem including self-monitoring and impulse control as well as generation, evaluation, and execution. Hence, the attention process is related to concentrate and focus on particular activity by ignoring other stimuli. Simultaneous processing, for example, can be applied to integrate words into a whole idea, in which it is related to grammatical statement. While successive processing, for example, can be used in activity such as phonological awareness, syntax of language, acoustic recognition, speech processing, reading, writing, etc. (Niglieri, 2003; Zaytseva et. al, 2015). Siliang (2005) finds that Simultaneous Interpretation (SI), Chain Interpretation (CI), and Free Narrative (FN). In SI, the formulation and interpretation were done at the same time, in order to produce the English translation. However, CI was similar with successive processing, in which the interpreter should formulation in the first step. Then, it can be interpreted into the target language. FN applied Bot's speech model, in which the concept is selected or non-selected. There are three levels of activation: selected, activated, and dormant (Rast, 2008). In Siliang's research, SI performs the worse result than CI and FN in the output of grammatical performance.

METHOD

This research was done to see whether there was significant correlation between students' grammar accuracy and teaching grammar techniques. The teaching grammar techniques used were simultaneous and successive way. The subjects of this research were students of IKIP Budi Utomo Malang. There were two classes chosen randomly. Each class consisted of 40 students. A Class was taught by using simultaneous way and B class was taught by using successive way.

Both of classes were taught affirmative simple present. The students should differentiate between nominal sentences and verbal sentences. They had to determine which "to be" (is, am, and are) used in nominal sentences. Furthermore, the students determined the use of "s/es" in verbal sentences. A class was given a text which contained nominal and verbal sentences. Hence, B class got two texts, in which the first text contained nominal sentences and the second text contained verbal sentences. Students read the text and highlight the affirmative simple present tense in the text. After the students analyzed and discussed those sentences with their peer, the researcher gave explanation and examples toward nominal and verbal sentence of affirmative simple present. The treatment was done in two meetings for each class. A class had a text which contained nominal and verbal sentences in first meeting and another one in second meeting. B class had a text containing nominal sentences in the first meeting and a text containing verbal sentences in second meeting. Post test was given to see the comparison between A class and B class. Post test was done in the third meeting to see which technique was better.

FINDINGS AND INTREPRETATION

The scores in A class and B class got in the post test were different. Those data were examined to see whether they were normal or not. In test of normality table, the significant value showed that $p > 0.05$. By One-Sample Kolmogorov-Smirnov analysis, it was found that $p = 0.292$ with $\alpha = 0.05$. While $p > \alpha$, both simultaneous and successive were normal.

Table 1 Test of Normality by One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		40
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	3.19309502
	Absolute	.155
Most Extreme Differences	Positive	.155
	Negative	-.153
Kolmogorov-Smirnov Z		.980
Asymp. Sig. (2-tailed)		.292

- a. Test distribution is Normal.
- b. Calculated from data.

The second test showed that the data was homogenous by using Levene Statistics. In table 2, it found that $p=0.057$ with $\alpha=0.05$. The Levene statistic found that $p \geq \alpha$. Thus, the scores in both A class and B class were considered as homogenous.

Table 2 Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
3.722	1	78	.057

After the homogeneity test, the students' scores in A class and B class were analyzed by using independent sample t-test. There were two kinds of scores found in table of Independent Sample Test below. Those score were equal variances assumed and equal variances not assumed. While the data were normal and homogeneous, the equal variances assumed prediction was used in the interpretation. The Levene's test for equality of variances showed that $F=3.722$ ($p=0.057$). Since $p \geq \alpha$, it can be interpreted that there was not different variance (equal) between students' in A class and students' in B class. The sig. (2-tailed) value was less than 0.05 as α . Hence, t value was 2.039, in which $t_{table}=1.684$ in $\alpha=0.05$. It showed that $t_{value} > t_{table}$. From the consideration of sig. (2-tailed) value and t_{value} , H_0 was rejected.

Table 3 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	3.722	.057	2.039	78	.045	4.375	2.146	.103	8.647
	Equal variances not assumed			2.039	75.584	.045	4.375	2.146	.100	8.650

Hence, from the table 4, both simultaneous way and successive way had different mean score. Students who got simultaneous way in A class had 60 as minimum score and 90 as maximum score. It was similar with students who got successive way in B class. The lower bound in 95% confidence interval for mean of students in A class was 79.72 and the upper bound was 85.28. Students in B class had 74.79 as the lower bound and 81.46 as the upper bound. Moreover, the table showed that $t_{value}=2.039$ ($N-2$) with $df=78$. In the $\alpha=0.05$ and $t_{table}=1.66515$, it can be interpreted that $t_{value} > t_{table}$. Thus, it can be stated that there is significant correlation between students' grammar accuracy and grammar teaching technique (simultaneous and successive).

Table 4 Descriptive

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Simultaneous	40	82.50	8.697	1.375	79.72	85.28	60	90
Successive	40	78.13	10.420	1.648	74.79	81.46	60	90
Total	80	80.31	9.787	1.094	78.13	82.49	60	90

Moreover, the mean score of students in A class who got simultaneous way was higher than students in B class who got successive way. While A class mean score $>$ B class mean score, it can be proved that simultaneous was taught in A class was the better technique used in teaching grammar.

The result above was based on students' grammar test. There were 20 items given in post test. The items involved verbal and nominal sentences, in which eight items of verbal sentences and

12 items of nominal sentences were given. From the test result, it was found that the students' grammar accuracy was related significantly with simultaneous and successive way. In this research, simultaneous was the better way than successive way in teaching affirmative simple present tense. The result was different with Siliang (2005) who found that Simultaneous Interpretation (SI) was the worse process in Chinese-English translation than Chain Interpretation (CI) and Free Narrativ (FN). It was because syntactic and phonological process was less adequate in SI than in CI and FN. Both of simultaneous and successive way as cognitive process demand students to build rational structure. This situation is related to students' memory. The different ways to get information also affect their knowledge structure (Tennyson & Cocchiarella, 1986). The cognitive processes involved in the change of knowledge structure, in which the changing can be modification of the concept, changing into higher knowledge structure, and creating the new knowledge structure (Millward, 1980).

In simultaneous processing (A class), the students got a text which consisted verbal and nominal sentence of simple present tense. They should read and highlight both verbal and nominal sentences. They discussed the form and the meaning of those sentences highlighted with their peer. However, students with successive processing (B class) got two texts. The first text involved verbal sentences and the second text was nominal sentences. Both nominal and verbal and nominal sentences should be highlighted and discussed with their peer. While the treatment was not similar enough, the result showed that students with simultaneous processing had better score in grammar test.

Students in A class should analyze to recognize the sentences they found included in verbal or nominal sentences. Hence, they differentiated the used of '-s' and '-es' as complex word in the verbal sentences and the used of 'to be' in nominal sentences. They integrated both verbal and nominal sentences as the part of affirmative simple present tense. However, students in B class found separately the differences between verbal and nominal sentence in the text. They had known that the text only included verbal or nominal sentence. It affected their capability to differentiate the verbal and nominal sentences. Therefore, students in successive processing tended to be confused to applied '-s/-es' and 'to be' in the test. For example, there were some cases found in students' answer sheets which used successive processing.

(1) Question: Rahmat _____ his motorcycle now. (wash)

Answer : Rahmat is washes his motorcycle now.

(2) Question: She _____ a cup of coffee this morning. (drink)

Answer : She drink a cup of coffee this morning.

(3) Question: They _____ to a man who stands under the tree to move his car today. (talk)

Answer : They talks to a man who stands under the tree to move his car today.

The three examples showed that the students cannot differentiate verbal and nominal sentence and the used of '-s' and '-es' for singular and plural subject. Example one was commonly found in B class which were taught by successive way. Some of them cannot differentiate whether they should use '-s/-es' or 'to be'. The word 'wash' as verb (V_1) should be followed by '-es' when the subject is singular. However, the student add 'is' as 'to be' before V_1 . In second and third example, the student cannot differentiate the used of '-s/-es' in verbal sentence. The second example showed that 'drink' as V_1 should be changed into 'drinks' ($V_1 + -s$) because the subject was singular. It was similar with the third example, in which 'talk' as V_1 was still written without '-s/-es' because the subject in the sentence was plural. There should be 'they talk to a man who stands under the tree to move his car today'. Both of example two and three were found in both simultaneous and successive way.

CONCLUSION AND SUGGESTION

This research was done for 80 students who were separated into two classes. A class consisted 40 students was taught by using simultaneous way, while B class consisted 40 students was taught by using successive way. Both of classes got integrated grammatical teaching by using

text. The result showed that both of simultaneous way and successive way were significant in teaching grammar. However, simultaneous way showed better result than successive way.

Somehow, planning processing and attention processing as the part of PASS theory should be applied in teaching grammar. It intended to measure if all processes: planning, attention, simultaneous and successive produced a significant result. The CAS (Cognitive Assessment Systems) can be done to ensure students' cognitive. The CAS consists of four components of PASS, each having 3 subtests. Thus, the homogeneity of subject can be measured well. Planning is composed of developing a plan of action, monitoring its effectiveness, revising the plan as things change, and controlling impulses to act without careful consideration. Attention is focused, selective, and sustained on a particular activity. In simultaneous processing, an individual synthesizes all of the parts into a meaningful whole. In successive processing, an individual connects parts serially to form a chain or sequence of the parts.

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THE EFFECT OF MIND MAPPING TECHNIQUE IN IMPROVING STUDENTS' WRITING REPORT TEXT

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ABSTRACT

This study aims to know whether the use of mind mapping technique in teaching report text effective to improve students' writing ability at the fifth semester student of English Department FKIP UM Mataram in academic year 2015/2016. This study adopts an experimental research which employed a quasi experimental non-equivalent control group design. The sample in this study is two classes of fifth semester of English Department FKIP UM Mataram. This study uses test as an instrument to collect the data, and the data is collected by giving a pretest and a post-test to both experimental and control groups. To analyze the data, the writer uses t-test statistical formula to find the significance of mind mapping in teaching writing report text. Overall, it was proven that the data analysis showed the significance improvement of students' writing ability after the mind mapping technique was applied as a treatment for experimental group, whereas for the control group which given conventional method did not show significance improvement.

Keywords: *Mind Mapping Technique, report text, quasi experimental research.*

INTRODUCTION

As many teachers of English as a Foreign Language (EFL) around the world have agreed that the process of teaching and learning writing skill seems to be more difficult and demanding than learning the other three skills. Teaching and acquiring the skills needed in writing is a great challenge for both of teacher and student, especially for the students, it is mostly dealing with students' limitation in using the language that they just learned. It is also strengthened by the fact that the rhetorical conventions of English texts; the structure, style, and organization often differ from the conventions in students' first language. In addition, Nunan (1999: 271) also states that writing skills possess an enormous challenge to produce "a coherent, fluent, extended piece of writing in one's second language. Therefore, the inexperienced writer like language learner has to learn how to recognize, manage and overcome such things as complexities at the level of the clause, grammatical form, and the unfamiliarity of the usage of the language since in writing they not only learn how to write but also reinforce many aspects in language that they have not fully mastered.

Writing in English has for many years, occupied a large portion in teaching and learning procedures in schools. Especially in Indonesia, in which English subject considers as a compulsory subject that needs to be taught to prepare Indonesian human resource to face the demand of the globalization era. However, the current education system seems to emphasize writing for taking tests. For many students, the only reason to practice writing is to pass examinations or to get a good grade in the class.

To give clear insights of the current condition, some language experts also stated that the complexity of writing for students who learn English as a foreign language or second language lies beyond the linguistic and the organization of the written discourse. Writing also the most difficult skill for L2 learners to master (Richards and Renandya, 2002:303; Gibbons, 2002:52). The difficulties lie not only in generating and organizing ideas, but also in translating these ideas into

readable texts. L2 writers have to pay attention to a higher level of skills of planning and organizing as well as the lower level of skills of spelling, punctuation, word choice and so on. This is in relevant to the observation carried out by Alwasilah (2001 cited in Emilia, 2005:12) which shows that writing is the most difficult language skills to learn by the majority of students. Students were barely exposed to the practice of writing and teachers lacked information and knowledge on what they should do regarding their students' composition.

Therefore, realizing the obstacles of teaching writing, English Department in Indonesia such as English Department in Muhammadiyah University of Mataram should pay attention on the problem on it. It means that a teacher need methods or techniques to make students understand and motivated in learning English. One of the effective techniques in teaching writing is mind mapping technique. It is thingking tool or a concept which illustrate how the human brain posses various thought and information that are related to each other (Buzan, 2005). It is a diagram used to visually portray the relationship between ideas, words or other items arounds a central idea or keywords.

In relation to the writing skill, mind mapping is one of the prewritng strategies that are used as the basis for inquiry, tools for finding what the writer want to say, and manifestation of thinking (Carrol & Wilson, 1993). Its visual design helps writer to see the relationship of ideas and encourage them to group certain ideas together. As a result, the cohesion and coherence of writing are likely to be achieved effectively.

Since the mind mapping proved to be effective as a learning strategy several studies were conducted to investigate its effectiveness to support and enhance students academic performance (Goodnough and Woods, 2002; Holland et al, 2003; Lin, et al, 2005; Al-Jarf, 2009;) and to solve the teaching problem in writing (Chan, 2004; Irwandi, 2012; Riswanto and Putra 2012; Nurlaila; 2013) indicates that mind mapping as a teaching strategy can improve students' writing ability and attitude.

Based on the explanation above, this research is aimed at examining whether mind mapping could be better way to improve the students writng ability. Mind mapping considered to be effective language learning strategies especially at English department FKIP UM Mataram.

This research attempts to describe the use of mind mapping technique in improving students vocabulary. The researcher formulates the problem as follow:

1. Is mind mapping technique able to improve students' writing report text ability at fift semester students of English Department FKIP UM mataram in academic year 2014/2015?

THEORETICAL FRAMEWORK

Concept Mind Mapping

Concept mapping or mind mapping is a note-taking technique that was first described by Tony Buzan, a psychologist and brain scientist. It builds on the ideas that the two human brain hemispheres are responsible for different tasks. Mind mapping is designed to use both side of hemisphere to think creatively using associations, memory retention, and productivity (Buzan, 2007). It also represents concepts and their relationships in graphical forms, providing teachers and students with a visually rich way to organize and communicate what they know (Anderson-Inman & Ditson, 1999). It is a top-down diagram showing the relationship between concepts, including cross connections among concepts, and their manifestation (Parikh, 2015; Chiou, 2008). Concept map serves as strategy to help leaner organize their cognitive framework into more powerful integrated patterns (Kinchin, 2005 in Chiou, 2008). In this regard, it serves as meta-knowledge and meta-learning strategy Jegede, et al in Chio, 2008). Concept map can be used as a knowledge representation tool to reflect relationship that exists between concepts that reside within an individual's long –term memory (Jacobs-Lawson & Hershey, 2002).

The Steps of Making Mind Mapping

Buzan (2004: 20) stated, mind mapping uses colors and pictures to help constructing your imagination with your style in making mind mapping. Words or pictures which are in the curvy lines or branches will help the students' memory to make associations.

Furthermore, Buzan (2010:15-16) described several steps to make mind mapping on a piece of paper. namely start in the center of landscape page, use an image or picture for your central idea, Use color throughout, connect mind branches to the central image, make braches curve and flow, use just one key word per-line and notice how the words are the same length as the lines, use image throughout. How the images make the mind map more interesting and therefore memorable.

Making attractive and practical mind map, using a mind mapping software is highly suggested. One of the best mind maps apps are Buzan MindMap. some steps of making mind map as the following.

- a. a) Open Buzan MindMap in a computer.
- b. b) Put an image and type the keyword. The image can be found in the library program or be browsed via online.
- c. c) Draw more branches as the main ideas. Use a keyword or phrase, not a sentence. The branches will be colorful automatically.
- d. d) Add supporting ideas for each main ideas by drawing more branches.
- e. e) After putting the words for all the branches, add pictures to make it more excited.

Report Text

Report is a piece of text that describes the way things are, with reference to a range of natural, man-made and social phenomena in our environment (Derewianka (1991:51) Information reports are written about living things like plants and animals and non-living things like phones, bike or oceans.

In addition, information report is a genre to provide information about class of things (Derewianka, 2003: 137). We use report text when we talk about a whole class of things, e.g “Bikes”. Information reports are written about living things like plants and animals, and non-living things like phones, bike or oceans. The report text can be recognized from three rhetorical structures. They are social function, the schematic structure and the language features.

The Social Function of Report Text

The Social function of report text covers the communicative purpose of the text that is to give information about something as a result of systematic observation or analysis. Macken (1990:14) stated that the social function of report genre is factual text which describes the way things are, with a reference to a whole range of phenomena, natural, synthetic and social in our environment. Report text is one of the text types that have social function to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment (Gerot and Wignell, 1999: 196: Anderson & Anderson, 2003: 86). An information report usually contains facts about the subject, a description and information on its parts, behavior and qualities.

With similar point of view, Hammond, Burns, Joyce and Gerot (1992: 90) and John (2002) explains that the social function of report is to provide information about natural and non-natural phenomena, built, and social environment by firstly classifying things and then describing their special characteristics (Johns, 2002:21).

In addition, the function of information report is to document, organize and store factual information on a topic (Derewianka, (1991:51). It can contain information of various kind, e.g classification into different types (subclasses), an examination of components, and look at various aspects.

From the above opinion, it can be summarized that report text is a text type that can be used to describe factual information. We can describe a whole class of things; living or non-living things. It can be natural or non-natural phenomena.

The schematic Structure of Report Text

The major focus of Report is on a thing (or, more accurately, a class of things) rather than sequence (Derewianka, 1991: 51-52). The topic of report is usually introduced by an opening “general statement” locating what is being talked about in the universe of things. It often takes the form of classification or definition (e.g bikes are popular form of transport). Sometimes the opening

statement may also indicate particular aspect of the topic that is being treated (e.g there are many different types of bike in Australia).

The rest of the report will consist of facts about various aspects of the subject. These facts will be grouped into topic areas, each marked by a topic sentence to indicate the particular aspect of the subject being dealt with. Each aspects might be elaborated by referring to distinctive characteristics of the subject (colour, shape, habits, behavior, etc), or by comparing and contrasting, or by describing component and their function.

Report doesn't usually contain an ending, although sometimes the detailed information is rounded off by some general statement about the topic (e.g stamps can provide hours of enjoyment for young and old).

Paragraphing should help to organize the information effectively. Sub-heading or other graphic devices may be used to introduce different areas of the topic. Diagram, photos and illustration are often used to lend clarity to the text and may be accompanied by labels or captions. The captions usually link the graphic to the text.

In addition Gerot and Wignell (1994: 196) and Macken (1990:14) stated that generic structures of report text are:

- (a) General classification which tells what the phenomenon under discussion is;
- (b) Description which tells what the phenomenon under discussion is like in the terms of parts (and their functions), qualities and habit or behaviours, if living uses, if non-natural.

Language Feature of Report Text

According to in Derewianka (1991:52-53), the language features of report are as follows:

- a. a) Generalized participants: a whole class of things (e.g volcanoes, newspapers, the royal family) rather than specific participants (e.g the times, Queen Elizabeth).
- b. b) Some action verbs (materials process), especially when describing behavior (climb, eat, erupt).
- c. c) Many linking verb (relational process) (is, are, has, have, belongs to); see Language Highlight, p, 44.
- d. d) Usually in timeless present tense (are, exist, grow)
- e. e) Descriptive language, but factual and precise rather than imaginative or "lively" e.g. to convey.
- f. f) Language for defining, classifying, comparing, and contrasting (are called, belong to, can be classified as, are similar to, are more powerful than).
- g. g) Likely contain technical vocabulary.

While Gerot and Wignell (1995:196) and Macken (1994) state that the lexicogrammatical features of report text are:

- a. a) Focus on generic participants , for example the library.
- b. b) Use of relational processes to state what is and that which it is.
- c. c) Use of simple present tense (unless extinct).
- d. d) No temporal sequence.

METHOD

This study was an experimental research which employed a quasi experimental non-equivalent control group design. The sample of this study is two classes of fifth semester students of English Department FKIP UM Mataram. This study was used test as an instrument to collect the data, and the data was collected by giving a pre-test and a post-test to both experimental and control groups. The form of test which given for student; they were asked to write down a piece of written work in the form of report text based on a topic which given by the researcher. The scoring system was determined by analytical scoring rubric. The criteria of evaluation use the scale of writing components: content, organization, vocabulary, language use and mechanic. The sample of the

research was 50 students: 25 students for experimental class and 25 students for control class. To analyze the data obtained, the writer used the t- test formula.

FINDINGS AND DISCUSSION

This study revealed that mind mapping technique is effective in teaching writing report text. The data obtained from SPSS analysis showed that the significance value (p-value) of pretest was $0.532 > 0.05$. It means that there was no difference means score of experimental group and control group in 5 % significance level. The statistics analysis could be seen in the table below.

Group Statistics					
	kelompok	N	Mean	Std. Deviation	Std. Error Mean
pretest	experimental	20	54.00	11.725	2.622
	control	20	51.70	11.310	2.529
posttest	experimental	20	76.35	9.880	2.209
	control	20	65.45	13.004	2.908

Independent Samples Test										
		Levene's Test for Equality of Variances	t-test for Equality of Means							
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Low	Upper

									er	er
pretest	Equal variances assumed	.023	.880	.631	38	.532	2.300	3.643	5.074	9.674
	Equal variances not assumed			.631	37.951	.532	2.300	3.643	5.074	9.674
posttest	Equal variances assumed	.742	.394	2.985	38	.005	10.900	3.652	3.507	18.293
	Equal variances not assumed			2.985	35.452	.005	10.900	3.652	3.490	18.310

After giving treatment to the experimental group with mind mapping technique, it was obtained that the significance value was $0.005 < 0.05$. It means that there was a difference of mean score of writing between experimental group and control group in the 5% significance level. It also indicated that mind mapping was effective in teaching writing report text. The data obtained from descriptive statistics showed that the mean score of experimental group was 76.35 which was higher than the mean score of control group.

Overall, refers to the result of investigation of the data analyzing above, it was proven that the data analysis showed the significance improvement of students' writing ability after the mind mapping technique was applied as a special treatment for experimental group, whereas for the control group which given conventional method did not show significance improvement. Therefore, it's totally clear that the alternative hypothesis of this research was absolutely accepted. On the other hand, the null hypothesis of this research was rejected.

CONCLUSION AND SUGGESTION

The researcher concludes that the students' score of writing who taught by using mind mapping technique is much better than the control group who was taught using conventional method. It has answered the research question that the use of mind mapping technique in teaching report text is quite effective. In addition, the students were more active and participated in the teaching-learning process of writing. Therefore, mind-mapping technique can be a great alternative technique for teacher in teaching writing especially in teaching report text. Regarding to the teaching speaking by mind mapping technique, the writer gives some suggestion that the teacher should use appropriate techniques in teaching English for example by using mind mapping technique. This technique is more interesting and makes student to be active and enjoyed while teaching and learning of writing.

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AN ANALYSIS THE TYPES OF TEACHER TALK AND STUDENTS TALK IN SOCIAL SCIENCE TEACHING PROCESS OF MADRASAH IBTIDA'YIAH INTERNATIONAL CLASS PROGRAM NURUL ULUM BOJONEGORO

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ABSTRACT

This research is aimed to find out (1) the types of teacher talk; (2) the types of student talk; (3) the patterns of teaching-learning interaction. This research was carried out through a case study. It was conducted in Social science teaching and learning. The respondent was a teacher and twenty four students in the fifth grade of Madrasah Ibtida'iyah International class Program Nurul Ulum Bojonegoro. To gain deeper insight and understanding of teaching-learning interaction data, observation, interview, and documentation were applied. The data, then, were analysed through the synthesis of interaction analysis systems by Flanders et al. The findings of this research show: (1) the teacher produced almost all types of teacher talk. Asking questions, lecturing or giving information, giving directions, repeating student's response verbatim, and praising and encouraging were the types of teacher talk which frequently occurred in the classroom; (2) the students also produced almost all types of student talk in learning process. Student talk-response (specific) and student talk-response (choral) were mostly used by them; (3) the percentage of interaction between teacher talk and student talk were almost equal. The teaching-learning interaction in the classroom emerged some patterns between teacher and student(s) and student(s) and student(s). The teaching-learning activities used by them produced the patterns of group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates- teacher answers, open-ended teacher questioning, and collaboration.

Key words: *a case study, student talk, teacher talk.*

INTRODUCTION

In classroom interaction, all the classroom events are included, both verbal interaction and non-verbal interaction. Meng (2011: 98) states that teachers should include both verbal and non-verbal language. Verbal interaction covers written interaction and oral interaction. Meanwhile, non-verbal interaction refers to behavioral responses in classroom without using words such as head-nodding, hand-raising, and so on. Moreover, successful interaction may promote involvement between teacher and student or among students, enhance learning, and motivate students. Teacher and students also build on each other's communicative behavior as they work together to achieve goals, relate experiences, and meet curricular demands (Crago, 1997: 246). Whatever purpose they bring into the classroom, the outcome is a co-production by both the teacher and the students who jointly manage interaction as well as learning (Allwright, 1984, cited in Zhang 2012: 980).

In addition, when students are engaged in direct classroom activities, they will learn better. The students who are active in classroom through taking turns may develop their language. Meanwhile, those who are passive in classroom will have less opportunity to learn language. It is clear that the active role between teacher and students is needed to create a good interaction in the classroom. They should actively engage in the communication event or interaction in classroom. Therefore, the quality of teaching and learning process in the classroom is mainly determined by teacher and students in how they interact with each other actively. Brown (2000: 165) states that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Interaction occurs not only from one side but also from at least two people who give and receive messages in order to achieve communicative

process. It is in line with Wagner (1994: 8) who asserts that interaction is reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another.

In teaching process, the teacher may set a topic and material, give directions, give and take the responses, determine who contributes in teaching and learning activities, provide feedback to the students, and so forth in order to make the students get the output effectively. The teacher may share his/her own experiences with the students and encourage them to talk about their own ones. The teacher is supposed to elicit more student talk in a classroom conducted in such a manner. Therefore, the amount of teacher talk and student talk should be balanced or the amount of student talk should be more dominated because the good proportion of talk may facilitate interaction effectively and efficiently. Since teacher talk and student talk are the important parts that establish classroom interaction, teacher may not be allowed to dominate the class during teaching and learning process. Teacher should give the students more opportunities to initiate topics for interaction with others. According to Cullen (1998: 179), good teacher talk means little teacher talk because too much talk by the teacher may deprive students' opportunity to speak.

In this research, the researcher analyzes the classroom interaction by using the synthesis of interaction analysis system from some experts (Flanders, 1970; Moskowitz, 1971; Brown, 1975; Al- Otaibi, 2004; and Erling et al., 2012). This interaction analysis system is divided into teacher talk and student talk categories. The teacher talk categories used are accepting student's feelings, praising and encouraging, joking, accepting or using student's ideas, asking questions, repeating student's response verbatim, lecturing or giving information, giving directions, criticizing or justifying student's behavior and response, and giving feedback. Meanwhile, the categories of student talk include student talk- response (specific), student talk-response (choral), student talk-initiation, student talk (inquiry), expressing lack of understanding verbally, student talk in single, student talk in pairs, student talk in groups, silence, silence-AV, confusion (work-oriented), confusion (non-work oriented), hand-raising participation, and laughing.

Many research had been conducted in the same field but most of them taken in regular classes. Then, to analyze teacher talk and student talk, most of them use Flanders' Interaction Analysis Categories (FIAC) and Foreign Language Interaction System (FLINT). This research intensively analyzed the type of teacher's talk and student's talk using the synthesis of some interaction analysis systems. This research conducted in the first grade of Social science teaching and learning of Madrasah Ibtida'iyah International class Program Nurul Ulum Bojonegoro.

The researcher chooses MI ICP Nurul Ulum Bojonegoro as the subject of conducting this research. This school is the only one International Schools Program in Bojonegoro which uses English as instructional language in delivering all the subjects except Bahasa Indonesia. It is expected that this research is able to be one of reflection and evaluation media for teachers and students during the process of teaching and learning. Therefore, the researcher proposes a research on analyzing the types of teacher's talk and student's talk in two classes which are taught by different Social science teacher at the first grade students of MI ICP Nurul Ulum Bojonegoro in the Academic Year of 2015/2016

METHOD

This research conducted at the fifth grade of Social Science teaching and learning in MI ICP Nurul Ulum Bojonegoro, the design of this research were qualitative case study. It is used for some reasons. First, it was conducted since the focus of this research was to explore and describe the phenomenon in the real life context. The phenomenon meant the interaction through verbal communication which occurred between teacher and students or among students themselves during teaching and learning process. Second, conducting this research enabled the researcher to get the detail information about the patterns of interaction which occurred between teacher and students or among students themselves in the classroom. Third, conducting a case study enabled the researcher to explore those situation happened in the

classroom during teaching and learning process which had not been revealed (Yin, 2003: 15).

The data were dig up from Social science teacher and the students in the class. In this research, Social science class were chosen since, only in this class, the teacher have qualification requested, that is English background. The researcher also want to identify the form of simple talk between teacher and student or among students since at the lower level. The techniques of collecting data used by the researcher were observation through video- recorded to get detail information and natural setting of the class being observed. Interview was used to sharpen the information got from the observation. The questions were constructed around the classroom activities, the teacher talk in the classroom and also the students talk in the classroom. To support data collection, the researcher used documents analysis such as syllabus, lesson plan and material used by the teachers.

There were some strategies used to obtain the trustworthiness of the data. Those strategies were used to check the accuracy or the validity of the findings of the research conducted. Creswell (2007: 207-209) mentions eight strategies of verifying the trustworthiness of the research. The researcher used three techniques proposed by Creswell (2007: 207-209). They were: triangulation, member checking, and rich and thick description. In this study, the researcher used theoretical triangulation and triangulation of data sources. In theoretical triangulation, the researcher examined the research findings from more than one perspective of some theoretical reviews by seeing some experts' books or journals in analyzing the data. Then, the researcher obtained the data from data sources. Here, the data was obtained by interviewing two English teachers and ten students, observing the classroom, and gaining the data from written teacher's documents.

Member checking was used to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants felt that they were accurate. This procedure involved conducting a follow-up interview with participants in the study and providing an opportunity for them to comment on the findings. Rich and thick description was used to convey the findings and explain the situation in details so that the readers could have a picture about the situation of the research conducted This procedure could add to the validity of the findings.

The researcher used an interactive model of analysis for analyzing data proposed by Miles and Huberman (1994: 10-12). In analyzing data, the three main components were data reduction, data display, conclusion drawing/ verification.

RESULTS AND DISCUSSIONS

The Types of Teacher Talk

In this section, the researcher explains each type of teacher talk used by the teacher and also gives the examples. From the observation, the teacher performed almost all types of teacher talk, except accepting student's feeling. It can be seen from the following table:

Table 1. Teacher Talk During Observation

Types of teacher talk	Percentage				
	0.0% - 5.0%	5.0% - 10.0%	10.0% - 15.0%	15.0% - 20.0%	20.0% - 25.0%
Giving feedback	2.0%				
Criticizing or justifying student's behavior & response	2.0%				
Giving directions					24.3%
Lecturing or giving information		8.4%			
Repeating student's response verbatim				19.9%	
Asking questions					23.9%
Accepting or using student's ideas	2.8%				
Joking	1.2%				
Praising & encouraging				15.5%	
Accepting student's feeling	0.0%				

From the data above, it can be seen that the types of teacher talk used by the teacher, from high percentage to low percentage, are giving directions, asking questions, repeating student's response verbatim, praising and encouraging, lecturing or giving information, accepting or using student's ideas, criticizing or justifying student's behavior and response, giving feedback, and joking. Meanwhile, accepting student's feeling is never used by the teacher.

First of all, giving directions takes up the higher percentage during teaching and learning process. The teacher often gave directions to the students. It occurred when the teacher gave instructions about the rules of game that would be played by them or when the teacher asked them to do something like reading the text, opening the page of book, doing task with partner and asking students to come in front of the class.

Table 2. The example of Teacher Talk During Observation

T1	Giving feedback		If you learn every day.. you can be the best in this class
	Criticizing or justifying student's behavior & response	T1	Why do you like travelling by train??
		DHS	The train have along...
		T1	The train???.... The train has...
	Giving directions		Firstly,,one of you read the text and than you do page
			Oke, Naila, please read the text "pilot". Read louder ya
			Now...open page nine ya...do the task with your
	Lecturing or giving information		Jadi pilot is very good lho.. you can ride the plane...
	Asking questions (1) and Repeating student's response verbatim (2)		Teacher want to know, who wants to be a pilot??? (1)
			No... Ooo...No one...really...pilot is good lho...(2)
	Accepting or using student's ideas	T1	Why do you want to be a pilot..???
		ARH	Travelling...teacher.
		T1	Yes... mmm ..we can do travelling around the world
	Joking		-
	Praising & encouraging		Good answer mas arham....give applause to mas
	Accepting student's feeling		-

From the table above, It can be said that the type of teacher talk that is mostly used by the teacher is giving directions. The next types of teacher talk are asking questions, repeating student's response verbatim, praising and encouraging, lecturing or giving information, criticizing or justifying student's behavior and response, accepting or using student's ideas, giving feedback, and joking. Meanwhile, the type of teacher talk which never comes during two observations is accepting student's feeling.

The Types of Student Talk

The first issue deals with the types of student talk used in the first grade students. From some observation, the students performed all types of teacher talk. It can be seen from the following table.

Table 3. Students Talk During Observation

Types of teacher talk	Percentage				
	0.0% - 5.0%	5.0% - 10.0%	10.0% - 15.0%	15.0% - 20.0%	20.0% - 40.0%
Laughing	9.9%				
Hand-raising participation	0.5%				

Confusion (Non-work-oriented)					0.5%
Confusion (Work-oriented)		2.8%			
Silence-AV				2.2%	
Silence					9.3%
Student talk in groups	3.3%				
Student talk in pairs	2.8%				
Student talk in single				7.1%	
Expressing lack of understanding verbally	2.2%				
Student talk, inquiry	2.8%				
Student talk, initiation		7.7%			
Student talk, response (Choral)			11.5%		
Student talk, response (Specific)					37.4%

First of all, student talk-response (specific) gets the highest percentage in the first observation. It occurred when a student gave response to teacher's question and directions. The student responded directly and predictably with the specific answers. The second is student talk-response (choral). The students are speaking in chorus at the same time. This might be in response to teacher's question or reading in chorus. At the beginning of lesson, the students used this type to answer the greeting from the teacher. The third and the fourth are silence and laughing. The condition of the classroom was not always noise. Sometimes, the students got silence too.

The fifth and the sixth are student talk-initiation and student talk in single. The students used student-talk initiation when they initiated to participate and comment on the lesson content with their own ideas, opinions, and reactions. Then, student talk in single occurred when the teacher asked one student to read aloud the text from the book. The next type of student talk is student talk in groups. When students got a task in group, they presented it and read it in front of the class. Next, the types of student talk that got the same percentage are student talk-inquiry and student talk in pairs. The students used student talk- inquiry when they asked for further information. Student talk in pairs is the next one. Here, the teacher gave the students peer task like making dialogue. They were also asked to present and read their work in front of the class.

Furthermore, the other types of student talk are confusion (work-oriented), expressing lack of understanding verbally, silence-AV, confusion (non-work-oriented), and hand-raising participation.

Confusion (work-oriented) occurred when the teacher served them with a game and exercise, they all spoke at the same time and called out excitedly. Then, expressing lack of understanding verbally occurred

when the students asked the teacher to explain something that they did not understand yet. Next, silence- AV occurred when the teacher played a video or short movie. During watching that video, all the students got silence in period of time. In confusion (non-work-oriented), the students were out-of-order. They might not be concerned with the task at hand. Lastly, the students could be said that they rarely used hand-raising participation.

		do there? Which one do you prefer to visit? Why? Discuss with your friends.
Student talk in groups	Aj	What do you plan for long weekend?
	Dm	How if we go to WBL
	If	No.. WBL is too far
	Dm	where do you think than
	Aj	Bojonegoro waterpark ...how,,,
	If	Ok... Sunday morning ya...
Student talk inquiry	Nt	Read all teaheror...??
	T	You may read a part..mas Noval

student talk in pairs	Mry	What colour tyas for your picture
	Ty	All in orange,,, but the church is white
	Mry	I like blue for the church
	Ty	Ah... blue is not good for church
	T	Mbak Diaz, what you want to be?
	Daf	eemmmm...Doctor mom, Doctor
	T	Doctor, why?
	Daf	eeee..I like to wear white dress mom
Student talk, response (Choral)	T	Do you know the name of our president now?
	Ss	Yes
	T	What is the name?
	Ss	Joko Widodo mom
Student talk, initiation and Student talk in	T	Oke, yak, first Mas Dika read the "Zoo". Louder, Mas!
	Drl	Look at the pictures below. Do you know these places?

Table 4. The example of students talk during observation

From the data, the types of student talk which are used by students in the first class of the tenth grade, from the highest percentage to lower percentage, are student talk-response (specific), student talk in single, student talk-response (choral), silence, student talk in groups, student talk in pairs, laughing, student talk-initiation, student talk-inquiry, confusion (work-oriented), expressing lack of understanding verbally, silence-AV, confusion (non-work-oriented), and hand-raising participation. By doing the communicative activities like game, individual task, peer task, and group task, all types of student talk are continuously used by the students

The Pattern of Interactions

The patterns of interaction occurred during social science teaching and learning are choral responses, closed-ended teacher questioning (IRF), collaboration, and student initiates-teacher answers. First, choral responses pattern occurred when the teacher greeted the students by saying '*morning class!*' and the students responded with '*morning*'. After checking students' attendance, the teacher told about today's teaching material. Here, choral responses pattern occurred when the teacher asked the students about what they wanted to be in the future. Another choral responses pattern occurred when the teacher asked the students whether they had finished their work.

Secondly, closed-ended teacher questioning (IRF) pattern occurred when the teacher gave some reflections on the short movie that they watched. This pattern showed how the teacher initiated to ask a question; the students gave response to the teacher's question; and the teacher gave feedback. The third is collaboration pattern. It occurred when the teacher gave the students a warmer activity like a game. In expressing intention material, the students had to do a warmer activity to discuss the picture of four interesting places with their friend The last pattern is student initiates-teacher answers. This pattern occurred when the student thought for questions and asked it to teacher directly and then teacher gave response to answer student's question. The example of each pattern as figured out at the table below.

Table 5 The Pattern of interaction

choral responses pattern	T	Who wants to be a doctor? Mas reza....do you want
	Ra	No teacher....
	T	Who... no one???
	S	Hahahahaha (laughing)
closed-ended teacher questioning (IRF)	T	I just want to knowkalau kalian semua do a good thing to your friend, kira kira ada yang akan ask the return nggak ya?
	Ss	No....!!!
	T	Yes good... don't ask the return lho ya.. Allah will give us later...
collaboration pattern	Aiw	Good morning friends... we are from the first team will explain our picture.
	Egs	In the picture, many people go to the beach because they want to watch sunrise or sunset
student initiates-teacher answers	Dgm	Read all...or.... Not teacher
	T	Read all ..Diyah

From the table above, it is seen that the teacher still dominates the classroom. The teacher frequently gives directions and asks question. Although the class is still dominated by the teacher, it does not mean that the students are passive. The students seems to be active since the teacher sometimes uses interactive and communicative activities such as game, exercises, and discussion to raise the students' interaction and participation. These activities can be done individually, in pairs, or even in groups. These activities also refer to the student-centered because the students are forced to get involved actively.

CONCLUSION AND SUGGESTION

The findings of the research show that the teacher perform almost all types of teacher talk in order to make their students get involved and talk actively in teaching and learning process. They provide many communicative learning activities that make them use teacher talk continuously. Giving directions, asking questions, lecturing or giving information, praising and encouraging, and repeating student's response verbatim are the most frequently used by both teachers during teaching and learning process. Meanwhile, criticizing or justifying student's behavior and response, accepting or using student's ideas, giving feedback, joking, and accepting student's feeling are rarely used by them.

In teaching and learning process, both teachers always use the warmer activity, game, individual task, peer task, and group task in delivering the lesson material. So, that is why the teachers frequently use those types of teacher talk and dominate the class. The students also perform almost all types of student talk in participating learning process in the classroom. They use the types of student talk continuously with different proportion because their teachers provide the interactive learning activities. The use of each type of student talk depends on the learning activities given by the teacher. It is found that the students are often given individual task, peer task, and group task during teaching and learning process. The more interactive activities they get, the more talk they use.

The patterns of interaction are not fully dominated by the teacher because the students also actively participate in teaching and learning process. These patterns might increase talk and interaction both teacher and students. When the teachers use the learning activities like

game, drills, individual task, peer task, and group task, the patterns of group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, open-ended teacher questioning, and collaboration emerge during teaching and learning process. These patterns occur between teacher and student(s) and between student(s) and student(s).

Based on the conclusion above, it is highly recommended that the teachers should decrease their proportion to give lecturing, asking questions, and giving directions by providing the students an interesting theme or the latest topic to be discussed in group work or in pair work, challenging questions as well to engage higher order thinking skills of the students. The teachers should also give a wait-time for them to think then convey what things are going on their mind, more creative in designing the teaching style, communicative activities, materials, and tasks in order to make students. Meanwhile the students should be more actively engaged in the classroom interaction and braver to talk and interact with their teacher and students directly during teaching and learning process.

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THE INDONESIAN EFL LEARNERS' BELIEFS ABOUT LANGUAGE LEARNING AS THE PRELIMINARY STUDY FOR DESIGNING THE TEACHING STRATEGIES AND DEVELOPING TEACHING MATERIALS

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ABSTRACT

Since the mid-1980s, an increasing interest in the role of individual learners' in language learning led researchers to explore learner variables as a method of analyzing diversities in students' command in learning a foreign or second language. Learners' beliefs about language learning were among these variables which had been explored and investigated as trending topics in the realm of educational research. Learners' beliefs about language learning had been considered as an important variable, like many other individual differences in language learning. Learners' beliefs tended to shape language learners' perceptions as well as influencing what learners do in the classroom. It is truly essential for teachers to understand beliefs as resources the students used to make sense of their context and to deal with it in language teaching and learning process. The insights about learners' beliefs about language learning could help teachers preparing their learners to be receptive to new ideas and information by "deconditioning" learners' prejudices or mistaken beliefs that might cause resistance to some instructional approaches or activities. It was safe to state that an investigation of learners' beliefs about language learning of foreign and second language learners was worthwhile and the insights gained from such study could help foreign and second language teachers to enhance their learners' capability and engaged them effectively in language learning. The present study also explored whether the learners' background affected their language learning beliefs. The Horwitz's theory was applied in the recent study. The study was the inquiry to recognize the Indonesian EFL learners' beliefs about English language learning. The study could be considered as the preliminary study to gather the significant data about the language learners for the teachers and material developers to design and develop the teaching materials and strategies for the effective and efficient language classroom.

Keywords: learners' beliefs, learners' background influence, strategies and materials development

INTRODUCTION

Learners' beliefs about language learning were among the variables that the language learners brought into the language classroom which had been explored and investigated as trending topics in the realm of educational research. Learners' beliefs about language learning had been considered as an important variable, like many other individual differences in language learning (Dörnyei, 2005; Horwitz, 1999; Wenden, 1999). Beliefs about language learning were defined as "opinions on a variety of issues and controversies related to language learning" (Horwitz, 1987, p. 120). Wenden considered learner beliefs as metacognitive knowledge from a wider perspective, and defined them as "learners' acquired knowledge about learning: the nature of learning, the learning process, and humans as learners, including themselves" (p. 435). Learning beliefs tended to shape language learners' perceptions as well as influencing what they did in the classroom. He suggested that teachers should understand beliefs as resources the learners used to make sense of their context and to deal with it. Horwitz (1999) also deemed it critical to be conscious about learners' beliefs in order to better appreciate their approaches to language learning, and their practice of learning strategies to improve language education.

An understanding about learners' beliefs may help adjust learners' attitudes and behavior (Benson & Lor, 1999). More specifically, Horwitz (1987) and Holec (1987) suggested that insights about learners' beliefs about language learning can help teachers prepare their learners to be receptive to new ideas and information by "deconditioning" learners' prejudices or mistaken beliefs that may cause resistance to some instructional approaches or activities.

Horwitz claimed that learners might lose confidence in the instructional approach and their ultimate achievement could be limited when there was a mismatch between learners' preconceived ideas about learning and teachers' teaching approaches and/or instructional activities (p. 119). Furthermore, learners might be less receptive to new information if their preexisting beliefs conflicted with the new information received from school and that this conflict could prevent learners from learning the new information (Cotterall, 1995; Dole & Sinatra, 1994). Therefore, by refining learners' beliefs, it was hoped that teachers could promote learners' confidence in their teaching approaches and activities and would ultimately enhance learners' motivation and attempts in learning (Horwitz, 1987).

An investigation of learners' beliefs about language learning might also help teachers to design and prepare a course or program for particular purpose(s). For instance, Mantle-Bromley (1995) suggested using insights about beliefs to create "learner centered" programs that took into consideration learners' needs. In addition, an understanding about beliefs could help develop a language program that enhanced learners' autonomy (Cotterall, 1995). It was found that learners became more directed in their own learning after having some counseling sessions to refine their beliefs about language learning that were counterproductive to autonomy (Victori & Lockhart, 1995).

Horwitz's Beliefs About Language Learning Inventory (BALLI) had been the most widely used as the measurement instrument of the beliefs about language learning. Horwitz (1987) had made remarkable contributions to the field. Three instruments developed by Horwitz to assess language learning beliefs which were often employed by researchers are: (1) BALLI to measure the beliefs of the students of English as a second language (ESL BALLI); (2) BALLI to explore beliefs held by foreign language teachers (teachers BALLI); and (3) BALLI to assess beliefs of students learning foreign languages (foreign language BALLI). This recent study used the adapted Foreign Language BALLI questionnaire in the investigation.

To the researcher best knowledge, the research of beliefs about language learning in Indonesian context had been not reported yet. This was the essential reason why the research of beliefs about language learning needed to be conducted by involving the Indonesian students to address this deficiency and to really capture the Indonesian EFL language learners' beliefs about language learning, especially English learning.

RESEARCH METHOD

The recent study employed the Convergent Parallel Mixed Methods. According to Cresswell (2012:540), the purpose of a **convergent (or parallel or concurrent) mixed methods design** was to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand the phenomena. In terms of data, Cresswell (2012:248) mentioned that both quantitative and qualitative data should be in equal weight. Therefore, in this study the emphasis was on both quantitative and qualitative designs. The data analysis and interpretation might take the format as in Figure 1 below:

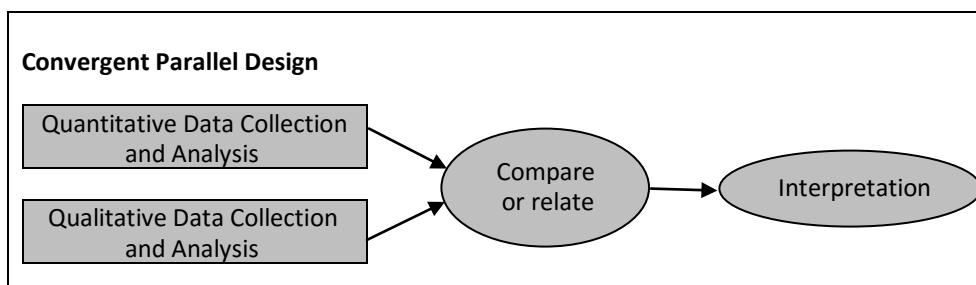


Figure 1. The Convergent Parallel Design of Mixed Method Study (Cresswell: 2012)

The statistical methods used to analyze the quantitative data from the questionnaire were the descriptive statistics and factor analysis. The statistical factor analysis was employed in this study in order to see if the conceptual factors proposed by Horwitz could really also be applied to investigate the Indonesian EFL learners' beliefs about language learning. As for the qualitative data, the data from the opinionnaire were content analyzed by using the interpretive analysis method of topic and categories ordering. The subject for this study were the university students from various majors but English who were taking the English intensive course which the goal was to prepare them to face the proficiency test. As many as 100 students participated in this recent study. There were 45 male students and 55 female students.

RESEARCH FINDINGS

The adapted Horwitz' BALLI here was a questionnaire consisted 40 items which should be rated using 5-Likert scale, range from 1 (strongly disagree) to 5 (strongly agree). After the try out and statistical validation, there were three items that should be eliminated. The total number of items used for the study were 37 items. The analysis continued to the factor analysis. Prior to the principal component analysis, the suitability of the data for the factor analysis was assessed. The Kaiser-Meyer-Olkin (KMO) value was .833, and it was larger than the recommended value of .6. This indicated that the relationships among the items were strong enough as it was evaluated "middling" (Kaiser, as cited by Pett, Lackey, & Sullivan, 2003, p. 78). Thus the factorability of the data was supported. In order to gain the best result in capturing Indonesian EFL learners' beliefs about language learning, the items with the loading factor smaller than 0.500 were eliminated. The final items best described the Indonesian EFL learners' beliefs about language learning were 24 items which are categorized into five factors. The following Figure 2 described the distribution of the statement items into their new factors. The numbers there expressed the agreement value for each items.

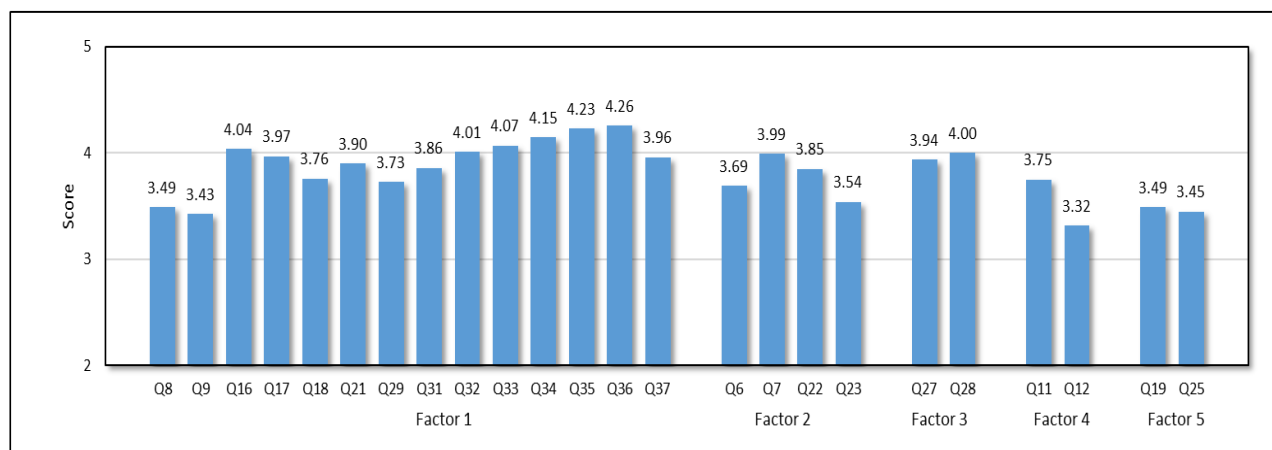


Figure 2. The items distribution of the new factors.

DISCUSSION

Factors Identification of Beliefs about Language Learning

There were five factors extracted from the statistical factor analysis and each factor had different combination of statement items compared to the Horwitz' conceptual factors. All the five factors had a complex structure, and included items from two or more of the five conceptual factors. This structure made it difficult to interpret their nature and name them. Nevertheless, the new five factors were labeled as follows: (a) Factor 1: Nature and Expectation of Learning English; (b) Factor 2: Language Learning Strategies; (c) Factor 3: Means in Learning English; (d) Factor 4: Difficulties in Learning English; and (e) Factor 5: Practice in Learning English. The details for each factors about the loading factor and the agreement value was discussed in the following tables and explanation:

Table 1. Factor 1: Nature and Expectation of Learning English

Item	Statement	Loading Factor	Agreement Value
Q8	Some languages are easier to learn than others.	0.685	3.49
Q9	People believe that they will learn to speak English well.	0.716	3.43
Q16	Learning vocabulary words is an important part of learning English.	0.787	4.04
Q17	Learning the grammar is an important part of learning English.	0.727	3.97
Q18	Learning how to translate from Bahasa Indonesia is an important part of learning English.	0.766	3.76
Q21	It is important to speak English with a correct pronunciation.	0.623	3.90
Q29	Indonesian people feel that it is very important to learn English.	0.750	3.73
Q31	If people can use English well, they will have better opportunities for a good job.	0.667	3.86
Q32	You want to be able to speak English well.	0.840	4.01
Q33	You would like to have friends from other countries.	0.885*	4.07
Q34	You want to learn English well because it can help you access information from around the world.	0.834	4.15
Q35	English is important for higher education level, especially graduate programs.	0.537	4.23
Q36	Learning English will help you communicate with people from other countries because English is an international language.	0.836	4.26*
Q37	The support from family and environment is important in learning English.	0.812	3.96

Factor 1 had 14 items. It had the most complex structure since it consisted of items from four Horwitz' conceptual factors, namely Factor 2 (Difficulty of Language Learning), Factor 3 (Nature of Language Learning), Factor 4 (Communication Strategy), and Factor 5 (Motivation and expectation). It made the naming this Factor 1 was hard.

Table 2. Factor 2: Language Learning Strategies

Item	Statement	Loading Factor	Agreement Value
Q6	People who speak more than one language are intelligent.	0.747	3.69
Q7	Everyone can learn to speak a foreign language.	0.662	3.99*
Q22	People enjoy practicing English with the foreigners they meet.	0.655	3.85
Q23	It's O.K. to guess if we don't know a word in English.	0.773*	3.54

Factor 2 had four items. The items were the combination of items from two Horwitz' conceptual factors, namely Factor 1 (Foreign Language Aptitude) and Factor 4 (Communication Strategy).

Table 3. Factor 3: Means in Learning English

Item	Statement	Loading Factor	Agreement Value
Q27	In learning English, it is important to practice with CDs, mobile phone applications, online programs in the Internet, and other learning media.	0.846*	3.94
Q28	In learning English, it is important to practice by watching TV or listening to radio programs in English frequently.	0.769	4.00*

Factor 3 had two items. The items were from the same Horwitz' conceptual factor, namely Factor 4 (Communication Strategy).

Table 4. Factor 4: Difficulty in Learning English

Item	Statement	Loading Factor	Agreement Value
Q11	In learning English, reading is easier than speaking and listening.	0.832*	3.75*
Q12	In learning English, writing is easier than speaking and listening.	0.745	3.32

Factor 4 had two items. The items were from the same Horwitz' conceptual factor, namely Factor 2 (Difficulty in Language Learning). The same name was decided to use for this new factor because it is still considered representative of the content of the new factor.

Table 5. Factor 5: Practice of Language Learning

Item	Statement	Loading Factor	Agreement Value
Q19	Learning English is different from learning other academic subjects.	0.837*	3.49*
Q25	People feel timid speaking English with other people.	0.747	3.45

Factor 5 consisted of two items. The items were the combination from two Horwitz' conceptual factors, namely Factor 3 (Nature of Language Learning) and Factor 4 (Communication Strategy).

Students' Influential Background toward their Language Learning Beliefs

The qualitative data that were gathered in this recent study was collected by distributing the opinionnaire for the language learners to complete. The questions in the opinionnaire were about the language learners' beliefs about the language they were learning, English. This opinionnaire was employed in this study for having deeper point of view about the learners' ideas or opinions related to what they believed about the language itself and about the process of language learning that were not covered through the questionnaire. There were also another supporting data source to enrich the interpretation of the qualitative data. The other source mentioned previously was the demographic information questionnaire. The insight gained from the opinionnaire and the demographic information questionnaire was neatly described as follow:

The statistical analysis not only resulted the loading factor which led to the extracting the new factors for Indonesian EFL context, but it also provided the information about the agreement value, the numbers that showed about how much the subjects of this study agree to one statement in each factor. In Factor 1, most of learners agreed to the Q36 statement that *Learning English will help you communicate with people from other countries because English is an international language*. It was showed by the score of the agreement value as much as 4.26. It meant that Indonesian EFL learners realized how important learning English was. More than half of the total language learners participated in this study, 53.24%, stated that English was an important language for various reasons, such as English is the International language, English is used in the global communication (mostly concerning about MEA), English opens the gate to the world information access, and the last but definitely not the least, the learners considered English was important since it was the

academic obligation that they needed to pay a lot of attention if they wanted to have good score in their academic achievement report.

In Factor 2, the highest agreement value was found for Q7 statement. The learners mostly believed that *everyone can learn to speak a foreign language*. It was a positive belief for language learners that it could boost the learning motivation. Yet there was a small number of learners, 1.76% of the total population, stated that English was challenging. This finding informed that even though most of the language learners had the positive belief about learning a foreign language, there were some others that still struggling with the process of learning a foreign language. However, the choice of using the word *challenging* for describing the process of learning gave an enlightenment that the learners would not give up in improving themselves in the process of learning foreign language, especially English.

In factor 3, Q28 statement got the highest agreement value; 4.00. The learners believed that *in learning English, it is important to practice by watching TV or listening to radio programs in English frequently*. This belief was related to the 7.43% learners' opinion that learning English was fun. It turned out that even though Indonesia had improved the quality of Internet connection, radio and television were still having their role in Indonesian EFL learners learning life. Both of the means of information mentioned before could also be informative and also entertaining and fun media for learning in the same time.

Q11 in Factor 4 had the highest agreement value. The learners believed that *in learning English, reading is easier than speaking and listening*. This phenomenon was related to the learners' belief that *learning English is different from learning other academic subjects* as is stated in Q19 in Factor 5. The Indonesian EFL learners believed that learning English needed a lot of effort since it was so much different in many aspects, such as grammar and pronunciation which led to a discourage for learners to perform well in speaking and listening. 27.57% of the learners in this study stated that English was difficult language to learn. The noticeable finding here was a lot influenced by the students' background. Even though more many of them stated to learn English early, in the Elementary school, the result of the learning was not reaching the maximum goal. This happened because most of them only relied on the school English program without seeking the additional resource of knowledge, like an English course or the private tutor. The lack of exposure was also supported this unfortunate situation. Despite the fact that a number of students had parents, siblings, and/or relative who spoke English, the chance for them to practice the language was limited.

Pedagogical Implication

Language educators have long recognized that learners brought to the language classroom a complex web of attitudes, experiences, expectations, beliefs, and learning strategies (Oxford, 1992; Nyikos & Oxford, 1993; Benson, 2001). As the result, research revealed that the attitudes toward learning, perceptions, and beliefs that determined them, might have plausible influence on learning behavior (Bandura & Schunk, 1981; McCombs, 1984; Como, 1986; Cotterall, 1995) and on learning outcomes (Van Rossum & Schenk, 1984; Martin & Ramsden, 1987; Weinert & Kluwe, 1987). It was not only the language learners could benefit of knowing their beliefs about language learning, the language teachers could also benefit much from being aware of their language learners' beliefs. The research concluded that teachers' consciousness of the learners' expectations might contribute to a more conducive learning environment and to more effective learning (Chawhan & Oliver, 2000, p.25).

Teachers as the teaching planners were hoped to be skillful in designing a successful lesson plan activities. Selecting the efficient and effective strategies applied in the language classroom needed some considerations. The first step in developing a successful language classroom was conducting the need analysis. The result of need analysis would be a guide for the teachers as it consisted of the information about what the language learners need, want, and even about their lacks. Yalden 1983: 101) and Basturkmen (2010: 19) agreed that the language teachers can gather potential information through need analysis in which the language and skills that the language learners will use were identified and considered. Horwitz' BALLI could be employed as one of the

instrument in conducted need analysis. The data about the language learners' beliefs about language learning were potential as the foundation for language teachers in order to plan lesson plan complete with series of activities and applicable strategies for successful language classroom.

In the field of RnD (Research and Development), Borg, et al (1996: 775) promoted 10 major steps in designing the teaching materials, namely (1) Research and information collecting, (2) Planning, (3) Developing preliminary form of the product, (4) Preliminary field testing, (5) Main product revision, (6) Main field testing, (7) Operational product revision, (8) Operational field testing, (9) Final product revision, and (10) Dissemination and Implementation. The study of Learners' beliefs about language learning using the questionnaire of BALLI would be beneficial in the early process of designing teaching material, as in the *research and information collecting*. The information gathered here was not merely about the other products in the market, but also about the students' needs and expectations toward language learning. When there was a suitability between what students' beliefs in language learning and the material designed by the material designers, then the gap will be filled properly. In the long run, the language learners would perform their best in their language learning process since there was a congruence between what they believed they deserved to get and the real practice of the language classroom.

CONCLUSION

Learners' beliefs about language learning have been considered as an important variable, like many other individual differences in language learning. Having the statistical factor analysis of the conceptual factors proposed by Horwitz, it found out that there were five factors (groups) of beliefs that Indonesian EFL learners hold about language learning. The factors were Nature and expectation of learning language, Language learning strategy, Means in learning English, Difficulty in learning English, and Practice of language learning. The percentage of what the most Indonesian EFL learners believed were mentioned at the following statement neatly: 53.24% learners stated that English was an important language, 27.57% learners said that learning English was difficult, 11.76% of the total number of learners thought that learning English was challenging, while a small number of English learners, 7.43%, felt that learning English was fun. The study of Indonesian EFL learners' beliefs about language learning could be considered as the preliminary study to gather the significant data about the language learners for the teachers and material developers to design and develop the teaching materials and strategies for the effective and efficient language classroom.

SUGGESTIONS

The recent study had numbers of limitations which it meant that there was still room for improvements. The study here had limited sample size. Due to the small number of sample, the result of the response analysis was limited as well. For the future research, it is highly recommended to have much larger sample to study that the result of the response analysis will be more solid and become possible to have high probability to generalized the other EFL learners appropriately. The research instruments employed in this study were also considered limited. This study had only opinionnaire to capture the ideas or opinions that the language learners could not express through the questionnaire. Since it was written report about ideas and the opinions, it is still considered to be insufficient to see the bigger picture of Indonesian EFL learners' beliefs about language learning. The researcher suggests that the future researchers who are interested in the same area for willing to have in depth interview to grasp the essence of the actual language learners' beliefs.

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THE EFFECTIVENESS OF HANDPHONE ANDROID AS A TEACHING MEDIA IN READING ACHIEVEMENT IN SMK FARMASI MAHARANI MALANG

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ABSTRACT

This study is done for knowing the effectiveness Handphone android as a teaching media in Vocational High School Pharmacy. As we know, reading is one skill of teaching English at Vocational High School Pharmacy. This subject is given to students in order to be able to improve and encourage the students to use English textbook in acquiring more information of the theory, as all the guidance books are written in English. The purpose of this study want to know the students taught with media handphone android have better reading capability than those who are taught without handphone android or by the conventional one. This method of the research use quantitative method. The research found that significantly different capability in general reading comprehension was obtained. The obtained t-test value for general reading comprehension was 7.85 while the critical value of $p < .05$ level of significance of one-tailed test was 1.671 (d.f. = 60). From the t-test computation, it can be concluded that the students taught by media handphone android had better capability than those the students taught without media handphone or by the conventional technique in reading.

Key Word: Media, Handphone android, Reading Comprehension

INTRODUCTION

English, as the first foreign language in Indonesia, has very important functions in some aspects of life. It is not only as a means of international communication, but also as an international vehicle in transferring and developing science and technology. In present time, the use of English is unavoidable. That is why English needs to be learned in formal schools and non formal schools. The students study the four English skills, reading, speaking, listening and writing as well. To master four language skills, the learners need to know their specific characteristics and the way how to learn them. Reading as one of language skills plays an important role in language mastery or mastery of other sciences. It can be learn in many ways.

One of the effective way as a teaching media is a handphone. Why is a handphone, especially handphone android ? Handphone is a communication tool which can bring to anywhere. Almost every person now brings them in everywhere. Those use of handphone android has effect in education either in which the use of handphone android as a communication tool has positif effect for the student and the teacher in teaching and learning process.

According to the theories of reading, the learner should be given a fundamental and active responsibility for interpretation of meaning. In other words, reading is an active process of constructing meaning from language presentation by graphic symbol (letters) systematically arranged. The meaning abstracted from the text is an outcome of the interaction between the printed page and reader's cognitive processing capacities (Harris, 1980). Reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic presentation and assign it membership to an appropriate group of concept already stored in their memories. Skill in reading depends on the efficient interaction between linguistic knowledge and the knowledge of the world (Brown, 2001)

Reading failure, however, can be prevented by efficiently media in the class or outside the class. Handphone as a media can be effective if we use for teaching learning process. Learning process can happen in inside the class or outside. As mentioned before, the present study is

intended to see the effectiveness of handphone android as a teaching media on the student achievement in reading comprehension course. In other words, it is to see whether the use of handphone android leads to better achievement in reading comprehension on part of the students. This study attempted to answer one major problem: Do students taught with handphone android have better reading achievement than the student taught without handphone android / conventional one?

The Concept Handphone Android as a Teaching Media

Our world today is obsessed with doing everything quickly, learning included. Self-study is obviously important in language learning. Though a little, as one hour in a week of self-study can boost a student's progress immensely. Yet the majority of the students have chosen to study online due to time restrictions, and in their first lesson, they make it quite clear they have no time for homework. So, how do we, as a teacher motivate them to find the time?

As the use of mobile technology is increasing, why not offer students the possibility to study anytime, anywhere and at their own convenience through their mobile devices? Browsing with smart phones is one convenient way for students to surf online. Most of the modern mobile phones are incorporated with browsing applications such as Opera Mini, Internet explorer, Mozilla fire fox, Opera and Google chrome. Hoppe (2009), Ferry (2009) and Cui and Wang (2008) state that students can use browsers to check emails, read materials such as ebooks, and watch lecture from anywhere and at any time.

Mobile phones have downloading feature which can be used by students and tutors to download various kinds of materials through their mobile phones easily. In this study, the writer give kind of Digital Simulation (Sigil) which can be downloaded by every student from their handphone. Some of the readings including the reading assignment given by the writer to the student which can do it in the class either at home.

The Concept of Reading Comprehension

The discussion of the concept of reading comprehension, in general, can not be separated from different ways of defining the terms reading comprehension. Different writers introduce different views of the nature of reading comprehension. The researcher of the present study focuses his review on some concepts of reading comprehension in general. There are several different concepts of reading introduced by several authors or experts. Nunan (1999:249) states that :

Unlike speaking, reading is not something that every individual learns to do. An enormous amount of time, money, and effort is spent teaching reading in elementary and secondary school around the world. In fact, it is probably true that more time is spent teaching reading than any other skills. For hundred of years, being literate has been the mark of educated person. One of the greatest indictments of many education systems is that some children spend up to twelve years in school and do not become literate.

This definition seems to be consistent with several other ways of conceptualizing reading comprehension.

Top-Down Reading Process

Top-down model assume that reading is primarily directed by reader goal and expectations. Again, such a few is general and metaphorical. Top-down model characterize the reader as someone who has a set of expectations about text information and samples enough information from the text to confirm or reject these expectation. (Grabe, 2002).

Interactive Reading Process

A number of experts have tried to formulate their concepts of interactive approach. Rumelhart (1980) as the first expert of this approach states that interactive approach in reading comprehension is the process of understanding the meaning of text in which both, background knowledge and the text are sources of information In his well known theory, Schema (schemata)

theory, he discusses two models of process on comprehension, top-down (concept-driven) and Bottom-up (data-driven) process, which are interactively involved in comprehension.

Factor Influencing Comprehension

The success of failure in understanding written materials is dependent upon many factors. These factors may be classified into three categories: reader, textual and instructional.

First, included in the category of reader are psychological factors such as attitudes, interests, motivation, and habits. These factors are interrelated in the sense that a reader's personal attitude toward a certain reading topic determines his interest in reading it. Negative attitude results in poor interest and positive attitude results in good interest. Then, when he has been interested in reading, he will be motivated to read and finally he will acquire a good reading habit.

In addition to the psychological condition within the reader, his cognitive abilities and general intellectual skills also affect comprehension in reading. They include abilities to decode, to recognize inductive sequences of ideas leading to a conclusion, to apply deductively a principle to new situation; and to recognize cause-effect, comparison, contrast, and other idea relationships.

Moreover, memory plays an important role in reading comprehension. The reader must recall what he reads as well as his own experiences and other relevant readings. Altogether, these factors result in comprehension, expanding the meaning of the reader is able to take what he reads (Olson and Dilner, 1982; Turner in Alexander, 1988). The reader's linguistics knowledge, such as knowledge of vocabulary and syntactic structure, also affects comprehension in reading. Therefore, unfamiliar with the words and difficult structure presented by the author of the text cannot obstruct the reader's comprehension. Moreover, the reader's unfamiliarity of the concept discussed in the text also results in poor comprehension (Olson and Dilner, 1982; Nuttal, 1982; Harris and Sipay, 1980).

RESEARCH METHODOLOGY

The research design employed in the study is Two Groups, Pretest-Post test Design. The selection of this design is based on some considerations that the researcher had an accessibility of reorganizing the class into experimental and control groups. This makes it possible for the researcher to regroup, the subjects in such a way that two equal groups could be obtained.

The grouping of the subjects into experimental and control groups is based on random assignment. The randomization is believed to have high degree of control to avoid the effect of some extraneous variable. The experimental group and control group are then assumed to be statistically equal so that two groups are obtained.

In addition, a pretest is then administered to ensure that the two groups remained equal. The research design is illustrated in Figure 1

Group	Pretest	Independent Variable	Posttest
Experimental (use handphone)	Y_1	X	Y_2
Control (conventional)	Y_1	-	Y_2

- X refers to the treatment
- Y_1 refers to the observation in the pretest.
- Y_2 refers to the observation in the posttest.

The figure shows that both the protest and the posttest are administered. The administration of the pretest is just to prove whether the experimental group and the control group really have more or less equal initial reading comprehension ability by using handphone. Therefore, the result of the pretest is analyzed by using a t-test to see the significance of the difference between the two means.

The accessible populations are the students Vocational High School Pharmacy Maharani Malang who are taking Reading Comprehension course in the second grade of the 2014/2015 academic year. The number of the accessible population is relatively small (70 students); all of the available students are taken as the subjects of the study. Therefore, no sampling design is employed. Rather, those 70 students are assigned to either the experimental group or the control group by random assignment. The procedure of random assignment resulted in a composition that the experimental group consists of 35 students, while the control group 35 students.

FINDING AND DISCUSSION

The finding is presented based on the statement of the problem and hypothesis. In the statement of the problem, it is questioned that whether the students taught with handphone android in reading comprehension have better achievement than those who are taught with conventional technique. The hypothesis stated that the students taught with media handphone perform better achievement than those who are taught with conventional technique

The research found that significantly different capability in general reading comprehension was obtained. The obtained t-test value for general reading comprehension was 7.85 while the critical value of $p < .05$ level of significance of one-tailed test was 1.671 (d.f.= 60). From the t-test computation, it can be concluded that the students taught by handphone android had better capability than those the students taught by the conventional technique in reading.

No	Dependent variable/ Group	X	Sd	SD _x	t-value	t-critical	Remark
	Reading comprehension -Experimental Group use media handphone android	77.17	5.75	1.08	7.85	1.671	Ho is rejected
	-Control group without media handphone android	68.63	2.54				

Figure 2. Summary for data analysis

CONCLUSION

Based on the result of the data analyses and the discussion of the finding, some conclusions can be drawn as follow:

First, the students taught with handphone android in reading comprehension and the student taught without handphone android or the conventional one in reading comprehension have different impact on the students' comprehension achievement. In this case, the students who are taught with media handphone android tend to have better reading achievement than those who are taught without media handphone or the conventional technique.

Second, the use of handphone android as a media is more effective than conventional technique. It means that the students who are taught with media handphone android tend to have better literal and inferential comprehension achievement than those taught without media handphone or conventional technique. In short, the use of handphone android as a media in general is more effective than the conventional one in facilitating students' learning to read.

In reference to the findings, some recommendations are made for the teacher and future studies. The first recommendation is objected to classroom teachers of teaching, as they are facilitator in learning process. Encouraging the students to read English text sometimes can be hard effort to do. Student sometimes felt lazy to start reading English text. They will encourage if the new media of teaching which is easy to take in their's hand. Beside, the application of media handphone runs well in the classroom practice, the reading teachers who plan to use it are

recommended that they consider to select the instructional material. It has to be appropriate for the students' level in terms of its vocabulary, syntactic complexity, and topic familiarity because this technique of teaching will not work if the students encounter too difficult passage.

The second recommendation goes to further studies. Relevant to the finding, suggestions for further research are made as follows:

- (1) The present study uses only students of vocational High School student of Pharmacy Maharani as the target population. Further studies are suggested to be conducted to students at university especially student of English department.
- (2) The present study is limited only to use handphone android as a media in reading comprehension. It is suggested that future study be conducted to include the evaluation level other comprehension, such as: speaking, writing and listening.

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ERROR ANALYSIS BASED ACTION RESEARCH: INVESTIGATING THE EFL LEARNERS' WRITING

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ABSTRACT

The purposes of this research are to find out the proportions of the four error types; to reveal the most dominant types of errors of surface strategy taxonomy that would be found of simple past tense in writing recount text; and to investigate whether error analysis based action research is able to improve students' grammar in writing recount text. The subject was at class C consisting 26 students. The method was classroom action research. It was carried out in two cycles. Each cycle covered planning, implementing, observing, and reflecting. In collecting the data, the researcher used test, observation, interview, and field note. Having collecting the data, the researcher analyzed quantitative and qualitative data. The result of this research showed that the researcher finds that the whole errors from students' writing are 348 errors. It is known that the highest frequency of errors based on surface strategy taxonomy is misformation error 263 items (76%), followed by addition error 50 items (14%), omission error 28 items (8%), and the last is misordering 7 items (2%). While, the implementation of error analysis based action research is able to improve students' grammar in writing recount text.

Keywords: *Action research, Error analysis, Recount text, Grammar*

INTRODUCTION

Writing is one skills in English. Writing skill is not a well acquired ability naturally. It is usually learned and practiced through an experience. It means that writing is a very important role in learning language. Brown (2001:335) states that there are several important components in writing which should be considered to measure the final product: content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation. Therefore, some of students tend to have the same opinion that writing skill is the most difficult skill among the other skills. Therefore, they often made error on their writing. Dulay et al. (1982:138) state that people cannot learn language without the first systematically committing errors. According to Dulay et.al. (1982:138) that errors are flawed side of learner speech and writing. While, Brown (1980:166), the fact that learners do make errors can be observed, analyzed, and classified to reveal something of the system operating within learner, led to surge of the study of learner's error, called "error analysis". Hummel (2014:65) states that error analysis is an approach to second language acquisition research involving the description and classification of errors to gain insight into the learner's current underlying knowledge of the second language system. Furthermore, Norrish (1983:94) states that error analysis is the study of a systematic deviation when learners have not learnt something, and consistently 'get its wrong'. Moreover, Fauziati (2009:149) adds error analysis is able to help the teachers to devise remedial lessons and exercises, that is, error corrections or treatments which can help learners better learn the target language so that they can develop their interlanguage system. With error treatment, it is expected that the learners produced fewer and fewer errors so that after a certain period the errors disappear entirely.

Talking about error analysis, Dulay et.al. (1982:146) classify four taxonomies of error analysis into linguistics category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. In this research, the researcher analyzed the students' errors by using surface strategy taxonomy. Dulay et.al (1982: 150) add that analyzing errors from surface strategy taxonomy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. According to

Dulay et. al. (1982:150) state that surface strategy taxonomy highlights the ways surface structures will be altered: learners may *omit* necessary items or *add* unnecessary ones, they may *misform* items or *misorder* items. There are four types of errors based on the surface strategy taxonomy, namely (1) omission errors; are characterized by the absence of an item that must appear in a well-formed utterance, for example, **I at home last week last week*. It must be *I was at home last week*, (2) addition errors; are characterized by the presence of an item which must not appear in a well-formed. They are opposite of omission errors, for example, **she did not to come here*. it must be *she did not come here*, (3) misformation errors; are characterized by the use of the wrong form of the morpheme or structure. While in addition error the item supplied is not absolutely needed, in misformation error the learner supplies an item although it is still incorrect, for example, **Dian were at campus yesterday*. It must be *Dian was at campus yesterday*, and (4) misordering errors; are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance, for example, **I do not know what was daddy doing*. It must be *I do not know what daddy was doing*.

Referring to the explanation above, the researcher is conducting classroom action research about improving grammar to write recount text by using grammatical translation method and genre based approach. According to Burns (2014:92) states that action research is a continuing process of action and reflection that usually takes a teacher researcher in new directions. Furthermore, Kemmis and McTaggart (Burns, 2014:91), describe action research as a cyclical or spiraling process and the key steps are plan, act, observe, and reflect. Nunan (in McKay,2006:29) states that action research typically has three major characteristics: it is carried out practitioners (i.e.,classroom teachers), it is collaborative, and it is aimed at changing things. Furthermore, Burns (1999:30) states that the essential of action research is (1) action research is contextual, small-scale and localized-it identifies and investigates issues within a specific situation; (2) it is evaluate and reflective as it aims to bring about chnage and improvement in practice; (3) it is participatory as it provides for collaborative investigation by teams of colleagues, practitioners, and researchers; and (4) changes in practice are based on the collection of information or data which provides the impetes for change.

In this classroom action research, the researcher used grammar translation method and genre based approach in teaching learning process. According to Fromkin (2011), grammar translation is a technique or method of second-language learning in which the student memorizes words and syntactic rules and translates them between the native language and target language. According to Richards, J. C., & Rodgers, T. S. (1986: 3-4), there are several principle characterics of grammar translation method. (1) Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language; (2) Reading and writing are the major focus; little or no systematic attention is paid to speaking and listening; (3) Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization; (4) The sentence is the basic unit of teaching and language practice; (5) Accuracy is emphasized; and (6) Grammar is taught deductively, that is, by presentation and study of grammar rules, which are then practiced through translation exercises.

The definition of genre based approach is as a framework for language instruction based on examples of a particular genre (Byrne,1984: 28). A genre-based approach placed great emphasis on the relationship between text-genres and their contexts (Hyon, 1996). In doing so, it aimed to help students become effective participants in their academic and professional environment as well as in their broader communities (Hammond and Derewianka, 2001). According to Tuan Trong LUU (2011:123-124), Some characteristics of GBA. *First*, the genre-based approach emphasizes the importance of exploring the social and cultural context of language use on a piece of writing. *Second*, this approach highlights the magnitude of the readers and the linguistic conventions that a piece of writing needs to follow in order to be successfully accepted by its readership (Muncie, 2002). *Third*, it underscores that writing is a social activity. *Fourth*, a genre-based approach to writing instruction looks beyond subject content, composing processes and linguistic forms to see a text as attempts to communicate with readers. *Fifth*, this approach emphasizes the important role of

writer-reader interaction on a piece of writing (Reid, 1995). *Sixth*, the teacher's role in this approach is viewed as authoritative rather than authoritarian (Rothery, 1996). Moreover, Hammond et.al (1992:18-23) states that there are four stages in teaching learning cycle which virtually based on genre approach. They are building knowledge of the field, modelling of the text, join construction of the text, and independent construction of the text. Hayland (2004, 10-11) sees the advantages of a GBA instruction that can be summarized as follows: (1) Explicit; (2) Systematic; (3) Needs-based; (4) Supportive; (5) Empowering; (6) Critical; and (7) Consciousness raising.

Considering the above discussion, the researcher proposed an classroom action research which was intended to find out the proportions (frequency and percentage) and the most dominant of the four error types of surface strategy taxonomy that would be found of simple past tense in writing recount text; and to investigate whether error analysis based action research by using genre based approach and grammar translation method is able to improve students' grammar in writing recount text.

METHOD

This research is conducted towards second year students of English Education Department at class C consisting 26 students. The method in this research was classroom action research. According to Carr and Kemmis (in McNiff, 1992:2) define that action research is a form of self-reflective enquiry undertaken by participants (teachers, students or principals, for example) in social (including educational) situational in order to improve the rationality and justice of (a) their own social and educational practices, (b) their understanding of these practices, and (c) the situation (and institution) in which these practices are carry out. Furthermore, Kemmis and McTaggart (in Richards, 1996:12) that action research refers to teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom teaching and learning, and to bring about in classroom practices. Furthermore, Kemmis and McTaggart (Burns, 2014:91), describe action research as a cyclical or spiraling process and the key steps are plan, act, observe, and reflect. The model that is proposed by Kemmis and McTaggart can be seen in figure 1.

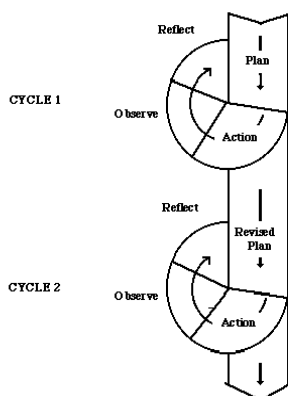


Figure 1. Action Research Protocol

It was carried out in two cycles. Each cycle covered planning, implementing, observing, and reflecting. In collecting the data, the researcher used test, observation, interview, and field note. Having collecting the data, the researcher analyzed quantitative and qualitative data. The quantitative data were analyzed by using descriptive statistic. It compared between the mean score of pre-test and post-test. The qualitative data were analyzed using data reduction, data display, and conclusion.

FINDINGS AND DISCUSSIONS

The research was purposed to find out the proportions (frequency and percentage) and the most dominant of four error types of surface strategy taxonomy and also to investigate whether error analysis based action research is able to improve students' grammar in writing recount text.

Proportion of The Four Error Types

Omission Errors

The students made error by omitting one or more that one morphemes. The students omitted the word which should be placed as the well construction of the sentence. According to Dulay et.al (1982:154), omission errors are characterized by the absence of an item that must appear in a well-formed utterance. There are 28 items (8%) out of 348 errors in the total number of the error in using simple past tense in writing recount text. Simple past tense is kind of tense used in recount text. According to Pyle et.al. They said that the simple past tense is used for a completed action that happened at one specific time in the past (1991:53). Furthermore, Hornby (1975:85) adds that simple past tense is to indicate activities or states in the past, without indicating any connection the present. The example of student error in omission of using simple past tense in their writing “*We arrived in the beach. *We happy because we saw wonderful view*”. It should be “*We arrived in the beach. We **were** happy because we saw wonderful view*”. It is defined as the lack of sentence structure. Traxler et.al (2006:592) adds the clause is said to be reduced, because of omission.

Addition Errors

Addition error itself is characterized by the presence of an item which must not appear in a well-formed (Dulay et.al., 1982:156). It is opposite of omission errors. In this research, there are 50 item (14%) of addition error. James (1998:108) explains that addition is additional item which should not appear grammatically in a sentence. The student committed many errors not only in omission error but also addition error, for example “**Two days ago, we **will** went to the beach with my family*”. The correct sentence is should be “*Two days ago, we went to the beach with my family*”.

Misformation Errors

It is the wrong form of morpheme. According to Dulay et.al (1982:158), misformation errors are characterized by the use of the wrong form of the morpheme or structure. James states that misformation as the use of wrong form of a structure or morpheme (1998:108). Furthermore, Dulay et.all adds in addition error the item supplied is not absolutely needed, in misformation error the learner supplies an item although it is still incorrect (1982:158). There are 76% misformation error error who did the students in writing recount text. In this research, the students made a lot of errors because they may lack of knowledge in grammar, for example “**This holiday was not bad and we **like** it*”. The correct sentence should be “*This holiday was not bad and we **enjoyed** it*”.

Misordering Error

According to Dulay et.all (1982:162) state that misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. In misordering error stands for 7 items out of 348 errors in the total number of error with percentage 2%. Here, the researcher found misordering errors occurred in students’ recount writing, for example; “**A week last, I went to Jogja by driving a motorcycle*”. The correct sentence should be “*Last week, I went to Jogja by driving a motorcycle*”.

Furthermore, the data collected from test are to find out the sources of the error in using simple past tense in writing recount text. In this research, the sources of error, the first, interlingual transfer; the beginning stages of learning a second language are characterized by a good deal of interlingual transfer (from the native language). Interlingual transfer is as borrowing pattern from the mother tongue, such as “**I felt comfortable when I among them*”. The example above has interference from the pattern of mother tongue of Indonesia. In the example, the error occurred when the students did not put “was” after subject I. They used mother tongue as a base to write sentence. The cause of the error can be classified as interlingual transfer because this sentence is the translation of the sentence in Bahasa Indonesia. The second, intralingual transfer. It is not only sources of error but also intralingual interference has the negative transfer of items within the target language or put another way the incorrect generalization of rules within the target language. The example of intralingual (overgeneralization) is “**I got ready for swam*”. The sentence should be “*I got ready to swim*”. In this case, the students did the conclusion that all of the verb in writing recount text must be the past form;

The third, context of learning. It refers to the classroom with its teacher and its materials in the case of untutored second language learning. Students often made error because of a misleading explanation from the teacher, faulty presentation of structure of word in a textbook, or even because of a pattern that was rotely memorized in a drill but not properly contextualized. The students made error in doing test of simple past tense indicated that they had error in context of learning, for example “**We were to saw view Purus Jaya pool*”. It should be “*We saw view Purus Jaya pool*”. In this case, the students made error in their writing because of misleading explanation from the teacher. The fourth, communication strategy; it is the conscious emplyment of verb or non verbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication. The students used avoidance for example, avoidance is a common communication strategy that can be broken down into several subcategories and thus distinguished from other types strategy. Here the example of the error committed by the students that is indicated as error from communication strategy in avoidance, **Year after year, Berbagi Nasi become my second family*. The correct sentence should be *year by year, Berbagi Nasi become my second family*.

Based on identifying of errors in simple past tense in writing recount text shows that there are 348 errors items. The errors are classified into omission, addition, misinformation, and misordering. After checking the students’ writing result. It was found that there are 28 items (8%) of omission error, then addition error stands for 50 items (14%), misinformation error stands for 263 items with percentage 76%, and the total number of of misordering error is 7 item (2%). Those proportion of error is presented in figure 2.

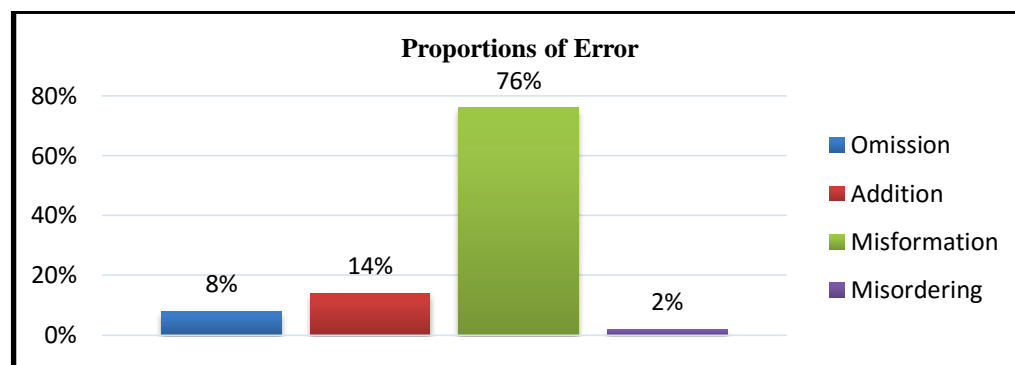


Figure 2. The Proportion of The Four Error Types

The Most Dominant Type of Error

In order to reach the intended goals, the researcher is able to employ a set procedure to carry out in error analysis. With the result that, the researcher found that the most dominant type of error made by the students in using simple past tense in writing recount text is misinformation with 263 items (76%), followed by addition error with 50 items (14%), omission error with 28 items (8%), and the last is misordering with 7 items (2%). Therefore, the total number of error commited by the students is 348 items. The detail information is drawn in figure 3.

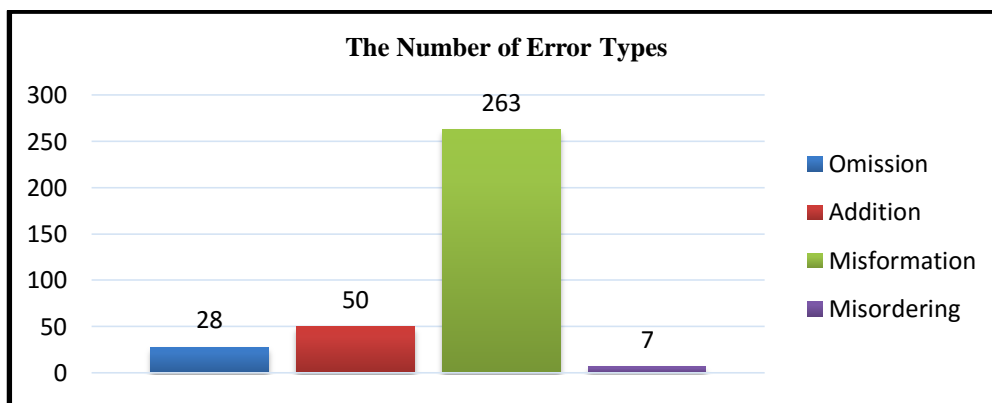


Figure 3. The Number of Error Types

The Implementation Error Analysis Based Action to Improve Students' Grammar

The Implementation of error analysis based action research by using GTM and GBA had improved the student writing skill of recount text, especially grammar. The improvement in the aspect grammar is known through error analysis in students' writing when the mean of students' error decreased from 13.38 to 5.50 in the end of cycle 2. In addition, the implementation of action research by using GMT and GBA also improved the students' writing skill aspects. The mean score of writing also improves from 56.56 to 68.52. Furthermore, the number of the students who passed the test in the cycle 2 increased up to 100%. Before the research, there was only 19% who passed the test. However, after the action research, the number of students who passed the test increased up to 100% is presented in figure 4 and the score of improvement of each students is drawn in the figure 4.

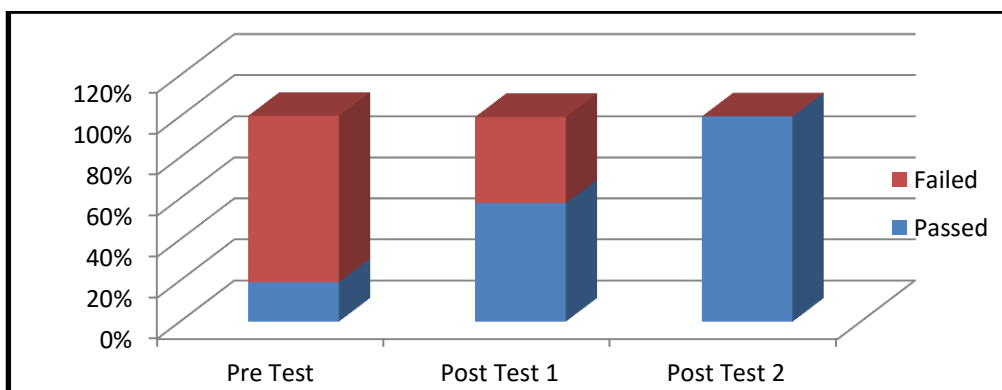


Figure 4. The Improvement of The Number of Students Passing The Test

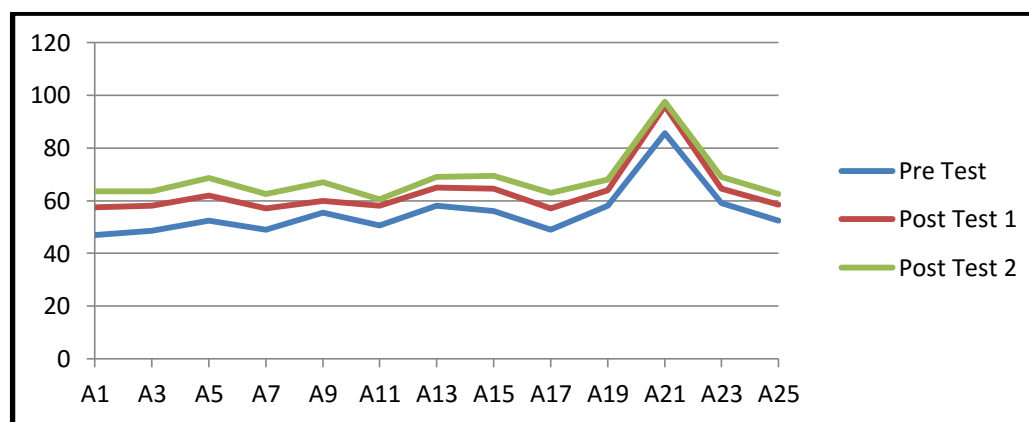


Figure 5. The Improvement of Students' Score

CONCLUSION AND SUGGESTION

After conducting the research, doing the analysis, and presenting the result, the researcher concludes that the first, the total number of errors committed by the students is 348 items in writing recount text. Here is the proportions (frequency and percentage) of the four error types. (1) the number of omission errors is 28 items, and the percentage is 8%; (2) the number of addition errors is 50 items, and the percentage is 14%; (3) the number of misinformation errors is 263 items, and the percentage is 76%; and (4) the number of misordering errors is 7 items, and the percentage is 2%. The second, the most dominant types of error are misinformation, followed by omission and addition, and misordering respectively. The third, the implementation of error analysis based action research by using grammar translation method and genre based approach in writing class improves students' grammar in writing recount text. The students felt more confidence in writing. In addition, it was known that the scores of all five aspects of writing covered content, organization, vocabulary, and mechanics increased thoroughly.

After finishing this research, the researcher offered some suggestions related to the findings of the research. The first suggestion was intended toward the lecturers. The lecturer should not ignore the students' error; give more attention and sufficient writing practice regularly to the students; establish a remedial session for teaching simple past tense especially in using regular and irregular verb construction in simple past tense; pay attention to the students in class because it gives more problems when the lecturers less attendance and implement genre based approach with four stages such as building knowledge of the field, modeling of the text, joint construction of text, and independent construction of text followed by grammar translation method with three steps, including presentation, practice, and production creatively.

Then, it is presented to the students. The students should follow the lecturer's instructions obediently and critically when they are being trained to write a text; consult with the related expert when they got difficulties; have motivation to write a composition well; understand grammar, especially about basic tenses because it is so important for English students to master it totally and be aware and give attention in writing because grammar is one of important parts in composition. Grammar is regarded as an essential textual component not only to create organized texts but also to render the content comprehensible to the reader.

The next suggestion is given toward the other researchers. The further researcher is suggested to conduct another study concerning with the error analysis used to investigate and analyze the students' ability in using other grammatical rule and among various language skills. The result of this research is expected to become references used to plan the teaching material and technique. The other researcher is expected to use error analysis in identifying and providing information about the weakness of students' grammatical ability and language skill. The result can serve as a useful starting point for the planning of remedial lessons or programs needed by the students.

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INTEGRATING QUANTUM LEARNING FRAMEWORKS TO WRITING PROCESS IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

Writing is a complex activity that cannot be mastered without learning and having exercises. The complexity of writing that becomes a problem for students hinders English teachers in Indonesia to conduct an effective and successful writing class. Such that classroom problem faced by English teachers suggests them to find, adapt, and try new method, technique, or strategy in teaching writing. Quantum Learning is one of the teaching methods that is recently applied in English language teaching by practitioners. Quantum Learning frameworks covering enroll, experience, label, demonstrate, review and reflect, and celebrate share similarities to writing process. Writing process covers planning, drafting, editing, and writing final draft. Therefore, the integration of Quantum Learning frameworks and writing process can be a technique or strategy in English language teaching, especially teaching writing.

Keywords: *Quantum Learning frameworks, writing process, Integration, English language teaching*

INTRODUCTION

Teaching the students effectively and professionally is a challenge for all teachers in Indonesia (Mahfudz, 2012, p.8). One of teachers' roles in teaching is as a facilitator which facilitates learners to have active, effective, and meaningful learning. According to Sociocultural theory, learning takes place when it brings learners' cognitive into higher-order thinking activities (Saville-Troike, 2006, p.111). However, according to Mahfudz (2012) most method and learning environment in schools tend to block and limit students' thought instead of motivating them (p.13). Inappropriate materials and strategies in teaching and learning may cause problems in reaching the goal.

In addition, writing skill is complex, and it is sometimes difficult to teach to the students (Heaton, 1988, p.135). Thus, English teachers, in teaching writing, face two kinds of complicated problem; namely finding the appropriate technique or strategy in teaching writing and the complexity of writing that causes difficulties in writing among the students. However, Elliot (1991) underlines that the quality of learning outcomes depends on the learning quality (p.50); consequently, teachers should find, adapt, or even adopt the appropriate method, technique, or strategy in teaching writing. As it is also suggested by Mahfudz (2012) that every teacher should vary and upgrade the way he/she teaches to have a better and successful teaching and learning (p.8).

Teaching with a good method will bring good influences for students to learn effectively (Mahfudz, 2012, p.2). It is like what has been done by Language Forum in SuperCamp by implementing Quantum Learning model in the twelve days of teaching and learning activities. This program which uses Quantum Learning model as their basic method brings success to the students in improving their motivation, score, self-confidence, self-esteem, etc. (Deporter & Hernacki, 2002, p.19). It proves that Quantum Learning method is applicable in teaching and learning activities.

The teaching and learning of writing which hinders some English teachers caused by the complexity of writing itself that leads to students' difficulty in writing and the problem that they face in finding appropriate strategies for the students can be solved by implementing Quantum Learning method. Moreover, the frameworks of Quantum Learning covering enroll, experience, label, demonstrate, review and reflect, and celebrate (De Porter, Reardon, & Singer-Nourie, 2014, p.39-40) have similarities with writing process covering *planning, drafting, editing, and writing final draft*. As a result, integration of those two, Quantum Learning frameworks and writing process, can be formed.

Therefore, this paper discusses Quantum Learning method covering its history, principles, and general frameworks. This paper also provides explanation about writing skill, writing process, and how Quantum Learning frameworks are integrated to writing process to be used and implemented as a technique or a strategy in English language teaching, especially teaching writing.

WRITING SKILL

According to Langan (2008a), writing is one of the four skills in English which can be mastered through hard work (p.8). However, some people view writing as a natural gift rather than a skill that should be learned (Langan, 2001, p.12). Such belief, according to Langan (2001), will lead them to be reluctant to learn and have more practice to write (p.12). It is caused by their assumption that writing ability is a gift which some people may have good writing skill while some others may not. Supporting that idea, Harmer (2004) argues that writing skill is not the same as speaking skill. He says that speaking skill can be acquired naturally as a result of hearing to the spoken language continuously. Otherwise, writing is a skill that has to be learned (Harmer, 2004, p.3).

Meanwhile, writing is not an easy matter (Langan, 2008b, p.8). "Writing is not a single act of getting words down on paper" (McWhorter, 2010, p.25). In fact, some students also interpret that it is not easy to write English sentences, paragraphs, moreover texts or essays. When writing, students frequently spend more time to think rather than in speaking (Harmer, 2004, p.31). They should come up the ideas in their mind, pick up appropriate words, write the ideas in sentences, and organize them into a paragraph. "Writers formulate their own thoughts, organize them, and create a written record of them using the conventions of spelling and grammar" (Graham & Perin, 2007, p.8). Writing is a process of expressing ideas or thoughts in words (Leo et al., 2007, p.1). In other words, writing is communicating writers' idea through written form.

Having a good skill in writing offers several benefits. Writing help the writers improve their ability on how to transfer and deliver information in effective ways (Miller: 2006, p.1). In addition, McWhorter (2010) states that writing skill may lead us to success in academic field demanding you to write assignments, reports, and essays, and career expecting you to write plenty of letters, email messages, memos, and reports. Writing also help us learn and remember things because while taking information visually by reading or aurally by listening, writing engages our sense of touch when we put our pen to paper or our fingers on a keyboard. Generally, the more senses we involve in learning, the easier learning occurs and the more we remember about the task later on. We can remember something more easily if we write it down. Besides that, it helps the writers think more clearly because when writers write, they involve their cognitive to process information, gather ideas, and transfer it through the paper. Writing also trains the writers to solve problem in some cases (p.24-25).

Writing is not only an activity of putting words together to make sentences. It needs a process that suggests the writers to go through several steps in writing (Zemach & Rumisek, 2005, p.3). There are some steps in writing. Langan (2001) cites that "writing is a process of discovery involving a series of steps (p.13)." He introduces four steps of writing process that cover *pre-writing*, *writing a first draft*, *revision*, and *editing* (Langan, 2001, p.23). In the same way, Miller (2006) argues that every successful writing process includes *planning*, *drafting*, *revising*, and *editing* (p.7). Whereas, Stein, Israel, and Washington (2008) highlight five steps of the writing process namely *prewriting*, *recording*, *rewriting*, *editing*, and *finishing* (p.38). In short, the major steps in writing process are *planning*, *drafting*, *editing*, and *writing final draft*.

There are three things that writer should concern in *planning* stage. Firstly, writers should consider the purpose in which it will influence the type of text, language used and information that is going to involve. Secondly, writers should think of the audience. It will influence how the writing is laid out, the language choice whether it is formal or informal. The third thing to consider is content structure. It deals with how ideas, information, or argumentation are organized (Harmer, 2004, p.4).

Once a writer has gathered and organized ideas, it is the time for *drafting* (Stein, Israel, and Washington, 2008, p.42). According to Harmer (2004), *drafting* is writing the first version of writing

product (p.5). *Drafting* involves taking the information that the writers have generated and organized. Nonetheless, additional thoughts which writers did not get in the pre-writing stage possibly emerge. If it does happen, Langan (2001) suggests that writers do not have to consider it that may waste the time. He adds that writers should not worry about their grammar, punctuation, or spelling by the time of writing the first draft. It should be done in the next step, namely *editing* (p.32).

Editing is to check the content and the organization of the paper, errors in grammar, punctuation, and spelling. Besides that, it is fruitful to check whether every sentence written in the paper makes sense and support the topic being discussed or not. *Editing* can be done by asking readers or editors to give comment and make suggestion that will help the writers to revise their first draft (Harmer, 2004, p.5). Editing a writing product is done by reading and re-reading the text slowly instead of reading it in normal speed to identify errors in the paper (Lilyana in Groth, 2013, p.186). Lilyana in Groth, (2013) argues that one of the best ways in editing a paper is by reading it loud because it will activate both visual and auditory sense; thereby, they will complement each other (p.186).

The final stage is *writing final draft* of the writing product. While revising or making any necessary changes, it means that the writer produces the final draft. The final draft might be different from the first draft as the result of editing (Harmer, 2004, p.5). Some experts consider that writing final draft is finalizing the writing activities. It means that the writing product is ready to submit or publish.

Despite of that, a writer's development depends on how he/she master every step in writing process (Stein, Israel & Washington, 2008, p.38). As a result, Stein, Israel and Washington (2008) suggest that writers should find their way or process of writing (p.38). Yet, most people have problem in starting to write (Langan: 2001, p.23). Thereby, they spend much time to think about what sentence should come first in their writing. It might be frustrating for some writers to discover a challenge how to transfer their thoughts and feelings from their mind onto a sheet of paper (Langan: 2001, p.23). Writers can enjoy writing only if they have a plenty of ideas to write (Lukman in Groth, 2007, p.1).

QUANTUM LEARNING

Quantum Learning comes from the work of Dr. Georgi Lozanov, a Bulgarian teacher, who did experimental study named by *Suggestology* or *Suggestopedia*. (DePorter & Hernacky, 2002, p.14) Quantum learning was firstly implemented in SuperCamp, an accelerated program held by Learning Forum; an international education institution emphasizing on academic competence and soft-skills (DePorter, 1992 in DePorter, Reardon, & Singer-Nourie, 2014, p.32).

By the development of education day by day, Dr. Georgi Lozanov labels his study as Quantum Teaching. The result of his study shows that a suggestion can influence the result of learning. Quantum Teaching is considered as a reflection of Quantum Physics theory in which the formula is $E = mc^2$ that is interpreted as follows:

E = Energy (great energy from one's self)

m = mass (all individuals involved, environment, materials, and physical)

c = interaction (classroom interaction; enthusiasm, effectiveness, and spirit)

It implies that Interaction between "m" (the teacher, students, media) and "c²" (enthusiast, motivated, and spirit learning) must result "E" (learners' energy, skill, or competence coming from themselves to face real life situation). Then, Bobbi DePorter and Mike Hernacky develop Lozanov's theory, Quantum Teaching, into Quantum Learning method by combining *suggestology* theory, *Neurolinguistic Programming (NLP)*, self-confidence, and their own method (Mahfudz, 2012, p.30-31).

The implementation of Quantum Learning in SuperCamp shows delightful result and great achievement. As a research done by Vos-Groenendal (1991), Quantum Learning could improve 68% of students' motivation, 73% of students' score, 81% of their self-confidence, and their self-

respect by 84%. Besides that, the SuperCamp participants could maintain their positive attitude by 96%, and 98% keep using the skills they got in SuperCamp (DePorter&Hernacky, 2002, p.19).

Additionally, Quantum Learning has five principles that influence all aspects in it. They are *everything speaks, everything is on purpose, experience before label, acknowledge every effort, if it is worth learning it is worth celebrating*(DePorter, Reardon, & Singer-Nourie, 2014, p.36).

DePorter, Reardon, and Singer-Nourie, (2014)elaborate those five principles as follows:

1. *everything speaks*; all aspects related to the learning; activities, teacher's gesture, printed materials, etc. should be meaningful and deliver message to the students. They should help them reach the goal.
2. *everything is on purpose*; all activities done during the teaching and learning process should have clear purposes which have to be achieved at the end.
3. *experience before label*; our mind works and develops rapidly when we have a plenty of curiosity.Experiencing the information before they know the label of what they are learningincreases learners' curiosity.
4. *acknowledge every effort*; appreciate everything that learners have done in learning. They have sacrificed themselves in learning. For instance, they should maintain their confidence when they should present something in front of their friends.
5. *if it is worth learning it is worth celebrating*; celebration offers positive impression for learners' emotion and motivation (p.36-37).

Furthermore, Quantum Learning frameworks are the steps to implement Quantum Learning in teaching and learning activities. It deals with the procedures how materials are developed and the strategy is implemented in the class.DePorter, Reardon, and Singer-Nourie, (2014) point out that Quantum Learning frameworks cover *enroll, experience, label, demonstrate, review and reflect, and celebrate* (p.39-40).

The first step is *enroll*. Build up leaners' interest by leading them to answer "what is in it for me?" It functions to cast the light upon meaningful learning. Picturing the benefits of learning to the students means associating learning to the real world. Therefore, learners will realize on what they are learning will be beneficial in the future.

The second step is *experience*. Provide experience which can be understood and recognized by all learners. Providing experience for learners means involving them in the activities. Students' active participation during teaching and learning will make the class more active and alive.Good and active interaction will emerge among the learners and the teacher.

*Label*is the third step. Provide learners with key words, formulas, concepts, and strategies as input for them. Introducing the label or the name of activities, formulas, and concepts is to give identity in learners' mind. The identity given after learners have experienced it will be easily stored in their long term memory.

The fourth is *demonstrate*. Give a chance for them to do and practice what they have learned to show that they really know. UNESCO suggests that education is an effort to build learners' ability to know, to do, and to live together (Mahfudz, 2012, p.14). Practice is important in learning to strengthen learners' capability to do what they have learned in their life or in their classroom.

The fifth step is *review and reflect*. Guide learners to repeat the materials and emphasize themselves that they really know. Build students' self-confidence as if they have sense of "I know that I do know this". It can be achieved by giving opportunities to learners to practice a lot and appreciating every effort that learners do in the class.

The last step is *celebrate*. Appreciate the things that have been done, participation, skill and knowledge obtained. Celebration as a form of appreciating learners' effort and participation will contribute to their motivation to have follow-up activities. In one hand, they are highly motivated to have the next class in the next meeting. One the other hand, they will keep maintaining and using the skill obtained from learning in their real life.

INTEGRATING QUANTUM LEARNING FRAMEWORKS TO WRITING PROCESS

As it has been clarified in previous section, Quantum Learning frameworks are *enroll*, *experience*, *label*, *demonstrate*, *review and reflect*, and *celebrate*. Meanwhile, writing process covers planning, drafting, editing, and final draft. Seen from those steps, both Quantum Learning and writing have similarities in the case of their steps or procedures. Therefore, those are reasonably able to be integrated then implemented in teaching writing. It means that this integration can be a strategy in teaching writing to students.

Furthermore, the integration is presented in this following table:

Table 1 The integration of Quantum Learning frameworks to writing process

No.	Quantum Learning frameworks	integrated to	Writing Process
1	Enroll, experience, label	integrated to	Planning
2	Demonstrate	integrated to	Drafting
3	Review and reflect	integrated to	Editing
4	Celebration	integrated to	Writing final draft

The integration presented in the Table 1 will be clarified in these following paragraphs.

Enroll, experience, label → Planning

In Quantum Learning theory, enroll is the first step where the teacher should motivate the students to establish their interest in learning and their awareness of the benefit of the learning. Experience is involvement of students' feeling and cognitive process in learning. Meanwhile, label deals with the students' ability to acknowledge and notice toward the experience that they have done in learning.

Therefore it is considered to be appropriate to integrate it to the first step of writing, namely *planning*. As it is cited in the previous discussion, writers should think of the purpose, audience, and the content structure in the *planning*. Besides that, writers gather ideas and information and select the appropriate one to involve them in the writing product. Therefore, by *enroll*, writers will consider what they are going to write about. *Experience* will help the writers to gather ideas and information that can be involved in their writing by regarding to their experience or experience of other people. *label* stage enables the writers to acknowledge which information and ideas that should be and not be involved in their writing.

For example, a student wants to write a text entitled "How to Borrow a Book in Public Library" which is in the form of procedure text. He/she can use his/her experience, his/her friends' experience, or others that he/she can get through watching a movie, interviewing other people, etc. as the ideas to be written in the text.

Demonstrate → Drafting

Demonstrate step in Quantum Learning model is proving opportunity for the learners a chance to show or implemented what they know. It matches to *drafting* process in writing processes. In *drafting*, writers demonstrate the ideas and information by writing it as the first draft of writing product.

Review and reflect → Editing

Editing as the third step in writing process covers activities of reviewing and reflecting. To Quantum learning, it is in the stage of *review and reflect*. Therefore, in ELT context, the teacher may become the reviewer or editor toward students' first draft of writing. Besides that, teacher can ask the students to do peer feedback by asking their friends to read and give comment and suggestion to their first draft by providing a questionnaire or check-list as a guidance to do peer-correction.

Celebrate → Writing Final Draft

Celebrate stage can be integrated to the last step of writing process, namely *writing final draft*. *Celebration* is done to appreciate what students have done in learning that can motivate them to be more active in Learning. In writing process, *writing final draft* is the writing product that should be appreciated. In classroom, teachers may appreciate students' final draft of writing by putting students' writing on the wall and letting other students read. Then, ask the whole class about what information and knowledge that they have learned from their friends' writing.

Therefore, teachers of English as foreign language can teach writing by integrating its process to the Quantum Learning frameworks as a teaching technique as it has been clarified above.

CONCLUSION AND SUGGESTION

Quantum Learning frameworks covering *enroll, experience, learn and label, demonstrate, review and reflect, and celebrate* could be integrated to writing process; *planning, drafting, editing, and writing final draft*. The steps of Quantum Learning and writing process share similarities. *enroll, experience, label* could be integrated to *planning* in writing process, *demonstrate* matches to the *drafting* process in writing, *review and reflect* are covered in *editing* stage of writing, and *celebrate* can be done by appreciating the writers' *final draft* of writing product.

Regarding to the belief that Integration of Quantum Learning frameworks to writing process is a good strategy to solve students' problem in writing, it is applicable in teaching and learning process of writing at schools. Therefore, teachers' problem in finding appropriate strategies and difficulties faced by the students because the complexity of writing itself can be overcome by implementing Quantum Learning in teaching writing through the integration of its frameworks to writing process. Teachers may try to implement and modify this strategy to teach any kind of genre in writing.

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THE EFFECT OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE IN ENHANCING READING COMPREHENSION ON EFL SECONDARY SCHOOL STUDENTS

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ABSTRACT

The main objectives of this study were: 1) to investigate the effect of Student Team Achievement Division (STAD) on English reading comprehension of 40 first-year students at SMAN 15 Bandung, 2) to find out the strengths and weaknesses of STAD based on the result of the study. This study was an experimental study, using quasi-experimental design. The participants of this study were 72 students of the eleventh graders of SMAN 15 Bandung, West Java. The students were divided into two groups, experimental group and control group. The student of experimental group was given STAD in learning reading comprehension and control group was given a non-cooperative technique over a six-week period. The findings of this study showed that STAD had statistically significant effect on reading comprehension, particularly, for secondary EFL learners. This study used data obtained from the students through questionnaire and interview in order to see the strengths and weaknesses of the technique. The results showed that the strengths of STAD outweighed the weaknesses. The percentage of the students' opinion toward STAD was higher and the results of interview revealed that many students were benefited by the technique. This will be beneficial for the development of teaching reading comprehension skills and may give valuable contribution to all process of teaching and learning.

Key words: *Cooperative learning, EFL, STAD*

INTRODUCTION

Reading is not only believed as one of the keys to gain knowledge but it also important to arm people in this global era of information. For people who live in countries where English is a foreign language, a good ability in reading comprehension skill is also important because this kind of ability will enable them to keep up with the latest information in the world. Specifically, reading plays an important role in learning English. By reading students are able to understand the material well. According to Brown (2001) reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies for the majority of foreign and second language learners who are already literate in their native language. In line with Brown, Rudell (1994) suggested that comprehension is a process in which a reader constructs meaning while, or after, interacting with text through the combination of prior knowledge and previous experience, information in text, the stance she or he takes in relationship with the text, and immediate, remembered, or anticipated social interaction and communications.

However, it is not easy to comprehend the content of English reading text. Most of Indonesian students face difficulties in understanding the text. It seems the students feel tired to read text in English textbook because some of the texts are not interesting and hard to understand. Considering some problems above, it is necessary for the English teachers to explore some appropriate techniques which can be applied in teaching English in order to improve students' reading ability. One of those techniques is Student Teams Achievement Division (STAD). STAD is one of cooperative learning technique. Slavin (1995) states that STAD is one of the simplest of all cooperative learning methods, and it is a good method to begin with for teachers who are new to the cooperative approach.

STAD is one of reading techniques used to teach reading comprehension. According to a report published by Slavin (1995) STAD creates conditions leading to positive achievement or

outcomes by directly teaching students structured techniques of working with each other or teaching them learning strategies closely related to the instructional objective. STAD consists of five major components-class presentation, teams, quizzes, individual improvement scores, and team recognition. In STAD students are assigned to four member learning teams that are mixed in heterogeneous teams. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Then, all students take individual quizzes on the material, at which time they may not help one another. The researcher certainly believes that the aim of this technique is the brainstorming of the ideas and information with the small groups cooperatively and the technique provides a certain set of procedures to get a maximum effect on students' achievement.

The present study examines the following research questions to shed whether STAD technique is effective or not and how EFL students perceive and view STAD as a technique in learning reading.

1. Is the use of STAD technique in teaching reading effective?
2. What are the strength and weaknesses of STAD in teaching-learning reading?

METHOD

This experimental research sought to find out whether or not teaching using STAD is effective in improving students' ability in reading. The study collected and analysed the strengths and weaknesses of STAD technique. Thus, this study used experimental research design with the pre-test and post-test control group design. STAD was implemented to the students in the experimental group as compared to the students' in control group who were treated in a non-cooperative technique. This present study purposed the hypothesis that STAD is effective technique to improve the quality of students' reading achievement, which is indicated by the scores of the second year students of SMAN 15 Bandung.

The population of this research was second grade students of SMAN 15 Bandung, West Java. Two classes were chosen as the sample of the research; class XI science 4 was taken as the experimental group, and class XI science 3 was elected as the control group. Each class consisted of 36 students; therefore, the total of the sample was 72 students. The data were collected by using three instruments. They are reading comprehension in pre-test and post-test, questionnaire and interviews. Pre-test was given to both groups before the treatment of STAD. It was to find out the initial abilities of the two groups. However, post-test was given to both groups to find out the students' reading achievement after the treatment was given. Questionnaire and interview were administered to gain the students' opinion toward the use of STAD.

This study has some limitations. The first limitation was related to sample size. The sample size consisted of 72 of second-year students of two classes in SMAN 15 Bandung. Due to the small sample size, the number of completed responses was limited as well. A second limitation was the sample represented senior high school students at single state senior high school. Thus, the participants' sample was not a probability sample. The third was the time limitation. Due to the school program, the school allowed the researcher to conduct for three months. The last one is from the number of items in questionnaire might not been sufficient for students to put their views..

FINDINGS AND INTREPRETATION

A. The Effectiveness of STAD in Teaching Reading

Generally, the achievement of both experimental and control class in reading was not too far. The mean for control class is 5.9 while experimental class is 6.3. It shows that the mean of the experimental class is higher than control class. The calculation of distribution of both groups showed that they were normal. The homogeneity of variance was found that the mean comparison of two groups were homogenous. Therefore, the data was calculated by using t-test. From table 1, it is found that Asymp. Sig. (2 tailed) value was 0.056 more than 0.05 ($0.056 > 0.05$). it means that H_0 was accepted. It could be inferred that there is no significant difference between student reading comprehension in experimental and control classes before treatment. When the pre-test was

administered, both classes' achievement was equally good. The lowest score in control and experimental classes was identical 4.0, while the highest score for experimental was 8.20 and for control was 7.60. The result above showed that both classes started at the same point.

Table 1 The result of calculating t-test in pre-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 differences	95% Confidence interval of the difference	
								Lower	Upper
pre-test equal variances assumed	.348	.557	1.945	70	.056	.4667	.2399	-.0117	.9451
equal variances not assumed			1.945	67.656	0.56	.4667	.2399	-.0120	.9454

It is found that Asymp Sig. (2-tailed) value is 0.056 more than 0.05 ($0.056 > 0.05$). It means H_0 is accepted. It can be inferred that there is no significant difference between student reading comprehension in experimental and control class before treatment. At the end of the treatment, students of the two classes were given a post-test. Figure 1 displays that both experimental and control classes gain higher achievement on the reading compared to pre-test. However, it shows that the experimental class gets higher achievement in post-test than the control class.

Figure 1 The mean of Experimental and control classes Pre-test and Post-test

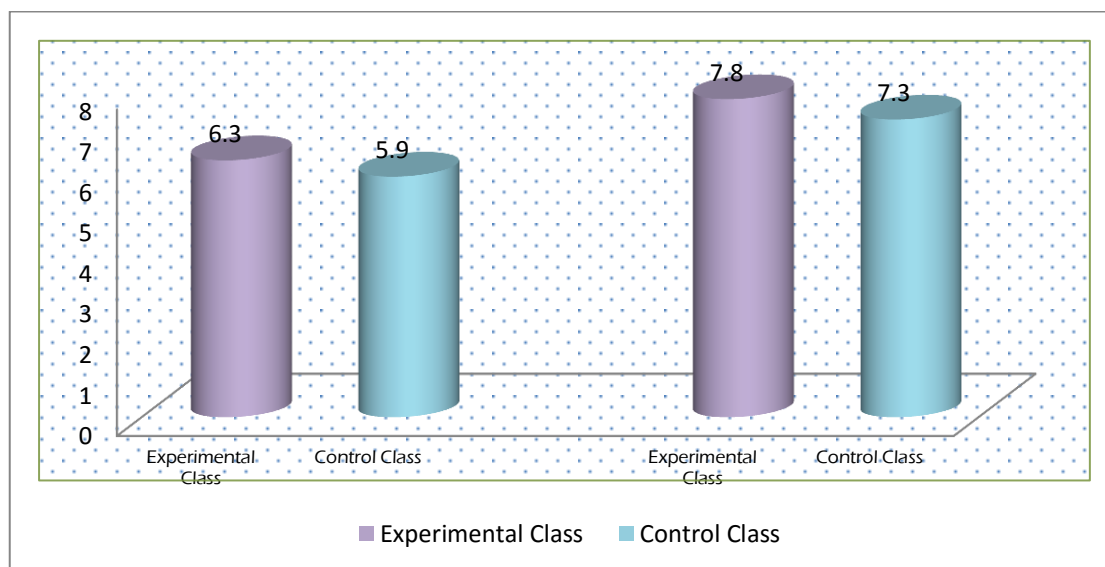


Table 2 The result of calculating t-test in post test

	Levene's Test for Equality of Variances		T-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error differences	95% Confidence interval of the difference	
								Lower	Upper
pre-test equal variances assumed	.043	.836	2.572	70	.012	.5778	.2246	.1297	1.0258
equal variances not assumed			2.572	69.990	.012	.5778	.2246	.1297	1.0258

From table 2, it can be found that Asymp. Sig. (2-tailed) value is 0.012 less than 0.05 ($0.012 < 0.05$) since H_0 is rejected if $\text{Sig 2-tailed} > \alpha = 0.05$. In other words, there is a difference in the achievement between the group that apply STAD learning technique and the group that use non STAD technique is accepted.

B. Strengths and Weaknesses of the Use STAD

The second research question of this study is to find out the strengths and weaknesses of STAD technique in teaching reading comprehension skill. Questionnaire and interview were distributed to acquire students' opinion toward the technique. The questions were given in bahasa Indonesia in order to help students to express their thoughts and feeling more easily. There were 10 statements in the questionnaire. Each statement offered five options that can be chosen by the students: *strongly disagree*, *disagree*, *undecided*, *agree*, and *strongly agree*.

Table 3 Result of questionnaire

No	Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Sum	
		f	%	f	%	f	%	f	%	f	%	f	%
1	I can get better understanding in English subject through STAD	1.00	2.80	2.00	5.56	3.00	8.33	10.00	27.78	20	55.6	36	100
2	My ability to comprehend reading text is better.	0	0.0	1.00	2.80	11.00	30.56	20.0	55.56	4.00	11.10	36	100
3	I feel more motivated to learn reading text through STAD	0	0.0	3.00	8.33	13.00	36.11	19.00	52.78	1.00	2.80	36	100
4	I like the way teacher gives individual score and group score separately	0	0.0	0.0	0.0	5.00	13.89	25.00	69.44	6.00	16.70	30	100
5	I am able to do the task given more effectively and easier through STAD	1.00	2.80	1.00	2.78	3.00	8.33	24.00	66.67	7.00	19.40	36	100
6	I enhance better relationship with my classmates	0	0.0	1.00	2.78	2.00	5.56	19.00	52.78	14.00	38.90	36	100
7	I am more enthusiastic in learning English through STAD	0	0.0	5.00	13.89	6.00	16.67	20.00	55.56	5.00	13.90	36	100
8	STAD creates positive interdependence learning among the group members	0	0.0	6.00	16.67	9.00	25.00	19.00	52.78	2.00	5.60	36	100
9	I often find a member of group dominates group activity	1.00	2.80	6.00	16.67	11.00	30.56	15.00	41.67	3.00	8.30	36	100
10	I feel happy and comfortable to work in group in learning English.	0	0.0	2.0	5.56	4.0	11.11	15.0	41.67	15.00	41.70	36	100
Average		0.30	0.80	2.70	7.50	6.70	18.61	18.6	51.67	7.70	21.40		

According to the questionnaire result above, it can be seen in item number 3, 52.57% of students agreed with the use of STAD. It encouraged and motivated them to learn reading text, while 2.80% of students strongly agreed that the technique encourages them to learn English. Further, 36.11% of students expressed undecided, 8.33% confessed that STAD did not encourage

them in learning English. Regarding item number 4, nearly all of the students (69.4%) agreed if the teacher gives group and individual scores separately, 6 students or 16.70% also strongly agreed with the scoring, while 13.89% of the participants preferred undecided. For item number 6, the result of questionnaire indicates that 52.78% of the students agreed that working within group enhanced better relationship. As much as 38.90% of them strongly stated that they could strengthen their friendship through STAD. Meanwhile, 2.80% of students did not agree that the technique enhanced better relationship, and 5.56% of them neither stated that they improved their friendship through the technique.

Concerning item number 7, the result of the questionnaire showed that 55.56% of students claimed that they were more enthusiastic in learning English, 13.90% of them strongly agreed that they were very enthusiastic. 13.89% felt on contrary, and 16.67% expressed undecided. The next item looked at whether STAD creates positive interdependence among group members, only 5.60% of the students strongly stated that the technique put them in positive interdependence, 16.67% felt on contrary, and 25% of them stated undecided. On the subject of item number 9, the result of questionnaire indicated 49.97% of the participants agreed that they did not enjoy learning in group due to the reason of a member who dominated the group. The last item, 41.67% of the students agreed that they liked to work in group, 41.70% strongly agreed to say that they were comfortable to work in group. However, 5.56% of the students preferred to work alone, and 11.10% expressed undecided whether they liked to work in group or not.

From the given questionnaire, it is found that nearly all of the students (51.67%) of 36 students who filled the questionnaire gave positive opinions toward the use of STAD, and 21.40% of them strongly agreed to apply STAD in reading class, while 7.50% indicated that they did not like the technique, 0.80% strongly disagreed in using STAD implemented in classroom, and the rest which was 18.61% of the participants neither expressed that they agreed or not with the STAD technique. The fact was in line with Kagan (2009), cooperative learning might be a new technique for teacher or student, thus there might be some problems found in the class.

The interview was also conducted to gain students opinion toward the use of STAD. The interview illustrated the strengths and weaknesses of the implementation of the technique. Based on students' interview results, the students claimed that reading together within groups helped them to get better understanding. The following are the excerpts from the students on the researcher's question on comprehending the text, whether they prefer to read the text alone or with the group.

Sometimes there were some vocabularies which we did not understand, so we could share with friends in group. We did not have to look up some difficult words in a dictionary which would take time.

There was a cooperation and interaction between members in groups. If we did not understand something we could ask friends in group to help.

The second, the students stated that STAD: (1) enhanced better relationship, (2) gave more chances to participate, (3) increased student motivation. The following were examples of students' answers for the question what their opinions after they had STAD technique,

The technique creates a feeling togetherness, helping each other. The most crucial thing is to fill out what is lacking.

It is not only interesting but also make me speak English more often.

I become more enjoy in learning English because the class is getting more enjoyable.

In addition, the students also stated that there was not a matter a class became noisy as long as all students talked and discussed the task.

It's not a matter a class became noisy as long as we discussed the text

All members did the task. If we didn't do the task or talk unimportant things a group leader often reminded us

There are several points derived based on the findings of the students' interview. The first is that most of the students in the class expressed that working in group was afford better understanding and knowledge. The second, students felt that working within group could increase motivation in learning and had a fun learning. The third is that STAD enhanced better relationship and improve students' respect to their friends. The next is it encouraged them to discuss, share opinion, and help each other. The last, the students did the assignments easier, better, and faster. However, based on the students' opinion, the weaknesses of STAD were, first, students claimed that reading together within groups did not help them much in getting better understanding and knowledge because they enjoy reading alone instead of working in group. They could not concentrate to work together in group, especially when other members disturbed them by talking out of topic discussion. The researcher figured out that they used to work individual in English class and they preferred learning individually as their learning style, thus it took a little time for them to adapt STA technique.

Second, students felt bored with the technique after several lesson. They were not really interested anymore working in groups. Therefore, the teacher applied the same technique for weeks. The solution for this problem is variation in teaching. The next weakness was the class became noisier because all students discussed the text. Sometimes they seemed to feel free to speak up loudly, and some of them took advantage of it by taking unimportant things within the group. As the result, the noise annoyed them and several students unfocused. The fourth, student felt that different opinions could not be united because it brought some effect. One side the various opinions promoted the realization that there were multiple points of view another side it made troubled.

In fact several students viewed the function of a group leader was not really necessary. Since every single member in the group has their own right to speak and share, they might have different ideas or opinions, but it does not mean that they get upset easily if their opinions are not accepted by their teammates. Thus, the teacher should give understanding to the students that after discussing and sharing about the task, they have to realize that they need to bring or pick the best answer together in their groups. In the teaching learning process using STAD, the teacher should ensure equal participation of every group member in activity. If activities are not properly constructed the goal of cooperative learning cannot be achieved (Khan, 2008).

CONCLUSION AND SUGGESTION

This is an experiment study which is aimed at finding out the effectiveness of STAD technique to improve students' reading comprehension skill. Findings of the present study clearly indicate STAD technique is effective in improving students' reading comprehension skill. The post-test mean for the experimental group is 7.8, while for the control is 7.3. The result shows that the mean of experimental group is higher than control group based on the statistical result ($0.012 < 0.05$). It is concluded that the implementation of STAD technique is effective in improving students' reading ability.

Another main objective of this research is to find out the strengths and weaknesses of STAD in teaching reading. As described in previous findings from the questionnaire and interview, it can be seen that most of the students enjoyed studying toward the use of STAD. They got many advantages in improving their reading comprehension. There are some points derived based on the findings of the students' questionnaire and interview. The students stated the use of STAD: 1) helped them to get better understanding and knowledge; 2) increased motivation in learning English, especially reading; 3) encouraged the students to discuss and share students' opinion; 4) enhanced better relationship; 5) improved students' respect to their friends and helped each other; and 6) improved them to be responsible and independent learners. However, there are some weaknesses found in using STAD technique. The students said that: 1) the technique was not interesting since the noise level became too high; 2) different opinions could not be unified; 3) not all members got involved in group discussion; 4) there was domination within group. In fact, implementing STAD is not easy; everything may not work well if planning and executing are not well-organised. Based on the findings, the strengths outweigh the weaknesses. The percentage of

the students' opinion toward STAD was higher and the results of interview revealed that many students were benefited by the technique.

Considering some weaknesses when using this method, the upcoming study can learn the weaknesses and minimize them in the classroom. Further research can be done on other cooperative learning techniques, such as Jigsaw, TAI, TGT and CIRC that might have influence and improve students' speaking, listening, or writing skill in English.

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MAKING EFL READERS BECOME 'HIGH RISK-TAKERS' IN WRITING READER RESPONSE JOURNALS: A THEORY-INTO-PRACTICE APPROACH TO TEACHING LITERATURE TO INDONESIAN COLLEGE STUDENTS

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ABSTRACT

The question of how to push EFL College students to willingly and self-confidently write their vivid appreciative comments as reader responses to literary works tends to be a crucial problem and leads to high tension in educational talks among educators. The existing problem still relates to which pedagogical considerations presumably underpin teachers' decisions to take the appropriate solutions. The present study investigates the effects of writing reader response journals on the readers' freedom in expressing personal and critical reflections and thus their varied types of strategies of giving responses without any psychological burden in non-threatening classroom atmosphere. In a sense, the 'correctness' of readers' interpretation is not the main concern in the process of making meaning between the readers and the texts being engaged in. Dewey's epistemology of pragmatic philosophy on Rosenblatt's Reader Response Theory (Connell, 2008) brings about the rationale for the study, which assumes that readers with their schemata and varied socio-cultural backgrounds have potentials to question and worry about what they live through in the process of reading to write. Through time series study focusing qualitative evidences, an intact group (N= 22) of Literary Criticism class at English Education Program of a private college of teacher training in Ciamis, West Java, Indonesia, participated in the study. Writing response journal project, as opposed to conventional teaching pedagogy that is text-oriented, is virtually a reader-based empowerment. It functions as both a treatment and an ongoing assessment technique. The qualitative data emerging before and after the treatment represented the readers' self-confidence and varied response strategies in responding to literary works (short stories assigned). The given treatment embraced the reader response theory principles that activate readers to freely share personal and critical reflections in group and classroom discussions, to take and give peer-feedbacks, and to refine drafts of their journals. Qualitative data analysis was aimed at generating and making patterned 'themes' of reader responses with reference to level of freedom and types of response as suggested by Beach and Marshall (1991). The findings suggest that the subjects, before the treatment, tended to focus on text-oriented responses such as retelling plot, instead of sharing their personal and critical accounts. After the treatment, the subjects got engaged in more actively and self-confidently expressing reader responses that covered such varied types as engaging, conceiving, connecting/associating, interpreting, and judging. The study recommends that the further study focus on uncovering the effects of readers' sociolinguistic backgrounds on the quality of reader response journals.

Keywords: reader response theory, response journal, personal and critical reflections, empowerment

INTRODUCTION

The trends and directions of literature teaching pedagogy at an English as a Foreign Language (EFL) contexts have witnessed the shifts from text- to reader-oriented stances (for example Beach et al., 2006; Sanchez, 2009), in terms of process of reading, understanding, interpreting, and literacy (reading-writing) events. Influenced by New Criticism views, text-based reading process, known as ‘close reading’ (Tyson, 2006), tends to deal with ways of coping with textual features of the texts assigned. The commonly occupied text understanding covers such strategies as understanding the meanings or getting information of the text, telling the plot, summarizing the story, describing the characters/characterization, and identifying other linguistic and textual elements of the text. In addition, the teaching process tends to demands the readers to provide fixed and right interpretations as expected by the teachers/instructors. Pedagogically, the trend tends to ignore readers’ enjoyment in reading (Levine and Horton, 2013). To compare with, the reader-based pedagogy offers readers aesthetic stances that promotes freedom in critically and emotionally expressing ideas as ‘responses’ to the texts assigned on the basis of readers’ past experiences and schemata. The latter, as Rosenblatt (1978, 1990, 2005) argues, should enable the readers to get aesthetically engaged in the texts and live through their experiences of reading.

More importantly, Dewey’s view on progressive education has shared the same points as Rosenblatt’s (1978, 1990, 2005) reader response theory suggests. Dewey’s epistemology of pragmatic philosophy on Rosenblatt’s reader response theory (Connell, 1996, 2008) undergoes and empowers individual’s potentials in non-threatening classroom condition. The basic perspectives bring about the rationale for the study assuming that readers with their schemata and varied socio-cultural backgrounds have potentials to question and worry about what they live through in the process of reading to write. It is admitted that reader-response literary journals bring about readers’ self-confidence, with no anxiety, in reflecting their critical (cognitive capacity) and personal (emotional) responses.

Aesthetic stances indicatively lead to the empowerment of readers’ cognitive, affective, and psychomotor aspects. Consequently, the negotiated classroom practices should cater for each individual student reader’s needs and interests. In a sense, the idiosyncratic critical and personal reflections are commonly embedded in the process of responding to text assigned. The non-threatening classroom activities can include collaborative sharing ideas in small and classroom discussions, performances, peer group feed-backing, and writing journals of their own responses, which potentially enable readers to self-confidently and boldly express ideas with enjoyment and without feeling anxious. Regarding the power of aesthetic reading stances, relevant studies indicate that reader response-based instruction offers pedagogical benefits to students’ academic and personal developments (Citraningtyas, 2008; Iskhak, 2010a, 2010b, 2010c, 2011, 2013a, 2013b, 2014, 2015).

Self-confidence and freedom in giving responses to text through journaling allowed readers to become high risk-takers in getting engaged in reading, speaking, and writing activities. Those active literacy events enhance individual’s psychological faculty that stimulates process of drafting, feed-backing, discussing, revising/refining, and displaying their journals. Each reader, as a writer, is guided by means of scaffolding to write their own feeling while reading, critical comments, and expectations about the story. Guiding tasks and questions given by the teachers/instructors as ‘the more competent care givers’ should be given and adjusted to reader’s level of language growth, psychological state of being, and socio-cultural backgrounds, with reference to democratic interaction principles. By so doing, each reader has optimal opportunities to share their own original responses.

The freedom in expressing responses will lead to the readers’ varied strategies of responding to literary works representing both intellectual and emotional capacity. The critical and personal reflections possibly cover such strategies as engaging, describing, conceiving, explaining,

interpreting, connecting, and judging (Beach and Marshall (1991, p. 137). Those response strategies are usually embedded in the process of engaging in the text and tend to personally represent each individual's idiosyncratic language expressions. In addition, personal response to text entails the use of first person singular pronoun such as 'I' (see Feez and Joice, 1998, Furniss, 2000, Iskhak et al. 2016). The risk-taking strategy in responding to literary texts also enables readers to improve their quality of responses in terms its level of interpretation and number of pages of journals produced (see also Furniss, 2000).

In the context of the site of the present study, the praxis of literature courses in EFL teacher training of a private college, has embraced the principles of reader response-based teaching approach. Journaling is indeed very central to response-based teaching pedagogy in the sense that journaling can virtually energize readers to be active meaning makers. Parsons (2001) suggests that teachers let student readers personally share whatever they have in their minds and feel in responding to the text. Their original expressions may include their anger, curiosity, jealousy, sadness, happiness, courage, perceptions, and expectation and wants. Parallel with those expected personal reflections, Levine and Horton's (2013) studies on 'affective appraisal' suggest that active meaning-making readers will indicatively appraise the 'valence' (good or bad evaluation) of the story engaged in. Thus, the aesthetic and lived-through experience, as 'affective lens' (Levine and Horton, 2013, p. 107), of reading virtually represents their risk-taking strategies. Instead of just telling the plot or the like, the readers move on from information-based to more critical and personal approach to reading and writing (thus a literacy event) involvement. More importantly, Flitterman-King (1988) claims that "response journal is a sourcebook, a repository for wanderings and wonderings, speculations, questions, in effect, a place to make room for the unexpected." In a sense, the readers, from feeling reluctant to being self-confident and bold to express ideas, use their analytical interpretation of the text (Furniss, 2000), instead of using 'describing' technique.

It is admitted that journaling is pedagogically beneficial. It can improve readers' psychological and linguistic growths. In language education trend, yet, the study that focuses on readers' boldness to express responses in journaling as a current issue has scant attention. The present study is thus concerned with how journaling potentially brings readers to be 'high risk-takers' in expressing their voices. The more specific questions of the study relate to how the subjects self-confidently use varied response strategies and what linguistic features (verbs used) indicate.

METHOD

The qualitative approach embedded in time series study (Creswell, 2008) took place in an English Education Program of a Private College in Ciamis, West Java, Indonesia. Instructional intervention by using Reader Response Literary Journals was given after the implementation of conventional text-based New Criticism strategies of teaching short stories. The intact group ($N=22$) consisting EFL teacher trainees taking Literary Criticism course participated in the study. Through the course, the subjects were assigned to read eight selected short stories (four before the treatment and another four after the treatment) and write their responses in journals. The titles of 4 selected short stories assigned before the treatment were *The Necklace* (Guy de Maupassant), *The Chaser* (John Collier), *The Story of an Hour* (Kate Chopin), and *Misery* (Anton Chekhov), and another four ones after the treatment included *The Tell-Tale Heart* (Edgar Allan Poe), *The Spirit of Giving* (Maxine Chernoff), *The Man Who did not Smile* (Kate Chopin), and *The Unicorn in the Garden* (James Thurber). Yet, the subjects' responses of the last short story, *The Unicorn in the Garden* were the foci of analysis. Repeated assessments were carried out before and after the treatment. The subjects' literacy backgrounds indicated medium level of language skill as shown in their TOEFL-like (ranging from 450-500), medium level of reading-writing skills, and multi-ethnic (Sundanese and Javanese) backgrounds.

In the process of treatment, the subjects' oral/spoken responses preceded the written ones, which stimulated the process of journaling. The written responses emerging from journals were analyzed with reference to the Beach and Marshall's (1991) seven response categories. The

selected/chosen verbs and expressions showing ideas, feelings (included affective appraisals), and intentions were then categorized as risk-taking strategy, which tend to include such varied expressions as “think/begin to think”, “feel”, “argue”, “perceive”, “predict”, “it reminds me”, and the like. Coding and categorization (Strauss and Corbin, 1990) then helped to scrutinize the emerging data so as to draw the level and evidences of indicatively varied responses in the subjects’ refined journal drafts. In addition, data generated from semi-structured questionnaires (adopted from Parsons, 2001) portrayed the subjects’ experiences and perceptions of reading and process in actualizing ideas and feelings in producing their journals.

FINDINGS AND DISCUSSION

Findings

The use of response journals evidently stimulated students’ willingness of expressing their own voices. Moving from text-based or information-oriented reading strategies (such as telling the plot and characters), the subjects tried to enthusiastically express their own feelings, critical comments, past experiences, wants, expectations, and evaluative interpretations in that they use first singular pronoun “I”. The indicative evidences of each writer’s dynamics in writing their journals will be presented with reference to each case of 5 selected successful writers (among the subjects of the intact group). The findings will be presented on the basis of firstly Beach and Marshall’s (1991) seven response strategies, secondly the use of affective appraisal expressions indicated by certain verbs, and thirdly their own experiences of producing journals as Parsons (2001) suggests.

Case of Student Writer 1 (Riza, Pseudonym)

Riza, belonging to higher achiever group, showed her boldness in expressing her ideas and feelings as seen in her varied verbs and expressions. Instead of merely describing the story of The Unicorn in the Garden, she preferred to dominantly using such response strategies as connecting, judging, engaging, and conceiving, all of which belong to high order thinking skills. She tried to connect her past experiences to critically see the same situation as she found out in the story. Considering the quality of the story, she tried to judge the story, even she wished she had been the writer and she would have changed the story. She really got engaged in story and interpreted the messages of the story using her own words. She tried to show her typical expressions such as the frequent use of “I” and other provoking ideas such as “unfortunately”, “I wonder why...”, “Actually, I felt disappointed..”, “I still don’t know...”, “It seems that the writer...”, “I really dislike...”, “I want to ask the reason why the writer...”, and “I want to suggest the writer...”. She acknowledged that she had improved her writing through journaling; she had been able to extend her responses more pages, relate her own real-life to her understanding of the text, predict what might happen, give comments on the way how the characters had acted, and support her opinions with her images and other supporting realities of the story.

Case of Student Writer 2 (Lili, Pseudonym)

Lili, as the successful writer in her class, always tried to develop her ideas in her journals with neat handwriting. Her boldness in expressing ideas and feelings was indicated by her typical use of response strategies as engaging, conceiving, and connecting. She conceived the story by moving her describing the story to her critical analysis about the quality (not good) of the story. Her past experiences of enjoying another story helped her criticize the story. Though not feeling very excited in the story, she tried posit herself as the central figure in her writing, by saying “I did not feel excited ...”, and she more frequently use first singular pronoun “I”. She additionally varied expressions such as “I expected ...”, “I began to think that ...”, and “it seems that ...”. In addition, she boldly expressed her expectation about the how to make the story more interesting. Her portfolios of repeatedly assessed journals indicated that she had made improvements in fearlessly expressing her ideas and feelings by using more varied styles of language expressions. Before the treatment, she tended to use limited affective appraisal strategies.

Case of Student Writer 3 (Liv, Pseudonym)

Liv tended to use more critical stances than others. Her high level response strategies included engaging, judging, conceiving, and connecting. Being engaged in the story, she felt curious about the message of story. She tried to evaluate (to judge) the quality of the story and draw the writer's intentions by using her own words (to conceive). Her connecting strategy had to do with her memory of past experiences of knowing somebody whom she had hated. Her expressions included such varied strategies as "I wonder...", "I began to think...", "I couldn't believe ...", "I was surprised ...", "I love the way the writer ...", and "I noticed that ...". As she acknowledged, she had successfully extended her responses in her journals in more pages. She tended to give more comments on the ways of the characters acted. She also tried to support her writing journals by considering the available evidences found out in the story.

Case of Student Writer 4 (Eli, Pseudonym)

Eli belonged to middle achiever group. She however tried to elaborate her ways of responding to the short stories assigned. Though still limited in the number of pages of length of journals, her works indicated improvements. She extended her critical and personal reflections by using such response strategies as engaging, judging, and conceiving. Her engagement was indicated by her feeling sad when she was aware of how the story told her. She also judged that story was interesting. Critically, she thought that she liked the author's ways of telling the story. The more frequently used expressions included "I began to think ...", "I like the author's ways of telling the story", "If I were ..., I would ...", and "I felt sad ...". She often, as she claimed, extended her responses to some paragraphs or pages. Though, she admitted that her responses (only) sometimes related to her own real life, and evidences of the story. Admittedly, she sometimes used prediction strategy and quite often used retelling technique.

Case of Student Writer 5 (Eti, Pseudonym)

The fifth student, Eti, belonging to middle achievers, tended to use judging as her evaluative comments on the moral values of the story. She tended to show her perception about the story by agreeing or disagreeing with the ways of the writer had developed the story and her peers' thoughts and ideas in groups and classroom discussions. Her more frequently used expressions included "I do agree with Vivi's opinion ...", and "In my opinion ...". Regarding her experiences of writing journals, she admitted that she often used retelling technique, though she had tried to use reader response strategies such as predicting and relating her responses to her real life experiences.

DISCUSSION

The subjects' risk-taking strategies in expressing their voices were driven by their state of being free and feeling secure in that they have optimal opportunities to appraise the valence of the story and reflect their critical stances by showing their identity as seen in their use of first singular pronoun. In harmony with the findings of the study, the Levine and Horton (2013, p. 131) urge, "By learning to attend to and justify their appraisal of valence, tone, and mood in literature, students can take one more step towards independence when constructing interpretations of the world of texts that surrounds them". The five successful student writers, from Beach and Marshall's (1991) point of views, have shown their boldness in moving on their ways of giving responses from 'describing' the story to higher order thinking skills (conceiving using their own words, engaging with their feelings, associating their real life, and judging the quality of the story) as Rosenblatt (1978, 1990, 2005) has suggested. Thus, journaling, for the sake of the subjects' personal and linguistic growth, has led to challenging endeavors in reader response-based literature pedagogy.

Yet, the five student writers' developments in writing journals still deserved more serious attention in terms of time span in getting peer-feed-backing and teachers'/instructors' scaffolding. Their ungrammatical and inappropriate expressions still needed improving. Among the five subjects, the fourth and fifth student writers, though their responses were still limited, had made a lot progresses in their journaling process.

CONCLUSIONS AND RECOMMENDATION

The findings of the study indicated that writing reader responses through journals gave readers sufficient rooms to express both critical and personal reflections. Being critical means the readers can share their results of mental working processes and personal reflections refer to their aesthetic experiences such as feelings, interests, wants, expectations, and perceptions. Since there are no burdens in expressing their voices, as its nature suggests, journaling challenges the reader writers to boldly write what they originally have in mind and feel in whatever conditions they are. Their freedom in reflecting their responses tends to lead them to use more varied styles of the language used. Yet, the pedagogy of the implementation of reader response literary journal pre-service EFL teacher training still needs exploring in terms of its classroom management, gender's roles, and pedagogical implications to the subjects' future classroom practices.

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NOTE TAKING: A POWER OF RESPECTING OTHERS

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ABSTRACT

This paper reported the result of classroom observation who learn English listening through their own materials. The activity involves listening and note taking. These two activities are grounded from the students of their own. The materials used in that activity are taken from the students' works, presented by the students themselves, and listened by their friends. The series of benefitting the students' creation enable them sharing information and growing their empathy to pay attention to each other. Listening is different from hearing. It is not an easy task for the beginners. It needs more concentration, since the main goal is not only to silently respect others but also understand the gist of the oral text. Listening activities for them who are notably junior high school students must be in variety ways. A structured activity must be well developed in order that they can enhance their language skills. Power of concept mapping notes and graphic organizers become such choice in helping them catching the core of the oral texts. Detailed questions on them are the best way to deliver a quiz for their understanding. Moreover, a short report of their notes is the best indicator whether or not they drive their attention to the speakers. This rotation activity among students' participation is mainly aimed at involving them in learning language to improve their language capability and respect each other speaking

Key words: *listening, note-taking, respect*

INTRODUCTION

Listening is different from hearing. Once someone needs to listen to something, s/he would not only get the words but also understand the meaning and purpose as well. Getting understood requires concentration and attention. These two, then, demand the speaker and listener to have balance responsibilities. In one hand, the speaker is obliged to use comprehensible words and utterances to make the listener understand the text easier. In other hand, the listener is at the same obligation to pay attention in order that they can catch the 'meat' of the oral text.

Commonly, listening is categorized as a receptive skill which concerns more on catching the words in the oral texts. And the purpose of listening is to build up language input for the learners. There are various kinds of activities in listening, especially for beginners. They are completing cloze passages, true-false statements, answering questions, or checking the pronunciation. Basically, listening has important role in language learning as other skills, reading, writing and speaking. Writing and speaking are not the sole target of that indicate the capability of learners in producing language. Nord in Nation (2009; 38) expresses that meaningful listening provides a wide opportunity to build up learners input to practice other skills. Thus, there will not an interchangeably skill could be left behind. All are important and integrated learning will, then, become the best way to be implemented.

In order that learning a language runs well, those that included in receptive skills, listening and reading could be created into more active process of learning in which there is an interactional between participants. As being stated in previous paragraph that there must be a balance responsibility between the speaker and listener, dynamic listening becomes the best choice that involves social relations in which two-way listening occurs in natural sounding dialogs within most contemporary materials. Nation (2009:40-41) proves that in two-way listening needs opportunities to pay attention to both the meaning and the language structure. Thus, this kind of listening employs top-down approach through which the listeners must open their mind widely and prepare connectivity arrows for the knowledge they may have and the information they will listen to.

Additionally, some feedbacks are provided from two sides, teacher and learner, in order that they recognize for any mistakes during the process.

Note-taking while listening seems to be difficult especially for beginners. In fact, the beginners like to write anything they listen to. They will get disappointed when they miss some words, because they will lose their understanding. This tendency of the beginners' attitude in listening may distinguish from those in intermediate level. Boye (2012:1-2) states that today's students note taking is much different from the previous years since they become technologically based generation. They prefer using computer application to paper and pencil. Besides, students tend to ask for lecturer's complete review for their learning manual, though actually they can make it themselves by reading and reviewing all materials they have had.

Based on the field experience during listening activity, the students get easily bored and give less attention to those who speak in front of the classroom. The condition will be different if they watch video, though it involves listening as well. Watching video gives them another sense of excitement even they are equipped with some tasks. A previous study had been conducted to find out the best way to engage students in their learning. Creating their own materials through poster activity shows significant results in encouraging junior high students' ability English, especially vocabulary, reading and writing. Their creativity in making their own learning media and materials provides a wider way to advance their learning in speaking. Implementation of concept mapping supports them in describing their posters orally as well as drawing clear composition in written form.

A drawback during presentation section arises when some speakers find problems in attracting their friends' attention. Colorful and attractive posters even louder voices remains insufficient to pull out their notices. Most of them were busy to prepare their presentation. This low concentration, then, influences them in answer the comprehension questions from the teacher. The bad impact was that most of them neglect the classroom rules. This research was, therefore, undertaken to describe why and how note taking works well in listening and become a key point in booming the students' power of respecting others.

METHOD

The study utilized classroom observation. The participants were 37 of seventh graders, 39 of eighth graders and 40 of nine graders of junior high. Three classrooms were chosen in consideration that kinds of materials and types of tasks are different for each grade that suit to the students attitudes. Classroom observation was conducted in two meetings within 80 minutes for each grade.

The researcher had previously consulted with the other English teachers who hold the subject classes about the procedures of collecting data. The researcher took the learning period in which the students had opportunity to perform their speaking. It might be individual, in pairs or in groups. All were based on the materials given in each grade. Thus, the researchers didn't manipulate the learning materials and speaking performance. In collecting data, the researcher prepared three acts. Firstly, the researcher involved herself in teaching learning process, so that there was a team teaching. Secondly, the researcher provided note taking sheets for the seventh graders. Thirdly, the researcher could take some notes on the students' presentation which become sources of questions or quizzes to check students understanding. Those were done in two purposes; be free to give clear instruction what the students should do during listening activity, and get closer to the students through which she could be easily talk with them in order to get additional data.

The followings were materials and the prepared task for the subjects. The seventh graders had dialog performance about introduction with the listening sheet in the form of table consists of name, age, hobby, and aspire. Eighth graders learned to retell past experience with the free form of listening sheet. The ninth graders discussed about the report of various themes with the free form listening sheet. Free forms of listening sheets were delivered to the students within the idea of concept mapping or mind mapping. The graphic can be made in any forms as the students like as

long as they could put any important information in it. And, at the end of the activity they could read their graphics that have been written on the sheets.

The data on the number of the students who actively participate in the learning process was, then, analyzed in accordance with the attitudes they have shown during the listening activity. Thus, at the end, the researcher could draw a simple interpretation in two sections. One, the how the note taking help the students improve their comprehensible input as well as their comprehensible output which would be shown in reading their notes. And the other one, the way the note taking could increase students respect to others.

Observation checklist (Appendix 1) was the main instrument to collect the data other than field notes. In the checklist the researcher included some important points; paying attention, noting something, reducing sounds, discussing something in pairs, asking for repetition or volume raising, chatting with others, which all were counted by tally. In addition, the result of their note taking would also be interpreted through both tally and words; how many of the subjects could achieve the minimum target of information during their listening. For example, from the 37 subjects there were about 13 pairs of dialog performance, from which every student ought to get about 70% of information in the total dialogs. It was about 9 pairs of information. The way the students put information on their listening sheets would be described obviously. Besides, their attitude towards their friends' presentation would also be explained thoroughly.

A series of rules were delivered in the previous meeting before listening activity. The students, firstly, prepare the materials for their performance. The themes were provided by the teacher. Then, the students were permitted to make their own media to support their performance. In order that the students would get their chances to present their work and provide comprehensible input for others, the teacher and researcher gave the time limitation, three minutes for each presentation. The rest time would be used for quiz to check the students understanding and give feedback. The teacher and researcher might offer the listeners to give feedback. So, the students could improve their sense on language use.

FINDINGS AND DISCUSSION

The listening activity, in practice, was preceded by giving explanation of the learning rules that every student had chance to present and listen. The teacher emphasized that every student had big roles in learning activity and high responsibility as well. The first role was presentation. This opened the opportunities to improve themselves in showing and sharing their works through speaking. The speaking practice was guided by their mind mappings. The second was listening. This activity demanded the students to pay attention to others speaking in order to get information. Here, a great desire to catch some information from their friends presentation by paying attention was a way to respect others creativity and participation.

According to the data obtained, the researcher defines the findings of the study into 2 categories; note taking results and attitudes. In terms of note taking result, the note taken by the students were grouped into three; incomplete, somewhat complete, and fully complete. In the seventh grade, the result shows that 27% did incomplete note taking in which they could only put down some information in 1 to 3 numbers. Then, 32.4% did fairly complete by writing 4 to 7 pieces of information. And the rest 40.5% did their best on the listening sheet. In the eighth grade, the better result was achieved. There were 20.5% of the students missed some information so they could not write complete information on their papers. The rest 79.5% did their note taking excellently. Meanwhile, the ninth grade did also their best because 95% of the students could take notes completely during listening time. Only 5% of the 40 students could not fulfill the minimum target of information they listened to.

Dealing with the attitude towards their friends' presentation, the observation got some findings. Firstly, a few students wrote nothing on their sheets because they were busy to chat with their friends or discuss something out of the listening materials. Secondly, some seemed to be listening to, but didn't write many. They couldn't catch some important vocabulary, so they lost the information. Thirdly, a great number of students finished their note taking as being targeted, that

some of them left a little main point. Shortly, many students show that they have great interest and attention.

Further, the students' intention to be engaged in learning process was high. It was proved by the high frequency of their requests to repeat speakers' presentation much more times. Besides, some did sudden interruptions in the middle of the presentation. It was to remind the speakers about their mistakes on the language use, or volume. Some also asked some questions dealing the content of the presentation, which it was prohibited in the rules. There was no question-answer section in listening activity. Though some students got awful when they missed some pieces of information, overall, they attentively drew their concentration in order that they could follow the learning well. This interactive feedback proved that some students have had language awareness.

Another finding on the students' understanding, some oral questions delivered to the students could be answered correctly. However, only few students actively participated by raising their hands. Seven to ten of them gave their answers in turns. Three of five students chosen could read their notes smoothly too. This shows that the arranged note taking in listening activity works well for the students in different grade. Generally, students' attitudes changed to be better than previous learning activity. Note taking, being a structured listening activity reduce bad responses among students.

Listening: a Way of Respecting Others

After reviewing the findings of the study, the researcher underlines that English learning activity through speaking and listening provides wide opportunity to improve knowledge and attitude. In order that both are balance improved, a well-designed activity is needed to lead the students play positively. Since the learning benefitted the students' own-made materials, students' speaking becomes the main source for listening. Then, students are required to have good background knowledge to support the improvement of their comprehensible input. It means that every student needs to posses the ability to speak in meaningful language naturally along with their comprehension on certain ideas. It is the way comprehensible input built up. The impact will be a good interactive between students to exchange ideas. It is intended that understandable language used in presentation lead the listeners to engage themselves in learning processes.

Students' comprehensible input during listening activity is important in developing comprehensible output and positive attitude toward learning. Comprehensible input in listening focuses on catching spoken language which is used to exchange ideas. When the speakers use simple and understandable language, it will lead the listeners' curiosity to grip more information. However, each classroom has different and unique characteristics of the students. Thus, there were some points to consider, especially learning rules and kinds of activities which go along with the learning objectives. Learning rules invite every person to get involved in the learning process hold their individual roles. Then, kind of activity is that of being designed in accordance with the learning goals. It comprises instruction, media, and materials. According to Kumaravadivelu (2006), instruction becomes essential instrument to promote the learner's ability to understand and produce language. It is then related to teacher's role in giving a clear and understandable English task. During the task completion, students worked hard to use their sense of hearing. This will improve acquisition of vocabulary which will increase comprehension and, therefore, there will be English development. Those comprehensible inputs from the students will improve their comprehensible output.

A well structure of listening activity demands students to get and understand the information from the speakers, lead them to pay full attention in listening. Sharing time, namely listening section become a means for students to get English learning exposure, to be speakers and listeners. Speakers are the one who are often neglected. Moreover, when they are not confident to tell something, or when they are incapable to explain something clearly. It happens commonly in the classroom, in which incapable speaker will not get any attention from their friends during their performance. For most people, to be listeners are easy task. In fact, most students couldn't do listening well. Listening turns to be challenging when there are some tasks must be completed

during listening. This intended condition has been designed purposefully to draw students' interest and concentration which at the end they build their esteem.

The power of listening is, then, appeared. Though it seems difficult to realize that its reaction is respect rather than comprehension, listening forms a value of appreciation. In regard to this, students must get and do well-prepared tasks. Those tasks will control their participation. Thus, this control holds big roles to train the students to be respectful listeners. Teacher as learning facilitator also provides a chance for the students to run their activity independently. It means that they learn to manage the activity and time well so that each of them gets the same opportunity in learning. The teacher's assistance in interactive listening is still needed, especially in the time the students take role in turns. Besides, there are some considerations in conducting interactive listening activity which at the end the students can do note-taking and improve respecting value as well. They are task-based learning, authenticity, positive atmosphere, and positive feedback. They are closely related to the implementation of real communication activity that involves real expression on their thought and personalities. Real world issues that might be taken for report themes will support their interactional learning.

Task-Based Learning

The implementation of task-based learning means that students are led to complete a certain task, while, at the same time, they focus on language forms to learn language. It is such an integrative way for meaningful and successful learning process. According to Willis (as cited in Harmer, 2007: 71) task-based learning is like a kind of "deep-end" in which students are given a task to perform, and the teacher discusses the language used by making corrections and adjustments in accordance with the students' performance. The procedures can be shown as follows; Pre-task (introduction to topic and task), Task Cycle (task planning and report), Language Focus (analysis and practice). In addition, the teacher discusses the topic with students and explains some words and phrases to enhance their understanding of what is expected of them to complete the group task which facilitates the learning process.

Task-based activities also give students essential learning opportunities to share their work through repetition and creativity. Clearly, the activity through this approach provides wide opportunity for language production that prompt students to concentrate on the language form and its relationship to meaning (Beglar & Hunt, 2002). As a result, a series of task engage students in a contextualized and effective learning process. Finally, through task-based learning the students will improve their language awareness. It immerses during and after the completion of the task. In other words, their grammatical experiences of the language occurs spontaneously when they are process the reading and writing task as well as they do listening task.

Authenticity

In learning activity, providing suitable task and text for the students in terms of type and level of difficulty is very crucial. Both task and text which engages students to do something consciously and constantly means that they are authentic. Mishan (2005:60-61) supports that authentic materials bear out authentic task that presents reasonable challenge to the students. Since the activity of presenting and listening are well structured, they cannot be categorized as a difficult task. This kind of task will be suitable for them when they respond and get involved in accomplishing task intentionally. Later, the students build their willingness to take a sort of risks in language tasks in order that they can boost their self-esteem, confidence and motivation. Doing a mistake during completing task is not a mistake in learning. It would be mistaken if students neglect the instruction of learning. Ruiz (2010:17) adds that teaching English through visual aids provides great chance for the students to use "creative and meaningful" language in authentic exchanges. Furthermore, students create better meaning in rich practices through both personal interaction and text by comprehensible language input and output at their level. Furthermore, Mishan (2005:75) suggests that to be authentic, learning task should be designed to 1) reflect the original communicative purpose, 2) elicit response and engage the learners with the text, 3) deal with real-

life tasks, 4) activate learners knowledge of the target language, and 5) involve purposeful communication between learners. In relation with the third suggestion, real-life task is close to the attitude of the learners.

Positive Atmosphere

Positive atmosphere can be created by setting a well structured learning activity. Positive atmosphere was not determined by the condition of the classroom physically, but also the learning activities that occur in it. An exciting classroom with a more positive atmosphere can improve the intrinsic and extrinsic motivation of students, thus positively affecting students' achievement.

Positive atmosphere can be constructed by both teacher and students. Teacher may offer some options, but students will choose one idea and establish that into real world. It deals with the concepts of learning itself, such as kind of activity and materials or themes of task that the students like much. Here, the students' choice will help them to enhance their self-development and confidence building. Students' engagement and enjoyment stimulate their motivation to complete tasks. For instance, based on the researcher personal experience, students could adjust task in preparing a text which suitable with their learning ability and interest. This pathway of self-actualization empowers them in finishing their tasks. Moreover, they have control over their learning. Therefore, it is appropriate for teachers to involve students to choose and decide kinds of activities consisting of different types of learning styles and of any form of assessment (Burke, 2005). When students understand and enjoy their activity, indirectly, they foster their feeling of excitement which allows for greater participation in activities. Finally, it helps students from time to time to be sure that they could do everything in the day to day activities inside and outside an ESL classroom as well as form their positive attitude towards others.

Creating a positive classroom atmosphere is primarily dependent upon the mutual respect and tolerance of everyone in the classroom while also promoting support for individual learning needs through a sense of common identity and community. For example, this can be achieved through the teacher's passion to actively involve students in the learning process, which fosters positive teacher-student relationship for successful ESL learning. This view is supported by Wilen et al., (2004) who asserted that letting learners know what is expected of them at the beginning of the class is a fundamental part of building an accommodating environment for learning. This can be achieved through the display of learning rules and objectives designed by the teacher through which the students show up their works. In this case, teachers should know each student's individual potential for progress and treat them the best according to their academic needs and skills. At last, each student will feel the warm glow of inspiring confidence from other friends and the teacher.

Positive Feedback

Positive feedback can increase the intrinsic motivation of students, especially those students whose self-esteem is low and those who tend to doubt themselves. A supporter of positive feedback is Davis (1993) who states that teachers ought to give early and frequent positive feedback that enhances students' beliefs in their own capabilities in the classroom. Positive feedback commonly utilized by teachers. Teacher should also promote students feedback after they share their accomplishments. This means that effective learning not only involves sharing information and understanding to students or providing constructive tasks, but also involves assessing and evaluating students' understanding. In this case, teacher gives students the opportunity to monitor/assess their learning progress.

Apart from the four main considerations in conducting effective and interactive learning, here are the way how teacher implement note taking in listening activity and how it foster students attitude in respecting others. Every time teacher asks student to take notes, they often do inaccurate or incomplete, especially when it deals with diagrams or figures. Seeing as the success of note taking depends on the teacher's role, teacher's clear instruction on the task becomes crucial requirement before the students struggle in their note taking activity.

At the very beginning, teacher explains the importance of note taking as the first step towards success of learning. Note taking helps students to recall, means that every time students do encoding (changing information from one form into another), at the same time, they have processed thinking and understanding. By the time of repeating information, the listeners have utilized thought device to process note taking. Nation (2009:52) leans on the main jobs of note taking that it stores information and provides opportunities to encode information. The process of storing and encoding, then, are based on the students independent to record the information in any forms. In the case that students will succeed to improve their vocabulary as the comprehensible input from their friends, their own writing with any kinds of graphic forms or mind mapping will be easier conveying meaning than other notes. Clearly, they know the plot they make in note taking. Because note-taking is, after all, an incredibly complex task that requires many cognitive resources, a fundamental question on how to help the students record accurate information, engage with the material during class, and improve their note-taking skills is aroused.

A new research reveals that providing student with guided notes does not harm performance on exams and can help students more accurately record critical points and examples (Boye, 2012:7). The provision of *guided notes* for accurate note-taking still requires their attention, active engagement, and attendance. Guided notes allow students to prepare and review material for concepts in need of further explanation. Guided note can take on several forms, such as outlines, graphic organizers like charts or matrices. Printable Power Point slide handouts may also be used as note taking sheets because they can be modified in such way so there are spaces to take notes or to fill in.

Offering students guided notes is just one option for helping them improve their notes and note-taking skills in general. Boye (2012:3-5) and Nation (2009:55) suggest few other ways that can be considered for the students note taking.

1. *Space*. If teacher decides to offer students some form of handout or guides for their notes, there must be the amount of space for their actual note-taking. This amount of space has a major impact on the actual amount of notes students will make. That is, the more space provided, the more they will likely write.
2. *Clear cues and good pacing*. Because students struggle to determine what information is important enough to write down, it is important to offer transparent cues and follow them. Verbal and visual cues can help students recognize critical material as well as important structural or organizational relationships. Verbal cues might include phrases and Visual cues might include pictures, diagrams or charts. One simple approach is to provide a topic outline at the beginning of class. Regarding pace, the reading or speaking presentation should be in moderate speed of delivery. About 100 words per minute may give best supports for students note-taking.
3. *Pause procedure*. One technique that can enhance note-taking is by involving brief pauses during presentation that will allow students to check and rework their notes.
4. *Alternative and non-linear note-taking techniques*. Students should know that there is more than one way to take notes. It is better to bring them realize that they are free to use comfortably one. Traditional linear model might be more effective for some students. Meanwhile, others may prefer creating separate columns for notes and cues, with a summary at the bottom of the page. Non-linear approaches such as concept maps, matrices or bubbles. Non-linear strategies help students get better understanding because they offer visually accessible format.
5. *Exemplifying*. The most effective strategy the teacher can employ to help students is actually by explaining to them what and how good note-taking requires. By demonstrating some strategies for them, and then asking to check their notes once or twice is the way to assess completeness.

In addition, there are some strategies for efficient note-taking which can be shared with the students and kept them in mind to get used to note taking and become successful learners.

1. Write key words and shortened phrases rather than complete sentences.
2. Make note of diagrams, charts, lists, outlines, or concept maps and do so correctly.
3. Write down important examples connected to key points.

4. Use various colored pens or highlighters to help identify important information.
5. When you are able to write in brief, this is to allow you to write as much important information as you can.
6. Read your notes to check your comprehension on your own writing.

In short, teacher should lead the students to have their own way that is suitable for them to do note taking. When they are eagerly to complete the note taking, they have improved their attitude to listen to others. At the same time, they show their respect to others performance. The concentration to catch any important information will neglect them to give any comment towards their friends' performance, other than their language use whether or not they convey meaning clearly.

CONCLUSION AND SUGGESTION

Listening activity in English language learning is not a separated skill which is conducted only to improve the students' input. This can be delivered in attractive and integrated way when it is combined with other skill. In line with the purpose of this study to describe the work of note taking which is undertaken in listening activity give impact on the other capabilities, such as composing text, presenting works or dialogs, reporting their notes, and attitudes as well. It is, then, clear that note-taking is an advanced way of learning, which involves cognitive and affective exposure.

Note taking can be done within some strategies that might have changed over time. The strategy chosen must be suitable for the characteristics of the students, especially their level of capability in English. However, since the teacher provides clear instruction and explanation towards the learning activity, the students can complete the task well. The result can be seen during and after the learning process. When the students are enthusiastic in getting involved in learning, and they get understood the materials being learned, it means that the learning activity runs well. Though, there must be some students who cannot follow the learning at all. It is the nature, because every student has his/her different capabilities in many subjects. Along with such condition, there must be no barrier to implement any interactive way of learning that mainly focuses on improving students' capability.

Finally, note taking in listening activity which benefited students' own materials work better in different grade of junior high. The combination between the speaking presentation, in term of performing dialog, retelling personal recount, and reporting latest issues and information, and listening which utilized structured and free note taking resulted good responses. The students could follow the learning, show their eagerness of learning, and present better result in comprehending the materials. Thus, note taking provides great impact on students attitude towards their friends. By listening carefully to their friends presentation, in order that they could catch the information and could report something, respect can be built up between students easily. That is the power of creative learning.

Since the results of this study reveal meaningful interactions between teachers-students and among students in the classroom, therefore, this study recommends that teachers should explicitly construct conditions for authentic usage of English learning. In terms of note taking activity, it can be implemented in all level learners. The differences are on the materials, types of comprehensible input provided among the students, and post listening activity which focus on giving feedback and checking comprehension. It opens the wide opportunity for the English teachers to create meaningful activities which not only focus on cognitive but also affective. At the end, the students are not only encouraged to be creative to result their own materials to get joyful and meaningful English learning, further they are motivated to raise their esteem.

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Appendix 1

Observation Checklist

No	Indicators	Tally	Notes
1	Pay attention to the speakers		
2	Note important information on the sheets		
3	Reducing sounds when chat with closest friend		
4	Discussing something with friends		
5	Asking for repetition		
6	Asking for speaker's volume raising		
7	Asking some questions		
8	Chat with others during presentation		

COOPERATIVE LEARNING TECHNIQUES IN GRAMMAR LEARNING

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ABSTRACT

Following the success of using cooperative learning techniques in a teacher in-service training which proved the applicability of the techniques learned to teach different subject areas, not only English, I have continuously used cooperative learning techniques in some teacher pre-service and in-service training programs as well as other adult-learner English training programs. The techniques are applied in the form of workshops, so the teacher training is done by directly experiencing the learning using the techniques. Most of the selected techniques work well in the learning of the four language skills as well as grammar and vocabulary. The participants are usually actively engaged in the process. This paper specifically presents sample grammar learning using some selected cooperative learning techniques. Learning grammar using the techniques could be an alternative way in making the class more engaging and less boring to the learners than using the traditional classroom lecture and exercises

Keywords: *cooperative learning, grammar*

INTRODUCTION

Observing how teachers practice peer teaching in different in-service training programs in Indonesia, particularly in Central Java, it is obvious that most of the teachers like using the traditional lecture-and-exercise technique when teaching grammar. It is almost predictable that they start the lesson by presenting the grammar rules, giving explanation (mostly in the Indonesian language, or mixed between English and Indonesian), then giving tens of exercises. The class is usually not engaging, learners are passive, and the teachers dominate the classroom talk and directions.

Concerned with the above situation, I conducted an in-service training program for teachers in a school as a community service program. The training was designed in the form of workshop of learning English for a small group of teachers using 9 cooperative learning techniques, i.e. jigsaw, think pair share, three-step interview, round robin brainstorming, team pair solo, circle the sage, partners, three-minute review, and numbered heads together. The learning materials include grammar, vocabulary, listening, speaking, reading, and writing. The participants were not only English teachers but also teachers of other subjects. The pre-test given before the workshop revealed that they were not familiar with any of the techniques, and the post-test showed that they could make scenarios of teaching using different techniques for different subject areas and topics. Their response through an open-ended anonymous questionnaire also shows their positive perceptions and their expectations that similar workshops are given to other teachers in Indonesia.

The success of the workshop and the proven applicability of the techniques in teaching other subject areas (Yuliasri, 2013) have encouraged me to use similar workshop format in other pre-service and in-service English teacher training programs as well as other adult learner training programs. The cooperative learning workshop works well in most training programs with most participants, although in big size training groups there are cases where a few participants could not successfully show their creative application of the techniques.

This paper presents a sample cooperative learning workshop for teaching grammar. In this paper three cooperative learning techniques are selected for teaching grammar, i.e. Jigsaw, Round Robin Brainstorming, and Numbered Heads Together. The selection is based on the past workshop's success experience and is expected to work well in different classroom contexts.

COOPERATIVE LEARNING

Cooperative learning is a kind of teaching method that involves “students to work together to learn and are responsible for their teammates’ learning as well as their own” (Jacobs, et al, 1997). In this case, Cooperative Learning (CL) encourages students to learn with and from friends and the teacher acts as the facilitator. In CL, each student does not only learn for him/herself but also makes sure that his/her friends in the team also learn.

Most experts on CL agree that CL should have the following characteristics: a task for group completion, discussion, and resolution; face-to-face interaction in small groups; an atmosphere of cooperation and mutual helpfulness within each group; and individual accountability, in which everyone does their share. Other experts would also include other characteristics such as: heterogeneous grouping; explicit teaching of collaborative skills; and structured mutual interdependence.

The key principles in the structural approach of CL proposed by Kagan and Kagan as cited in Jacobs et al (1997:17) are:

- (1) simultaneous interaction;
- (2) equal participation;
- (3) positive interdependence; and
- (4) individual accountability.

Unlike the usual teacher-fronted classroom with sequential interaction pattern where only one person speaks at a time, the simultaneous interaction pattern allows a number of students, one in each group, speaking at a time. This is believed to increase students’ engagement and foster learning.

Besides simultaneous interaction, another key principle in CL is equal participation. With assigned roles for individual members of each group in CL, every student has equal participation. This avoids students for being too dominant or too passive.

Positive interdependence means that group members feels that they “sink or swim together”; the feeling among group members that what helps or hurts any member of the group helps or hurts everyone in the group (Jacobs et al, 1997:8). In CL, the positive interdependence among students is promoted through shared goals, rewards, roles, resources, and identity in the group.

In CL, with structured group activities, students are promoted to feel that they are individually accountable for the success of the group. This feeling of individual accountability is not usually existent in the traditional unstructured group work; some group members might end up doing all the work and learning, while others try to avoid working.

Structure in CL is meant to give good teaching. As Kagan and Kagan (2009:6.1.) state, “Good teaching is student-centered, focusing on learning not on teaching. Structures redefine teaching. Teaching is not what the teacher says, but rather creating student learning experiences. Cooperative structures maximize student interaction with each other and with the academic content.”

Hundreds of studies of CL across a wide range of subject areas and age groups have shown that, compared to other teaching methods, CL is superior in its results for variables such as achievement, self-esteem, liking for school, intergroup relations, and use of high-level thinking (Johnson & Johnson and Slavin in Jacobs et al, 1997). Kagan and Kagan (2009:1.5) even state that “over 1,000 studies demonstrate the positive effects of cooperative learning on academic achievement, social/emotional development, liking for school and class, as well as a host of other positive outcomes”.

COOPERATIVE LEARNING TECHNIQUES IN GRAMMAR LEARNING

There are a lot of cooperative learning techniques available. Kagan and Kagan (2009) provide almost one hundred structures. We can choose different techniques to teach the same topic at different times, or we may want to choose a certain technique we think suitable for a certain topic at a certain time for a certain group of students. This paper presents 3 different techniques to teach 3

different grammar items. The selection of the techniques is made on the basis of past success in the pre-service and in-service training programs in Central Java, Indonesia. Details of the sample workshop on cooperative learning in teaching grammar is given one by one below.

Jigsaw for English tenses

Jigsaw is one of the most popular techniques among the participants of pre- and in-service training programs in Central Java, Indonesia. It is also one that participants can apply in different contexts of teaching. Most participants use jigsaw to teach reading. However, some apply this technique to teach different areas. In the case of teaching grammar, we can use it to teach tenses. Tenses are among the most difficult grammar lessons for Indonesian students as the Indonesian language does not have tense-and-aspect system. The use of Jigsaw technique will be a good alternative variation from the usual lecture or explanation plus exercises. An example is given below on how to use Jigsaw in teaching simple present tense in a workshop. Modification can be made to teach other types of tenses.

Procedures:

- The facilitator divides the participants into groups of five (as the materials are also divided into five different parts). These groups are called the home groups.
- In each group, the five members are given five different materials about simple present tense: first member is given the formula of simple present tense; second member is given the uses of simple present tense; third member is given the list of non-progressive verbs; fourth member is given the examples of sentences in simple present tense; and the fifth member is given the adverbs of frequency that are usually used in simple present tense.
- The facilitator asks everyone to read the material given by heart and try to comprehend it; the facilitator also limits the time (for example, five to ten minutes)
- The groups are reformed into “expert” groups: all first members from different groups now gather into one group with their first material; all second members from different groups now gather into one group with their second material; all third members from different groups now gather into one group with their third material; all fourth members from different groups now gather into one group with their fourth material; all fifth members from different groups now gather into one group with their fifth material. They are given time (for example, 10-15 minutes) to discuss in each group their understanding of the shared material and also discuss how to teach it to other members of their home groups later.
- The groups are reformed back to the home groups. Now in each home group every member is “expert” of the material discussed in the previous expert group. Each member, in turns, teaches the other members of the group the material they have got. The facilitator limits the time (for example, 15-20 minutes.)
- The facilitator can check the participants’ mastery of the lesson by challenging participants across groups to demonstrate their understanding of the materials. The facilitator may give reward for the successful demonstration. (The group that gets the most reward may be labeled as the best group for the day).
- The facilitator wraps up the class by giving feedback and reinforcement on the Jigsaw technique. (in the case of teaching grammar by a teacher to his/her students, the teacher can give feedback on the grammar lesson).

Materials:

Below is an example of materials for the workshop on teaching simple present tense using jigsaw technique. The material here is just an example. Teachers can always change the material to suit the students’ need.

Material for first member in each group (formula of simple present tense)

(+) I, You, They, We + Verb I

(+)He, She, It +Verb + s/es
 (-) I, You, They, We + do not (don't) + Verb I
 (-) He, She, it+ does not (doesn't) + Verb I
 (?) Do+ I, You, They, We+ Verb I
 (?) Does+He, She, It+Verb I

Material for second member in each group (uses of Simple Present Tense)

- To talk about habitual actions/ routines
- To talk about likes and dislikes
- To talk about general truth (general statements of fact)
- To state a mental state, emotional state, possession, sense perceptions, other existing states (referring to the list of non-progressive verbs to be taught by third member)

Material for third member in each group (list of non-progressive verbs), taken from Azar (1989)

Mental state:	Know Realize Understand recognize	Believe Feel Suppose Think*	Imagine Doubt Remember Forget	Want Need Prefer Mean
Emotional state:	Love Like Appreciate	Hate Dislike	Fear Envy	Mind Care
Possession:	Possess	Have*	Own	Belong
Sense perception:	Taste* Smell*	Hear Feel*	See*	
Other existing state:	Seem Look* Appear*	Cost Owe Weigh*	Be* exist	Consist of Contain Include

Material for fourth member in each group (List of adverbs of frequency that are usually used in simple present tense)

- Always
- Usually
- Often/frequently
- Sometimes
- Seldom/rarely
- Never
- Every

Material for fifth member in each group (examples of sentences in simple present tense)

- She goes to school every day
- I like vegetables; I like reading books
- The sun rises in the East; water consists of hydrogen and oxygen

- I have only one dollar right now

Round Robin Brainstorming for irregular verbs

Based on past workshop experiences, Round Robin Brainstorming is also favourite to participating teachers. Like most other cooperative learning techniques, this technique can be used for different subject areas or different topics at different levels of difficulties. In this paper, an example is given to use this technique to learn English irregular verbs. As there is no irregular verbs in the Indonesian language, students have to memorize English irregular verbs if they want to use the English tenses correctly. The Round Robin Brainstorming technique is good to brainstorm the irregular verbs.

Procedures:

- Facilitator divides the participants into several groups (perhaps 6-8 members each, or depending on the class size)
- Each group is given one paper and a marker or pen to write down answers
- Each group should assign a recorder to write down answers
- Facilitator explains or gives directions on how each group should respond to the problem posed (every member in each group should think about the responses, and give the responses in turns, round robin style, starting from a member next to the recorder)
- Facilitator poses a problem (asking each group to list as many English irregular verbs as possible within a given time; participants are asked to list the verbs I, II, and III).
- The recorder in each group records all the responses from the group members until time is up.
- When time is up, every member is asked to stick the paper with the list of the irregular verbs on the provided wall or board.
- The group with the most correct verbs is the winner
- Facilitator wraps up the lesson by giving feedback on Round Robin Brainstorming Technique; he/she may also give a list of English irregular verbs.

Materials (list of English irregular verbs):

Go-went-gone; read-read-read; sing-sang-sung; ring-rang-rung; swim-swam-swum; fly-flew-flown; see-saw-seen; throw-threw-thrown; tear-tore-torn; give-gave-given; run-ran-run; give-gave-given; leave-left-left; write-wrote-written; swear-swore-sworn; drive-drove-driven; make-made-made; ride-rode-ridden

Numbered Heads Together (NHT) for reported speech

In Numbered Heads Together (NHT) technique, learners in each team learn together to accomplish a task or resolve a problem. Each member in the team must make sure that everyone learns as the teacher will ask the members of the group randomly to demonstrate learning or response to a problem. In this paper, NHT is used for learning reported speech. Reported speech is among the difficult grammar items for Indonesian learners as it involves conversion of subjects and tenses. Below is an example of how NHT is used for learning reported speech.

Procedures:

- Facilitator divides the participants into groups (for example, each group consists of four members).
- Each member in each group is labeled as member number 1, member number 2, member number 3, and member number 4.
- Facilitator asks all groups to discuss and learn about reported speech and accomplish some exercises (gives the worksheet); time is limited, for example 15-20 minutes.
- Facilitator explains that everyone in the team is responsible not only for his/her learning but also for his/her teammates' learning, because they will be asked to respond to questions randomly
- When time is up for the discussion, the facilitator calls out a number (for example number 3) to respond to a question/problem posed (gives a direct sentence, and asks the learner to give the

reported speech), and only member number 3 in the groups have the chance to respond. This goes on for some time for different numbers of members, until all the problems (taken from the worksheet) are completed.

- Every time a member of a group gives the correct answer, the facilitator gives a reward (perhaps a point or a star sticker).
- The group with the most correct answers is the best group/best learner of the day.
- The facilitator gives feedback on the lesson and on the NHT.

Materials:

Below is the materials on reported speech as an example taken from Murphy (2004). Modification can be made to suit the level of difficulty with the students' level of ability.

Compare:

Direct: Paul said, "I am feeling ill."

Reported: Paul said that he was feeling ill

When we use reported speech, the main verb of the sentence is usually past (Paul said that...I told her that...). The rest of the sentence is usually past too. In general, the present tense in the direct speech changes to past tense in reported speech.

Examples:

Direct:

My parents are very well

I'm going to learn to drive

I want to buy a car

John has a new job

I don't have much free time

Reported:

Jenny said that her parents were very well

She said that she was going to learn to drive

She said that she wanted to buy a car

She said that John had a new job

She said that she didn't have much free time

Yesterday you met a friend of yours, Steve. You hadn't seen him for a long time. Here are some of the things Steve said to you:

1. I'm living in London
2. My father isn't very well
3. Rachel and Mark are getting married next month.
5. I don't know what Frank is doing
6. I haven't seen Diane recently
7. I'm not enjoying my job very much
8. I want to go on holiday, but I can't afford

Later that day you tell another friend what Steve said. Use reported speech. Number one is given for you.

1. Steve said that he was living in London.
 2. He said that
- etc.

CONCLUSION AND SUGGESTION

Based on world research and personal experience in giving pre- and in-service training programs for teachers, Cooperative Learning is applicable for different subject areas and age groups. CL techniques also work in teaching grammar. Some selected techniques presented in this paper, i.e. Jigsaw, Round Robin Brainstorming, and Numbered Heads Together may well be applied in the

teaching of tenses, irregular verbs and reported speech. It is also worth trying a lot more different techniques for different grammar items.

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A CHALLENGE FOR ENGLISH LEARNERS AND TEACHERS: STUDENTS' ENGLISH VOCABULARY KNOWLEDGE AND VOCABULARY LEARNING STRATEGIES

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ABSTRACT

Technical vocabulary in business English has been challenging for EFL learners in English for Specific Purposes (ESP) course. This study focuses on the students' vocabulary learning strategies and their understandings of English vocabulary selected from one of their ESP courses, Business Correspondence (BC). The participants were 30 university students in their third semester. In addition to the students' scores obtained from the final test of Business Correspondence course, the researchers used 5-point self-report Vocabulary Knowledge Scale and the Vocabulary Learning Strategies Questionnaire. The results of the study indicate that students' vocabulary knowledge in relation to business English is low, the students' vocabulary knowledge has no significant correlation with their comprehension on Business Correspondence and only determination strategies are significantly correlated with the students' vocabulary knowledge. The paper concludes with the discussion of implication for teaching and learning ESP vocabulary. This will benefit both the students and the teachers of ESP course in improving their understanding of the importance of vocabulary in business English.

Keywords: *ESP, business correspondence, vocabulary learning strategies, vocabulary knowledge*

INTRODUCTION

Business Correspondence (BC) as one of the ESP courses focuses on letter-writing as an essential part of business. This course is aimed at enhancing students' ability to write English letter for business purpose and familiarizing students with procedures and conventions in business. The topics cover the effective BC, such as: parts of the letter, the letter forms, how to write and reply the letter. Therefore, technical vocabulary in relation to business is crucial in this sphere of teaching. In order to develop students' communicative competence, language teachers should encourage them to learn as many words as possible in order to improve the students' understanding of certain technical words that are usually used in business correspondence.

Schmitt (2000) highlights that transferring lexical information from the short-term memory, also called working memory where it resides during the process of manipulating language, to the permanent long-term memory as the storage area of information is the object of vocabulary learning. One approach of facilitating vocabulary learning that has attracted increasing attention is vocabulary learning strategies (VLS) (Schmitt, 2000). There are numerous different VLS, with one list containing fifty-eight different strategies (Schmitt, 1997). First, he divided the list into two major categories: (1) strategies that are useful for the initial discovery of a word's meaning, and (2) those useful for remembering that word once it has been introduced. This reflects the different processes necessary for working out a new word's meaning and usage, and for consolidating it in memory for future use. Second, the strategies are further classified into five groupings. The first contains strategies used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise (*Determination strategies* [DET]). *Social strategies* (SOC) use interaction with other people to improve language learning. *Memory strategies* (MEM)

(traditionally known as *mnemonics*) involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping. *Cognitive strategies* (COG) exhibit the common function of "manipulation or transformation of the target language by the learner" (Oxford, 1990 in Schmitt, 2000). Lastly, *Metacognitive strategies* (MET) involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study.

The students should become aware of the importance of VLS in learning vocabulary in ESP. Being able to apply the vocabulary and structures that they learn in a meaningful context emphasizes what is taught and improves their motivation in learning English. Based on that reason, this study focuses on the students' vocabulary learning strategies and their understandings of English vocabulary selected from one of their ESP courses, Business Correspondence.

METHODS

There were 30 third-semester students participating in this study. These students were selected from two classes of Business Correspondence. The participants were 22 females and eight males ranging in age from 18-21 from the same department in a state university in East Kalimantan, Indonesia.

The research instruments applied in this study were: (1) The teacher-made test which was used to get the data of students' scores on the final examination of Business Correspondence, (2) The vocabulary test consisting of 30 English words: 10 nouns, 10 verbs, and 10 adjectives, and (3) The Vocabulary Learning Strategies (VLS) Questionnaire which used five-point scale, with the options ranging from "never" to "always" showing the frequency of the strategy use in learning English vocabulary and consisted of 25 items related to VLS which were grouped into six categories of Discovery and Consolidation strategies.

To collect the data, the researchers provided the vocabulary test for the students to carry out in 30 minutes. On the same day, after the vocabulary test was accomplished, the questionnaire was distributed to the students to discover their vocabulary learning strategies. The students were told to answer the questions based on their learning experiences and their responses to the questionnaire would not affect their course grades. In order to gather the data from the teacher-made test, it was conducted when the students were scheduled to have their final examination of Business Correspondence course. The lecturer of the course scored the students' work and the researchers used the scores to see whether or not they correlated with the students' vocabulary knowledge.

In the data analysis, the researchers calculated the mean scores of the teacher-made test, the vocabulary test, and the vocabulary learning strategies questionnaire with SPSS 19.0. After the results were obtained, tests of correlation were utilized. The data were analyzed statistically to find out the relationship between students' vocabulary knowledge (VK) and their tendency on the use of vocabulary learning strategies, and the correlation between students' vocabulary knowledge and their comprehension on Business Correspondence.

FINDINGS AND DISCUSSION

After the vocabulary test was given, the overall result of students' vocabulary knowledge along with the calculation of the mean score was gained as seen in the following table.

Table 1. Mean score of students' vocabulary test.

Student	1	2	3	4	5	6	7	8	9	10
Score	2,63	2,40	2,60	1,53	2,33	2,57	3,40	2,60	2,37	3,20

Student	11	12	13	14	15	16	17	18	19	20
Score	3,50	2,67	2,40	2,23	2,10	3,70	2,47	2,67	2,47	2,40

Student	21	22	23	24	25	26	27	28	29	30
Score	2,63	2,50	2,63	3,63	2,50	3,17	3,13	3,00	3,40	3,83

Mean score: 2.76

From the obtained mean score, the students' vocabulary knowledge is low because it does not even reach Level III, which means that most of the meanings of the words tested are not known despite the familiarity with the English words.

The questionnaire of vocabulary learning strategies was the next research instrument the students had to complete. The calculation of the frequency of the strategy use from each strategy group is displayed in the following table.

Table 2. Score averages of the five groups of Vocabulary Learning Strategies

CATEGORIES	SCORE AVERAGE
1. Determination Strategies	3.26
2. Social Strategies 1 (Discovery Strategies)	3.07
3. Social Strategies 2 (Consolidation Strategies)	2.82
4. Memory Strategies	3.06
5. Cognitive Strategies	2.97
6. Metacognitive Strategies	2.96

The following information is about each group of strategies which reveals different mean scores.

- (1) Determination strategy has the highest score average, 3.26. It shows that this strategy was the most frequently used by the students. The most frequent strategy used in this category was *use a bilingual dictionary to translate English words into Indonesian language*; while the least frequently used strategy was *use pictures illustrated in the textbook to find the word meanings*.
- (2) Social strategy under Discovery Strategy was fairly frequent, with a score average 3.07. *Learn some new words when working in groups* was the most frequently used strategy in this category. The least frequent strategy used was *asking the teacher to put an unknown word into a sentence to help the students to understand the word meaning*.
- (3) Compared to other categories, Social strategy under Consolidation strategy was the least frequently used strategy with a score average 2.82. The most frequent strategy in this category was *practice English when completing assignments in small groups* and the least frequent one was *ask native speakers for help*.
- (4) Memory strategy with a score average 3.06 was almost equal to Social strategy under Discovery Strategy. *Write a new word in a sentence so students can remember it* was the most frequently used strategy, while *use physical actions when learning words* was the least frequent one.
- (5) Cognitive strategy was ranked after Memory strategy. It had a score average 2.97. *Write new words on flash cards* was the least frequent strategy used by the students, while the most frequent strategy use was *try to remember a word, then write or say it repeatedly*.
- (6) The last category was Metacognitive strategy with a score average 2.96, almost equal to Cognitive strategy. *Listen to English songs and news* was the most frequently used strategy, while *does not worry very much about the difficult words found when reading or listening and skip them* was the least frequent one.

The teacher-made test was given to the students at the end of the semester. The following is the overall scores of the written test with the calculation of the mean score.

Table 3. Mean score of final written test of Business Correspondence

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Score	95	93	90	56	78	84	65	90	59	42	66	73	57	70	72

Student	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Score	76	100	42	78	70	90	67	56	76	68	76	77	66	90	90

Mean score: 73.73

From the result of the final written test of Business Correspondence, it is shown that the highest score was 100 and the lowest score was 42. The mean score of the final written test was 73.73 which includes as good based on standard score category. It is displayed that 9 students are having excellent comprehension, and 10 students are including as good. Furthermore, 15 students or 50% who receive up the average score and 15 students or 50% of them who receive under the average.

Correlation between Vocabulary Knowledge and Vocabulary Learning Strategies

The calculation by using Product Moment formula was in line with the calculation using SPSS 19.0

Table 4. The Correlation between VK and Consolidation Strategies

Correlations		VK	DET
VK	Pearson Correlation	1	,414*
	Sig. (2-tailed)		,023
	N	30	30
DET	Pearson Correlation	,414*	1
	Sig. (2-tailed)	,023	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

From the calculation above, it is concluded that through applying the Pearson Product Moment Formula and SPSS v19, the r-obtained achieve from the students' vocabulary knowledge as variable X and students' vocabulary learning strategy, specifically, determination strategy as variable Y, which is 0.414. It means there is significant correlation between two variables between vocabulary knowledge and determination strategy. Positive correlation is the result of the improvement of vocabulary knowledge which is followed by good determination strategy.

Table 5. The Correlation between VK and Social Strategies (1)

Correlations		VK	SOC.1
VK	Pearson Correlation	1	-,307
	Sig. (2-tailed)		,098
	N	30	30
SOC.1	Pearson Correlation	-,307	1
	Sig. (2-tailed)	,098	
	N	30	30

Table 6. The Correlation between VK and Social Strategies (2)

Correlations		VK	SOC.2
VK	Pearson Correlation	1	,330
	Sig. (2-tailed)		,075
	N	30	30
SOC.2	Pearson Correlation	,330	1
	Sig. (2-tailed)	,075	
	N	30	30

Table 7. The Correlation between VK and Memory Strategies

Correlations		VK	MEM
VK	Pearson Correlation	1	-,067
	Sig. (2-tailed)		,723
	N	30	30
MEM	Pearson Correlation	-,067	1
	Sig. (2-tailed)	,723	
	N	30	30

Table 8. The Correlation between VK and Cognitive Strategies

Correlations		VK	COG
VK	Pearson Correlation	1	,087
	Sig. (2-tailed)		,647
	N	30	30
COG	Pearson Correlation	,087	1
	Sig. (2-tailed)	,647	
	N	30	30

Table 9. The Correlation between VK and Metacognitive Strategies

Correlations		VK	METCOG
VK	Pearson Correlation	1	,252
	Sig. (2-tailed)		,179
	N	30	30
METCOG	Pearson Correlation	,252	1
	Sig. (2-tailed)	,179	
	N	30	30

Table 5, 6, 7, 8 and 9 illustrated the correlation between vocabulary knowledge as variable X and social strategy 1 under discovery strategy, and all learning strategies under Consolidation Strategy: social strategy 2, memory strategy, cognitive strategy and metacognitive strategy as variable Y. It can be seen that the X and Y deliver the calculation to the result that the r-obtained value is -0.307, 0.330, -0.067, 0.087 and 0.252. The r-obtained is lower than r-table 0.361. The result implied is insignificant. It means students' vocabulary knowledge and the abovementioned strategies do not correlate each other.

Correlation between Vocabulary Knowledge and Business Correspondence Comprehension

The following calculation in the table below displays the correlation between VK and BC comprehension.

Table 10. The Correlation between VK and BC Comprehension.

Correlations		VK	BCS
VK	Pearson Correlation	1	,104
	Sig. (2-tailed)		,585
	N	30	30
BCS	Pearson Correlation	,104	1
	Sig. (2-tailed)	,585	
	N	30	30

From the calculation of Pearson correlation, it was concluded that the r-value achieved from the students' vocabulary knowledge as variable X and students' comprehension of BC as variable Y was 0.104. This r-value is lower than r-table, 0.361. It shows that there was insignificant correlation between the two variables, students' vocabulary knowledge and their comprehension of BC. In other words, students' vocabulary knowledge and students' comprehension of BC do not correlate each other.

In terms of students' vocabulary knowledge, the result confirms that most of the word meanings related to BC seem to be difficult for the students to translate into Indonesian, to find the English synonyms, or to give some definitions or explanations. According to the level of word knowledge developed by Paribabkhth & Wesche (1993), the students are familiar with the words but they do not know their meanings. This might result from several factors. One of them is associated with the capacity of short-term and long-term memories in processing information in the brain. The process of transferring lexical information from the sort-term memory might not be as smooth as expected, thus it causes forgetting information, which is the stock of the meanings of words seen or heard before. This is where the students who appear to learn new words, but cannot recall it later on-demand. There might be some reasons why it could happen. First, students probably forget a thing because they are thinking about something else so they are not listening. Secondly, they do not think the idea is important so they ignore it, and then forget it. The last, they might not have time to learn or store the material properly. It is all associated with the limited working memory as empirically investigated in some studies (Daneman & Green, 1986).

The findings also indicated that the positively significant correlation only occurred when students' vocabulary knowledge was correlated using Pearson correlation formula with Determination Strategy, one of the vocabulary learning strategies under Discovery Strategies. One of the Discovery strategies which is the most frequently used by the students is using bilingual dictionaries to translate English words into Indonesian language. This demonstrates that students rely their knowledge on English words on bilingual dictionaries, English-Indonesian or Indonesian-English, as their English proficiency is considered inadequate to deal with English vocabulary. Therefore, they understand most of English words by looking them up in the dictionaries.

With regard to the students' comprehension on BC which focuses on letter-writing as an essential part of business, the students' evaluation is based on how they can identify part of business letters and write certain kinds of business letters. Thus, it is important for the students to know and understand the meaning of the words that usually used on writing business letters. Therefore, studies on the use vocabulary learning strategies in learning vocabulary in ESP is important to make students become aware of language learning strategies and get trained to use them appropriately. Moreover, McCarthy (1990, p.viii) points out that "No matter how well the student learns grammar, no matter how successfully the sounds of second language (L2) are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way". Thus, the number of words learned depends on numerous exposures to a particular word and words are not learned instantaneously but they are learned over period of time. However, from the research result it can be predicted that students actually face difficulties while learning new English words. It is difficult to learn words especially ESP words in BC context because they are low-frequency words and are not encountered very often. For that reason, although their written final test score of BC is included in good category but their vocabulary knowledge in BC's context is unequal.

Whereas for their good result in the BC written final test, it possibly happened because they were only memorizing the sentences that are usually used in business letter without completely understand their meanings. They only know the words because they have seen the words in the textbook but they forget the meanings.

CONCLUSION AND SUGGESTION

In general, the students of BC course reported using discovery strategies (i.e. Determination strategies) more frequently than consolidation strategies. One interpretation of this is that the students tend to be more concerned in discovering or understanding the English word meanings than in learning them. This could be due to the fact that during a letter-writing activity, the English students involved in this study just discover the meanings to understand the content of the letter or to answer comprehension questions. One of the learning strategies that need to be developed for the students in university context is metacognitive strategies which are associated with independent learning. The students are supposed to employ some metacognitive strategies, like planning their vocabulary learning and assessing their vocabulary in order to help them become aware of their vocabulary knowledge and develop it. The students' infrequent use of metacognitive strategies indicates that most of the students do not have plans or directions for their learning, which are important for success. It also reveals that the students are not independent in their learning and lack the knowledge of what to learn about words. These findings are consistent with those of Moir and Nation (2002) who discovered that the subjects of their study were not responsible for their learning and unaware of what learning vocabulary requires. Such students should be helped to become more independent in their learning through learner training.

A possible recommendation for these students is to concentrate on strategies that help them develop both their receptive and productive knowledge, since their vocabulary knowledge in business English is very low. In addition, students' understanding of parts of speech should be improved as much as possible in direct vocabulary learning through word chunks which can help maintain information in working memory (Gilchrist, Cowan, Naveh-Benjamin, 2009).

For ESP teachers, instead of teaching technical vocabulary they should confirm if the learners understood technical vocabulary that appears in the context. In line with Nation's argument that "technical vocabulary" is a type of specialized vocabulary and its occurrence is affected by factors that influence the use of all vocabulary. Language teachers should prepare their learners to deal with the large numbers of technical words that occur in specialized text (Nation, 2001).

In accordance with the previous conclusions and the data of this study which are mostly insignificant, we suggest some points. First, for further studies, it needs more participants as the research subject and more comprehensive vocabulary test. Second, it is suggested to conduct an experimental study which involves some treatments on teaching strategies for ESP vocabulary.

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DEVELOPING AND INTEGRATING PUBLIC SPEAKING MATERIAL WITH ISLAMIC VALUES FOR EFL IN INDONESIAN ISLAMIC HIGHER EDUCATION

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ABSTRACT

In this globalization era, values—including academic and pragmatic values, are salient to be addressed in higher education classroom. The first value is taught to prepare individuals to be actively involved with and contribute their thoughts to the society. The latter, conversely, is taught to prepare individuals to be ready for work. This paper examines how both values are applied in language classroom in one of Islamic higher institutions in Indonesia. By using research and development approach, this research is aimed to analyze how both academic—represented by local Islamic values well known as Ulul Albab, and pragmatic—represented by native speaker's values, are integrated in the speaking materials. The research reveals that both values are rarely addressed in the classroom due to the lack of teacher's knowledge toward the values. The integrative materials for teaching are also missing. Thus, the primary results of this research are the new Speaking III course syllabus and the effective integrated speaking book.

Keywords: *Material development, Speaking III course, Ulul Albab values, Integrated speaking book.*

INTRODUCTION

Language is not value-free (Sadtono, 2003; Brown, 1990; Thanasoulas, 2001; and Rohmah, 2014). It means that in the context of intercultural communication—no matter what the language is—there will be an undeniable process of transferring cultural beliefs among speakers to minimize cultural misunderstanding to get the real message of 'what is behind the words' conveyed. Therefore, in language teaching, integrating cultural values into both materials and learning process is a crucial part that cannot be ignored by language teachers. "If learners are not exposed to the target culture, there is no possibility to get to know the key concept in the other culture thus making it impossible to bridge the difference in values and beliefs" (Padem, 2013, p. 95). Thus, to prepare the students to get into real intercultural interaction, language teachers should be aware of cultural context of the target language in order to be able to encourage students to use appropriate expressions in proper way as its cultural context.

However, learning the target-language culture merely raises many problems. Exposing the target-language culture only in language classroom may lead students into wrong perception toward their own native culture (Kramsch in Liddicoat, 2002) and severely may cause cultural cringe and the loss of their national identity (Shakiyyah, 2011). Nevertheless, providing students with equal information of all languages and cultures, the target language(s) and culture(s), and their own native

language(s) and culture(s) would benefit them in engaging with global communication (Wahyudi, 2012). Students are used to comparing, evaluating, and interpreting the target language culture(s) and other culture(s) (Chlopek, 2008) by which will raise student's intercultural awareness and sensitivity (Commonwealth of Australia in Wahyudi, 2012). In doing so, cultural offense among the interlocutors will likely be avoided and the cultural barriers in intercultural interaction will be broken.

In fact, not many language teachers are aware of this situation. In addition, most of those teachers only focus on the improvement of language skills and components—e.g. speaking, grammar, listening, vocabularies, reading and writing without considering the values lie behind the language itself. “Foreign language teaching traditionally distinguishes between two types of competence which foreign language learners should aim to acquire, namely between linguistic competence and communicative competence” (Seidl, 1998, p. 104). This is severely supported by the lack of language materials that has been integrated with intercultural values. However, what values should be taught in language classroom should also be questioned since each university has its own local academic values. Thus, this research is aimed to explore how the local academic and pragmatic values are reflected in Speaking classroom and in its materials. Based on the result of the exploratory research which was formerly conducted in the same context (Istiadah, Fitriyah, & Shartika, 2014), the integrated Speaking book is then developed.

METHOD

This study is a descriptive qualitative study which observes and analyzes the proposed materials of Speaking III subject. The product of this study is a speaking textbook for Speaking III class in English Department in an Islamic University in Indonesia. The model used for undertaking this research is Dick & Carey's Research & Development model (2001), which are mainly divided into ten important stages. The stages are (1) collecting relevant information, (2) planning, (3) developing preliminary form of product, (4) preliminary field test, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field test, (9) final product revision, (10) dissemination and implementation. Nevertheless, some modifications have been done in order to fulfill the purpose of the study, which is a small-scale study, and to fill in the gaps that cannot be accomplished by Dick & Carey's R & D model. The modification is done by including expert validation stage and adjusting the field-testing into a limited classroom testing. The modification of the testing model is needed because the proposed product will be applicable for classroom use only. As a result, the adapted model for developing speaking textbook consists of seven steps, namely: (1) need analysis and reference study, (2) material development, (3) expert validation, (4) first revision, (5) limited field testing, (6) second revision, and (7) final product. During this step, students are expected to give feedback related to the effectiveness of the materials. The feedback will be taken into consideration for the revision of the proposed textbook.

To conduct this research, the researcher had done the first stage of the study in the previous research. The first study, commonly called as need analysis, results in the lack of public speaking materials which are integrated to *Ulul Albab* values. The English materials suggested by the lecturers of Speaking III course are generally taken from various sources, for example the Internet, magazines, newspaper, and various references. The outcome of the research also reveals that the lecturers of the subject do not have established syllabus for teaching Speaking III class. In doing so, the remaining three stages of R & D will be undertaken in this research to fulfill students' need of the new English speaking textbook.

Based on need analysis research result, the selected materials were developed based on related principles, theories, or criteria that have been studied. The product was closely reviewed by the researcher in order to make sure that all the appropriate principles had been applied in the development of the product. Subsequently, the product was validated to related experts and revised accordingly to get quality assurance. Different expertise may need to validate the quality of the product.

The next procedure was that the instructional product was tried out in a small scale because the developed product was intended for classroom use and revised based on the results of the try-out. Targeted criteria of success were needed to determine the acceptability of the product. Try-out to a larger group of students may need to get more feedbacks for the product revision. Finally, the final product was published and it includes three chapters. Each of the chapters consists of some practical guides for beginner speakers. Chapter I is the Introduction to Speech, Chapter II is Write the Speech, and Chapter III is Deliver the Speech. All chapters are closely integrated to *Ulul Albab* values.

FINDINGS AND DISCUSSION

In developing the materials on the chapters of the book, this research adopted the communicative approach, which was stressing on the significance of language function rather than focusing solely on grammar and vocabulary. Harmer (2001) states that guiding principle was to train the students to use these language forms appropriately in a variety of contexts and for a variety of purposes. That plentiful exposure to language in use and plenty of opportunity to use it are vitally important for the students' development of knowledge and skill. Activities in CLT typically involve students in real or realistic communication, where the accuracy of the language is less important than successful achievement of communicative task they are performing.

Some steps that have been done to develop the materials. The first step was analyzing the syllabus, which was aimed to provide a sense of direction and a coherent framework for the researcher in working on the proposed materials. Furthermore, this phase is important to determine which contents or activities that are still relevant to the course. The current syllabus of Speaking III course can be seen in the following table.

Table 1. Current Syllabus of Speaking III course

Course	: Speaking III	Prerequisite	: Speaking II
Code	: 732206	Classification	:
Credit/Hour	: 4/4	Semester	: 4

Standard of Competence

Using and getting familiar with English public speaking correctly and fluently at advanced level

Basic Competence	Topic(s) and Subtopics	Learning Experience	Indicator(s)
To develop interview and observation report	1. Interviewing a famous person 2. Reporting	1. Interviewing others 2. Producing expressions in interview and reporting with correct pronunciation and intonation	1. Getting involved in interview 2. Reporting fluently with correct pronunciation and intonation
To develop a job interview	Job Interview	1. Interviewing others 2. Producing expressions in job interview with correct pronunciation and intonation	1. Getting involved in an interview as the interviewer 2. Getting involved in an interview as the interviewee
To perform as a Master of Ceremony (MC) in formal	Being a Master of Ceremony for:	1. Practicing in role play 2. Producing expressions as a	1. Performing as a Master of Ceremony 2. Using expressions as a Master of

and informal events	1. Wedding party 2. Graduation ceremony 3. Concert 4. etc.	Master of Ceremony with correct pronunciation and intonation	Ceremony fluently with correct pronunciation and intonation
To perform as a speaker or a moderator in panel discussion	1. Strategies to learn a language 2. Learning and culture 3. Joyful learning 4. etc.	1. Practicing in role play 2. Producing expressions as a speaker or a moderator with correct pronunciation and intonation	1. Performing as a speaker or a moderator 2. Using expressions as a speaker or a moderator fluently with correct pronunciation and intonation
To perform as a host of certain talk show	1. Life tension 2. Great experience ever 3. etc.	1. Practicing in role play 2. Producing expressions as a host of certain talk show with correct pronunciation and intonation	1. Performing as a host of certain talk show 2. Using expressions as a host of certain talk show fluently with correct pronunciation and intonation
To present an analysis	1. Short story, novel, or book analysis 2. Song analysis 3. Movie analysis	1. Reading a novel/book, listening to a song, watching a movie 2. Producing expressions in presenting analysis with correct pronunciation and intonation	1. Presenting an analysis 2. Using expressions in presenting an analysis fluently with correct pronunciation and intonation
To persuade people in a campaign	Campaign on: 1. Against drugs 2. Vote for a president 3. Green life style 4. etc.	1. Presenting a campaign in front of the class 2. Producing expressions in persuading people with correct pronunciation and intonation	1. Presenting a campaign 2. Using expressions in persuading people fluently with correct pronunciation and intonation

References

- Required
 - Gaynor, R. (1989). *Plenty to Say*. London: Longman
 - Gower, R. (1987). *Speaking: Upper-Intermediate*. Oxford: Oxford University Press
- Suggested
Supplementary relevant materials taken from stories, novels, textbooks, magazines, newspapers, and Internet

The second step is analyzing *Ulul Albab* values that are applicable to Speaking III syllabus. Generally, *Ulul Albab* is favorable values are repeatedly mentioned in the *Al-Qur'an* for exactly 16 times. The values are stated in *Surah Al-Baqarah*, *Surah Ali Imran*, *Surah Al-Maidah*, *Surah Yusuf*, *Surah Al-Ra'd*, *Surah Ibrahim*, *Surah Shad*, *Surah Al-Zumar*, *Surah Al-Mukmin*, and *Surah Al-Thalaq*. According to Muhaimin (2003), the *Ulul Albab* features can be summarized into 16 characteristics. Based on the summary, the indicators of *Ulul Albab* mastery can be listed as follows:

1. To have the ability of sharp analysis on any problems.
2. To have strong spiritual sense.
3. To be optimistic in living life.
4. To have balance in body and soul, individual and social life, and life and after life.
5. To have a purposeful life as a human.
6. To be able to be a pioneer in social transformation.
7. To be able to be an independent and responsible human being.
8. To have strong personality.

Seemingly, it is difficult to apply the aforementioned favorable values to Speaking III materials. Nevertheless, in English education area, intercultural language education has been reaching its popularity for the past several years. Thus, it is not impossible to apply Islamic values in English materials, specifically speaking materials. The 8 characteristics summarized from *Ulul Albab* features can be assimilated to the suggested syllabus of Speaking III course in the followings.

Table 2. Proposed Syllabus of Speaking III Course

Course	: Speaking III	Prerequisite	: Speaking II
Code	: 732206	Classification	:
Credit/Hour	: 4/4	Semester	: 4

Standard of Competence

Using and getting familiar with English public speaking correctly and fluently at advanced level

Basic Competence	Topic(s) and Subtopics	Learning Experience	Indicator(s)
To develop interview and observation report	<ol style="list-style-type: none"> 1. Interviewing a famous person (<i>muallaf</i>—someone who converts his/her former religious belief to Islam) 2. Reporting the result of the interview 	<ol style="list-style-type: none"> 1. Interviewing others 2. Producing expressions in interview and reporting with correct pronunciation and intonation, and expected gestures 	<ol style="list-style-type: none"> 1. Getting involved in interview 2. Reporting fluently with correct pronunciation and intonation

To perform as a Master of Ceremony (MC) in formal and informal events with Islamic themes	Being a Master of Ceremony for: 1. Islamic wedding party 2. Islamic ceremonies 3. Islamic holiday celebrations 4. etc.	1. Practicing in role play 2. Producing expressions as a Master of Ceremony with correct pronunciation and intonation, and expected gestures	1. Performing as a Master of Ceremony 2. Using expressions as a Master of Ceremony fluently with correct pronunciation and intonation, and gestures which are suitable with <i>Ulul Albab</i> values
To perform as a speaker or a moderator in panel discussions with Islamic themes	1. National/International Islamic conference 2. National/International Islamic seminars 3. etc.	1. Practicing in role play 2. Producing expressions as a speaker or a moderator with correct pronunciation and intonation, and expected gestures	1. Performing as a speaker or a moderator 2. Using expressions as a speaker or a moderator fluently with correct pronunciation and intonation, and gestures which are suitable with <i>Ulul Albab</i> values
To perform as a host of certain talk show with <i>ulama</i> or Islamic public figures as the guests	1. Oprah talk show (as an example) 2. Morning show in a TV station 3. etc.	1. Practicing in role play 2. Producing expressions as a host of certain talk show with correct pronunciation and intonation, and expected gestures	1. Performing as a host of certain talk show 2. Using expressions as a host of certain talk show fluently with correct pronunciation and intonation, and gestures which are suitable with <i>Ulul Albab</i> values
To present an analysis of art works with Islamic themes	1. Analysis of short story, novel, or book with Islamic themes 2. Analysis of song with Islamic themes 3. Analysis of movie with Islamic themes	1. Reading a novel/book, listening to a song, watching a movie 2. Producing expressions in presenting analysis with correct pronunciation and intonation, and expected gestures	1. Presenting an analysis 2. Using expressions in presenting an analysis fluently with correct pronunciation and intonation, and gestures which are suitable with <i>Ulul Albab</i> values

To persuade people in an Islamic campaign	Campaign on the following topics: 1. Against <i>zina</i> 2. Against misleading Islamic viewpoints 3. etc.	1. Presenting a campaign in front of the class	1. Presenting a campaign
		2. Producing expressions in persuading people with correct pronunciation and intonation, and expected gestures	2. Using expressions in persuading people fluently with correct pronunciation and intonation, and gestures which are suitable with <i>Ulul Albab</i> values

References

4. Required
Istiadah, Shartika, M., Fitriyah, U. (2016). *Public Speaking in Islamic Context*. Malang: UIN Press.
5. Suggested
Supplementary relevant materials taken from stories, novels, textbooks, magazines, newspapers, and Internet

From the existing syllabus, there is only one topic which is considered irrelevant to the integration of *Ulul Albab* values. The topic mentioned is job interview. Thus, in the suggested syllabus, this topic is excluded from the syllabus. The other topics, however, are significantly relevant to the integration.

The third step of developing materials for Speaking III subject is analyzing the existing recommended textbooks. According to the syllabus, the required textbooks are:

- a) Gaynor, R. (1989). *Plenty to Say*. London: Longman
- b) Gower, R. (1987). *Speaking: Upper-Intermediate*. Oxford: Oxford University Press

Nevertheless, in class the lecturers of Speaking III did not prefer to use these books. Their main reason of not using both books was because the books were out of date and considered irrelevant to the suggested speaking topics in the syllabus. Consequently, most of the lecturers made use of speaking materials taken from the Internet and authentic materials. Different from other lecturers, one of the lecturers consistently used other textbook entitled *The Art of Public Speaking* written by Stephen E. Lucas. This lecturer assumed that the contents of his book are apposite with the speaking topics recommended in the syllabus. The book consists of detail instruction and guidance for beginner public speakers. There are five chapters in the book namely (1) Speaking and Listening; (2) Speech Preparation: Getting Started; (3) Speech Preparation: Organizing and Outlining; (4) Presenting the Speech; and (5) Varieties of Public Speaking. The book is also equipped with speech samples and detail review of every sample.

Yet, the materials in this book are not integrated to *ulul albab* values as expected by the principles carried by the State Islamic university. If this book is used in Speaking III class, students will be trained to be expert public speakers, but they will only be able to deliver the common speech without being able to apply the *Ulul Albab* values in their speech.

The next step of developing textbook for Speaking III students is conceptualizing lesson format. Hutchinson and Water (1987) as quoted by Penaflorida (1995, p. 182) provide a model of lesson format for designing materials which consists of 4 elements, they are (1) input; (2) language; (3) Task; and (4) content.

The first element is input. According to Nunan (1989) input refers to the data that form the point of departure for the task. It means that input gives the students the materials they need to develop their ability to use the language on their own. The input can be a text, dialogue, diagram, or any piece of language data. However, not all language data can be used as input in the developed material, the researcher should select those input which is suitable for the students' need and level since it has been hypothesized that input which is comprehensible best facilitate second language

acquisition. In addition, the language input should also be adjusted to the contents of the public speaking textbook. Therefore, language input plays vital role in forming materials activities which encourage and guide the students as beginner speakers to be more expert public speakers.

The second element to be considered is content focus. Content focus serves as a means of conveying information about the subject matter. The content of the Speaking III textbook is developed based on the textbook written by Stephen E. Lucas entitled *The Art of Public Speaking*. The book consists of 3 chapters, namely: Unit I: The Definition of Public Speaking, Unit II: Write the Speech, and Unit III: Deliver the Speech. In developing the speaking textbook, the researcher adopted the contents of *The Art of Public Speaking* since the foremost use of the book is to supplement the contents presented in the proposed speaking textbook.

The next element is language focus. It provides the students with knowledge of language features and skills such as listening, reading, speaking, and writing, which enables them to apply it in doing the exercises and tasks. For example, it provides the students with the opportunity to write the speech outline, write the full speech text, and practice the speech in front of audience. The models of speech are provided in the written as well as audio form. Thus, the students will get both plentiful exposure to language in use and plenty of opportunities to use it for the students' development of knowledge and skill from the speaking textbook.

The last element of the speaking textbook is task. The task is language activities presented in the textbook which involves the students in comprehending, manipulating, producing, or interacting in the target language. Hence, the developed textbook should be designed to lead toward a communicative task in which learners use the content of language knowledge they have built up through the unit or lesson. The model, according to Hutchinson and Waters (as cited in Penafiora, 1995), acts as a vehicle which leads the students to the point where they are able to carry out the task. The language and content are drawn from the input and are selected according to what the students will need in order to do the task.

The fifth step of material development was gathering, selecting, and grading materials. After formulating the format of lesson, the researcher started gathering and selecting the materials from *The Art of Public Speaking* book, students' speech texts taken from students' assignments, and various sources. The researcher considered a variety of factors in developing, choosing or adapting the materials. Two of the most important were their effectiveness in achieving the purposes of the course and their appropriateness for the students and the teachers. Appropriateness includes the student's comfort and familiarity with the materials, language level, interest and relevance.

The final step of developing textbook for Speaking III class was writing the materials. In writing the textbook materials, the researcher took several considerations regarding the ability of English Department students in the Islamic University in public speaking. Several chapters in *The Art of Public Speaking* book were adopted in the speaking textbook with integration of *Ulul Albab* values. Other than that, in the previous Speaking III class, students were assigned to write speech texts based on *Ulul Albab* values and Islamic ways. Several texts were then selected to be included in the textbook. Other relevant materials taken from various sources were also taken into consideration to be included in the speaking textbook.

CONCLUSION AND SUGGESTION

Based on the whole process of conducting the development research, some suggestions are presented on how to make use of the product and how to make the product better. For the lecturers of Speaking III class of the Islamic University where the study took place, the developed textbook is suggested to be used as learning sources because it was developed based on the needs and interest of the students also the needs of the university to integrate *Ulul Albab* values through its curriculum and teaching learning process. The textbook has been validated by the experts in material/content development and lecturers through Forum Group Discussion and tried out to a number of students. The comments from the lecturers and the students are positive on the textbook since it can improve their public speaking skills and also can motivate them to learn English. However, the lecturers are

suggested to make some improvements and select which task is appropriate to be conducted in the classroom and correspond the classroom need and situations.

In relation to the improvement of the product, it is necessary for the researcher or other people who are interested in the product to try-out all the chapters in the textbook to get the information about the strengths and weaknesses of each chapter based on the user of the book. Another point is that there could be an effort to improve the textbook by involving more English lecturers in the study programs in order to obtain more inputs for its improvement.

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USING WEB-BLOG TO IMPROVE THE WRITING SKILLS OF THE STUDENTS OF SMKN KUDU

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ABSTRACT

The development of information and communication technology emerges social networking widely. This phenomenon attracts students' curiosity. In fact, social networking has advantages and disadvantages to the users, including students. As teachers, it is important to learn how to make it useful for teaching purposes which are benefit to the students. This study introduced the use of web-blog as a means of media to develop the student's writing creativity, particularly writing report. The topic was suited to the students' major study program "Tehnologi Hasil Pertanian or TPHP". This study involved 35 students of the grade twelve in the second semester. Grouping technique was applied to finish the given tasks accompanied with some procedures. The students, then, made the report based on the laboratory practice. The teacher worked closely with the students during the writing process. This was done not only for giving assistance but also assessing the students in some related aspects. When the students' writing reports had been approved by the teacher, they transferred their works into Microsoft Word. The final step was uploading their work into the school blog. The results show that the students' writing report, somehow, got improved. They showed their enthusiasm in performing their tasks. With the help of the teacher, they were able to make composition orderly.

Key word: web-blog, report text, writing creativity, grouping technique

THE BACKGROUND

The development of information and communication technology emerges social networking widely. This phenomenon attracts students' curiosity. In fact, social networking has advantages and disadvantages to the users, including students. As teachers, it is important to learn how to make use of it for teaching purposes which are of benefit to the students

Basically, the presence of ICT (Information and Communication Technologies) has been widely used in the field of education including language education to help improve the process / learning quality significantly. ICT termed as a technology that provides access to information through telecommunications have also been widely discussed by language experts, one of them is Jeremy Harmer. Jeremy implicitly refer to ICT (The Practice of English Language Teaching: 200: 145 150) as the computer it says as follows: Although computer use is still restricted to a fraction of the world's population, the use of computers (and the Internet) in education generally, and particularly in the teaching English , continues to increase is at an extraordinary speed-quite apart from its use in language laboratories. As with any technological advance such as: language laboratory, video, and even a tape recorder, the proper place for the various riches roommates computers have to offer is still under discussion.

Writing is one of the English four-skills, writing is an important language skill that students need to master. Through writing, students can develop their capability in communicating with people in a written form. It is supported by Rozimela (2004:....) states that learning to write is useful not only for the sake of developing students' writing skill but also improving their English skills. Actually, writing is considered the important skill taught, also considered as the most important skills to learn compared to the other English four skills. To prepare writing activities, students need to pass some stages like finding ideas, and developing the ideas.

There are a number of servers, which offer free, simple to set up and convenient to use blogs. Some of these are even specially designed for educational purposes. Here are some free blog that you might use for the class: Wordpress.com, Wordpress is one of the leading platforms that is used by most of bloggers around the world. It has plenty of themes, and is easy to navigate. Although Wordpress is free, it has the appearance not so different from those of the professional one. Blogspot.com just like Wordpress, BlogSpot offers plenty of option. It's even easier to use and is often considered most suitable for High school students. Blogger.com, this is the most popular blogging platform that 'newbies' – those who are new in blogging- love the most. Even professional bloggers are using it. Blogger.com is owned by Google. Livejournal.com was once very popular among other blogging platforms but due to the rather complicated registration it is now losing it's fame. Tumblr.com Tumblr.com is relatively new. Here bloggers can present more pictures than in any other platform. More blogging plat forms: Blog.com, Blog.co.uk, Blogsom.com, Blogdrive.com, Blogster.com, Weebly.com, Freeblogit.com, Isanejournal.com, Thoughts.com, Blogigo.com, Blogtrue.com, Greasy.com, Tblog.com, Bravenet.com, Blogtext.com, Edublogs.com, Opendiary.com

Nowadays, students are considered 'digital natives'. Students will use digital aid easily as part of their daily activities. We can see this fact everywhere: a boy with the iPod, sitting across from you on the bus; a girl typing messages into his cell phone; one of your student in your class who knows what to do when your e-mail crashes. The fifteen-year-old who can beat you at any online games—and types faster than you do, too. All of them are "Digital Natives." Students were all born after 1980, when social digital technologies came online. Students all have access to networked digital technologies. And they all have the skills to use those technologies. They study, work, write, and interact with each other in ways that are very different from the ways we were. That is why it is not an impossible task for teachers of our time to use blogs in our classes. It's as easy as ABC for students of present time. There are many reasons why you may choose to use blogs with students. One of the best reasons is to provide a real audience for student writing. Usually, the teacher is the only person who reads student writing, and the focus of this reading is usually on form, not content. With blogs, students can find themselves writing for a real audience that, apart from the teacher, may include their peers, students from other classes, or even other countries, their parents, and potentially anyone with access to the Internet.

Then, the first need of the students to write is motivation. Motivation is a feeling of interest and enthusiasm in doing something. In fact, many students now lack of motivation in writing. That problem caused by lacking of attractive media to write that makes students feel easily bored to write. Based on the problem of lacking motivation, the researcher will describing the implementation of weblog to improve the writing skill mainly in their motivation and their score. The topic was suited to the students' major study program Teknologi Hasil Pertanian or TPHP. This study involved 35 students of the grade twelve in the second semester. Grouping technique was applied to finish the given tasks accompanied with how to write a report. The students, then, made the report based on the laboratory practice.

METHOD

This research is designing Classroom Action Research as Kemiss and Taggart (1988) on their procedural principle that contains of: planning, action, observation, reflection and evaluation. Four phases continuing in cycles.

This research conducted during 2 months, starting January 2016 until March 2016. The research is conducted at SMK Negeri Kudu Jombang, twelve Grade proficiency TPHP (Technic of Food Production Process) academic year 2015/2016. The total student is 35 students. This action research is done by the researcher in her own classroom. In this study we used weblog as the media to improves the writing activity in the classroom. The problem is focusing on the first semester material at competence "to write bussiness letter and simple report" student understand how to write report as the indicator. That material is usually done in daily activity so that it is very important teaching in interesting atmosphere. By searches the alternative strategy the teacher

discuss with other English language. One best alternative strategy is then selected and translated into the lesson plan. All necessary instructional media and assessment instrument are developed to the lesson plan.

The data collection is done by: 1. Documentation and references. It aims to get documents, books, policies, archives, literatures, reports that have relationship with the research, and other files. 2. Action Research. Basically, action research is the important way for researcher to get the valid/primary data, because it presents the field research.

Before implementing the weblog as writing report in this research, the researcher do the preliminary study as the observation and identifying classroom problems as: 1) The student having difficulties in writing English. 2) The student was inactive in class because they got uninterested in English lesson. The score that get from preliminary study is the first step to do the cycle 1.

During the process learning and teaching in Cycle 1, the researcher accompanied by the observer conduct the observing to the students' attitude to the lesson that relationship with the implementation of video in improving their skill in writing. The observing to assess the students' attitude is using assessment sheet, using *likert scale* and the formulation to get the score.

Reflection is the synthetic analyze activity, interpretation and explanation to the data and collect the information that collected in this research. The data and information that observer have to collect and ready to interpret and analyze. The researcher is trying to get the weakness of the Cycle and give the problem solving to next lesson or next Cycle whenever the first Cycle is getting failed.

FINDINGS

This research was conducted from January until March 2016 at SMK Negeri Kudu Jombang. The basic competence chooses to understand simple instructions. This research is done on two steps, cycle I and cycle II. In each cycle the result are described, analyzed and reflected to get the advantage and disadvantage from the lesson which implemented. In cycle explained the plan steps doing the action research. The preparation of the steps explains into: Develop the lesson plan that explains "how to write a report" in the classroom or English laboratory. Then prepare the instructional media as internet, school blog, one PC for one student. Also establish the criteria of success of this research: Students can attain the score more than minimal passing grade of SMK Negeri Kudu (78) and the more students creative into English writing on web blog the more effective the strategy of teaching using weblog.

In this phase the researcher is starting the process of teaching, the researcher designing the lesson plan and put strategy of weblog through the lesson plan, in detail shows on appendix. Once the material is given to the students, and the example of weblog has been watched on the screen, the students do the task. The students have to write a report in group as text document on Microsoft word before they upload on the weblog. The topic is about describing processes. Then the teacher is giving different topics for each group. And they have to improve it by presenting on weblog.

As the plan of the research in this stage will show the table of students' score of writing report on weblog as posttest after they got the strategy in cycle 1. The minimal passing grade is 78. Also explains the rate of score is 'complete' and 'uncompleted'. Complete means that student pass up to 78 and uncompleted means that students got the score less than 78.

Based on the score on writig report on weblog in this cycle, it is concluded that the students of grade XII have lower competence in English writing. The increasing score in cycle I is still under target average, even they have a change in attitude and the score. Shows to the average in preliminary test got score 72, 6 increased to 78.

During the process learning and teaching in cycle 1, the researcher accompanied by the observer conduct the observing to the students' attitude to the lesson that relationship with the implementation of weblog in improving their skill in writing.

In students' response, student inactive took note during the lesson they got 14,5. The score found fairly in asking question, expressed their mind and answered the teachers' question. The score showed 28,8. In discipline they got score 100 or excellent; the students did the assignment

well. They submitted the task on time; they keep staying on the class during the lesson and keep silent since the class begun until the end.

On participation, the student got score 100 for presentation in front of class. But not all student that allow in planning, process and learning continuity, they got score 76,1.

In students' creative on the process of lesson they got score 76.1 means better. Also in students independent learning still got score 76.1 that showed good participation.

Based on table of finding in cycle 1, found that writing skill of students has been increased, the method of using webblog raised students' creative and it will improves their score in their writing on blog. As detail, the result of students in implementation of video that influence in writing skill there are:

In topic, Directly relevant. Good organization; points are logically ordered; sharp sense of beginning and end. In quality of information they Supporting details specific to subject. But in grammar Usage, Mechanics, Spelling More than two errors in their writing. In interest level , basic vocabulary; needs descriptive words, in their neatly, it Typed; clean; neatly bound in a report cover; illustrations provided. In timeness they publish on time.

According to the observation on student behavior in their classroom noted on the attention to the lesson made them keep listening and try to understand with the lesson. They didn't talk to their classmate; they did the English assignment, bring the textbook and kept listen to the English learning process.

In students' respond to the lesson noted good enough in scoring means that they keep taking note when they discuss in their group. They tried asking the question whenever they have problem in understanding, the student answer the teachers' question and keep trying to write the report as they have in their work field.

In discipline of student got score 100, means that the students did the assignment and submit it on time, they didn't pass the lesson by come and leave in the classroom also didn't make noisy.

The participation of students in writing a report on Microsoft word and publishing on webblog got score 100, in participation in the process and continuity of the study they got core 76.1. In creativity student got score 100 means that the student could do the improvisation on the process learning. Also the student is enough independent in learning after they got writing by webblog method.

According to the interpretation of the founding in Cycle I test and posttest in cycle II, the researcher get conclusions that the post test of Cycle II has successful change the student behavior in writing skill. The motivation in implementation of webblog have influence in students outcome even not yet 100% goal. They develop their writing in writing report creatively, it got from the understanding the content of the report, in grammar usage and spelling, also varied of vocabulary in their report showe how they improve the lesson. It typed clean and tidy in report cover. The student also publish on time to the webblog.

So, based on the explanation in Cycle II stated that the implementation of webblog in improving writing skill of student of TPHP grade XII of SMK Negeri Kudu is success to create the motivation in learning English.

DISCUSSION

Based on the action research that the researcher conducted, the implementation weblog of student in SMK Negeri Kudu Grade XII major TPHP helped the student in improving the English writing skill. The webblog presented in interest package able to attractive students to write English report appropriately. The webblog inspired them to be creative and could develop the certain idea.

In observation of the research conducted in SMK Negeri Kudu English writing skill was poor and some problems were faced in the learning process. The problems factor found in this action research are the lower motivation of student to use their skill in writing, feeling too shy to express their skill in writing, minus of stimulus in teaching English especially in writing lesson.

The advantages of student learning writing by webblog according this action research are:

Through the webblog, students able to express their idea on presentation because of attracting source. Through the webblog, students active in discussion with their group because of attracting source. Through the webblog students are more creative to package the presentation. Through the webblog students develop to the other the English lesson's material for their writing exercise. Through the webblog, students are able learning in listening and reading skill.

In this research, the weakness of learning writing using webblog are: 1) not all student getting error in spelling, grammar usage in their report. 2) not all students have varied vocabulary, they need descriptive words. So, from the weakness of the research researcher solve the problem as: 1) The teacher have to divide her attention to the student who have high ability and to the student who have difficulties in grammar also let the students learn word spelling by the dictionary. 2) let the students learning more the difficulties to learn more in writing and using the variation of vocabulary.

In Cycle II, the implementation webblog to improve the writing skill able to motivate student in using their grammar, add their vocabulary, almost all of student attracting in writing lesson. Also, the student more confident in expressing their skill in writing by write on the webblog, it makes them rarely to get mistake.

CONCLUSION AND SUGGESTION

Conclusion

Based on the the result of the research which has been conducted at SMK Negeri Kudu Jombang, that is the lower writing skill of student is caused of decreased of motivation to learn English especially in writing so that influence in how they express to write that makes student stop in their creativity. After implementing webblog in English lesson raises the students to study. It encourages student's interest to learn by using appropriate webblog as a teaching aid. The webblog increases the motivation in learning English.

The steps are conducted by using webblog to improve the writing skill based on the revised plan were, (1) the teacher started lesson by teaching the student in writing report and how to publish, (2) the students start to discuss with their group and divide the task in their group, (3) the students write the report on Microsoft word. (4) Teacher guided student in question and asking season well, (5) the students publish their task into school blog.

Based on the teaching procedure above, the teacher at the end of the season gave the reflection of the lesson and asked to the student about the difficulties during the lesson. Then, the teacher gave the feedback in understanding of the using webblog in teaching English writing.

The most important thing in the teaching and learning process are the students' attract and enjoyment in the teaching and learning process, teaching writing using web-blog may give the students a better change to write and express their ideas in English. The students may have high motivation to study by the teacher's instruction. The students realize that their writing will be read by many people through web-blogs. So, one thing they have to do is to practice more in order to be good in writing.

Teaching writing by blogging will be done by following process of ; drafting, posting, commenting, revising and publishing in accordance with the stages in writing a short report. The final product of the students is a composition published in a Web-blog that can be read by browser , other bloggers or internet users. The use of web-blog, especially English, can motivate the students to write better and they can express their ideas through school blog in teaching and learning process. In this case, the roles of the teachers are guiding the students to have better writing and encourage them to write periodically. The grouping made work better for them. It was evidenced by the students' focus in doing the tasks and they also got a better score in their writing tasks when they did the tasks in groups. By using web-blogs the media in writing, students could also share their product of writing online.

Suggestion

To improve the quality of learning language especially in writing need the skill to create and innovate from the teacher. Teachers have to fix the lesson plan and syllabus to effort the

English lesson so that the implementation of writing using webblog in improving the learning English especially writing skill, very interesting to appreciate. The webblog can improve the creativity of student in learning process. And the implementation of webblog students can improve the motivation student to study and practice to write English.

The implementation of webblog in the language learning in writing skill is appropriate to do. This method webblog media is appropriate to the other lesson. Not only for the learning material but it support the students to focus and motivate in learning.

To the next researcher, this study by using webblog is advisable to carry out the other action research that improving the other skill of English teaching and learning. Also strategy using webblog is able to elaborate to the different level students, also in different subject of English.

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METACOGNITIVE ORGANIC LANGUAGE APPROACH (MOLA): AN APPROACH TO TEACHING ADULT ESL STUDENTS IN A MULTILINGUAL CLASSROOM

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ABSTRACT

This paper looks at a new approach in language teaching. The approach is grounded in experiential styles of learning and teaching. However, it adds an element of power by helping students know how to use grammar to improve their status in the English-speaking community. The beginning of this language learning process focuses on having the students relate English to their collective experience. This addresses key elements of language learning within their community. The goal is to tie concepts in English to emotions in their first language. Students reflect on their experience. This enables them to become aware of their language use. The last part of the cycle, teaching language skills, will empower the students to better engage as leaders in their communities. Using this method will strengthen the voices of those in the expanding circle of English speakers so they might have a global impact. The approach will look at the use of varying teaching techniques and teaching strategies and how they could be incorporated into the classroom. Finally, the approach addresses tertiary factors in the education such as motivation, classroom management, and authentic assessment.

Keywords: *Community, Experiential Learning Cycle, Multiculturalism, Empowerment, Emotion*

INTRODUCTION

What is MOLA? The abbreviation stands for a Metacognitive and Organic Language Approach. The approach is grounded in experiential styles of teaching and learning. However, it adds an element of power by helping the students know how to use grammar to improve their status. The beginning of this language learning focuses on having the students relate the language to experience. These can be activities performed inside the classroom or done outside in the community. With ESL learners, the goal is to tie concepts in their second language to emotions in their first language. The next step is to reflect on their experience. This enables the students to become aware of their language use. The last step is to teach the language skills associated with empowering the learners. These can be fundamentals in grammar such as the choice of which pronoun to use, but can be as complex as using the passive voice to remove the agent from the situation. To better understand how these steps work, MOLA should be analyzed in each of its parts.

METACOGNITIVE

The role of metacognition in the approach is to make the students aware of their language use. For beginning ESL students this could be asking the students the difference between capital and lower-case letters or the use of punctuation in English. At higher levels this could include sentence structure, format, and slang. Ultimately, the goal is for the students to analyze the concepts rather than the language. This process moves from teaching metalanguage to metacognition. Both parts ask the students to reflect upon their language use. Think of this step as the wrap-up at the end of teaching a lesson. It answers the question about why the class had the experience.

For example, both Freire (1970) and Fairclough (2013) show that word choice is a conscious action that has far-reaching effects. Imagine if instead of using “native speaker” when applying for a job, the applicant used “English speaker.” The terms “native” and “English” speaker would both imply that they could speak English, but they carry much more weight. “Native speaker” demonstrates that the person learned the language as their first language. It implies that the language was originally spoken in their country of origin. What cultural

implications does this have? Does it take into account the indigenous languages from that country? It remains culturally insensitive. Yet, on the other hand, if the interviewee uses “English speaker” it could connote that they speak English, but it might not be their first language. This might come across as inferior if applying for a job that requires English language skills. While there is no best answer for word choice, each word used has its own implications.

In the compilation of articles by Kubota and Lin (2009), it addresses issues in non-standard English including issues with minorities, socioeconomic status, and multiple –isms. Most of the articles tie in the concept of identity to language use. Therefore, it is important for the students to reflect upon their own choice of words when communicating. Fairclough (2013) is especially interested in the power struggle between classes and advocates for a critical language awareness in order for those in disadvantageous situations to rise above the class gap.

Diane Larsen-Freeman (Atkinson, 2011) discusses complexity theory and how it relates to language use. In one of her examples she discusses the “butterfly effect [where] even the smallest detail in a complex system can have profound effects” (Atkinson, 2011: 52). Language is a complex system. Awareness of language use in these terms it is similar to gossip. One speech act can set in motion a series of events that can change a student’s life forever. It doesn’t even need to be true. The aim of teaching metacognition is to show the students the power of language through awareness.

ORGANIC

If metacognition is the ultimate goal, then having an organic experience is the first step in getting to stronger critical thinking skills. Experiential learning is a growing approach in the United States. Larsen-Freeman and Anderson (2011) provide an array of such practices. Total Physical Response (TPR), Community Language Learning (CLL), and Desuggestopedia are all examples focusing on the experience of the learner in the classroom. Likewise, it is critical to have a foundation of learning built upon a communal experience. Language is inextricably tied the experience of the language. Culture also comes into play in this dimension. It is important to create a classroom where respect of each other’s cultures is valued, especially in a multilingual classroom.

Patrick Moran (2001) addresses cultural learning in the classroom. He presents multiple graphic organizations of how this can be understood in the classroom. From the *Five Dimensions of Culture* to *The Iceberg of Culture*, he sets out to show the importance of teaching culture in the classroom and the dynamic role between the teacher and the students (Moran, 2001). The experience created in the classroom by the teacher is cultural. It can be co-created with the students, an exploration of cultural values, or an explanation of customs where the students will be communicating with the language. In each case, it is necessary to address culture in the language. Swan and Smith (1987) provide examples for the teacher of how to address the linguistic functions that might be impacted by the students’ culture. Access to resources is invaluable when addressing individual needs of the students or having to differentiate a lesson.

Dörnyei and Murphey (2003) show the value of groups in the classroom. They show that classroom setup has a strong implication on how students interact in the setting. A classroom with a podium and desks lined up behind it will not facilitate experiential learning. Instead, the teacher will have to focus on one student on a time while speaking. Following these suggestions, it is more effective to create a circle or semi-circle which “allows students to have direct visual contact with each other to increase communication” (Dörnyei and Murphey, 2003: 81). Meddings and Thornbury (2009) have created an approach which focuses entirely on intra-communication in the classroom. Their approach, termed “Dogme” after the movie of the same name, focuses the classroom on the environment not the teacher. This includes the students that exist in the environment. It also frees the teacher of creating numerous materials for the students as the focus isn’t on the completion of the product, but rather the process of engaging in communication. In each of these theories discussed above lies the fundamental value of dialogue. Once a dialogue is established, an experience will follow.

LANGUAGE

Defining the word “language” is a daunting task; in fact, it is a profession, linguistics. For the sake of this approach, it is necessary to create a working model which defines language—a model that can help language learners. On one hand, learners need to become knowledgeable about standard versus non-standard language, specifically English in this case. Using this knowledge will be able to empower the students in their use, experience, and growth of language acquisition. On the other hand, the concept of grammar is eternally linked to the power relationship with language and culture. For this reason, students need to develop the skills necessary to supersede the cultural and linguistic barrier that exists in the field of ESL. Identity is crucial to the development of language and this cannot be accomplished without the might of grammar.

“Those who hold power at a particular moment have to constantly reassert their power, and those who do not hold the power are always liable to make a bid for power” (Fairclough, 2013: 57). The people in power have control over the language standard. This geopolitical influence of language creates a divide in the numerous ways a language can be spoken. Fairclough (2013) gives examples of dialects that exist in England Scots English or Welsh English. These examples abound in the United States as well usually varying from cardinal directions. The Washington Post breaks these down into a visual divide of non-standard English (Wilson, 2013). While there is no standard English in the US *per se*, there is a general consensus that it is “accent-free.” This is typically embodied by what one might hear on National Public Radio (NPR). Avery and Ehrlich (1992) also address the pronunciation difficulties not for L1 learners, but for L2 learners as well. These examples just highlight the spoken variety of English. There are many differences in the written language as well.

Grammar often takes form in the written word. Thornbury (1999) addresses the grammar theories for teaching grammar, textualized examples, error correction, and what not to do. He discusses the learning of grammar from a linguistic point of view. Students acquire grammar skills through certain processes which are repeated, scaffolded, and differentiated. While this helps at the beginning level of learning English, Thornbury’s speech does not address the personal connection that the student has to grammar. ESL students are often confronted with a difficulty of being heard because of a grammar deficit. Their accents preclude them being heard on a global scale. “This right and the power to exercise it is unequally distributed, and often L2 learners find themselves positioned by others as speakers without the right” (Ortega, 2009: 242). The goal in teaching grammar within the MOLA framework is to provide the students with opportunities to experience communication and the skills to use it. Creating an identity for ESL students doesn’t mean they have to relinquish their cultural heritage but to learn shortcuts to manipulating grammar to convey meaning. This ability gives them power.

APPROACH

Lastly, it is important to establish MOLA as an approach to language acquisition. There are no given methods on how to succeed in this theory. It is a synthesis of different approaches, experiences, and activities which exist in various institutions in the field of TESOL. While Larsen-Freeman and Anderson (2011) have played a large role in familiarizing approaches to teaching, MOLA is not an amalgamation of these approaches on their own. The social value of education is often lacking in these approaches. For this reason, it is important to teach in a way that empowers the students.

The Megaphone of Empowerment (Figure 1) is a visualization of this empowerment. It incorporates the other features of the language into a metaphor of language acquisition and use. The speaker, “I,” comes with their language, typically non-standard as it may often be seen. The student’s personal identity from which they speak comes through the affective filter. Their emotion determines the power of their speech to be heard by others. These others, “Thou,” can range in English ability from fellow ESL students to more powerful people in control of the school system. The people in this system have a chance to affect how the student’s voice is heard. The teacher is one of these important people. Through this cone of amplification, the student is able to produce a geopolitically sensitive Language, “It.” This process rests upon the foundations of MOLA: awareness, experience, and grammar. The conscious act of the student to speak is awareness. The student’s experience is their trigger to speak. Their grammatical ability

is a way for the student to overcome social strife. This forward movement of power alongside cultural heritage empowers the student to speak with a louder voice producing the effects on language for the future. In sum, the role of the teacher is to provide a student with such a device to influence the world.

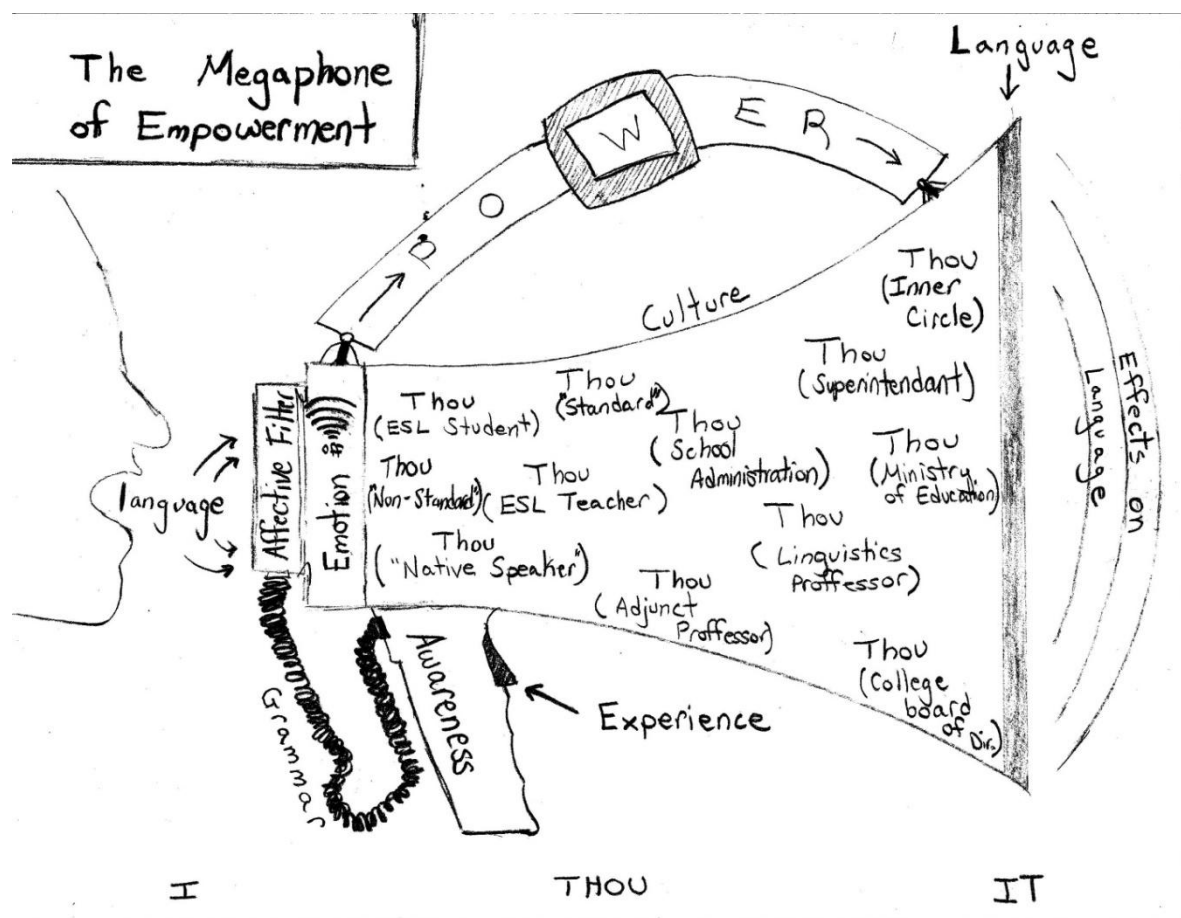


Figure 1 Megaphone of Empowerment

EXPERIENCE

In order to convey that this approach can be used at any level, even beginners, an example from a pre-literate group of adults in a multilingual classroom will be the given scenario. It can be assumed that these adults come from diverse backgrounds and vary in age and level of education completed. In this scenario there are about 15 students in the class. The class meets five days a week. This is the first day of the week. The class has been taught for about two months. It is two hours long.

The teacher enters the class and greets the students. The teacher asks the students how their previous day was. "What happened?" "Where did you go?" The teacher writes their name on the board and asks students, "What is the date?" The students give a verbal answer. While the teacher writes the date on the board, the students write the date in their journals. The teacher asks the students a focus question. This can be based upon previous answers to what happened the day before. Or, if the students don't respond, the focus question can reflect what they did in the previous class as a review. The teacher asks the students why they have their journals. The students answer that it is for writing. The teacher tells the students they will practice writing and will use the sounds of the words they came up with earlier.

The teacher asks the students to form a class group. They will need to search for letters around the classroom. The students still struggle at character recognition and have difficulty distinguishing between lower-case and upper-case letters. The teacher asks the students to find a letter based on a word given earlier in class. For example, the teacher asks the students to find the letter "w" in the classroom based on the "what" question earlier. The students look around the posters hung up on the wall, the papers on the desk, and the signs posted around the room.

After a student finds the letter, the teacher asks the rest of the group to point to the letter. The teacher then asks the students to think of a word they used earlier. The teacher can give the students clues if necessary. “How did you get to class?” After a few rounds the teacher asks one of the students to think of a letter to find in the classroom. Their peers need to find that letter. A different student is chosen until each student is able to have a turn leading the class on a letter-finding scavenger hunt.

After the scavenger hunt, the teacher asks the students to return to their seats. The teacher takes out a set of alphabet dice which have all the letters of the alphabet on different sides of cubes. The teacher asks the class to find all the letters on the cubes that they searched for around the class. Next, the teacher asks the students to find the letters that they did not find around the class. For each of the activities, the teacher is with the students, sitting next to them and answering any questions that they have. The teacher asks the students about the letters as they point to them or move them into play. The final task for the students is to create the words that they used in the beginning of the class. The students work as half the class to find the words. After they find each word, they write it down in their journals. After the two groups find around five words, the teacher will ask them to come together as a group.

The teacher will ask the students what they did. They will reflect. What is in their journal? What are the letters called? What are all the letters called? The teacher will write the student responses on the board. The teacher will ask the students how the activity related to them. The teacher will ask the students about the alphabet in their culture. How many letters are in their alphabet? The teacher will ask the students why was the activity was important. The teacher will ask the students about the grammar they learned in the class. What was the grammar about? How does the grammar help us? What is the difference between a letter and a word? The teacher will allow any remaining time for a continuing discussion reflecting about what they learned and why they learned it.

REFLECTION

The following table (Table 1) illustrates a breakdown of the experience. It matches the theoretical framework of MOLA into a systematic illustration of what the students were learning. Each part is subcategorized into an experience and the principles, or reasons, why they were given that experience. It illustrates the pedagogical reasons as well as the linguistic reasons. The goal is to compartmentalize the story and the theory behind MOLA.

Table 1 an analysis of the experience in a beginner ESL classroom

MOLA	Experience Summary	Principles
<i>Metacognitive</i>	<ul style="list-style-type: none"> ●Students reflect upon their use of written characters to phonetic sounds ●Grammar discussion 	<ul style="list-style-type: none"> ●The students are learning the metalanguage of English where they need to think about matching the character to the sound produced ●The students focus on how grammar is used to create power. This can start at the level of proper nouns. It can be expanded to describe the effects of a phrase IN ALL CAPITAL LETTERS!
<i>Organic</i>	<ul style="list-style-type: none"> ●The teacher greets the students and asks them what they have done on a previous day or lesson ●The students participate in a shared experience as a class 	<ul style="list-style-type: none"> ●The teacher is accessing their background knowledge to generate authentic language; it may include cultural aspects which may be integrated into the classroom ●This activity ties their emotional experience to the language learning process
<i>Language</i>	<ul style="list-style-type: none"> ●Students practice the pronunciation of the characters as they search for letters around the room ●The alphabet characters are transcribed into their notebooks 	<ul style="list-style-type: none"> ●This focuses on the dialectical, or phonetic, aspect of language acquisition; the students are creating their own interlanguage as a class ●The students are provided the tools to understand the grammatical structure of sound creation; the students are learning the power of words
<i>Approach</i>	<ul style="list-style-type: none"> ●The students take turns leading the 	<ul style="list-style-type: none"> ●This provides each student with an

	class by producing new characters that they see around the classroom <ul style="list-style-type: none"> ● Reflection on what was learned and why 	opportunity to become a leader in the classroom; it empowers the leader and encourages dialectical exchanges <ul style="list-style-type: none"> ● The students are using their “megaphones of empowerment” to express their ideas about the lesson as a whole; it allows them a chance to understand and overcome social barriers in a safe setting
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CONCLUSION

There are a few methods, techniques and activities that naturally mesh with the ideas set forth in MOLA. The Dogme Approach mentioned earlier embodies the experience described with the students. Students were given minimal resources such as paper, a writing implement, and a chalkboard. The students were able to use these materials to generate conversation that was meaningful to the learners. Likewise, the Language Experience Approach (LEA) ties into the organic theme in MOLA. Students are encouraged to express their thoughts and base their language off of their experiences inside and outside the classroom. Lastly, the Participatory Approach has a strong tie to many of the themes presented. It includes how to create awareness about the inequities of power that the students face. “The Participatory Approach is based on a growing awareness of the role that education, in general, and language education, specifically, have in creating and perpetuating power dynamics in society” (Larsen-Freeman and Anderson, 2011: 170). The participation of the students in this concept is to avoid the concept of banking education and to “become jointly responsible for a process in which all grow” (Freire, 1970: 80). In the hypothetical case above, the students worked together and were responsible for their own development.

The techniques that can be effectively used in MOLA come from the environment. Students use the world in which they live to build experiences and practice using language. There are two aspects of the environment which I have seen successfully implemented in the classroom. The first is to use visual cues for the students. This can range from providing a graphic organizer, using a color-coded system, or body language. This gives the students a way to link the auditory language with visual aid. Second, students learn effectively when they need to physically manipulate the language. Tactile learning allows motor memory—an essential skill in writing—to become integrated into language acquisition. When students are given a ball to toss around the class to understand turn-taking, alphabet dice to learn the characters in the alphabet, or Cuisenaire rods to manipulate sentence structure, the learners are able to associate the items with the language. This helps in the retention of the knowledge as well as making the experience enjoyable. Ultimately, the more sensory stimuli the students are exposed to in their learning process, the more they will absorb internally.

There are activities that help motivate the whole class. The scavenger hunt mentioned above gets the students out of their seats and moving around the classroom. It encourages visual and tactile learning amongst other sensations. The students work together as a class to find the solution. The students can be paired and given different roles to scaffold the activity. Show-and-tell is a great opener for the class. It can generate authentic language from the students. It builds rapport with the teacher. It allows for the students to focus on a concept and bring in items related to the concept in order to explore its dimensions. In general, activities where the students are creating the product motivate the class. These can include posters, graphic organizers, journals, and books. When the students see their creations, they are empowered in their pursuit of language acquisition.

Ultimately, this is still just a theory. Implementing this approach in a real classroom may demonstrate different results from ones predicted. Research and practical application in the classroom is the next logical step. Furthermore, it is important to integrate different skills levels into the study. By doing so, it will allow for a more accurate view of the scope in which the approach is applicable. Educators are encouraged to try this model and give feedback on their findings.

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IMPLEMENTING LOCAL WISDOM FOR SHAPING STUDENTS' MORAL IN ENGLISH LANGUAGE TEACHING CLASS TO FACE ASEAN ECONOMIC COMMUNITY ERA

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ABSTRACT

Education is a conscious process and plan to attempt a learning circumstance and learning process to encourage the students in developing their potential actively in order to have religious spiritual power, self-control and skill which their society, nation and state need. In shaping students' moral, we need moral education which is placed as a foundation for national development vision to realize the noble, moral, ethical, cultured and civilized by the philosophy of Pancasila. In line with this, we need to implement local wisdom which always follows the culture dynamics because it cannot be separated from the human mindset. Furthermore, the most important thing to do is to selectively accept outside influences so that local knowledge and culture can be maintained in accordance with Indonesian education philosophy. The implementation of local wisdom for shaping students' moral in English language teaching is expected to participate in improving students' sense of nationalism to face ASEAN Economic Community era. Through this way of teaching, the lecturer links to the one of the actions in strategic objective of education in Cha-am Hua Hin Declaration on the roadmap for ASEAN Community, 2009-2015 which states that the quality and adaptability of education must be improved, including technical/vocational/skills training and promoting education networking in various level of educational institutions and continue university networking including creating research clusters among ASEAN institutions of higher learning.

Keywords: *local wisdom, shaping students' moral, English language teaching, ASEAN economic community*

INTRODUCTION

Indonesia is very famous for its various culture and customs. There are many tribes with different culture and customs live in harmony. Furthermore, the wealth of local wisdom in Indonesia plays a very important role in shaping character education, starting from the very basic level of education to the higher level. Consequently, preserving various elements of local wisdom, including traditions, norms and customs has an effective function in shaping students moral.

Local wisdom are the thoughts, beliefs, abilities and expertise that the community groups have gained experiences from the adaptation and survival in the ecosystem or the natural environment, social environment and continuous of cultural development.

The local wisdom gives impact to the cultures, norms and customs transformation. Local wisdom always follows the culture dynamics because it cannot be separated from the human mindset. The most important thing to do for preserving local wisdom is to selectively accept outside influences so that local knowledge and culture can be maintained in accordance with Indonesian education philosophy. Since the outside influences could give positive and negative impact to our local knowledge and culture, consequently, we have to filter those influences by implementing our local wisdom for shaping students' moral in English language teaching process, specifically in facing ASEAN Economic Community era.

A. Local Wisdom

Local wisdom refers to indigenous people. It means that local wisdom belongs to particular indigenous people and their knowledge. It is a systematic body of knowledge acquired by the local people through the accumulation which is passed on from one generation to the next, in the form of experiences, informal experiments and an intimate understanding of the environment in a given culture. This indigenous knowledge derives from years of experience

and trial-and-error problem solving by people working in their environments. Source of knowledge management relating to the people's production which is based on their local knowledge and traditions originated by their ancestors. In other words, local wisdom is the accumulation of experiences which has been transmitted from one generation to another generation and has been utilized in daily life.

Local wisdom is the life value order inherited from one generation to another in the form of religion, culture or custom that is commonly spoken in nature in a society's social system. The presence of local wisdom in the society is the result of adaptation process to a usually inhabited environment in which interaction often occurs from one generation to another in a very long period of time (Juniarta, P.H., Susilo, E., and Primyastanto, M. 2013).

Local wisdom is a part of traditional culture element that deeply rooted in human life and community that related with human resources, source of culture, economic, security and laws.

The understanding of local wisdom in which exists in a certain place needs the understanding of its culture, since the culture is configuration of values system, qualitative meaning and idea development in life.

Local wisdom is basic knowledge gained from living in balance with nature. It is related to culture in the community which is accumulated and passed on. This wisdom can be both abstract and concrete, but the important characteristics are that it comes from experiences or truth gained from life. The wisdom from real experiences integrates the body, the spirit and the environment. It emphasizes respect for elders and their life experiences. Moreover, it values morals more than material things (Nakorntap et. al., 1996).

Local wisdom must be beneficial to the people, consequently, it must be integrated with the understanding of surrounding nature and culture. Since it is dynamic, it is flexible to the global situation. Furthermore, the implementation of local wisdom must be effective to improve quality of life because it corresponds with quality and quantity of available resources and it copes well with changes. We should employ our local wisdom contextually based on our own resources and capacities.

In terms of learning and knowledge transfer, it is important that local wisdom should be integrated in everyday life for solving the problem and improving the quality of community life which gives impact to the holistic knowledge in understanding the process of relaying knowledge. Deeply rooted knowledge and local wisdom support students well and offer feasible solutions for development. By doing this way, a lecturer can implement local wisdom for shaping students' moral in teaching and learning process.

B. Shaping Students' Moral

Shaping students' moral provides direction for coordination and cooperation of all activities so there will be interaction among the students. Building the feeling of trust is the part of affection process that early established among them.

Maintaining of local wisdom as norms that believed by community, become one alternative to reduce bad moral of students that generated by individualistic behaviours such as cheating, telling a lie, bullying other students, etc.

Given the increasing international concerns with both the positive and negative impacts of globalization on indigenous and national developments, how to manage the realities and practices of globalization and localization in education for maximizing the benefits and minimizing the disadvantages for the developments of students becomes a key concern in educational development particularly in the developing countries.

Globalization is creating numerous opportunities for sharing knowledge, technology, social values, and behavioral norms and promoting developments at different levels including individuals, organizations, communities, and societies across different countries and cultures. In particular, the advantages of globalization may include the following (Cheng, 2000; Brown, 1999; Waters, 1995):

1. Global sharing of knowledge, skills and intellectual assets that are necessary to multiple developments at different levels;
2. Mutual support, supplement and benefit to produce synergy for various developments of countries, communities and individuals;

3. Creating values and enhancing efficiency through the above global sharing and mutual support to serving local needs and growth;
4. Promoting international understanding, collaboration, harmony and acceptance to cultural diversity across countries and regions; and
5. Facilitating multi-way communications and interactions, and encouraging multi-cultural contributions at different levels among countries.

On the other hand, at the same time, it is potentially creating serious negative impacts on the indigenous developments, particularly those developing or underdeveloped countries. This is also the major reason why there have been so many ongoing social movements in different parts of the world to against the trends of globalization particularly in economic and political areas. The potential negative impacts of globalization are various types of political, economic, and cultural colonization and overwhelming influences of advanced countries to developing countries and rapidly increasing gaps between rich areas and poor areas in different parts of the world. In particular, the potential negative impacts include the following:

1. Increasing the technological gaps and digital divides between advanced countries and less developed countries that are hindering equal opportunities for fair global sharing;
2. Creating more legitimate opportunities for a few advanced countries to economically and politically colonize other countries globally;
3. Exploiting local resources and destroying indigenous cultures of less advanced countries to benefit a few advanced countries;
4. Increasing inequalities and conflicts between areas and cultures; and
5. Promoting the dominant cultures and values of some advanced areas and accelerating cultural transplant from advanced areas to less developed areas.

Clearly, the management and control of the impacts of globalization are related to how to maximize the positive effects but minimize the negative impacts of globalization is a major concern in current educational reform for national and local developments. Specifically, how can we foster local knowledge and wisdom for individual and local developments through globalization in education and from the global knowledge system, particularly in those developing countries that are facing the challenges of losing local identity in overwhelming globalization.

There is a strong reform movement in different parts of the world to promote campuses as learning organizations or communities such that they can learn to be adaptive and effective in facing up the various challenges from the fast changing educational environment in this new era of globalization and transformation.

The organizational learning and institutional knowledge fostering are in a context of globalization and localization in education. The process of organizational learning and knowledge fostering can benefit from the global knowledge and be affected by the theories of fostering local knowledge used to localize global knowledge.

The educational development needs the local knowledge of the contribution of schools to the cultural transmission and development in the local contexts. A campus is expected to help students to develop their creativity and aesthetic awareness and to be socialized with the successful norms, values, and beliefs of society. A campus acts as a place for systematic cultural transmission to and reproduction of the next generation, cultural integration among the multiple and diverse constituencies, and cultural re-vitalization from the outdated poor traditions. It often serves as a cultural unit carrying the explicit norms and expectations of the local community transmit all the important values and artifacts of the society to students, integrate the diverse sub-cultures from different background, and revitalize the strengths of the existing culture. On the other hand, it is also possible that a campus reproduces and perpetuates cultural inequality within the society.

The local knowledge about the contribution of a campus to the development and maintenance of education in the local contexts is necessary for a campus reforms in a new era of transformation. Due to the rapid development and change in nearly every aspect of the world, people begin to accept education in itself as an important value or goal (Chapman, 1996). A campus is expected to help students to learn how to learn and help lecturers to learn how to teach. Also, facilitating lecturers' professional development is one of the key education functions. A campus serves as a place for systematic learning, teaching, and disseminating

knowledge, and as a center for systematically experimenting and implementing educational changes and developments (Cousins, 1996). A campus provides service for different educational needs of the local community, facilitate developments of education professions and education structures, disseminate knowledge and information to the next generation, and contribute to the formation of a learning society.

The relationship between localization and globalization in education is dynamic and interactive. Localized globalization in education can create more values for local developments if local creativity and adaptation can be induced in the process of operational change and cultural change (Cheng, Y.C. 2002).

Based on the concept of highly localized and globalized way of learning, it is important to know how to foster both individual knowledge and institutional knowledge as the major contribution to the growth of local knowledge in globalized education.

In globalizing education, the curriculum design should be very selective to both local and global knowledge with aims to choose the best elements from them. It means that fostering local knowledge is mainly a process to replace the invalid local knowledge with the vital global knowledge through globalization or globalized education. Therefore, the understanding of weak and strong elements in both local and global knowledge is necessary in education. Students are strongly encouraged to be open for transplanting any good elements into local contexts and the expected educational outcome is to develop a person with locally and globally mixed elements, who can act and think with mixed local and global knowledge.

According to Cheng (2000), there are six theories of fostering local wisdom and knowledge in globalized education especially in facing ASEAN Economic Community era. Those theories are tree, crystal, birdcage, DNA, fungus and amoeba. In this paper, the writer uses the Theory of Tree because it is suitable to be implemented for English department students at University of PGRI Adi Buana Surabaya for shaping their moral in English language teaching and learning process.

The characteristics of the Theory of Tree are as follows: first, the process has its roots in local values and traditions but absorb external useful and relevant resources to grow outwards; second, fostering local knowledge in globalized education needs local and cultural roots.

The writer chooses the Theory of Tree because it has suitable characteristics with Indonesian education philosophy which was stated by the first education minister, Ki Hajar Dewantara a long time ago and it is still used up to now as the concept of education which is implemented in teaching and learning process.

The first characteristic of the Theory of Tree states that the process has its own roots in local values and traditions but absorb external useful and relevant resources to grow outwards. The second characteristic mentions that fostering local knowledge in globalized education needs local and cultural roots. The two characteristics that are mentioned previously in line with Ki Hajar Dewantara's education philosophy.

Raden Mas Soewardi Soeryaningrat who is very famous as Ki Hajar Dewantara used to be the first education minister in Indonesia. According to Ki Hajar Dewantara, there are three important things in Indonesian education philosophy that we can use as the concept of education. These three important things are called three piles of Ki Hajar Dewantara's education philosophy. The first is "*Ing Ngarsa Sung Tuladha*". The second is "*Ing Madya Mangun Karsa*". The third is "*Tut Wuri Handayani*". The first pile means that a teacher must have the ability of being a good role model for his/her students. The second pile means a teacher must have the ability of being a good innovator and motivator for his/her students. The third pile means that a teacher must be able to support his/her students' moral and spirit to learn. Based on the previous statements, we can draw a conclusion that the three piles of Ki Hajar Dewantara's education philosophy can be used as the basic principle of being a professional teacher. Furthermore, it can be used for shaping students' moral especially for the teacher training education students who will be teachers in the future since it is in line with the second characteristic mentioned in the Theory of Tree.

The reasons of using the three piles of Ki Hajar Dewantara's education philosophy are as follows: first, the students have to know that Indonesia has Ki Hajar Dewantara who is very expert in education; second, it can be used for fostering their local knowledge and wisdom; third, the implementation of local knowledge and wisdom for shaping students' moral is

expected to participate in improving students' sense of nationalism. Consequently, it can build the students' pride of being Indonesian citizens. Instead of Ki Hajar Dewantara who is very famous for his three piles of education philosophy, Indonesia also has R.A. Kartini who is very popular for her statements that men and women are equal in education. No gender discrimination in achieving knowledge and education.

Nowadays, we can see that no more gender discrimination in achieving knowledge and education even in getting the job. There are many female pilots, soldiers, doctors, engineers, teachers, lecturers, etc. in Indonesia. It proves that R.A. Kartini, an Indonesian woman, can make her dream comes true.

Ki Hajar Dewantara and R.A. Kartini are the examples of characteristics in the Theory of Tree local person with international outlook. It will prove that the local students can maintain its traditional values, cultural identity and accumulate local knowledge as it grows and interacts with the input of external resources. Consequently, the successful growth of local students will contribute to the growth of the global community and knowledge. Furthermore, they act locally and develop globally as the expected educational outcomes for shaping students' moral in facing ASEAN Economic Community era.

C. English Language Teaching

Rapid globalization is the one of the most salient of the new millennium particularly since the fast development of information technology in the last two decades (Brown, 1999). To different observers, different types of globalization can be identified even though most of the attention is in the areas of economy, technology and culture (Brown & Lauder, 1996; Waters, 1995). Among the things that have been affected by globalization is ELT. That is, with the rapid pace of globalization, there has been a major change in the field of ELT.

English Language Teaching (ELT) is the teaching of English to students whose first language is not English (Macmillan Dictionary, 2016). English Language Teaching (ELT) is the teaching of English to speakers of other languages (Cambridge Advanced Learner's Dictionary and Thesaurus, 2016). English Language Teaching (ELT) is the teaching of English specifically to students whose native language is not English (Collins English Dictionary – Complete and Unabridged Digital Edition, 2012).

According to Cheng (2000), there should be multiple globalizations including technological globalization, economic globalization, social globalization, political globalization, cultural globalization and learning globalization in the new millennium especially in ELT.

Inevitably, how education should be responsive to the trends and challenges of globalization has become a major concern in policy making in these years (Ayyar, 1996; Brown & Lauder, 1996; Fowler, 1994; Green, 1999; Henry, Lingard, Rizvi, & Taylor, 1999; Jones, 1999; Little, 1996; McGinn, 1996; Pratt & Poole, 2000; Curriculum Development Council, 1999). In addition, facing the increasing demands for the various developments of individuals and local communities in the new century and for maximizing the support to and effectiveness of education, not only globalization but also localization and individualization are necessary in ongoing educational reforms. Based on the above statement, the implications for curriculum and instruction must be match with the multiple globalizations nowadays.

In the Theory of Tree, which is linked to the multiple globalizations, the implications for curriculum and instruction in ELT are as follows: first, the curriculum is based on local values and cultural assets but absorbs suitable global knowledge and technology to support the development of the local wisdom and students as local citizens; second, the selection of global knowledge in instruction will mainly depend on the needs of the local wisdom and cultural preference. These things could be done by fostering local knowledge in globalized education and the needs of local and cultural roots. It means that before we start teaching in ELT classroom, we can do the brainstorming technique to our students using the local values and traditions but still absorb the external useful and relevant resources to grow outwards, for example we can explain about the three piles of Ki Hajar Dewantara's education philosophy to foster the local knowledge and wisdom of our country, Indonesia so that the students will know that we have the very famous expert in education instead of Benjamin Samuel Bloom who is famous for his education taxonomy which is called Bloom's Taxonomy. By using this teaching technique, the students will be able to adapt the local knowledge and wisdom which they get

from the lecturer. This is the way how we make the students can maintain their traditional value, cultural identity and accumulate local knowledge as it grows and interacts with the input of external resources.

The expected educational outcomes from this way of teaching is that we can make the students as local people with international look who act locally and develop their way of teaching globally. Through this way of teaching, the lecturer will make his/her students are ready to face globalization era, specifically ASEAN Economic Community era since it links to the one of the actions the one of the actions in strategic objective of education in Cha-am Hua Hin Declaration on the roadmap for ASEAN Community, 2009-2015 which states that the quality and adaptability of education must be improved, including technical/vocational/skills training and promoting education networking in various level of educational institutions and continue university networking including creating research clusters among ASEAN institutions of higher learning.

D. ASEAN Economic Community

ASEAN Economic Community is a grouping of ten developing countries with great variance in the level of science and technology capability as a key factor in sustaining economic growth, enhancing community well-being and promoting deeper integration in ASEAN. ASEAN Economic Community has a major step towards greater cooperation and integration as a single market and production based, allowing free flow of goods, services, investment, and skilled labour, and the freer movement of capital across the region. ASEAN Economic Community is a major milestone in the regional economic integration agenda in ASEAN, offering opportunities in the form of a huge market of US\$2.6 trillion and over 622 million people. In 2014, AEC was collectively the third largest economy in Asia and the seventh largest in the world (asean.org/asean-economic-community/).

In facing ASEAN Economic Community era, the students are supposed to have communication ability because it becomes the basic knowledge for them as English department students to face the challenges in globalization era. Consequently, the lecturers have to enhance their students speaking ability so that they can join the international events to encourage the students' interests in facing current events culture and technology.

CONCLUSION

Local wisdom, in the form of norms will be sustained if trust feeling among students established as the basis for moral behaviour. Furthermore, maintaining of local wisdom as norms that believed by community become one alternative to reduce bad moral of students that generated by individualistic behaviours, such as cheating, telling a lie, bullying other students, etc.

Shaping students' moral becomes a habit that drives decisions, outcomes and the overall culture. The main purpose of shaping students' moral is to encourage students to reflect on what is happening in the world and to relate these issues to ethics and integrity.

Shaping students' moral in ELT could become attitudinal, so that good moral becomes a part of the culture. Creating a culture of kindness and always give honour to other people will help students to develop the skills they need to be compassionate human beings. Consequently, the lecturers should also realized the importance of history as the local knowledge and wisdom to understand the part and its relevance to the present for enhancing the students' future. Finally, they will become potential people who act locally and will be able to develop their performance globally with international outlook.

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MERITS OF EMPLOYING PAIR WORK STRATEGY IN EFL CLASSROOMS

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ABSTRACT

EFL instruction strategy has been revised from time to time in order that EFL learners can have better EFL competence. One of strategies offered is pair work strategy in EFL classrooms. This strategy has been successfully attracting EFL researchers' attention. They conducted studies on the strategy and found several advantages of employing pair work in EFL classrooms. First, learners who completed the task in pairs outperformed those who attempted it individually. Second, learners working in pairs had more opportunities to communicate in the target language than in teacher-fronted classrooms. Three, students working in pair can assist each other, sharing ideas to complete the task. Next, pair work had positive contributions to learners' motivation. Then, learners' anxiety decreases and their language proficiency improves when they work in pairs. The following is pair work enhance learner self-esteem to improve their communication skill. At last, pair-work helps students build positive interpersonal relationships and create a high level of academic solidarity and confidence. Based on the findings above, EFL teachers are suggested to employ pair work strategy in EFL classrooms to get students's better competence.

Key words: *merit, pair work strategy, EFL classrooms*

INTRODUCTION

Teaching writing as foreign language does not mean teaching how to transfer sentences in students' mother tongue into English sentences. An English teacher should consider many things in teaching writing as foreign language. Related to this, Sokolik (2003) and Kroll (2001), who are interested in English Language Teaching propose several ideas related teaching writing.

Sokolik (2003) proposes some principles for teaching writing. First, students' reasons for writing should be understood. The big dissatisfaction with writing instruction comes when teacher's goals do not match the students' goals or the goals of the school. It is important to understand the students' goals or the goals of the school and to convey goals that are meaningful to students. Second, the teacher should provide many opportunities for students to write. Writing skill requires a lot exercises because it has many aspects to fulfill (grammar, vocabulary, discourse features). It is impossible to master it in short time and with a little exercise. Writing in mother tongue is very difficult, let alone in foreign language. The practice given to the students should provide be presented in different types of writing. Third, the teacher should make feedback helpful and meaningful. If a teacher wants to write comments on student's works, he has to be sure that the students the vocabulary or symbol used. He can take time to discuss them in class. Fourth, the teacher should clarify for himself and for students how the writing task will be evaluated. To avoid students' misunderstanding toward teacher's evaluation, the teacher should develop a rubric, a kind of scoring grid that elaborates the elements of writing that are to be evaluated. This rubric should outline the weight of grammar and mechanics in relationship to content and ideas as well as other features of writing that are considered to be important.

Kroll (2001) sates that there are some point to be considered for teaching EFL writing course. The first is syllabus design. A syllabus should be designed to take into account

curricular goals and particular students and teacher will face. The syllabus further reflects the philosophy of teaching writing that a teacher has adopted for particular course in a particular institution. In general, the teacher uses syllabus to announce to students what he or she sees as important as the course and what is important to good writing.

Second, teacher should have techniques to help writers get started. Sometimes, it is hard to write something and it requires stimulus from outside in order to be able to write. To do this, teacher can do several activities; a) brainstorming. This is a group exercise in which all students in the class are encouraged to participate about particular subject. This generates far more material than any one student is likely to think of on his or her own; b) listing. It is a quiet and individual activity. In this step, students are encouraged to think as many ideas as possible of main ideas about topic to be discussed; c) clustering, this activity is done by jotting down all of free-association triggered by subject matters; d) free-writing, for EFL learners, this technique often works best if the teacher provides an opening clause or sentence for the students to start with to structure the free writing.

Third, there should be assignment design. In designing assignment, a teacher should pay attention to some points; a) a writing assignment should be presented with its context clearly stated such that the student understands the reasons for the assignment; b) the content of the task/topic should be accessible to the writers and allow for multiple approaches; c) the language of the task and the instruction it is embedded should be clear, comprehensible, and transparent; d) the task should be focused enough to allow for completion in the time or length constraints given; e) the rhetorical specifications should provide a clear direction of likely shape and format of the finished assignment, including appropriate references to an anticipated audience; f) the evaluation criteria should be identified so that students will know in advance how their output will be judged. At last, there should be teacher's and peers responses to writing.

Talking about students' writing ability, many studies were conducted by researchers on this aspect. Some of them are Attamim (2007), Ulfiati (2010), and Isnawati (2010). They reported that the students, in general, had problems in writing. The students had low motivation, poor writing ability, and lack of confidence. Referring to low motivation, the students did not do the exercises seriously and did not bring dictionary into classroom to help them in writing. Their poor writing ability was reflected in the facts that they often did not know what to write, how to organize ideas well, could not explore ideas, and did many mistakes related to grammar (ungrammatical sentences and inappropriate transitional signal) and vocabulary (wrong words choice). If they could complete the writing task, the result was far from what was expected. Related to this, Spelkova and Hurst in a study (...) also say that the most problematic problems in writing were inappropriate grammar and structures and Strong influence of mother tongue. Talking about self-confidence, they were also not confident with what they wrote. They tend to rewrite or change what they had written. For them, what they had written was not good.

Actually, writing is considered to be relatively difficult by some students for, at least, two reasons. First, writing is really difficult. Related to this, Nunan (1999) states that writing is something native speakers never master. It means that English native speakers themselves cannot master writing skill, let alone foreign language learners. Furthermore, he says that for second language learners, the challenges are more enormous, particularly for those who go on to university and study a language that is not their own. Second, Richard and Renandya (2002) also say that the skills involved in writing, particularly in English, are highly complex. It consist of the higher level skills of planning and organizing ideas as well as the lower level skill of spelling, punctuation, word choice, etc. From what Nunan and Richard and Renandya said above, it can be seen that writing skill, particularly in English will be a challenging for language learners.

Related to the study on the writing performance of students working individually as employed commonly in classroom, Kasman (2004) and Irawati (2008) found that many college students and university graduates in Indonesia had low writing competency, especially in writing academic texts.

What was found by the researchers above were also invented by Ahmed (2010), Barrett and Chen (2011), Zakaria and Mogaddam (2013), Hammad (2014), Al Seyabi and Tuzlukova (2014), and Javid and Umer (2014). In general, their findings revealed that students had writing problems in the aspects of article, grammar, vocabulary, cohesion and coherent, content, and

organisation. The research findings indirectly can lead to a conclusion that writing individually is a hard task to complete.

Paying attention to what was found by previous researchers above, it seems that the findings can be evidences to support Cahyono and Widiati's statement (2011) saying that writing is often believed to be the most complex one compared to the three other skills (listening, speaking, and reading). The findings is also related to Tsai and Lin's idea (2012) saying that writing is considered a complicated and multifaceted task. In addition, the findings also support opinion by Richard and Renandya (2002) that the skills involved in writing are highly complex. It consists of the higher level skills of planning and organizing ideas as well as the lower level skill of spelling, punctuation, and word choice.

PAIR WORK IN EFL WRITING

Pair work is one of strategies in language learning in which students work in pairs to complete language task. This atrategy also can be employed in EFL writing classroom. Fauziah and Latief (2015:180) propose activities of pair work in EFL writing. It can be seen below table

Table 1: The Activities of Pair Work in EFL Writing

Writing Stage	Students Activities
Planning	<ul style="list-style-type: none"> • The pairs discuss the given topic. • The pairs share ideas and brainstorm the target topic and organize the information together. • The pairs formulate a draft thesis or argument.
Drafting/writing	<ul style="list-style-type: none"> • Separately (each student have his/her own portion of writing to do) <ul style="list-style-type: none"> -After planning and making an outline, the students divide the writing task equally. For instance they wante to compose a four-paragraph essay, then every student have to write two paragraphs. -The researcher explaine to the students that brainstorming the main points of their paper as a group was helpful, even if separate parts of the writing are assigned to individuals. They have to be sure that everyone agrees on the central ideas. -While writing, the student may ask his/ her friend if they find any difficulties • Together (the group actually compose text collaboratively) <ul style="list-style-type: none"> -The pairs discuss and decide where their individual writing fit into the whole document. -The pairs have to make sure that the finished document have one cohesive voice. -The pairs might get all of the ideas down on paper in a rough form before discussing exact phrasing.
Revising, editing, and proofreading	<ul style="list-style-type: none"> • Although the pairs drafted parts of the document separately, they had to merge their ideas together into a single document first, then focus on meshing the styles. The first concern was to create a coherent product with a logical flow of ideas. Then the stylistic differences of the individual portions had to be smoothed over. • Revising: The pairs revised the ideas and structure of the paper before worrying about smaller, sentence-level errors (like problems with punctuation, grammar, or word choice). Is the argument clear? Is the evidence presented in a logical order? Do the transitions connect the ideas effectively? • Editing and proofreading: Checking for typos, spelling errors,

	punctuation problems, formatting issues, and grammatical mistakes.
Publishing	<ul style="list-style-type: none"> • After they revised and checked all components as mentioned in the previous step, then they were ready to publish their draft. • For the first draft, the student A wrote the final draft in the instrumentation form. • Work on the second draft, student A and B switched role for this part. That was, this time student B had to write the final draft. For the next writing assignment, if a student was already assigned the role of A, they then assumed the role of B and vice versa, to ensure fairness.

Many researchers also pay attention to investigate pair work. Although the use of pair work in classroom is relatively limited (Storch, 2011), this strategy is believed to have beneficial points. Many researchers found that pair work contributed to students' writing performance. They are Sorch (1999, 2005, and 2007), Wigglesworth and Storch (2009), Shehadeh (2011), Jafari and Ansari (2012), Chen (2012), Biria and Jafari (2013), Meihami, Meihami, and Varmaghani (2013), and Dobao (2012). Their findings, in general, are as follows.

First, collaboration had a positive effect on overall grammatical accuracy. It means that pairs produced shorter and better texts that had greater grammatical accuracy and linguistic complexity, and are more succinct. Second, Beside Storch, four other researchers also found the effect of pair work toward students' writing performance. Shehadeh (2011:286) found that collaborative writing had an overall significant effect on students' L2 writing. However, this effect varied from one writing skill area to another. Third, students working in pairs had better writing accuracy than those working individually. Fourth, most students perceived their collaborative writing experiences quite positively. Students' perceived benefits of collaborative writing were numerous, ranging from opportunities to exchange ideas to development of communication. Fifth, practicing in pairs really improved the overall quality of the learners' writing productions even though the fluency of written texts did not change significantly. Sixth, collaborative work (pair work) could improve students' grammatical accuracy in their upcoming writings. Seventh, collaboration afforded students the opportunity to pool ideas and provide each other with feedback. Eighth, most pairs engage actively in discussing language. They tend to reach correct resolutions. Ninth, writing tasks completed in pairs offer learners an opportunity to collaborate in the solution of their language-related problems, co-construct new language knowledge, and produce linguistically more accurate written texts. Tenth, most students in the pair work setting have the enjoyable experience.

CONCLUSION

EFL students are required to have good EFL writing ability and they should be facilitated to reach the target. Teacher can do many things in classroom to facilitate the students. One of them is employing pair work in the classroom. Many researchers have found that this strategy is really beneficial to help students to have good EFL writing ability.

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DEVELOPING ESP MATERIALS BASED ON THE NATIONAL QUALIFICATION FRAMEWORK (KKNI)

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ABSTRACT

Indonesia has developed the National Working Competency Standards (SKKNI) and National Qualification Framework (KKNI). In 2013, the Ministry of National Education issued a regulation to encourage every study program to develop a curriculum based on this framework. In addition, starting from the end of 2015 Indonesia has to participate in ASEAN Economic Community. To involve in and compete with international industries, Indonesians should be able to speak at least one international language. English as one of international languages has become a compulsory subject in the curriculums including in higher education curriculums. Its teaching objectives should be in line with the aims of the curriculum and the national qualification framework. These curriculums should prepare the students to meet the needs of their future international communities and support the institutions to meet the international standards of education. This study was conducted in Civil Engineering Department at Politeknik Negeri Bandung. To motivate the students to learn and acquire the language, English lecturers at this polytechnic are expected to develop the materials by themselves because the suitable materials for polytechnic students are limited. This situation encourages the lecturers to apply ESP approach to develop and use the materials. The paper will discuss the process of deciding the objectives and developing the English materials so that they are in line with KKNI, and the students' future international community. These materials have been developed by means classroom action research together with the students, two English lecturers and one civil engineering lecturer. The result of trying out the materials shows that they can motivate and lead the students to learn English independently.

Keywords: *ESP materials, curriculum, KKNI*

INTRODUCTION

Since 2011 a new version of curriculums for higher education has been socialized by the Directorate General of Higher Education. This curriculum is based on *Kerangka Kualifikasi Nasional Indonesia* or National Qualification Framework. This framework is developed based on the Regulations issued by the Indonesian Government No 31-2006 (Peraturan Pemerintah Republik Indonesia No 31 tahun 2006) which regulates the National Working Competency Standard. This framework of competency qualification levels are developed in such a way so that it is in line with working structure in various sectors in Indonesia. This framework also attempts to grade the learning outcomes of educational levels, so that the competence recognitions in the forms of diplomas or certificates are in line with the working competencies of the graduates.

At this moment, most higher education institutions are trying hard to develop this curriculum especially after the issued of Presidential Decree No. 8 of 2012 and Law of Republic Indonesia No. 12 of 2012 on section 29 sentences 1, 2, and 3, which encourage education institutions to develop this new type of curriculum, known as *Kurikulum Pendidikan Tinggi* (Higher Education Curriculum) or KPT. Some institutions expect that this curriculum can be implemented in 2016 or 2017. Developing the KPT has nine steps namely deciding the profiles of the graduates, formulating the graduates' competencies, the learning outcomes, formulating the learning materials, mapping the outcomes of the learning materials, deciding the subjects, developing the curriculum framework and lesson plans (Prayogo, 2014).

One of higher education institutions in Indonesia is polytechnics. Polytechnics carry out vocational programs offering Diploma 3 and Diploma 4 degrees. Moreover, a few polytechnics have extended their programs into master degree. Based on the levels of National Qualification Framework of Indonesia, the qualification level of the graduates of D-3, D-4, and master degree are at level 5, 6, and 8 respectively. However, in the effort of achieving national standard, the curriculums of those degrees have to be in line with the working competencies of international qualification standard.

Therefore, English has become a compulsory subject in most institutions of higher education in Indonesia including at polytechnic, because English is one of International language and it is one of the language used in United Nations (Departemen Pendidikan Nasional, 2000; Thompson, 2013). It is a means of international communication in all fields of life (Lauder, 2008) including for working in various fields of industries. Nowadays, English is getting more important for Indonesians because of the launching of ASEAN Economic Community started at the end of 2015. Although, it is not stated that English becomes the official language, the blueprint was written in English (ASEAN Secretariat office, 2008). Then English, in this case is English for Specific Purposes, cannot be apart from the graduates' profiles of each study program. It is expected that ESP in non-English departments may support the working competencies of the graduates.

The discussion in this paper will be limited to English or ESP subject at civil engineering department of diploma degrees at polytechnics. Considering the levels of National Qualification Framework, all D-3 or D-4 graduates of polytechnics will have the same levels; therefore the learning outcome of ESP at these levels will also have the same levels. However, the results of a quick survey conducted at three polytechnics in Indonesia showed that one new polytechnic applied grammar-based curriculum while the other two were focusing on the four skills of communication, i.e. speaking, listening, reading, and writing using civil engineering vocabulary, and mathematics. Ideally, to run ESP courses, need analysis is required (Hutchinson & Waters, 2006; Nation & Macalister, 2010). This is to identify the students' needs, lacks, and interests or wants.

This paper focuses on the process of deciding the objectives so that they are in line with level 5 of the National Qualification Framework and preparing the students' future international community. In addition, it also explains how to develop the English materials for the first semester out of two semesters ESP course for civil engineering department at Politeknik Negeri Bandung (Polban). It is expected that this discussion will also applicable for other institutions especially polytechnics in Indonesia.

METHOD

The methods applied in this study were literature study and qualitative action research. The literature study was applied to find the qualifications needed for the D-3 and D-4 civil engineering graduates. The qualitative action research was conducted to develop the appropriate first semester English materials for the students.

The data for the literature study were collected from the legal documents namely the curriculum and graduates' profile documents of Polban civil engineering, the document of Accreditation Board of Engineering and Technology (ABET), and American Society of Civil Engineers (ASCE). Those documents were examined, compared and interpreted. The results of this study was the objectives of English for civil engineering students at Polban or the students' needs.

The data for developing the first semester English materials were collected from the results of the previous studies and interviewing a civil engineering lecturer and some English lecturers who were usually teaching civil engineering students. The results of the previous studies were to identify the students' interests and lacks so that the activities and topics closely in line with the students' interests. Interviewing English lecturers were to obtain teachers' general knowledge about civil engineering. Interviewing a civil engineering lecturer was to identify the students' future jobs or profiles and civil engineers' thinking framework.

Finally, the materials were selected from first semester civil engineering references, media, and *youtubes*. In addition, while developing the materials, the drafts were evaluated and

revised by means of qualitative action research together with the students, two English lecturers and a civil engineering lecturer.

FINDINGS AND INTREPRETATION

As suggested by Hutchinson et al (2006) and Nation et al (2010) that an ESP course requires a need analysis to identify the students' needs, interests, and lacks. The Polban students' needs were identified from the students' profiles when they were graduated.. According to National Qualification Framework, the graduates of D-4 and D-3 had qualifications as follows:

Level 6 states:

"...mampu mengambil keputusan strategis berdasarkan analisis informasi dan data, dan memberikan petunjuk dalam memilih berbagai alternative solusi...." (Pedoman KKNI, 2010)

(...have the capability of making strategic decision based on analyzing the information and data and giving instructions to select various alternative solutions...)

Level 5 states:

"...Memiliki kemampuan mengelola kelompok kerja dan menyusun laporan tertulis secara komprehensif...." (Pedoman KKNI, 2010)

(...have the capability to manage a group of work and write comprehensive report....)

This document indicated that the D-4 fresh graduates should be able to analyze information and data, and give instructions. While the D-3 fresh graduates should be able to work in a group or in other words they should be able to communicate with their colleagues and write comprehensive reports.

Then, the graduates' profiles were collected from the civil engineering department. Each polytechnic or educational institution might be focused on different civil engineering programs. For example, the Civil Engineering Department at Polban offer four study programs namely D-3 Civil Construction, D-3 Building Construction, D-4 Building Maintenance and Repair, and D-4 Highway and Bridge Design. The profile of the D-3 graduates was junior engineers and their positions were as constructors or supervisors of civil construction; and the profile of D-4 programs were design engineers or engineers of highway and bridge design or engineers of building maintenance and repair (Kurikulum Teknik Sipil Polban, 2012). This ESP materials were designed to be able to be used by the first semester students in those four different study programs.

Since English is an international language, facilitating the graduates to compete in the international industries, and supporting the institution to achieve international standard, referring to international standards were also conducted. The international standard for civil engineering were selected from the document of Civil Engineering Body of Knowledge published by Association Society of Civil Engineers (ASCE) and the standards were already in line with the standard of Accreditation Board for Engineering and Technology (ABET). This document states that a professional civil engineer has the capability of communication and life-long learning. Further, it states that "...when entering the practice of civil engineering at the professional level, a civil engineer must be able to plan, compose and integrate the verbal, written, virtual, and graphical communication of a project to technical and non-technical audiences." (Body of Knowledge Committee, 2008; Anderson, R., *et al.*, 2008).

The results of interpreting this literature study was that by the end of the first year or second semester the students had the competence qualifications as surveyors and drafters. In addition, by the end of the second year, they had the competence qualifications as technicians, quality controllers, and quality surveyors; and by the end of the third year, they had the competence qualifications as constructors and supervisors. When the students were graduated from D-4, they had the competence qualification as a design engineers. They were expected to be able to write comprehensive reports and carry out oral, written, virtual and graphical communication. Therefore, the ESP materials should develop the students' capabilities of reading, listening, speaking, and writing to describe objects, give instructions, read, analyze

data, make graphics, and solving problems. In addition, they have to be able to communicate with technical and non-technical audiences. Since English was given in two semesters, these objectives were divided into two. Daily conversation and simple writing such as filling forms, writing memos, email, and formal business were given in the first semester. Oral presentation and writing reports would be given in the second semester.

Preparing ESP course, the students' lacks need to be considered (Hutchinson & Waters, 2006; Nation & Macalister, 2010). The previous studies showed that civil engineering students perceived problems with their limited vocabulary and grammar. The vocabulary test was developed by Nation (2002) showed that the students' vocabulary level was about 1500 to 2500 word levels. This level was far from being sufficient, because undergraduate students needed about 5000 - 6000 words including the high frequency and academic vocabulary (Nation & Gu, 2012). The English lecturer found that when reading, the students did not think deeply. To overcome these limitations, some materials needed to be simplified so that they were a slight higher than the students' level (Krashen & Terrell, 2000).

To help the students think deeply, the students' motivation needed to be developed. As suggested by Hutchinson et al (2006) and Nation et al (2010) when preparing an ESP course, the students' interests need to be considered. If the course is matched well with the students' interests, it is expected that it will develop their motivation and facilitate their learning. To identify the students' interests, the results of three previous studies were collected. The first was obtained from a qualitative study in a class of D-4 mechanical students; these students would like to have materials which was in line with their majoring subjects. The second and the third were taken from two studies conducted in a class of civil engineering students in 2003 and in 2010 (Merawati, 2003; 2010). The civil engineering students would like to have materials in line with their majoring studies and have some films. Therefore, the materials for ESP materials for civil engineering students were those dealing with their majoring subjects.

To decide the topics of the materials, the first semester subjects of all study programmes in civil engineering departments were compared. In addition, the students' profile, the English lectures' knowledge and suggestions from the civil engineering lecturer were considered. Since most students usually have not known yet about their future professions and how to study at tertiary education, especially at polytechnic, their knowledge about their future profession and learning strategies needed to be developed. Finally the chapter topics of the first semester materials were successively *To be A Civil Engineer*, *Engineering Drawing*, *Construction Materials*, *Surveying*, and *Soil Mechanics*.

Since one semester at polytechnics had 16 weeks, each chapter was divided into three units, so that these materials had 15 units. These three units of a chapter discussed the objects, the processes, and the innovation. They were developed as a result of the civil engineers' thinking frameworks – what the object is or describing objects, how it is produced or the processes, and the development or the enrichment to expand the students' horizons. The sequence of topics was presented by considering the language of the materials used. Further, each unit was also designed in such a way that it was in line with the thinking framework of civil engineers namely what the object, what it is like, and how to make or do it. Each unit contained at least two films taken from *youtubes*, reading passages, language focus, speaking and writing.

Therefore, considering those results when the materials were going to be developed, it was planned that the materials would consisted of five chapters. The topics of those chapters were 'To be A Civil Engineer' and four other topics dealing with the first semester majoring subjects. Each chapter had three units which reflected the civil engineers' thinking framework namely what the objects were, the process producing them, and the development or innovation. Each unit consisted of four language skills, listening/watching, reading, speaking, and writing.

While developing the materials, the materials were tried out at a class of D-4 civil engineering and at the end of each chapter evaluation was carried out. These activities were done by means of action research. The ESP course or English subject at Polban was called Bahasa Inggris Teknik I (BIT 1) or Technical English I and had three periods in a week (3x50 minutes/week).

The first cycle was to try out and evaluate the chapter one of the materials. At this cycle all the materials of chapter one were discussed in the class. In order to do the exercises of the films taken from *youtubes*, each film should be run many times in the class.

At the same time, e-learning program at Polban was developed. The civil engineering lecturer suggested uploading the materials to Polban e-learning program. Therefore, the first chapter was uploaded and the first semester students were invited to register to this program. The results showed that some students were able to register to this program but some others were failed because of various technical problems. Students who managed to join this program were able to do the exercises and quiz. By the end of this cycle, namely at the end of chapter one, this program was evaluated.

The results of the evaluation showed that the films motivated the students to listen and study in civil engineering and they were happy, especially the films and the discussion of the first unit because they opened up the students understanding about civil engineering professions. However, since the films should be run many times, this was time consuming. One unit needed at least six periods (6x50 minutes) and the speaking and writing skills had been discussed thoroughly.

Finally, the students suggested that activities of watching the films could be done outside the lesson class. They would like to watch the films and did the exercises outside the class so that the lesson in the class could be concentrated on the language focus and discussion. In addition, Chapter One consisting of three units was too long because it discussed the future profession of civil engineer, how to study at tertiary education and polytechnic, and how to manage students' laziness. The students did not like the last unit. Considering these findings, for the next chapters the students were allowed to watch the films outside the class and Chapter One would be shortened into two units. As a result the language focuses of Chapter One needed to be condensed.

The second cycle was to try out and evaluate Chapter Two which took the topic of Engineering Drawing. As it had been decided at the end of Chapter One, the students watched the film outside the class and the teacher discussed the exercises of the films, the vocabulary, the reading strategies, and the language focuses. The results of the evaluation showed that the students were interested in the topics and the materials because these materials were dealing with the students' majoring subject. From the students' point of view, these were technical English. However, from the teacher point of view, this chapter was still time consuming because the learning activities and the discussion took longer time than the previous one because the technical terms were new for them and they also learned how to describe various types shapes, drawing tools and equipment. One unit for this chapter needed at least six periods (6x50 minutes) and the speaking and writing skills had not been covered well. Therefore, this chapter needed to be revised and shortened into two units.

The third cycle was to try out and evaluate the Chapter Three dealing with Building Materials. This chapter was tried out similar to the second chapter. The teacher discussed language focus, the reading passage and vocabulary to develop reading strategies and skills. The speaking and writing skills were also discussed and practiced thoroughly because the contents for practicing speaking and writing skills needed longer time to practice. They were dealing with the students' majoring subjects and had specific patterns such as instructions, describing objects and process to produce materials etc. As a result one unit consumed nine periods (9x50 minutes) or three weeks, because all students were eager to practice the speaking skills in the class and they would like to discuss their writing exercises. These showed that these materials motivated the students to learn the language. The problems found by the lecturer were that first, these materials needed longer time. Second, the students still did not have any knowledge about the working situation because even though the example of the conversation had working environments, the conversations developed and practiced by the students took place in the polytechnic environment.

These findings needed to be considered, and the materials needed to be revised because of two reasons. First, each semester at polytechnic had 16 weeks. Second considering the four strands of learning a foreign suggested by Nation (2014) namely "learning from meaning-focused input, meaning-focused output, language-focused learning, and fluency development". Up to this moment, the materials are designed to have four chapters and each chapter has two

units instead of five chapters and each had three units. The topics of those chapter will be *To be A Civil Engineer, Engineering Drawing, Construction Materials, and Surveying*. Each unit is designed to consume 6 periods or two weeks so that these four chapter will needs 16 weeks.

CONCLUSION AND SUGGESTION

English courses or classes for non-English departments at tertiary educations should be designed in such a way so that they support the quality of the fresh graduates and in line with the National Qualification Framework. Since English is one of international language, English lecturers with the help of the lecturers of study programs can find international standards of the professional communities. This is one of the many ways to help to elevate the institutions to achieve their international standards.

The results of trying out and evaluating the ESP materials show these civil engineering students perceived that the ESP materials for Bahasa Inggris Teknik (Technical English) are those dealing with their majoring subjects. Therefore, if the materials are in line with the distance needs and the majoring subjects of the students, they may motivate the students to learn the language. E-learning facility also helps to develop the students' motivation and improve their independent learning skills. These students were able to decide which materials they could learn and practice outside the class and which ones they needed some helps from the lecturer.

Considering these results, ESP lecturers are suggested to always develop their knowledge about their students' majoring subjects and also work together with the majoring subject lecturers. Since language learners need a lot of practices, they need to be encouraged to learn the language independently by means of various technologies such as e-learning, learning through internet, etc.

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MANAGING SELF-ASSESSMENT STRATEGY

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ABSTRACT

This paper proposes seven alternative strategy of self-assessment that is developed based on Stiggins' seven formative strategies and Andrade's three basic steps of rubric-referenced student self-assessment. There are seven alternative strategies in implementing the self-assessment. They are as follows: (1) Provide a clear and understandable learning target, (2) Use examples and models of strong and weak work, (3) Provide regular descriptive feedback, (4) Set a clear rubric and show it before issuing the assignment, (5) Train students to self-assess and set the goal, (6) Design lessons to focus on one aspect of the standard at a time, and (7) Teach students to revise their work. In each strategy, it is described steps to implement it. Furthermore, it is explained some consideration underlying its implementation. To get more vivid and clearer illustration of the implementation, this paper also provides an example of a lesson plan that implements these strategies.

Keywords: *Self-assessment, strategy, feedback*

INTRODUCTION

Based on the Ministry of Education and Culture rule number 104, 2014, about assessment in primary and secondary education, self-assessment is implemented to reinforce student's learning process. The changing concept of learning, student-center and autonomous learning concept, makes self-assessment is as important as the other assessments in the learning. In this rule, self-and peer-assessment is applied to assess affective, cognitive and psychomotor domain at the end of the semester.

Nevertheless, in 2016, the rule has changed into the Ministry of Education and Culture rule number 53, 2015. The significant change in self- and peer-assessment is that these assessments are implemented in order to develop and construct student's character. Based on this rule, self-assessment is an assessment technique in which student assesses him/her in order to identify the strengths and weaknesses in affective domain. The result of the assessment can be used as one of the confirmation data of the student's affective development in order to cultivate honesty and self-reflection. This kind of assessment is implemented at the end of the semester.

Based on the article of the evaluation of 2013 curriculum by Culture Research and Development Center, Indonesia Ministry of Education and Culture, there are some problems in the implementation of 2013 curriculum and one of them is the assessment. The first problem in the assessment is the ability to design, conduct, and process the result of assessment. Secondly, teacher lacks of ability to formulate indicators, instruments, and assessment in affective domain with various techniques. Furthermore, a lot of teachers do not have self-confident to conduct assessment in psychomotor domain because of having no understanding of how to design instrument and rubric in assessing it. In cognitive domain, teachers lack of self-confidence in developing test items because they still do not understand how to formulate indicator and test items for factual, conceptual, and procedural knowledge which are integrated from low to high order thinking. Most of the teachers also have problem in processing the assessment data and report the result especially in describing the achievement of affective, cognitive and psychomotor domain. (Puslitbang, 2016)

One thing that must be considered from the explanation above is that the changes have altered self-assessment principles and strategies. Self-assessment is an essential component of formative assessment. As one of the formative assessment component, self-assessment is carried out during the instructional process for the purpose of improving teaching or learning (Black & William, 1998, p. 143). The implementation of self-assessment provides

information about the student's learning progress that may include three domains: affective, cognitive and psychomotor. Furthermore, data from the assessment is used by the teacher and student to know and evaluate the strengths and weaknesses of the learning in order to determine the improvement needed. Meanwhile, in the Ministry of education and culture rule number 53, 2015, self-assessment is only applied to assess affective domain at the end of the semester and the data from the assessment is used as a complimentary source to support the process of determining the affective final score.

Instead of problems underlying government decision on self-assessment, from previous studies, it also can be learned some problems in applying it in the learning. One is reported by Black, Harrison, and Williams (2004). They stated that the implementation of self- and peer-assessment take time and need practice particularly the low students. Another one is stated by Boud and Falchikov that, from teachers' complaint of the assessment, concluded that these two assessments need much time to prepare.

Although there are some problems in the implementation, there are several advantages if self- and peer- assessment are effectively implemented. Firstly, student grading could save teacher time and provide quicker feedback (Sadler, P. & Good, 2006). Secondly, it provides students an opportunity to analyze their work and make changes (Bloom, B. S., & Krathwohl, D. R., 1956). Thirdly, it develops the learning skill of evaluating their own work (Sadler, P. & Good, 2006). Fourthly, it changes students' perspectives and improves the learning environment (Sadler, P. & Good, 2006). Based on the advantages above, thus, it is still necessary for teacher to apply self- and peer-assessment in order to enhance the learning, develop student self-evaluation, self-reflection, and self-regulation.

The changing implementation of self-assessment in 2013 curriculum, the problems in implementing self-assessment from the previous studies, and its advantages in the learning underlie the writing of this paper. It proposes strategy to implement self-assessment. The propose strategy are expected to enlarge teacher knowledge of self-assessment implementation in the learning and arouse willingness to apply the assessment in order to enhance the learning.

The Ideas of Self-assessment Strategy

In this paper, there are two ideas on self-assessment strategy and procedure that are used as a basis to propose and develop strategy. One of the strategies is developed by Stiggins et al. (2006, p. 231-240). He created seven strategies that teachers might use in the classroom. They can be summarized as follows:

1. Provide a clear and understandable vision of the learning target;
2. Use examples and models of strong and weak work;
3. Continue to provide regular descriptive feedback;
4. Train students to self-assess and set goals;
5. Design lessons to focus on one aspect of the standard at a time;
6. Teach students to revise their work;
7. Engage students in self-reflection by letting them keep track of and share their learning.

Another one is developed by Andrade (2008). Andrade listed three basic steps of rubric-referenced student self-assessment. The first step is a clear expectation by showing students the rubric before issuing the assignment. The second step is to conduct the self-assessment by circling key phrases the rubric and on the assignment. The last step is that the students revise their work by identifying and correcting their mistakes.

Instead of the strategies or procedures above, ideas or suggestions about the self-assessment implementation become consideration to propose applicable self-assessment strategy. Firstly, it is not easy to be applied self-assessment especially in the early implementation. Thus, it is important for teacher to introduce the concept of self-assessment to the students. Then, he or she gives them opportunity to practice it many times until they quite familiar with it. Secondly, in the practices, teacher needs to coach students by using examples and models (Dorothy Spiller, 2012). Instead of understanding the concept, coaching, examples or models and practices, according to Boud (1998), the implementation process needs these following concerns:

1. A clear rationale: what are the purposes of the particular activity?
2. Explicit procedures-students need to know what is expected of them.
3. Reassurance of a safe environment in which they can be honest about their own performance without the fear that they will expose information which can be used against them.
4. Confidence that other students will do likewise, and that cheating or collusion will be detected and discouraged (Boud, 1997, p.182)

In practicing self-assessment, students need to know in what aspect they are assessed and what criteria or standard they have to meet in order to accomplish the learning and achieve the goal of learning. Therefore, it is necessary for the students to get involved in developing criteria of their learning for making judgment as well as in evaluating their own work as stated by Boud (1997). Furthermore, Dorothy Spiller (2012) states that engaging students in the formulation of criteria for self-assessment task helps them to deepen their understanding of what constitutes quality outcomes in a specified area. Then, the deepen understanding will help them to monitor, evaluate and reflect on their own learning progress.

In order to make self-assessment to be meaningful task for students, teacher need to design self-assessment that is appropriate for particular discipline contexts (Spiller: 2012). It means that self-assessment that gives to the student is appropriate to the context of the knowledge given in the process of learning. An example is when students in English class learn how to develop one of listening strategy; listening for gist, the self-assessment given should direct the student evaluate whether they have already develop their listening strategy by giving a list of questions about what they have already learned and not and how they cope with the difficulties in their learning. Thus, they can reflect their achievement and set strategy to learn the things that they do not still understand and find the way to handle difficulties that may appear in the further learning. (Noonan, B. & Duncan, C. R., 2005)

The Implementation of Self-assessment Strategy

Based on the Stiggin's seven strategies, Andrade's three basic-referenced student self-assessment, and some ideas or suggestions in implementing self-assessment, this paper proposes strategy that can be used. Moreover, teacher problems in the implementation also become consideration so that this proposed strategy can be a solution as well.

The seven strategies in implementing the self-assessment are as follow:

1. Provide a clear and understandable learning target
2. Use examples and models of strong and weak work
3. Provide regular descriptive feedback
4. Set a clear rubric and show it before issuing the assignment
5. Train students to self-assess and set the goal
6. Design lessons to focus on one aspect of the standard at a time
7. Teach students to revise their work

To get more detailed, the seven strategies are explained further.

1. Provide a clear and understandable learning target

Before students are able to get involved in the learning and evaluate themselves, it is important for them to know the goal of learning. It often occurs that the students do not understand the goal stated. Therefore, it is necessary for teacher to provide a clear and understandable goal. Here are some steps that help teacher to set a clear and understandable goal of learning.

- a. Use language that can be understood by the students
- b. Always check the student understanding of the goals/objectives/targets
- c. Define key words in terms that the students understand
- d. Share the goals/objectives/targets of the learning and activities used to achieve them
- e. Discuss with the students the quality constituted in a product or performance of the learning target
- f. show whether the quality match with scoring guide or rubric to define the quality
- g. Develop scoring criteria with the students

2. Use examples and models of strong and weak work

Teacher shows examples and models of strong and weak work to develop a vision of what the product and performance looks like when it has been done. Moreover, the examples or models will help to clarify the criteria used to evaluate the work. The followings are the steps to use examples and models of strong and weak work

- a. Before the class, prepares examples and models of strong and weak work
- b. In the classroom, demonstrate the strengths and weaknesses of the works
- c. Facilitate the students to analyze the quality of the works and justify their judgment.

3. Provide regular descriptive feedback

Instead of grade on the students' work, teacher needs to provide descriptive feedback. The descriptive feedback should reflect students' strength and weaknesses. The feedback will be more effective when it identifies what the students have already accomplished and what they need to work next. In giving the feedback, it is better for teacher to narrow his or her comment to the specific knowledge or skill of the current assignment because students are not necessary to know everything that is needed correction.

4. Set a clear rubric and show it before issuing the assignment

Instead of providing the goal of learning in the beginning of the lesson, teacher needs to set a clear rubric and inform it to the student. Even, previous study suggested that teacher and students can collaborate to discuss and determine rubric in order to make it clear and understandable. When a clear and understandable rubric can be provided, self-assessment is easier to be implemented. Students are able to evaluate their present progress comparing with the criteria provided in the rubric. In order to make the rubric clear and understandable, it is suggested that the teacher should use friendly language and the criteria should be specific.

5. Train students to self-assess and set the goal

Self-assessment is important part of the learning because it is a part where students start to aware and realize their progress of learning. Here are the steps to conduct or do self-assessment:

- a. In the early implementation of self-assessment, teacher needs to introduce concept and procedure of self-assessment in learning. It must be noted that the language used to explain should be understood by the students.
- b. Teacher facilitates the students to identify strength and weaknesses (areas of improvement). Teacher can ask them before they submit their work and give feedback on their work. Direct feedback will be more meaningful for them.
- c. Teacher facilitates students to write in a response log at the end of the class. They write the key point of what they learned and teacher should ask them to tell of what they have not learned yet.
- d. Teacher uses established criteria and selects a work sample for their portfolio that proves a certain level of proficiency.
- e. Teacher facilitates studentsto offers descriptive feedback to their classmate
- f. Students use teacher's feedback, peer-feedback, or their own self-assessment to identify what they need to work on and set goals for future learning

6. Design lessons to focus on one aspect of the standard at a time

When teacher design a lesson that focus on one aspect of the standard at a time, it is easier for him/her to give feedback focus on one component has been taught. For the students, the focus will provide a time to respond to a feedback on one component only and to set strategy for further learning.

7. Teach students to revise their work

To teach students to revise their work, teacher can do the following things:

- a. Teacher gives examples how to revise an answer, product and performance and lets students to revise the similar example by themselves.
- b. Teacher chooses the work that needs a revision in one aspect of quality and then asks the students to brainstorm some advices to improve the work.
- c. Teacher asks the student to work in pair in order to revise using their own advice.
- d. Teacher gives his/her work and asks student to analyze it for quality and make suggestions for the improvement. This process teaches students to work in their current product or performance and revise it for the aspect of the quality.

CONCLUSION

The changing of self-assessment strategy decided by government is based on the teacher problems in the implementation of the assessment. This policy has changed the concept and procedure of its implementation. Nevertheless, if teacher understands the advantages of self-assessment in the learning, he/she is still willing to apply it and consider it as an important part in the learning. The policy, problems, and advantages of self-assessment become a concern so that in this paper, an alternative strategy is proposed to enlarge teacher knowledge of another way to conduct the assessment.

The proposed strategy is developed based on the Stiggins' seven strategies in the formative assessment and Andrade's Andrade listed three basic steps of rubric-referenced student self-assessment. There are seven strategies in implementing the self-assessment. They are as follows:

1. Provide a clear and understandable learning target
2. Use examples and models of strong and weak work
3. Provide regular descriptive feedback
4. Set a clear rubric and show it before issuing the assignment
5. Train students to self-assess and set the goal
6. Design lessons to focus on one aspect of the standard at a time
7. Teach students to revise their work

In each strategy is described the steps to do it and some consideration to support it. The descriptions can give sufficient guidance to anyone who wants to implement. Anyway, these proposed strategies are still needed further research, especially, in the area of the effectiveness of the implementation.

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DEVELOPING “TOOLS” BOARDGAME TO ENRICH STUDENTS’ VOCABULARY FOR AUTOMOTIVE PROGRAM STUDENTS AT SMKN 12 MALANG

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ABSTRACT

Teaching English has been a great challenge for teachers at vocational high schools. Curriculum 2013 does not provide sufficient and appropriate materials that suitable for vocational high school students especially automotive program students. Consequently the students become less motivated to learn English. Therefore this study developed teaching media, hence, boardgames to teach vocabulary related to tools and manuals for automotive program students. Using Borg and Gall’s research and development model as the basis for the study, “Tools” boardgame related to tools and manuals in the automotive workshop was produced. The boardgame was equipped with teacher’s manual book and students’ playing guide to play the boardgame. The setting was class XI of Automotive program in the academic year of 2015/2016 of SMKN 12 Malang. This study used the validation questionnaires for the expert and teachers and also try-out questionnaires for the students as the instruments to collect the data. The result of the study showed that the product had to be revised in the design and learning activities stated in the manual book. However, the product was proven as a good media to teach vocabulary for automotive program students.

Key words: *board games, media, vocabulary, automotive*

INTRODUCTION

Teaching English at Vocational High School (VHS) has been a great challenge. There’s a belief that English for VHS should be in the form of English for Specific Purpose (ESP). However, Curriculum 2013 considers teaching English either at High Schools or Vocational schools using general English. Consequently, it affects the way and the materials that teachers use in teaching English for VHS – especially in teaching vocabulary. VHS students need to learn technical terms related to their program. The knowledge of technical terms will help them in understanding functional text found in the workshop or in their worklife after they graduate.

English at SMKN 12 Malang is only taught in two hours per week. Students of 11th grade only learn English in one semester because they had to join OJT program in the next semester. With the limited amount of time of learning English, students find it difficult to master the basic competences. Moreover, the students were lack of materials especially related to their main field. Students of Automotive program for example, did not have the chance to borrow the books provided by the government, due to the limited number of books in the school library. In addition, some of the materials written in the text book did not meet the students’ need, especially the needs related to their major.

Moreover, based on the interview from English teachers in the preliminary research, it was found that they only focused on delivering the materials and hardly ever had time to do game. Based on the interview from the Content-material teachers, it was found out students were not familiar with the technical terms of certain tools used in the workshop. Students also had difficulty in understanding the manuals in the workshop since they were mostly written in English.

Instructional media is a means of communication to convey a message through deliberate arrangement of experiences (Heinich, Molenda and Russel, 1982). This media can be in the form of pictures, video, sound, and many others. Ruis et al (2009) stated that the underlying reasons to use instructional media are: 1) Instructional media can solve the lack of

the learners' experiences; 2) Instructional media create the possible direct interaction between the learners and their environment; 3) Media help to maintain the basic, concrete and real concepts of the teaching; 4) The learners' motivation are aroused by using instructional media in learning; and 5) Media are able to integrate the experience from the abstract things to the concrete ones.

Among many other media, this research decided to choose a board game as the instructional media to enrich students vocabulary. The underlying reason are: 1) It provides rich learning opportunities and improve students' learning ways; 2) It connects to real life situations; 3) Encourage the use of authentic materials and guarantee fresh content; 4) Enhance their motivation as they perceive them as fun and enjoyable; and 5) Help the students to satisfy their competitive urges (Rodilla, 2012).

There were some researches done in developing board games previously. Sriwulandari (2014) developed board games to reinforce the fifth graders vocabulary. The content of the game were vocabulary related to topics or themes in the fifth grade of elementary school. Saraswati (2015) used board games to improve Junior high schools students' grammar mastery. In her classroom action research it was proven that board games can improve students' grammar mastery. Wulandari (2010) conducted experimental research to investigate the effectiveness of teaching vocabulary using pictorial board games for fifth grader students. Another classroom action research was conducted by Nirmawati (2015) to improve junior high school students' vocabulary mastery using speaking board games.

Based on aforementioned researches, there were not media yet that was developed to enrich students vocabulary related to understanding manuals especially for automotive program. Therefore, the current research intended to develop "Tools" board game to enrich students' vocabulary mastery, especially for automotive program.

METHOD

This research applied Borg and Gall's Model of Research and Development. Borg and Gall (1983) define research and development design as "it is a procedure developing and validating any kind of educational products such as textbooks, videos, films, or other media which are used in the teaching and learning process." The procedure starts from information collecting, planning, preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, field product revision and dissemination and implementation. For the purpose of this research and due to limitation of time, the steps were adapted into information collection (needs analysis), planning, product development, validation, tryout, final product revision.

The subject of the research were the English teacher, Content-material teacher, and eleventh grade students of automotive program at SMKN 12 Malang in the year of 2015/2016. The instrument used were interview guide for English teacher and content-material teacher in needs analysis, and questionnaires for the students, English lecturer and English teacher in the product development and tryout stage.

Needs Analysis

To conduct the needs analysis, the researcher used interview to English teacher and content-material teacher and library survey.

Table 1. The blueprint of subject's interview in needs analysis

Subject	Instrument	Variables
English Teacher	Interview	<ul style="list-style-type: none"> Teachers' experiences in teaching english Teachers' experiences in applying games as one of the classroom activity The frequently games used in the classroom The variation of games which were used in teaching and learning English The use of board games as instructional media in TL process
Teacher of Content Material	Interview	<ul style="list-style-type: none"> The main destination of working after the students graduate from VHS Language skills that the students need the most after graduating from VHS Students difficulty in workfield related to language performance

Related Literature	Survey	Kinds of board games and its objectives
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Product Development

The product development of the board games use the ASSURE model proposed by Heinich, Molenda and Russel (1982). It involves several steps such as: 1) analyse learner characteristics; 2) state objectives; 3) select or modify, or design material; 4) utilize material; and 5) require learner response.

To validate the product, the researcher developed product evaluation questionnaires as the instrument. The data derived from the evaluators were used as a basis to revise and to improve the board games. In the product evaluation questionnaires, the researcher used three aspects to be validated derived from Rachmajanti, et al in Sriwulandari (2014). The aspects which are validated including display, content and language. In the product tryout, the researcher used three aspects to be considered derived from Reiser and Dick (1996) in Ruis et al (2009), namely, practicality, students' appropriateness and instructional appropriateness. Evaluation and revision was conducted to improve the media being developed. When the media was considered valid, then it meant the media was successfully developed. The researcher used some criteria from Dewantara (2013) as shown in the table 2 below.

Table 2. The product categorization used in the product try-out

Percentage score	Category	Action
> 80%	Very high	Unrevised
61 – 80%	High	Partial revision
41 – 60%	Fair	Partial revision
21 – 40%	Poor	Partial revision
<21%	Very poor	Totally revision

FINDINGS AND DISCUSSION

The Result of Needs Analysis

From the interview to English teacher at SMKN 12 Malang, it was found that they had problem in duration of teaching English and the use of media in the teaching and learning process. A more complete description of teacher's interview can be seen in the table 3 below.

Table 3. The result of teacher's interview in needs analysis

NO	Aspects of Interview	Description
1	Experience	The English teacher had experience of teaching for 11 years
2	Interest & Frequency of Using Game	<ul style="list-style-type: none"> • The English teacher hardly ever apply games in her teaching and learning process due to limitation of time. • Teachers usually play games only when they have free time. • The objective of performing the game is only for pleasure and joyful activities. They never put game as part of the activity in the lesson.
3	The Variation of Games	The game is limited into hangman, whispering thoughts, and cross word.
4	Instructional Media (Board games)	<ul style="list-style-type: none"> • The teacher admitted that she never used board game. • She was interested to know more about board games. • She though it could be a good media to teach the students.

Based on the interview from the Content-material teachers, it was found out that students encountered english written manuals in their On Job Training (OJT) program and also in the real worklife. Unfortunately, students were not familiar with the technical terms of certain tools used in the workshop. Students also had difficulty in understanding the manuals in the workshop since they were mostly written in English.

Product Specification

Taking into account the result of needs analysis and review of related literature, the researcher decided to design the board games as follows:

1. The board game package contained: a game board, challenge cards, a dice, pointers, teacher's guide book (completed with key answers), and students' playing guide.
2. The board game was printed in size A3 (297 X 420mm) and used 260gram colorful art paper. It contained pictures of tools needed in a manual. For the current prototype product, the board game contained manual of how to clean a carburetor.
3. The challenge cards was printed in size 70 X 50mm and used 260gram colorful art paper. The were two designs for the back part and front part of the cards. The back part of the cards contained question mark picture. The front part of the cards contained various questions that should be answered by the students in the game. The questions were about the name, the place and the function of the tools.
4. The teacher's guide book was printed in size A5 (148.5 X 210mm) and used 80gram paper. It contained preface, table of content, basic competences and indicators, learning objectives, general information about procedure text, learning activities, playing equipment, playing guide, key answers, and glossary.
5. The students' playing guide was printed in size A5 (148.5 X 210mm) and used 260gram colorful art paper.

Validation

In order to analyze the validity of the product, the researcher distributed questionnaires to English lecturer and English teacher as the expert of media development and teaching English using media.

Table 4. The result of board game validation

NO	Aspect of Validation	Variables	Expert 1	Expert 2	Higher Score
1	Display	a. The game boards, challenge cards, student' playing guide, and teacher's manual book were printed in appropriate size and paper.	12	12	12
		b. the pictures used in the game board, challenge cards, students' playing guide, and teacher's manual book were appropriate and clear.	12	11	12
		c. The fonts used in the game board, challenge cards, students' playing guide, and teacher's manual book were readable.	12	12	12
		d. The fonts size used in the game board, challenge cards, students' playing guide, and teacher's manual book were appropriate.	12	12	12
		e. The colors used in the game board, challenge cards, students' playing guide, and teacher's manual book were interesting	8	8	8
2	Content and language	f. The game design of "Tools" board game was appropriate with the instructional objectives.	3	4	4
		g. The game design of "Tools" board games was appropriate with the topic.	4	4	4
		h. The rules of the play was understandable.	4	3	4
		i. The game model of "Tools" board game was interesting.	4	4	4
		j. The difficulty level of the tasks was suitable for the 11 th graders.	4	3	4
		k. The "Tools" board games presented various questions.	3	3	4
		l. The answer keys could be used easily and understandable.	4	4	4
		m. The instructions of the task in the challenge cards could be understood easily.	4	4	4
		n. Generally, the "Tools" boardgame could be applied to reinforce the 11 th graders' vocabulary	4	4	4
	Total Score	90	88	92	
	Percentage	97%	95%	100%	
	Mean	89			

Based on the data above, the mean score is 89. It can be concluded that the board game developed met the requirement to be used as a valid media in the teaching English. The researcher could continue the step to the product tryout. The two experts also added some suggestions regarding the design of the product. They suggested to 1) Write down the basic competences and indicators related to the topics as stated in the syllabus; 2) Revise the learning activities by explaining the whole lesson activities so the place of the game would be clear; 3) Pay attention to spelling and English usage in the teacher's guide book; and 4) Put different color to the challenge cards to differentiate the variety of the questions and to make them more attractive.

Product Tryout

Finishing the development of "Tools" board game, the researcher tried out the product in the classroom. Based on the observation, the implementation of "Tools" board game was considered successful. The teacher started the lesson by introducing procedure text in the pre-reading activity. In the whilst-reading activity, the teacher asked the students to analyze the social function, generic structure and language features of procedure text (manual). Then, the teacher asked the students to comprehend the meaning stated in the procedure text. In the post-reading activity, the teacher use the "Tools" board game as a media to check students vocabulary mastery and comprehension ability. When students played the game, sometimes they were noisy; however the teacher could manage the class well. Students actively involved in the learning activities. Although the students used mix language between Indonesian and English, it seemed that they tried to speak English. The result of teacher's and students' response can be seen in table 5 and table 6 belows.

Table 5. The result of teacher's response in the board game tryout

No	Aspect	Variable	Score	Higher Score
1	<u>Quality</u> Instructional media attributes	<ul style="list-style-type: none"> • The attractiveness and appropriateness of the "Tools" board games attributes which include color, size, the fonts and pictures used in the game board, challenge cards, students' playing guides, and teacher's manual book. 	53	56
	Instructional appropriateness	<ul style="list-style-type: none"> • The relevance of the board board game with the instructional objectives. 	4	4
		<ul style="list-style-type: none"> • The relevance of the "Tools" board game with the topic. 	4	4
	Students appropriateness	<ul style="list-style-type: none"> • The appropriateness of the "Tools" board game for the developmental and experiential levels of the 11th grade students of vocational high school. 	3	4
2	practicality	<ul style="list-style-type: none"> • The simplicity of the idea in the "Tools" board game. 	4	4
		<ul style="list-style-type: none"> • The ease of "Tools" board game to be prepared. 	4	4
		<ul style="list-style-type: none"> • The ease to use "Tools" board game in teaching and learning process. 	4	4
		<ul style="list-style-type: none"> • The time efficiency in preparing and using "Tools" board game. 	4	4
3	effectiveness	<ul style="list-style-type: none"> • The "Tools" board game' role in helping the students to learn the materials. 	3	4
			4	4
		<ul style="list-style-type: none"> • The "Tools" board game' role in raising the students motivation. 	4	4
		<ul style="list-style-type: none"> • The "Tools" board game' role in improving the teacher's quality in teaching and learning process. 	4	4

No	Aspect	Variable	Score	Higher Score
		<ul style="list-style-type: none"> •The “Tools” board game’ role in improving the interaction between students-students. •Teacher’s overall opinion toward the “Tools” board game. 	4	4
	Total Score		99	104
	Percentage		95%	100%

Using the criteria from Dewantara (2013), it can be concluded that the “Tools” board game developed was considered in very high category with minor revision. There was a suggestion regarding the students’ playing guide. Instead of explaining the instructions of the game directly, the teacher could give the playing guide to the students and encourage some questions from the students to check students understanding.

Table 6. The result of students’ response in the board game tryout

NO	Aspect	Yes	No
1	The students’ preference in playing X board games	25	2
2	The students’ feeling in playing X board games	26	1
3	The students’ response toward the rules of the play of X board games	24	3
4	The students’ response toward the appearance of X board games	26	1
5	The students’ response toward the tasks in X board games	8	19
6	The students’ response toward the effectiveness of X board games	26	1
	Total answer	135	27
	Percentage	83.3%	16.7%

The score for the tryout was 83.3% and it was considered very high. However, the students argued that tools picture in the board game should be added more. They wanted to know more technical terms of tools in the workshop. They admitted that by using this board game, they had increased their vocabulary knowledge related to tools in the workshop. They also stated that they enjoyed the game very much that they wanted to play the game a bit longer.

The result from product validation and product tryout brought important findings. The prototype board game was very good, but the design and activities needed some improvement. Based on the feedback from students and suggestion from experts and English teacher, some improvements were made: 1) give different colors for the front-part of challenge cards; 2) add some pictures related to tools in the automotive workshop; and 3) revise the teacher’s manual book by adding complete basic competences and indicators and elaborating the whole activities in the lesson.

The “Tools” board game successfully met the criteria of good media as mentioned in the product development section above. In terms of quality, the “Tools” board game attributes were considered attractive and appropriate, the “Tools” board game was relevant with the basic competences, indicators, learning objectives and topics of automotive program students. The activities in the “Tools” board game were suitable with the developmental and experiential levels of the 11th grade students of vocational high school. In terms of practicality, the “Tools” board game was considered easy, simple and effective to be prepared and applied in the teaching and learning process. In terms of effectiveness, the “Tools” board game was proven in helping the students to learn the materials, raising students’ motivation, improving teacher’s quality, and improving the interaction between students to students.

CONCLUSION AND SUGGESTION

Conclusion

The product in this research is a package of “Tools” board game which consists of a game board, a dice, pointers, challenge cards, a teacher’s manual book, and a playing guide. The board game contains tools and steps used in the manual of cleaning a carburetor. Based on the result from expert validation and product tryout, the board game has met the criteria of good media. The board game is qualified, practical and efficient to be applied in the teaching and learning process.

Suggestions

After studying the result of this research, further considerations should be taken. Firstly, the students can learn more about procedure text (manual) that suitable with their program by using this board game. Secondly, the English teachers can use the “Tools” board game as a media to enrich students’ vocabulary mastery, especially related to manuals in the workshop. Since the prototype product is about manual of how to clean a carburetor, the teacher can also develop other “Tools” board games that containing other manuals in the workshop. Thirdly, further researchers should develop other media that support the automotive program students to learn English since there were limited materials related to automotive program students.

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THE APPLICATION OF 4/3/2 TECHNIQUE IN INCREASING STUDENTS' SPEAKING ABILITY AT THE THIRD SEMESTER OF ENGLISH STUDENTS AT THE UNIVERSITY OF BENGKULU

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ABSTRACT

This research is aimed at finding out the enhancement of students' speaking ability at the third semester of English students at the university of Bengkulu in applying the 4/3/2 technique. Classroom action research was used as the design of this research. This research was done in three cycles. The instruments of this research are observation, fieldnote and test. The observation results showed that there was significant increase of students' motivation from cycle one to cycle three. The fieldnote results showed that there was also the increase activeness especially in delivering conversation from the first to the third cycle. The test results showed that there was the increasing on number of sentence used (fluency, vocabulary and pronunciation) from cycle to cycle. The average number of sentence produced from cycle I, II and III are 15, 18 and 22 sentences. All tests were conducted in two minutes. From those three instruments, it is concluded that the implementation of 4/3/2 technique increases English students' motivation in doing conversation and improving students' speaking ability at the University of Bengkulu.

Key words : 4/3/2 technique, speaking ability, motivation.

INTRODUCTION

Learning success is not only determined by a person's intellectual ability. Teaching technique becomes one of very important factor because appropriate technique that corresponds to student's characteristic and the field of learning will influence the level of student mastery of the subject. Talking about students' mastery level of the subject, speaking is mentioned as a subject that is less mastered by students whereas this subject mastery become one of a benchmark of quality graduate of English mayor.

Seeing the fact that speaking ability is crucial, the researcher who has taught this subject since 1999 considers that the ability of students of first semester is considered very low. It can be seen from several times of semester tests their mastery mostly only in the range of values C. It can be caused by several things including lack of relevant material that is difficult to understand by students and teaching technique that is not maximized and less varied. Most of the students in the first semester are still not familiar with the system of teaching in the colleges where in learning process, they are no longer "be bribed" like in Senior high school. They also still not brave enough to speak directly in front of the class. This may happen because they are new or in the adaptation period.

Analyzing the existing problems in the course of speaking one, the researcher argue that 4/3/2 technique can improve student's speaking ability of semester 1 of English mayor because it can create natural situation and moving from small groups (pairs) that will make the students did not hesitate to speak. This technique will also make students improve their vocabulary because they will be paired with different friends three times. It surely will give different experience and motivate them to vary the use of different vocabulary as well. This technique will also improve the use of proper grammar in speaking. With different interlocutors capabilities, will generate indirect correction and it is also repeated three times in one cycle. In other words there nine times change interlocutors in this research.

Some researches on the application of this technique 4/3/2 ever been conducted by Harun et al (2011). The results of this study showed an increase in their speaking ability to speak in terms of understanding, fluency, pronunciation and vocabulary. This research carried out in three cycles.

Based on the above problems and the results of research ever conducted, researcher believes the application of this 4/3/2 technique could improve speaking skills of students of third semester of English department.

Speaking is a compulsory subject that should be followed by students who will be completing a bachelor's degree. Nunan in Ariati (2012) said that speaking is productive oral skill that consists of producing systematic verbal utterances to convey meaning. It means, in this speaking subject students must use oral language to convey meaning.

4/3/2 Technique refers to the length of time a person used in speech that is four minutes, three minutes and two minutes. According to Nation (1989:337) 4/3/2 technique refers to four, three, and two minutes in length for delivering a speech. A speaker will deliver a speech for three times, each for four, three and two minutes in length. This technique is used to improve students speaking fluency, the student will be divided into pairs and then they will be asked to prepare some topics to talk about as turn in each pair. In other word, this technique gives a wide chance to the students to deliver their idea with different time for each different group.

In conveying the topic, students in the group should not instruct or ask because it will cause the speaker to be nervous and might miss the topics to be conveyed. The other person in the group just watching and listening to the speaker topics. In other words there are some important features of the technique 4/3/2. First, the speaker will convey information to different audience, in this way the speaker can focus on topics that will be delivered. The second, with a different audience, the speaker flexibility to be creative convey the same information is not worried that his listeners will get bored. The third, on time, at different times, the speakers are motivated to be creative in conveying the same information.

With the differences time spent in conveying information, the teaching of speaking 3 will be run in accordance with the steps contained in the 4/3/2 technique that are:

1. students are introduced to 4/3/2 technique
2. The researchers set up an alternative topics that will be delivered in technique 4/3/2
3. The students were asked to choose or have their own topics and prepare materials related to selected topics which will be presented at the time of application of the techniques 4/3/2. one topic for one cycle
4. The students will be grouped in pairs
5. The students are given the opportunity four minutes to speak on the topic of his first talk in pairs
6. The student will be paired with a couple of other talk. here the same student will submit the topic for three minutes
7. The student will be paired with third-talk partner. Here students will deliver the same topic for two minutes
8. Researchers and students discuss about topics that they have delivered in three different groups before
9. The students will do dialogue to assess implementation of the action at the end of next meeting

RESEARCH METHOD

This research was descriptive qualitative research (classroom action research). This type of research aims to improve the place where teaching practice is done. Milis (2003) said that classroom action research is: "action research is a systematic inquiry conducted by teacher researcher to gather information about the ways that their particular school operates, how they teach, how well the students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general and improving student's outcome.

This research is carried out through four phases namely, planning, action, observation and reflection. Research design is structured to follow the steps spiral cycle as follows: a. Planning, b. Action, c. Observation and d. Reflection.

This study conducted on students of the third semester of English mayor of FKIP UNIB academic year 2014/2015. The research began in June to November 2015. Research subject in this case are the students of third semester of English mayor that consist of 40 students. These students take speaking II academic year 2014/2015.

The main instrument of this research is the researcher itself as a lecturer of speaking II subject. Other instruments are including observation, field note and test that is done in the last section of each cycle. These instruments are used to get to get the expected answer either in writing or orally. There are three instruments that is used in this research, namely: observation, field note, and test. Observation and field notes made when 4/3/2 techniques was applied in the class to see every event which supports the improvement of three components, namely speech fluency, vocabulary and pronunciation.

Data were obtained from three instruments of observation, field note and the test will be analyzed qualitatively and quantitatively with statistical percentages and scores (grades). Observation data is used to reflect actions taken at each cycle and is processed using descriptive quantitative research scale

The indicators of the success of this research are:

1. Students actively participate in learning speaking individually 80%
2. Students actively participate in learning to talk about 80% classically
3. Students can fluently speak 70% with consistent criteria.

FINDING AND INTERPRETATION

After the implementation of 4/3/2 technique, students find the meaningful of group discussion. It is seen from one of the three people in each group is talking. This means that a student has been doing speaking activities. The division of students into small groups are a good way to leveling the opportunity to speak to each student. They will feel they have the same responsibility with the other students. It certainly brings a positive effect on the quality of ideas they convey during the discussion.

Individually, In the first cycle is only 55% of students are active. This can be shown from observation in which not all students spoke fluently and some of them just kept listening. From the test result shown that the students could produce 15 sentences on average (using ECPE scale). this number reflect the level of students proficiency. It is in the level of effective. This speaking done in two minutes. This means that the students still need time to think before speaking. There were some filler between sentences. They talked about "love" in this cycle.

The unflent speaking ability of the students could be caused by some condition. The first, the students discussed with two other students who has the same ability. In another words, they could not share well each others. In line with this, Rivers (1986) states that by his speech, a man is able to show his emotions, react to other man situations, and finally enable him to examine and rearrange impressions and associations so that he involves new rlationship and purposes.

This situation improved in cycle two, where researchers set student sitting members of the group. one group will have one member who knows more about the topic than the other two. It was produced positive results. It can be seen from the increasing number of students that are active in cycled 2. In this cycle, the researcher asked the students to talk about "the memorable experience". Based on observation, it could be seen that the activeness of the students boosted from 55% to 60%. This result still need to be improved. In this cycle, the students were not maximally produced sentences in speaking. This could be done since the researcher could not control all students well. Some groups are not active. The researcher only asked some of the students to practice in front of the class meanwhile the other some only watched and listened without giving any comments on their friends' performance. As it is known, the students were asked to speak in three different range of time i.e 4 minutes, 3 minutes and 2 minutes.

From the test result could be shown that the students produced 18 sentences on average in two minutes. This mean that there were increased number of sentences produced This number reflects that the students' level of proficiency is still in effective criteria. This criteria is still not reached what the researcher hopes in her criteria of success. Then, the researcher decided to continue the third cycle with some revision in the way of applying the technique. In the next

cycle the researcher set the group member in which in each group has one expert student. This was done to help the other less active students.

In the third cycle, researchers no longer control the group members, students already looks comfortable with the way that applied in the two previous cycles. From observation, it can be seen that almost all students were active. It is about 80% of the students were actively involved in the speaking class. It was started from group discussion in which each of them had to speak three time i.e. 4 minutes, 3 minutes and 2 minutes with the same topic. In this third cycle, the topis was about the students' childhood. This percentage has reached the indicator of success score. It means the cycle have to be stopped.

From test result, it looked the students has reached the consistent criteria according to speaking rating scale (ECPE, examination for the certificate of proficiency English). The criteria has fulfilled the indicator of success in which 70% of students has got consistent criteria. The following is the table of test result from cycle 1 to cycle 3.

Table 1. Test Result of Cycle 1,Cycle 2,Cycle 3

No	Mahasiswa	Cycle 1	Cycle 2	Cycle 3
1	ET	16	21	29
3	RA	13	16	25
4	IE	15	22	22
5	RD	16	19	24
6	BH	12	20	23
7	ER	11	23	22
8	RC	14	22	25
9	HS	13	16	21
10	FL	16	19	23
11	PY	13	22	26
12	AA	12	20	20
13	RI	18	13	26
14	CP	15	18	27
15	ES	16	23	22
16	FB	14	22	21
17	HN	14	21	21
18	NA	15	20	21
19	AR	10	22	23
20	MZ	11	16	16
21	RS	18	10	18
22	DM	17	12	27
23	MZR	18	19	24
24	AAU	18	22	23
25	MFK	17	21	24
26	DS	15	20	22
27	TMS	16	19	21
28	DN	19	21	21
29	FD	10	22	23
31	SV	11	17	22
32	ERS	15	13	24
33	MR	10	18	15
34	IID	11	18	16
35	DP	15	11	22

36	AR	18	12	29
37	DELA	12	19	28
38	MRD	11	25	22
39	RG	21	26	20
40	LA	24	19	28
41	NAG	18	26	21
	AVERAGE SCORE	15 sentences	18 sentences	22 sentences

Score Criteria:

1-6 sentences (very low) 7- 13 sentences (Dependent) 14-20 sentences
(Effective) 21-25 sentences(Consistent) >26 sentences (Expert)

Classically, the activeness increases from cycle to cycle. First cycle, 50% of students are active, while in cycle two about 60%, and in the last cycle, about 80% students are active. Not 100% students are motivated. This needs to be continued to the next cycle in other studies.

From field note data, it found that students attitude were positive. Many students are scrambling to talk and raise the hand at the time of the classical discussion. In cycle one students has not been much talk, in cycled two, many students were active and at the end of the cycle is almost all of the student want to speak.

Seeing from speaking of one by one student, there is an interesting thing. The first, generally all the test results increased from cycle I, II and III. But there are few students have the same number of words generated from cycle 1 to cycle 2, there are even two students declined in the next cycle. This decline occurred because the students concerned may less focused on preparing the topics and psychological factor.

Second, in cycled three, there is a very significant improvement. it is marked with the number of students who receive expert criteria or A total number of words generated more than 26 words in two minutes. From three people who got expert criteria in cycle 2 increased to 8 in cycle 3. At the end of cycle three, the observation , test result and field note result did not show us that 100% students are active. It means this research stopped only at the 80% of students were active since the researcher limited herself at that point.

In the end, it can be concluded that this 4/3/2 technique can enhance students activeness on speaking subject. The improvement also happen in quality of sentences generated from cycle one to cycle two and finally in cycle three. This quality include vocabulary chosen, pronunciation and correct grammar.

CONCLUSION AND SUGGESTION

The results of applying 4/3/2 technique in the course of speaking could increase the activity and the quality of speech. it is seen from cycle one that produces an average of 15 sentences, 18 sentences in cycle 2 and in cycle 3, students success to utter 22 sentences in two minutes.

It needs to do more comprehensive research. 4/3/2 technique can also be modified into 3/2/1. The application of this technique is expected to match the characteristics of the students so the result could be maximized.

Further researcher can also add the number of active students in speaking class for instance to be 90% or 95 % of the students.

It is also suggested that the next researcher give more attention on students pronunciation since this reseacrh focussed only on the number of the sentences produced by the students.

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CREATING MEANINGFUL READING ACTIVITIES BY INTEGRATING COLLABORATIVE STRATEGIC READING (CSR) WITH MIND MIRROR ACTIVITY

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ABSTRACT

In teaching the students how to comprehend the reading texts, they should be facilitated with good strategy and activity which can help them improve their reading comprehension ability. In this study, it focused on creating meaningful reading activity in classroom by integrating Collaborative Strategic Reading (CSR) with Mind Mirror activity. The objective of this study described the students' reading comprehension and critical reading skill. CSR is a strategy in reading comprehension practice that teaches students reading comprehension while working in small cooperative groups or pairing. CSR consists of four reading comprehension strategies that are applied before, during, and after reading. CSR strategies are: (1) preview the text, (2) click and clunk, (3) get the gist, and (4) wrap up. Besides, Mind Mirror activity is also reading strategy that can be useful activity for discussing the characters in a book or story. This study used some short stories as teaching media, in order to illustrate and analyze the character's point of view in the short stories. The researcher distributed Mind Mirror worksheet. The activities were conducted in group work. The researcher chose short story as a reading text for students because it is one of interesting and potential material. So that, it is highly recommended be meaningful reading activities. It was descriptive research and implemented quantitative research method. The subjects of this research were the students of English Education Study Program of Muhammadiyah University of Parepare. The instruments of this research were observation checklist, interview and questionnaire. It was used to collect the data of the students' attitude and perception toward the application of CSR integrated with Mind Mirror activity. Based on the data analysis of questionnaire, the researcher found that the most of students thought agree toward the application of CSR integrated with Mind Mirror activity. In other words, it has positive effects for the students' reading comprehension improvement. The result of observation checklist showed that the students' activeness, response and attitude in reading activity were getting improvement. Interview also showed that the most of students agreed with these strategies. It is concluded that the application of CSR integrated with Mind Mirror activity is effective and meaningful to improve the students' reading comprehension ability.

Keywords: *Collaborative Strategic Reading, Mind Mirror Activity, Short Story*

INTRODUCTION

When the students learn English, there are four English skills that covered in the language. They are listening, speaking, reading, and writing. Listening and reading involve receiving message and are often referred to as receptive skill. Speaking and writing involved language production and therefore often referred to as productive skills. There are also sub skills, namely: vocabulary, grammar, and pronunciation. Both skills and sub skills cannot be separated, because all of them are related to each other. Comprehending English is difficult for students if they do not have basic knowledge, especially in comprehending reading text. That is way the researcher focused on her attention on one of this skills that is reading.

Reading is very important to anybody who wants progress. Everyone should have the comprehension to read especially in English because most of the scientific books are written in English. Heinemann (2009) states that "Reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it. Through reading the people can also obtain information which can help them

understand and solve various problems which come constantly in their lives, live wise the students at college or university should conceive of how important reading is in learning. Therefore important that students who want to develop their knowledge should have ability in reading and comprehending some books, short story, magazine, leaflets, brochures, journals, newspaper and other reading materials in which they can enlarge their knowledge in many fields of science.

However, in the fact the researcher found some problems on the students' reading comprehension, such as; they faced difficulties in defining the words of texts, identifying main idea, analyzing the characters in stories, and comprehending the whole texts. The researcher observed that the students had difficulty reading between the lines of a short story to analyze a character's point of view. Therefore, this study focused on reading comprehension toward short stories. In response, the researcher has to apply reading strategies that enable the students analyze the content of story, whether the characters, point of view, the main idea, and also determine the familiar and unfamiliar words in the reading texts. That's way, it can improve the students' critical thinking skills throughout the activity and will conclude by offering insights for other lecturers or teachers interested in using good reading strategies in their classrooms.

To succeed the reading activity, the lecturer or teacher should pay attention for the strategy and materials. The key to create meaningful reading activity in the classroom is creating the comfortable atmosphere that helps the students analyze and identify key elements form the short story. Besides, the students need a good strategy to comprehend the whole texts easily, for example by knowing the meaning of each word in a reading text. They also need a learning model that give chance to discuss and share with their friends. In other words, they like working in cooperative learning because it eases them to comprehend the whole texts.

So many activities can be applied in improving the students' reading comprehension, such as Collaborative Strategic Reading (CSR) and Mind Mirror activity. From this point of view, this study integrated Collaborative Strategic Reading (CSR) Mind Mirror activity as meaningful reading activity in classroom. Klingner and Vaughn (2001) stated that Collaborative Strategic Reading teaches students to use comprehension strategies while working cooperatively. Student strategies include previewing the text; giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas. Find out how to help students of mixed achievement levels apply comprehension strategies while reading content area text in small groups. Besides, Mind Mirror activity is also regarded as reading strategy that can be useful activity for discussing the characters in a book or story. This study uses some short stories as teaching media, in order to illustrate and analyze the character's point of view in the short stories.

METHOD

The method of this research was quantitative method. It was descriptive research. There are two variables involved in this research, namely; independent variable and dependent variable.

1. Independent variable is Collaborative Strategic Reading (CSR) integrated with Mind Mirror activity that applied in the classroom. CSR consists of reciprocal teaching and cooperative learning with the purpose to help the students to understand and identify the main idea of the paragraph. Then, Mind Mirror activities enable the students to analyze the key story elements and character's point of view. In this operation, the procedure in teaching the reading comprehension through Collaborative Strategic Reading taught in classroom. They were;
2. Reading comprehension ability as dependent variable is the ability of the students to comprehend the reading text after action as a result the application of Collaborative Strategy Reading integrated with Mind Mirror activity and to see the students' interest after learning reading material.

The subjects of this research were the students of English Education Study Program of Muhammadiyah University of Parepare. They are fourth semester students. The instruments of this research were observation checklist, questionnaire and interview. Observation checklist and

questionnaire were used to see students' activeness during learning process and their attitude toward the application of CSR integrated with Mind Mirror activity. While the interview was used to know the student's perception and opinion toward these strategies. This research was conducted for six meetings.

In the first meeting of teaching and learning process, the researcher explained about the main concepts of CSR and Mind Mirror activity, and also how to apply them in classroom. The class was divided into some groups, every group consist of four students. The students were asked to do reading activity by following the steps of CSR. The second meeting until the sixth meeting, the researcher applied CSR integrated with Mind Mirror activity in comprehending the short stories. While the learning process was conducting, the researcher observed the subjects of this research, such as; their activeness, their attendance and their seriousness. The students' activities are;

1. Preview (before reading): the students thought what they will read namely brainstorming and predicting).
2. Click (what vocabulary you understand) and clunk (what vocabulary you do not understand) during reading, to understand the meaning of text, the students can open their dictionary.
3. Distributing the Mind Mirror worksheet, then the students finished it.
4. Get the gist (during reading): in this case, the click and the clunk helped students to identify main ideas.
5. Wrap up (after reading): students generated questions by using 5W+1H Question.
6. Preparing for class presentation.
7. Answering some questions based on reading texts.

In the last meeting, the students gave them questionnaire to find out the students' response and attitude toward the application of CSR integrated with Mind Mirror activity. In analyzing the data collecting of observation and questionnaire, the researcher used quantitative approach. The researcher used Likert Scale (Gay, Mills and Airasian, 2006) in analyzing the data obtained from observation and questionnaire. From observation sheet, it was analyzed to get information about the students' behavior, activeness, attention and enthusiasm in learning process.

Table 1. Likert Scale

POSITIVE STATEMENTS		NEGATIVE STATEMENTS	
Score	Category	Score	Category
5	Strongly Agree	1	Strongly Agree
4	Agree	2	Agree
3	Undecided	3	Undecided
2	Disagree	4	Disagree
1	Strongly Disagree	5	Strongly Disagree

By looking at the score presented in the table below, the highest score is 100 and the lowest is 20. The interval of the students' responses on the questionnaire can be seen in the following table.

Table 2. The Range Categories

RANGE	CATEGORY
84 – 100	Strongly Positive
68 – 83	Positive
52 – 67	Neutral
35 – 51	Negative
20 -35	Strongly Negative

SUB FIELD

Reading Comprehension

Bridges (2014) stated that “Reading: Avid, high-volume readers build an expansive capacity to comprehend what they read. In addition, they develop robust vocabularies; deep knowledge of the world; and a proficient, fluid reading style”.

Mikulecky (2008) stated that “Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience.”

Kozak (2011) state that Reading is; a skill which enables us to get a message; recognizing the written words (written symbols); getting (understanding) the meaning; used to teach pronunciation; grasping information from texts. He also states that reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text.

According to Lancaster and Sussex University (2010), comprehension is the goal of both reading and listening. Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success.

Healy (2002) states that “Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text. Reading is a purposeful and active process. A reader reads to understand, to remember what is understood and put the understanding to use.”

Woolley (2011) states that “Reading comprehension is a process of making meaning from text. The goal therefore is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.”

From the interpretation about reading, comprehension, and reading comprehension above, the researcher assumes that reading comprehension is an active process to get information or passage and understanding the meaning of word in written form, which are involves our mind to interpret the content of reading so occur moving an idea from the author to the reader and develop vocabularies.

The Principles of Reading

Harmer (1998) states that the Principles of Reading as follow:

1. Reading is not a passive skill. Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.
2. Students need to be engaged with what they are reading. As with everything else in lessons, students who are not engaged with the reading text, less actively interested in what they are doing, are less likely to benefit from it. When they are really fired up by topic or the task, they get much more from what is in front of them.
3. Students should be encouraged to respond to the content of a reading text, not just to the language. Of course, it is important to study reading texts for the way they use language, the number of paragraphs, they contain and how many times they use relative clauses. But, the meaning, the message of the text, is just as important and we must give students a chance to response to that message in some way. They should be allowed to express their feeling about the topic-thus provoking personal engagement with it and the language.
4. Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what is in the book, photographs and headline hint at what articles are about and reports look like report before we read a single word.
5. Match the task to the topic. Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks, the right kind of questions, engaging and useful puzzle, etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most common place passage can be made really exciting with imaginative and challenging tasks.

6. Good teachers exploit reading texts to the full. They integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

From the explanation about the principles of reading above, the researcher assumes that reading is an active skill to the students to make prediction about the topic of the text before reading and give respond about the content of the reading text, also give the students chance to express their ideas after reading. Therefore, the teachers have important rules in teaching and learning reading comprehension by implementing a good method, strategy, media, or technique into interesting class.

Collaborative Strategic Reading (CSR)

Bremer, Vaughn, Clapper, and Kim (2001) state that Collaborative Strategic Reading is a reading comprehension practice that combines two instructional elements: (1) modified reciprocal teaching and (2) cooperative learning or student pairing. In reciprocal teaching, teachers and students take turns leading a dialogue concerning key features of text through summarizing, questioning, clarifying, and predicting. Reciprocal teaching was developed with the intention of aiding students having difficulty with reading comprehension. More recent studies using reciprocal teaching have found it to be effective with struggling middle school and high school readers.. Through a number of research trials, Collaborative Strategy Reading has been refined and currently consists of four comprehension strategies that students apply before, during, and after reading in small cooperative groups. These reading strategies are: (a) preview (before reading), (b) click and clunk (during reading), (c) get the gist (during reading), and (d) wrap up (after reading).

The Implementation of Collaborative Strategic Reading

In implementing this strategy, there are four steps strategy that will do, according to Bremer, Vaughn, Clapper, and Kim (2001), those are:

1. Preview (Before reading)

Preview is a strategy to activate students' prior knowledge, to facilitate their predictions about what they will read, and to generate interest. Preview consists of two activities: (a) brainstorming and (b) making predictions.

A teacher introduces previewing to students by asking them to think about the previews they have seen at the movies. The teacher prompts students to tell what they learn from previews by asking questions such as, "Do you learn who is going to be in the movie?" or "do you learn in what historical period the movie will take place?" Then the teacher asks them to skim information such as headings, pictures, and words that are bolded or underlined to determine (a) what they know about the topic and (b) what they think they will learn by reading the text.

2. Click and Clunk (During reading)

Click and clunk is a strategy that teaches students to monitor their understanding during reading. The teacher describes a click as something that "you really get. You know it just clicks." After students understand, the teacher explains a clunk: "A clunk is like when you run into a brick wall. You just really don't understand a word the author is using. That's a clunk."

3. Get the gist (During reading)

Get the gist is a strategy to help students identify main ideas during reading. One way to identify the main idea is to answer the following questions: (a) "who or what is it about?" and (b) "what is most important about who or what?" In addition, students are taught to limit their response to ten words or less, so that their gist conveys the most important idea(s), but not unnecessary details.

Get the gist can be taught by focusing on one paragraph at a time. While students read the paragraph, the teacher asks them to identify the most important person, place, or thing. Then the teacher asks students to tell what is most important about the person, place, or thing. Finally, the teacher teaches students to put it all together in a sentence containing ten words or less.

4. Wrap up (After reading)

Wrap up is a strategy that teaches students to generate questions and to review important ideas in the text they have read. Wrap up consists of two activities: (a) generating questions, and (b) reviewing

A teacher initially teaches students to wrap up by telling students to pretend they are teachers and to think of questions they would ask on a text. The teacher suggests the following question starters: who, what, when, where, why, and how. The teacher also encourages students to generate some questions that require an answer involving higher-level thinking skills, rather than literal recall. Finally, the teacher asks students to write down the most important ideas from the day's reading assignment.

From four steps above, the researcher assumes that this strategy involve the students to do three activities, that are before reading, during reading, and after reading so there is no time for the students to stop to working during teaching and learning process. It is able to make the students work in group and building their vocabulary during reading. Therefore, the researcher tries to implement all of this strategy in her research, to make the students understand the text easily. Then, the students more interested to improve their ability in reading comprehension.

Mind Mirror Activity

In guidelines provided by DelliCarpini (2006), the students create a Mind Mirror by analyzing a poem and identifying the following key elements that represent the speaker's point of view; two quotes, two original statements, two images, two symbols. The students work in groups to create a poster that illustrates the key elements on an outline of the speaker's head. Groups then present their posters to the class.

Mind Mirror activities enable language teachers to integrate target language objectives with the development of critical thinking skills. According to Facione (2007), critical thinking is defined in terms of six cognitive skills; interpretation, analysis, evaluation, inference, explanation, and self-regulation. Mind Mirror is a useful activity for discussing the characters in a book or story (they can also be used when reading biographies or autobiographies). When reading a longer text, such as a novel or play, you may want to have your students do a series of Mind Mirrors, in order to illustrate how a particular character has changed over time. Students use all four language modes when participating in a Mind Mirror activity. It also supports student's vocabulary development and thinking.

Selecting an appropriate text is the first requirement for a successful Mind Mirror activity. The steps of Mind Mirror activity are;

1. Preparing the Students for a Mind Mirror Activity

Before beginning the Mind Mirror activity, the lecturer or teacher facilitated pre-reading activities to familiarize students with key themes and vocabulary from the story. In order to bridge major themes from the short stories to students' prior knowledge and experience, students completed a brief survey about the popularity and effects of short stories in their community. After reviewing the survey responses as a class, students worked in groups and used context clue to define key vocabulary in the story. After processing the vocabulary activity, students read the short stories for the first time and completed discussion questions for homework.

2. Providing Clear Instruction, Examples and Supports

After reviewing the homework questions in class, the lecturer or teacher distributed the Mind Mirror Worksheet. In order to, supplement the written instructions, the lecturer or teacher displayed a sample Mind Mirror of someone that all students could identify himself. The poster consisted of the following items;

- a. Two symbols, a book and a stack of homework papers.
- b. Two background images, students working in groups and a classroom.
- c. Two adjectives that describe the person's feelings or actions (dedicated and energetic).
- d. Two sentences in the character's own words; "I don't expect students to be perfect students to improve" and "You can do it".
- e. Two original statements that describe how the reader feels about the character; "I think that this character enjoys his job" and "Even though this character is sometimes strict, I think that he cares about the students".

The students were immediately able to see that the Mind Mirror was about the teacher. Once the class identified and discussed the parts of the example Mind Mirror, the lecturer or teacher orally emphasized that;

- a. When choosing and applying Mind Mirror items, remember that classmates should be able to identify your character without seeing a name.
 - b. Mind Mirrors are not comic strips. Instead of creating separate pictures, work as a team to provide one outline of your character's head.
 - c. Students should not view the Mind Mirror project as an art contest. Instead, the poster is a product of creativity and teamwork. When creating the poster, students should feel free to use their symbols and text to make facial features like eyes, lips, nose, ears, and hair.
3. Sharing, Reviewing, and Applying Information

The lecturer or teacher instructed the group members to review and decide on which elements from their worksheets they would use to create one group Mind Mirror poster for their character.

4. Class Presentation

While observing the activity, the lecturer or teacher could see the students comfortable, confident, and continuously engaged. For instance, every group invited to present their works in front of the class.

Points for Lecturers or Teachers to Consider

Insights gained conducting this Mind Mirror activity can help lecturers design their own projects. Tully (2009) argued some suggestions, namely'

1. Managing time, this Mind Mirror activity took five different class sessions that lasted ninety minutes each. Selecting an appropriate text and preparing students for the project was critical for time management. Facilitating pre-reading activities helped familiarize students with themes and key vocabulary needed for timely completion of Mind Mirror tasks. Instead of having students complete the Mind Mirror worksheet for homework, lecturers may choose to provide more class time so students can complete the worksheet in pairs with teacher support.
2. Keeping students on task, Mind Mirror activity require a great deal of focus and teamwork. By requiring each group member to make his or her contributions in a distinct color, the teacher was able to monitor both individual contributions and group teamwork. Additionally, lecturers or teachers are encouraged to provide clear directions, models, regular feed-back, and opportunities for collaboration throughout the project.
3. Building awareness of critical thinking skills, by providing opportunities for students to reflect upon and discuss the thinking processes used to complete tasks, lecturers or teachers help students to become self-aware, confident, and autonomous learners.

FINDING AND DISCUSSION

Finding

The result of observation checklist data showed that;

1. The percentage of the students' attendance in learning process was 88.89%, this is because some students did not attend the learning process without information and sick. It means that the students had more motivation in attending the learning process.
2. The percentage of the students who paid attention to the material or listened the teacher's explanation was 74.07%, but it improved and achieved 86.42%. It means that the students' interest to the material that was presented by the teacher improved.
3. The percentage of the students who active in reading process was 80.25%. This is because the students were still not interested to read.
4. The percentage of the students who work together / help their friends in group was 71.60%. It means that they were more enjoying in finishing the worksheet because they can discuss with the other friends if they did not understand.
5. The students who did their worksheet achieved 100%. Percentage of this activities was good because all of students who present collected their tasks.

Based on the activities of the students during the learning and teaching process above, the activeness frequency or the students' activity where compatible with the teaching-learning

process had showed the significant improvement. Those were caused by some reasons namely the students' interest to learn reading because the materials were related with their around environment, so they were more active and think that the material is not strange in their life. Therefore, the researcher assumes that in teaching reading comprehension through Collaborative Strategic Reading integrated with Mind Mirror activity made the students' interest in learning process.

Moreover, the result of questionnaire data showed that the students felt happy if CSR with Mind Mirror activity applied in class or reading, it can build their motivation and spirit in reading comprehension activity, training them to manage the time in class or reading, building the critical thinking skill, focusing the students on the tasks in form of worksheet, and also easy them to comprehend the texts deeply. Besides, data also found from free interview with the subjects of research. They stated that they like learning through the application these strategies because they were enjoyable but keeping seriousness. They like learning by group work, because these strategies training them to share their ideas each other. The last statement from them that Mind Mirror activity is a new strategy and it is very useful and applicable not only in reading course but in others courses.

DISCUSSION

The researcher also collaborate her research with a theory about Collaborative Strategic Reading stated by Klingner and Vaughn (2001). It is integrated with Mind Mirror activity. They stated that Collaborative Strategic Reading is an excellent technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. I think it is wonderful. We have been using it with the social studies text. CSR is great for students of university level with learning disabilities because they contribute to their groups and feel successful, and they get the help they need with their reading.

In implementing CSR, there were four step have to do. The first is preview (before reading). Before reading the text in descriptive the researcher showed the title and the students made brainstorming or prediction about it. The function of this strategy is to know what the students know or what we will learn about the title. The seconds is dividing between click and clunk (during reading). Click means vocabulary that you know and clunks means vocabulary that you do not know. It could make the students, understanding the meaning of all vocabulary because the students tried to looking for the meaning of clunk words by using dictionary or looking for in flash card on the teachers' table or asked their friends. Then, the students mixed between click and clunk. The third is getting the gist (still during reading). This made students determine the main ideas. It means that to identify main ideas, click and clunk helped the students to understanding text. After that, it is wrapping up (after reading). This step involved the students to make some question about the text that they have read. The last is distributing the Mind Mirror worksheet. This strategy made the teacher know that the students understanding text.

The result of this research, the researcher found that Collaborative Strategic Reading integrated Mind Mirror Activity really can improve the reading comprehension of the students. This result also supported by theories of some previous research findings. In different method of the research, came from one of the previous researchers. They are Lubis and Meisuri (2013). Although they used quasi experimental in their research, the result showed that Collaborative Strategic Reading is good to be implementated in reading comprehension. It proved from the data are analyzed by using t test formula, where t test is higher than t table. Therefore, they made conclusion that by using Collaborative Strategic Reading (CSR) in teaching reading comprehension, the students are able to solve their problem in comprehend the text and bring good improvement in students' reading. They also stated that the students who are taught reading comprehension by using Collaborative Strategic Reading (CSR) have higher comprehension than the students who are taught without Collaborative Strategic.

In addition, based on the data analysis it could be described that there are some preferences of these strategies in class of reading. They are; the student's activities in learning reading were high and active, the learning process focused on students centered, the students can comprehend deeply the materials, strengthening the group work, and activating the feedback in classroom.

CONCLUSION AND SUGGESTION

Conclusions

Based on the previous explanations, the researcher found that after students follow the learning reading comprehension process through integration of Collaborative Strategic Reading (CSR) with Mind Mirror activity by using narrative texts as the teaching material, the result of observation checklist, this learning model gave positive effect to behavior of the students. Observation checklist showed that activeness, response, or attitude which compatible with the learning process was getting improvement. While, activities which incompatible with the learning process was decrease. Therefore, the researcher concluded that the student's attitude and perception were categorized as *Agree* classification with the application of Collaborative Strategic Reading (CSR) integrated with Mind Mirror activity. In other words, the students have *Positive Statement* on these strategies. Moreover, they stated that CSR integrated with Mind Mirror activity is interesting for them because they are motivated and enjoyable in reading class. In brief, it is highly recommended as one of learning model that can be meaningful reading activity.

Suggestions

Based on the result that found in this research, the researcher would like to give suggestions which related with the reading comprehension through collaborative strategic reading, as follows:

1. For the students, reading comprehension should be honed and make reading a habit. This is because the importance of literacy in today's information age. Diligently reading, students can follow the development of science and technology (science and technology) that drove very fast today
2. For the teachers, English subjects would be able to utilize strategic collaborative method of reading in order to improve the effectiveness of learning to read the, in particular, and reading comprehension in general. The method has been shown to improve students' skills in reading, in addition to increase the interest and motivation of students in the following study.
3. For the next researchers in the field of English education can do similar research to develop methods of collaborative strategic reading with elaborate with media, technique, or the other reading instructional strategy. By doing so, it can be found a variety of alternative methods of teaching reading effective and innovative.

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THE EFFECTS OF DIALOGUE JOURNAL WRITING (DJW) IN ENGAGING AND EMPOWERING WRITING SKILL

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ABSTRACT

English as Foreign Language in writing skill continues to face the two-sided challenge of decontextualised impractical theorisations and traditional reductionist practices. This paper calls for the introduction of dialogue journal writing (DJW) into education as a theoretically rich and practically feasible procedure. By briefly reviewing and critically revisiting major theoretical approaches to writing skill, the paper presents a theoretical image of a contextualised and integrated understanding of writing, and explores DJW as an educational practice that provides an opportunity for implementing such an understanding. The journal can be good for our learn of English, because we can learn New words & New grammar after that, we can use them in our journals and it's good for our English, moreover we can learn the way of thinking that it's important too (Dadbeh, 2001). This paper examines the efficacy of English DJW on students' writing skill, as well as the students' responses to journal writing. students in Universitas Muhammadiyah Parepare (UMPAR) participated in this study, and each student was required to write journal entries per week. The data included journal entries, open-ended questions, interviews, and the results of the pre- and post-study questionnaires and the pre- and posttests on writing performance. The findings showed that the DJW project improved the students' writing skill on content, organization, and vocabulary; reflective awareness of writing and self-growth as learners; and intrinsic writing motivation. It also reduced their writing anxiety. The students held positive attitudes toward the project and confirmed that DJW was an important tool for self-understanding and self-growth. They indicated that DJW allowed them to consider something new; enhanced their self-confidence so that they could get along better with others; matured them through sharing their ideas, feelings, and self-perceptions; consolidated their thinking when re-reading their journals; strengthened their confidence in English writing; and gave them the chance to reflect on their daily lives.

Keywords: DJW, Writing Skill

BACKGROUND

In English there are four language skills, they are listening, writing, reading and writing. The students must master the four of language skills so they could use English actively and also passively. Writing as a part of the language skills besides listening, writing and reading, must be taught maximally by the teacher to the student.

Writing is also one media of communication. Based on Wikipedia Writing is all that gives rise to an in general. In Western Culture writing is often only considered as the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system)....en.wikipedia.org/wiki/Writing, so that the researcher could conclude that writing is very important as one media of communication, that would help us to have a good socialization, could express our idea, feeling, and gives rise to an in general.

We could see the importance of writing in daily life and also in our social life, like in education and business aspect, for example when we write letter or application letter. Writing also gives some other benefits. Besides being means of communication, writing could also create jobs. In beginning writing, it is just an activity to express our idea, opinion, or feeling in the text. Writing could also be a hobby to spend our time, but finally in this modern life, people could get money from doing their writing, for example a journalist, novelist or scrip researcher.

Additional writing practice. Although in Indonesia using journals in class is not a usual procedure, in classes journal writing has become an essential part of the learning process. Before writing journals the students used to write a composition every now and then, following a model presented in their textbook (a letter, a description, a dialogue...) in order to practice the grammar structures studied in that lesson.

The average of the writing grades of the eleventh year students SMAN 1 Suppa in the result of the tests shows that the students' with consist XI Exact 1 that scores in the writing draft were 67,9. It means that the measurement of the students' achievement in test was Minimum according Depdiknas in SMAN 1 Suppa

Concerning explanation above, the researcher focuses attention and interest more to more a research to see whether the use of journals helped the students in writing skill According to Barkley, Cross and Major (2005)

The researcher decides to give them strategy in teaching. The researcher thinks that teaching writing by using DJW maybe will make the students are fun and relaxed in Learning and also it will give big motivation to the students to learn English Besides that, the students must be taught English by using interesting strategy, like DJW in order the students can understand. Focus for the discussion above, the writer tries to apply a strategy in teaching English. So the researcher chooses the title "Effects of Dialogue Journals Writing (DJW) in Students' Writing Skill".

PROBLEM STATEMENT

Specifically, Dialogue journal writing a learning tool, and its effects on the students writings is the object of the present study which addresses the following research questions:

1. How is the students' writing skill have any effect before using DJW?
2. How is the students' writing skill have any effect after using DJW?
3. What are the students' responses to the DJW?

OBJECTIVES OF THE STUDY

Relating to the problem statement above, the objectives of this research is then specified to find out whether or not:

1. Before using dialogue journal writing have any effect on the students' writing skill
2. After using dialogue journal writing have any effect on the students' writing skill
3. The students' responses to the DJW in writing skill

SIGNIFICANCE OF THE RESEARCH

Basically, there are three kinds of research significance are as follows: (1) the theoretical significance (2) the practical significance and (3) the further research and development. The significances are as follows:

(1) Theoretical Significance

The significance of this study is to introduce or even to familiarize use of dialogue journal writing on the students' writing Fluency, Reflections, Anxiety, And Motivation, in this case the easy writing from the method itself for improving the students' skill in writing. The research findings would also enrich the previous theories and research findings about the English skill, especially writing skill.

(2) Practical Significance

The research findings would give some advantages to the English teachers, the curriculum makers and the effort to develop the learning and teaching a language in school. Use of journals helped the students to overcome some of these difficulties specially in Fluency, Reflections, Anxiety, and Motivation in writing skill and as the alternative method that is the students so that the students written and produce the Fluency, Reflections, Anxiety, and Motivation in writing. The researcher implied this method to get information about Eleventh Grade Students Of SMAN 1 SUPPA with respect to their skill to use dialogue journal writing as a good method to study English Fluency, Reflections, Anxiety, and Motivation in writing.

(3) The further research and development

The researcher findings would also give some advantages to the further research and development efforts as a reference and empirical evidence.

SCOPE OF THE RESEARCH

The scope of the research which is restricted by discipline, content and activity is explained as follows:

1. By the discipline, this research would be limited to the field of the linguistic study which refers to the term in improving writing skill.
2. By content, the research would explain about the writing skill by dialogue journals
3. By activity, the research would give text about writing skill dialogue journals and the students would be practice in the classroom.

SOME PREVIOUS RELATED RESEARCH FINDINGS

They are some researcher that have been conducted a research related to writing. They are as followed:

Byrne (1980:24) , Writing is also one media of communication.

Heaton in his book "Writing English Language Test"(1975:138), Writing skill are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment.

Kreidler (1965; 41) also has another opinion, he said that: Using any kind of method has goals to give the students the opportunity to express their own idea, using the language pattern that they have learned.

the use of dialogue journals in foreign language class can enhance both learners' writing and speaking skills (Barba, 1993 as cited in Gonzales-Bueno, 1998).

Van Horn and Freed (2008) in their study on 39 nursing students who worked in pairs and individually (in clinical setting which required the students to use dialogue journals to reflect on their clinical experiences for nine weeks) find that working in pairs enabled the students to learn more as they were able to reflect more and their problem solving skills were also enhanced

Based on the previous researcher findings, the researcher make assume that the teacher should apply some various technique and strategies that could lead the students the meaningful learning and give them opportunity to do something about the material given in order to improve their competence. However, the researcher wants to try another way to developing writing skill in DJW as stated in background. She hopes that way she would try to apply could help the students of MAN 1 Parepare to be better in English, especially in writing

4. Some pertinent ideas

a. Concept of writing

1) Definitions of Writing

Another definition is given by Byrne (1980:24) defines that writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication According to Enre (1988:148) the aims of writing are:

- a) Desire to explain or to inform
- b) Desire to tell something as it was looked and heard
- c) Desire to tell something about something happened
- d) Desire to convince someone

Mean while, Flower suggests a more elaborate definition Flower, states:

Writing is a social act that could only occur within a specific situation. It is therefore influenced both by the personal attitudes and social experiences that the researcher brings to writing and the impacts of the particular political and institutional context in which it interviews, analyses of surrounding practices and other techniques, researcher seek to develop more complete accounts to local writing contexts.

Writing is how creates a written work, though the word usually designates that write creatively or professionally, as well as those who have written in many different forms. ([wikipedia.org/wiki/Researcher](https://www.wikipedia.org/wiki/Researcher))

Based on the definitions above conclusion of the researcher that writing could be conceived as the act of putting down in conventional graphic form something that had been spoken and brings to writing and the impacts of the particular political and institutional context in which it interviews, analyses of surrounding practices and other techniques, researcher seek to develop more complete accounts to local writing contexts. And make us could be creatively or personally and written in many different forms.

2) Elements of Writing

Harris stated that (1969:68-69) there are four elements of writing, there are:

a) Skill Writing /Diction

He stated that writing's skill / diction played an important role in a language, especially in the writing activity. The choice of writing could describe the students' knowledge. The number of words that is mastered by a student could indicate that he/she mastered a number of concepts, skill of writing could improve by reading and listening a lot.

b) Skill Grammatical Rule's / Sentence Structure

Skill grammatical rule's / sentence structure consists of phonology, morphology and syntax. Phonological rules don't have any roles in the writing activity, while morphological and syntactical rules play some important roles in the writing activity, it deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.

c) Coherence

Coherence means that the researcher's paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by use of appropriate transition signals.

d) Spelling

One of the most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of a word and its spelling. They cannot always know how to spell a word by its pronunciation or how to pronounce it by its spelling, to avoid this problem, the students are suggested to open dictionaries before they are going to write.

Based on the definitions above conclusion of the researcher that in writing could be conceived four elements of writing that Skill Writing /Diction, Skill Grammatical Rule's / Sentence Structure, Coherence, Spelling are the most important part in element of writing.

3) Steps in Writing

There are six steps how to write well(Flower, 1989:69-71):.

a) Exploring Ideas

First, writing involves discovering ideas. Before writing, let our mind explore freely. Second, record those thoughts by writing whatever students can. As in writing, students must have something to say, a reason for saying it, and someone to whom students talk.

1. Their subject

Before writing, ask students self, "what is the subject or the material do students want to write about and what do students know about it?" Choose a subject that students care about and know about (or find out). Then students say it more clearly and confidently. Students must select and then narrow their subject from the general that students will practice doing in the exercises that follow.

2. Their purpose

After deciding the subject, now ask students self, "What is the purpose?" Communicating always has a purpose: to inform, to persuade, or to entertain or may be to do all the three. Students could inform, persuade, or entertain their classmates with examples unusual students have experienced at their job.

3. Their audience

After deciding their subject and their purpose, ask students self, "Who is the audience?" The answer will determine what students say about their subject and what purpose students hope to achieve. Students may need to provide a lot of

evidence to persuade a reader who does not agree with their opinion, but provide far less for someone who tends to agree with students

b) Writing draft

The second step of the writing process involves writing the student's thoughts on paper or on the computer. Don't worry about making mistakes because students will probably change their mind and their wording later. This step is called writing draft I. It is a time to relax, write quickly and begin organizing the students' thoughts.

These are some steps of writing draft I:

i. Brainstorming

One way to capture their thought is by brainstorming, or listing thought as they come to students. Students might brainstorm twice or three times to generate more ideas

ii. Clustering

In clustering, students write their subject in the middle of the page and then circle it. Students write related ideas around the circle as they come to students. Then students circle the ideas and connect them to their subject circle. These related ideas are like branches.

iii. Free writing

Another way to get started is by free writing. Students simply write about the subject without worrying about sentence, structure, spelling, logic, and grammar. Write, as students would write so that students could get their ideas down fast (Flower, 1989:71-74).

c) Organizing

After students have put their ideas into words, students could begin organizing them. This process involves (Flower, 1989:75-76):

Students have to think again about their purpose and audience. What goals do students want to accomplish- to inform, persuade or entertain? What point do students want to make? And what should students tell their readers so that students could accomplish the goals? It is better that students return to their pre writing and do the following:

i. Underline or highlight the best ideas of their brainstorming list, putting related ideas together. Add to the list as more ideas come to students and remove or ignore the parts that are not related to their choices.

ii. Choose the part of the clustering diagram that has the best ideas. Do the second clustering that explores those ideas in greater detail. Ignore the part of the original diagram that is not related to their choice.

iii. Circle or highlight the best part of their pre writing. Do a second even a third free writing on them? Ignore the parts of each free writing that are not related to their choice and focus more specifically on their subject and add more details

i. Outlining

After selecting, subtracting, and adding, the researcher could make an informal outline.

d) Writing revision

Students have done some writing revision I selected their best ideas, expanded them, and arranged them in some reasonable order. Now students could begin the first paragraph. Don't worry about being perfect, so write fast as if students were writing to the readers.

Some steps for revision could be stated as follows:

i. Say something before students write it.

ii. Do fast handwriting or computer typing.

iii. Use only one side of the paper.

iv. Leave wide margins and double space to make room for changes.

v. Resave their work every five or ten minutes on the computer (Flower, 1989:77).

e) Revising the Draft

Revising is one of the most important steps in writing, especially for people who write in a second language. Revising means to improve what students have already written. When students revise, students examine how well their first draft makes its

point and achieves its purpose for its audience. That may require rearranging ideas, developing further ideas, cutting out ideas that do not support their point, and change the wording of their sentences.

These are some tips for revising(Flower, 1989:78).:

- i. Make notes in the margins or write new material on separate sheets of paper.
 - ii. Circle words students think students misspelled or that students want to change later.
 - iii. Tape or staple additions where students want them to go.
 - iv. On the computer, use cut and paste or insert commands to move them to a new page.
 - v. Print out a double space copy for revisions: look over and revise in pencil
- f) Producing the revision II

There are two steps in producing revision II, they are(Flower, 1989:79).:

- i. Editing
After students have revised their paragraph, students couldedit their work. Check it carefully. Focus on, words choice, verb forms, punctuation, and spelling. Read the paper more than once. Copy it over or print it out again with all their corrections. This draft should be neat and should represent their best effort.

- ii. Proofreading
The final stage in the revision process is proofreading. That means carefully reading their draft more than once to check that their revisions and editorial changes.

Accroding above that tries to summarise the main founding about the different processes that they experience as students write a text and also require rearranging ideas, developing further ideas, cutting out ideas that do not support their point, and change the wording to be a good sentences.

b. Dialogue Journal Writing

1) What is DJW

A dialogue journal is a written conversation in which a student and teacher communicate regularly (daily, weekly, etc.). Students write as much as they choose and the teacher writes back regularly, responding to students' questions and comments, introducing new topics, or asking questions.

In dialogue journals, students can write about topics that are important to them. Sometimes their concerns and interests are personal. Or, journal entries may relate to academic or work-related issues. Students may write descriptions, narratives, or complaints, as the topic and communicative purpose dictate.

Because the teacher is attempting above all to communicate with the student, his or her writing is roughly tuned to the student's language proficiency level. In most cases, teachers do not overtly correct errors. This is one place where students may write freely, without focusing on form. The teacher's response in the journal serves as a model of correct English usage. At times, however, students do request correction. See Peyton &Staton (1991) for strategies teachers can use to address students' errors.

The student writes freely to the teacher as in a letter. The teacher answers questions and makes comments about the student's entry, making sure the answers provide correct structures, grammar and spelling. From the teacher's reaction, and not from any particular corrections students discover in the "dialogue" how the correct form of the entry should be. The student then tends to refer to more correct structures in further entries. Harmer claims that advantage of writing a journal is that the writer can decide freely which form to employ in writing. The writer is not bounded to any particular genre and moreover, the writer knows that his or hers freedom of expression is not to be corrected or graded by the teacher (2004: 126-127).

A very important thing, and probably the most teachers more information about their students. It is an absolutely private written conversation between the teacher and the student dealing with interests, fears, needs and happy events, relevant to

pupils. Students write spontaneously about themselves because they do not experience the stress or fear of not knowing how to express something correctly. There is time to deal with the new structures and the teacher is there to clarify any situation. The dialogue journal expands the time each pupil has to communicate with the teacher, giving the teacher a wider view to approach and tackle individual needs. Students can write things they are shy to say out loud or they do not want to present in front of schoolmates (Harmer, 2004: 126). It is important according to Hamayan that the environment for the mutual dialogue teacher – student is non-threatening

The dialogue journal is in fact a spontaneous type of writing. A journal is predominantly a form of free writing as Gómez et al. present it. The emphasis scholars like Raimes give to the sense of “free” and “spontaneous” refers to an approach of quality derived from the absence of psychological stress. And as impromptu speech” (Takagaki).

Its mean that dialogue journal writing is a written conversation between the teacher and the student. The topic is random and the role of the teacher is not to directly correct students’ writing, but to communicate and stimulate the student to write further on

2) History of Journals

According to Webster, the word journal originates from Old French journal meaning daily and from Latin diurnalis going back to *dies* meaning *day*. For Eastman ‘journal writing is characterized by writing that is personal and reflective in nature, completed on a regular basis, and often serves as a source of ideas for more formal writing’ (1997,p.7).

Thoreau almost 150 years ago would have probably been the best of our students using journals because he saw the power of this tool and took it to its limit. He can stand as the perfect example of what can happen when writing is used as a tool for learning. He said that ‘by writing daily, a person would keep things straight in his own mind and would be able to move on to new ideas after having carefully looked over the old ones’. So almost 150 years ago he saw the importance of journal writing and also the use of it in the modern vision of process writing. He saw a journal as ‘a spacious barnyard and each thought in it as a ‘nest egg’ (Lebeaux 1984, 155).

It is obvious that communication developed among human beings as language developed complementing needs of society. The concept of “dialogue” is as old as communication itself but not as old as language as such. Communication appears at a higher stage of development and implies the conscious recognition of the needs and rights of both parties since it implies an exchange of ideas and opinions (Webster's New Encyclopedic Dictionary).

In modern western society, dialogues became a popular pedagogical tool already during the early Greeks. The later survived dialogues of Plato were widely used in theological education during the middle Ages. In Europe, dialogues became a tool for the teaching of languages for the first time during the Renaissance (Encyclopaedia Britannica). Dialogues teach us linguistic structures, their use, and are practical because meaning; expression and communicative force are all given in “one package”. By observation and use we can rely on the accuracy of the phrases learnt from a dialogue, since the most of the time they remain in our memory forever.

The concept of using the advantages of the dialogue is not new at all and neither is the concept of writing. What is relatively new is the approach of uniting both concepts to develop a tool that speeds the learning of a language and grant proficiency and quality to the structures we want to use in combined forms.

4) Steps inSteps in DJW

The emphasis for both groups was on the process approach, namely: introducing, drafting, giving feedback, revising and editing Peyton J.K. (2000)

a. Introducing

The first session of the class was allocated to introducing these writing processes to the students. Additionally, since students in the DJW were not familiar with the method of dialogue journal writing, the first session, i.e. prior to data collection, was allotted to introducing dialogue journal writing to these students.

b. Drafting

The teacher handed the students handouts of some dialogue journals examples extracted from some articles and instructed them how to write a dialogue journal. Students were asked to select their favorite topics and write their journals for 30 minutes in the class. The length of the writing was determined with a minimum of three sentences and the maximum was left to the students [as suggested by 31]. At the beginning of each session, the teacher handed the students some texts (extracted from articles, magazine, etc.).

Students were asked to read these texts and write their own dialogue journals. In this method, they had the chance to read and get more information from the given written products and apply their understanding in their own writing tasks. At last,

c. giving feedback

They were advised to read their papers again and attempt to improve their writing. Data collection continued for some weeks for students. The time and the length for writing their writing tasks were the same as DJW

d. revising

The teacher collected the written products at the end of each session and corrected the sentences indirectly by writing the correct forms of grammatical mistakes. Inform students that they will be participating in a continuing, private, written conversation, that they may write on any topic (unless a particular theme has been chosen by the teacher or the class), and that the teacher will write back regularly without correcting errors.

e. editing

Students were asked to write their writing tasks based on the given topics and hand in their written products to the teacher. Students were notified of their grammatical mistakes by the underlines or circles and corrected form of sentences provided by teacher.

c. Conceptual Framework

The conceptual framework is conducted research on writing skill of the student at the eleventh grade students of SMAN 1 Suppa. It is found out that most students have poor comprehending English is mainly caused by their limited English writing skill and less interest toward writing or even have not good strategies in writing.

To answer the phenomena above, the researcher would use a method. It is through dialogue journal writing to develop students' writing skill. There are variables of the conceptual framework of this research. The result of pretest and posttest would be shown whether or not there have any effect in the students' in writing skill through dialogue journal writing. The theoretical framework underlying this research was presented in following:



There are main components are explained in the following:

This study examines the efficacy of English dialogue journal writing (DJW) on students' writing, as well as the students' responses to journal writing. thirty-one 11 th-grade students in SMAN 1 Suppa participated in this study, and each student was required to write some journal entries at two journal entries per week. The data included students' journal entries, open-ended questions, interviews, and the results of the pre- and post-study questionnaires and the pre- and posttests on writing performance.

RESEARCH METHOD

This chapter consists of the research design, research variables and operational definition of variables, population and sample, instrument of the research, procedure of the collecting data and technique of data analysis.

A. Research Design

In this research, the researcher would be use experimental design. The purpose of the research to found out the skill of the students' writing skill in dialogue journals helped the students to overcome some of these difficulties especially in Fluency, Reflections, Anxiety, and Motivation in writing skill.

The students would be given pre-test to found out their basic in writing , and then the researcher give them treatment to enable them to build up their writing skill. Then, the last the students would be given the post test to measure whether or not their writing skill in dialogue journal writing.

The research that will be described in the next section was conducted with High school students of SMAN 1 Suppa. This research focused on the journals that as they were used in one of the two classes. The objective of this study was to see the effect of the use of journals as a writing tool introduced in one group compared to the other that did not use journals.

B. Population and Sample

1. Population

Population is people or other things discussed in the research (Suharsimi, 2013: 108). Furthermore, she state that that population is the total number of the subjects of an investigation (1996: 102).

This research would be held in SMAN 1 SUPPA of XI Exact 1 and consist of 4 meetings, academic year 2012/2013.

2. Sample

In this research, the researcher used purposive sampling technique. The sample of the research was taken from one class, by considering that the students of high grades.

The participants in this study were 31 of 11th-grade students (i.e., second-year senior high school students) in one class in SMAN 1 Suppa. There were five classes in the 11th -grade at the school, and the chosen class (namely class XI Exact 1) was more advanced based on its performance in the Basic Competence Test of SMAN 1 Suppa.

The participants' entrance scores ranged from the highest of 8.5 to the lowest of 67.9 with an average of 7.00 and the possible range of scores 0-100 (the sum) on the Basic Competence Test.

B. Instrument Of The Research

Before collecting the data, the researcher selects dialogue journals writing as the instrument of the study. To make sure that the instrument is valid enough, the researcher read Competence-Based Curriculum first. This curriculum states that the students are supposed to write a simple composition in writing skill by dialogue journals writing as the instrument. Thus the content of the test offered in the research is valid.

The researcher would also conduct an evaluation to know how far the test influence the students for improving their abilities in the difficulties that the students have in doing the test.

Harris (1969:70) says that in writing composition students could cover up weakness by avoiding problems, for example the use of certain grammatical patterns and lexical items they found difficult.

From the above advocated ideas, the researcher decides to use composition test to conduct the research. Before the students received material and test, the researcher would given the material and test to the students. And the test that would be applied are called pre-test and post test. The pre-test is used to found out the skill of the students before giving treatment and post test is used to found out the writing skill after giving treatment.

C. Procedure Of Collecting Data

The researcher would conduct are pre test and post-test.

1. The Pre- and Posttests

The pre- and posttests of the English Writing Competence in terms of content, organization, and vocabulary were designed to examine the participants' writing proficiency. The writing prompts, A GOOD FRIEND and A "LITTLE" LIE for the pretest and posttest respectively, were adopted from the section "What Would You Do?" The duration of each exam was 50 minutes. Translation for both topics was also provided because the focus was on writing performance rather than on reading comprehension. In the pre- and posttests, the students were required to provide reasons and examples to support their solutions to the problems described in the prompts. They were not allowed to use dictionaries or discuss with one another.

a. Scoring Rubric

The scoring rubric consists of content, organization, and vocabulary. Each aspect has a maximum score of eight points; therefore, the total score for each test is 24 points (see Appendix). For the evaluation, a training session was conducted before the raters blind scored the essays. They scored five sample student essays independently utilizing the scoring rubric and compared and discussed their scores to standardize their scoring.

b. Questionnaires

Pre- and post-study questionnaires were administered in the study. The pre-study questionnaire has two parts. The 27 items in the first part are organized in a five poinLikert scale ranging from *strongly agree* to *strongly disagree*. The second part of the pre-study questionnaire, which includes two open-ended questions, inquire on students' awareness of their writing strengths, weaknesses, and their methods of dealing with writing problems.

The post-study questionnaire involves Section 1, which has the first 10 items, examines the students' fondness for the DJW. Section 2, which has the next 11 items (11–21), explores the students' feelings toward their writing skill after the DJW. Section 3, which includes three open-ended questions, asks the students to share their thoughts about keeping English dialogue journals and the importance of keeping a dialogue journal as a means for self-growth.

The students were allowed to respond to the open-ended questions to express their thoughts freely. After drafting items in the Likert scale and open-ended questions for both questionnaires, the researchers submitted them to three teachers for them to evaluate the items to examine whether the scope of those items and open-ended questions matched the study focus—the validity of the questionnaire scope. Subsequently, the researchers revised the questionnaires based on the teachers' evaluation and suggestions. In addition, all the pre- and post-study questionnaires were coded in numbers before the study to allow the researchers to identify responses from the participants after the study.

c. Follow-up Interviews

To further examine the participants' reactions to the DJW, the researchers conducted follow-up interviews with six participants. Two of the students with higher scores, two with intermediate scores, and two with lower scores on the posttest were selected to represent students of high, intermediate, and low writing proficiency, respectively. Six questions in the interview were selected from the items in Sections 1 and 2 in Part 3 of the post-study questionnaire.

d. The Participants' Journal Entries

The participants were each required to write some journal entries during the study. They had to write two journal entries per week, which were submitted to the researchers (instructors). The entries include two types. One was a free topic writing task that required the students to write freely. The students were encouraged to write their experiences or observations, and their reflections in or outside class; they were also encouraged to connect their thoughts, feelings, and experiences with the learning activities they were engaged in. The students worked on free topic writing entries at home.

The other type of journal entries was a situational reading and writing task that required the students to write their entries based on the situation described in the short passage. It was designed to stimulate and induce students to think more extensively and critically. The topics were adapted from the serial section "What Would You Do?" The participants were asked to read each entry, give their personal way of handling the situation, and respond to an additional question prepared by the researchers, which is "Why would you do it that way?" The activity of assigned situational reading and writing task was held in class for the researchers to answer their questions.

The researchers discussed the questions with the students in order to develop a sense of community in the classroom (Holmes & Moulton, 1995; Kim, 2005; Lucas, 1990; Peyton, 1988; Reed, 1993). At the end of the DJW, journal entries were collected, and specific entries were selected for discussion. In addition, the students' first and last two journal entries, including the free-topic writing and situational reading and writing, were collected to investigate the students' writing length after the implementation of the DJW. samples of one student's journal entries have been provided (refer to Appendix).

D. Treatment

Following Again wolf-quintero's method of analysis the researcher measure students writing skill. The reason for analyzing this tool was that I also wanted to have some results based on reliable measures, not only personal impressions about the evolution of my students' writing in their journals. First of all, I identified the T-units in the entries selected for the study and then counted the words that every T-unit contained (W/T). Moreover, I counted the total number of words that they had written in the entries.

Accuracy was not measured in the case of the journals because I considered that during all the process my main concern had always been on content not on grammar accuracy. A characteristic which, on the other hand.

The study was conducted for 2 weeks, the students were asked to take a pretest in one 50-minute class period before the DJW. They were then given 20 minutes to answer the pre-study questionnaire on their writing reflections, anxiety, and motivation anonymously. After a brief introduction on the general purpose of the study and on the guidelines about

what needs to be accomplished for the following some weeks, the students participated in the DJW.

They wrote dialogue journals twice a week, one of which was accomplished at home, free topic writing, and the other in class, situational reading and writing. They were required to submit the free topic writing on Mondays to ensure that they would have more time to construct their content on weekends. Each piece of situational reading and writing held in class was finished within the class period on Mondays as well.

The students were informed that each piece of writing would not be corrected and graded for grammar. After collecting the writings, the teachers responded to both submissions based on what they wrote by showing empathy, asking questions, providing suggestions, motivating further thinking, or sharing their life experiences. The focus of the teachers' comments was on the messages the students conveyed rather than on grammatical errors. The teachers' comments were usually several sentences long.

There appear to be more comments on the preliminary drafts than those on later drafts because the students needed more guidance and comments on content on the preliminary drafts, and the teachers reduced their comments on later drafts to develop independent writing. After the DJW, the students were asked to take a posttest for 50 minutes. Afterwards, 30 minutes were given for them to finish the post-study questionnaire anonymously.

After collecting the students' journal entries, the researchers interviewed six students. Subsequently, the journal writings were blind rated by two raters with respect to the stage of the study in which they were written. Finally, the researchers gathered, computed, and analyzed the scores.

E. Technique of Data Analysis

a. Data Analysis

The writing scores of the pre- and posttests were compared using a *t*-test to determine if there was any significant improvement in the students' writing performance after the DJW. Word counts of the first two and last two entries were determined and then analyzed using a *t*-test. In addition, the scores on the five-point scale in both questionnaires were analyzed by a descriptive procedure and a *t*-test.

The open-ended questions in both questionnaires were generalized, and some of the students' responses were excerpted to illustrate the results. Follow up interviews were recorded, transcribed, categorized, and analyzed by the researchers. Samples of the students' journal entries were also selected and discussed.

The data obtained from the test would be analyzed by using the procedures as follows:

- b. Scoring the students' correct answer at pretest and posttest by using this formula:

$$\text{Score} = \frac{\text{students' correct answer}}{\text{the total number of items}} \times 100$$

1. Mode of score and classifying the students' score

a. Mode of Scoring

The following scheme of the rating scale is used to measure the students' achievement in their written product.

The scoring rubric consists of content, organization, and vocabulary. Each aspect has a maximum score of eight points; therefore, the total score for each test is 24 points (see Appendix). For the evaluation, a training session was conducted before the raters blind scored the essays. They scored five sample student essays independently utilizing the scoring rubric and compared and discussed their scores to standardize their scoring.

Table 1 Scoring Rubric
Adapted from Ferris & Hedgcock (1998), pp. 239–240

Content		
Level	Score	Features
Excellent	8	Superior understanding of topic and writing context; valuable central purpose defined and supported with sound generalizations and substantial, specific, and relevant details; rich, distinctive content that is original, perceptive, and/or persuasive; strong reader interest
Good	6	Accurate grasp of topic and writing context; worthwhile central purpose clearly defined and supported with sound generalizations and relevant details; substantial reader interest.
Faif	4	Acceptable but cursory understanding of topic and writing context; routine purpose supported with adequate generalizations and relevant details; suitable but predictable content that is somewhat sketchy or overly general; occasional repetitive or irrelevant material; one or two unsound generalizations; average reader interest
Poor	2	Little or no grasp of the topic or writing context; central purpose not apparent, weak
Organization		
Level	Score	Features
Excellent	8	Exceptionally clear plan connected to purpose; plan developed with consistent attention to proportion, emphasis, logical order, flow, and synthesis of ideas; paragraph(s) coherent, unified, and effectively ddeveloped; striking title, introduction, and conclusion
Good	6	Clear plan related to purpose; plan developed with proportion, emphasis, logical order, and synthesis of ideas; paragraph(s) coherent, unified, and adequately developed; smooth transitions between/within paragraphs; effective title, introduction, and conclusion
Faif	4	Conventional plan apparent but routinely presented; paragraph(s)adequately unified and coherent, but minimally effective in development; one or two weak topic sentences; transitions between/within paragraphs apparent but abrupt, mechanical, or monotonous; routine title, introduction, and conclusion
Poor	2	Plan not apparent, inappropriate, undeveloped, or developed with irrelevance, redundancy, inconsistency, or inattention to logical progression; paragraph(s) incoherent, underdeveloped, or not unified; transitions between/within paragraphs unclear, ineffective, or nonexistent; weak or ineffective title, introduction, and conclusion
Vocabulary		
Level	Score	Features
Excellent	8	Vocabulary distinctive; fresh, precise, concrete, economical, and idiomatic word choice
Good	6	Clear, accurate, and idiomatic vocabulary; minor errors in word form and occasional weaknesses in word choice
Faif	4	Satisfactory vocabulary; generally accurate, appropriate, and idiomatic word choice, though occasionally predictable, wordy, or imprecise; limited vocabulary; clarity weakened by errors in S-V and pronoun agreement, point of view, word

		forms
Poor	2	Vocabulary unpredictable, inappropriate, non-idiomatic, and/or inaccurate word choice that distracts the reader or obscures content; numerous word form errors

b. Classification of the Scores

The scores would become a more meaningful numerical data if they are converted to numerical data, which would be processed to the scale of 0 to 100.

Then the processed scores would be used sequentially from the highest to the lowest. It would be easier to know the position of a student in his/her group. The measurement of the students' achievement that is stated by Harris (1969:134) would be interpreted as follows:

Table 2 The measurement of the students' achievement
(Taken Dikdasmen, 2005:2)

Criteria of Skill	Grade
86 – 100	Very good
71 – 85	Good
70 – 56	Fair
55 – 40	Poor
< 40	Very poor
Less than 50	

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ANALYSIS OF RHETORICAL MOVES OF JOURNAL ARTICLES AND ITS IMPLICATION TO THE TEACHING OF ACADEMIC WRITING

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ABSTRACT

This research aims at analysing journal articles to find out how rhetorical moves proceed. Such an analysis is beneficial in teaching academic writing for undergraduate students. Eight articles written by native Indonesian and native English writers published in the international journals indexed by Scopus and national journals accredited by Directorate General of Higher Education (DIKTI) were taken as source of data. To analyse the data theoretical framework proposed by Swales was used for introduction section of the articles and Yang & Allison framework for discussion section. The research reveals the following results: (1) Native English writers and Native Indonesian writers recognize and apply the generic structure of English research articles with regard to Swales's and Yang & Alison's frameworks of rethorical moves. (2) Breadth of application varies for each writer writing the articles in the two journals. These findings implicate that rethorical moves should be included as material of instruction to teach academic writing for students of undegraduate programs.

Keywords: *Rhetorical moves, Journal Articles, Academic writing*

INTRODUCTION

Rhetorical move is technique of using language effectively and persuasively. It is a skill of discourse which employs various ways to convince and influence an audience. Suryani, et al (2014: 30) defines a rhetorical move is as the ability and study on the use of language with persuasive effect, a more contemporary definition for rhetorical refers to skills on understanding the audience roles in shaping communication, identifying and responding to the audience in terms of writing situation. Therefore, rhetorical move it functions as a tool for writers which empower them to convince their readers about their points of view. Furthermore, rhetorical move it shows the writer's ability to process words in the language and rhetorical intent to achieve some purposes of the terms-expressed using such words.

The study of moves analysis was originally developed by John M. Swales (1981, 1990, and 2004) to functionally describe a part or section of Research Articles. This approach, which seeks to operate a text into particular parts, originated from the educational objectives of supporting the teaching of academic writing and reading for non-native speakers of English. Move is understood as a practical part of texts to achieve a communicative purpose or seeking attainment of a defined goal (Brett, 1994; Hopkins & Dudley-Evans, 1988; Martín-Martín, 2003; and Swales, 1990, 2004). Holmes (1998: 322) adds move is a realization of a specific overall communicative purpose through a variety of linguistic strategies, while Brett (1994) simply defines move as a communicative category. At the same time, students also learn how to access, select and evaluate information from different sources and to formulate ideas (Anderson and Poole, 2001:4). In other words, academic writing is arguably the most important language skill to English tertiary students whose grades are largely determined by their performance in written assignments, academic reports, term examinations and graduation theses (Nga, 2009:112).

As result, rhetorical move is the ability of processing language effectively in order to make the readers easily understand and direct what the message in our writing by moving the storyline through the complex to the climax.

METHOD

The method used in this study is content analysis. Content Analysis is a qualitative research technique to analyse text data by which inferences are made. It is a systematic, replicable technique for compressing words of text into fewer content categories (Barelson, 1952; Weber, 1990). Holsti (1968) argued that content analysis is “any technique for making inferences by systemically and objectively identifying special characteristic of message”.

The procedure to employ this study consists of some steps as follows:

1. Collecting published English research journal articles
2. Separate up-date journal by the year of publishing
3. Categorize journal derived from native Indonesian writers and native English writers from each journal.
4. Compiles and separate the appropriate data
5. Analyzing the data
6. Representing, interpreting the data and concluding the data.

In this study qualitative data of clauses from eight articles were collected. They particularly selected to include Introduction and Discussion sections. Two categories of journals were examined, first the research journal articles published in international English journal indexed by Scopus, SAGE Publication and TESOL quarterly, that's journals dominantly published in Scopus in the field of English language teaching. Second, the research journal articles certified and accredited by Directorate General of Higher Education (*DIKTI*) They are Cultural and English Language Teaching (CELT) and teaching of English as a foreign language in Indonesia (TEFLIN) journals. The clauses of articles are as theoretical sampling that used in this study to gain sufficient number of data. Coyne (1997) stated, “Sampling procedures in qualitative research are not so rigidly prescribed as in quantitative studies. This flexibility in sampling, however, may be confusing for some researchers and mistakes may be made. The thought is that the researcher collects data from any individual or any group of people who can provide the appropriate and relevant data for the generation of their theory. This sampling technique mentioned by Creswell (2008:217) as verifying and not verifying sampling which is “a purposeful strategy used during study to summarize on specific cases to test or explore further specific findings”. Since this sampling happen when data collection is being started, this sampling allows the researchers to suspend the data collection if the data analysis does not show the features.

The data are collected by the following procedures:

1. Find the articles from international and domestic research journals
2. Convert the articles into document in Microsoft word program
3. Specify the clauses from the articles as the basis of the unit of analysis
4. Identify the move and step of the clauses
5. Present the clauses into the analysis table.

Data analysis procedure in this study used textual/document analysis, the clauses used in particular parts of the articles are analysed and interpreted based on move analysis to find out the rhetorical moves of Research articles Introduction and Discussion sections. In this step, the identification of rhetorical move is conduct through underlining the typical features (words, statement, or phrase) of move elements. Furthermore, to find out the prominent move elements in Introduction and Discussion sections, each paragraph and clause in the text were analysed in detail to find out the position.

The writer used the theory proposed by Swales (1990) for introduction section, this model establishes the general topic being discussed, resorting to various step and then creates a niche within the territory, and eventually, presents occupying the niche. Chahal (2014) states that The CARS Swales' model (1990) has been the predominant analytical tool used in the examination of the Introduction component of RAs, then the move model proposed by Swales (1990) is has been well-known. Many researchers conducted his model. Such as Bhatia (1997), Samraj, (2002), Habibi (2008), Zhang, Hu (2010), Lakic (2010), Sheldon (2013), Widiastuti (2013), and Chahal (2014).

Furthermore the writer used the theory proposed by Yang & Allison (2003) for discussion section. The move model proposed by Yang and Allison (2003) was used as the framework for the move identification because it was developed from the analysis of research

articles (RAs) in Applied Linguistics which is also the focus of the present study. The Yang and Allison (2003) framework, though not the only available framework, is the most comprehensive one. There are several other frameworks for move analysis (e.g., Hopkins & Dudley-Evans, 1988; Kanoksilapatham, 2005). The Yang and Allison's move model is, however, preferred for several reasons. The Yang and Allison's move model is the most suitable framework for applied linguistics research (Holmes, 1997; Kanoksilapatham, 2005; Nwogu, 1997). Moreover, this model is an extension and modification of several other models, and its developers have found it to be the most comprehensive model for move analysis in Applied Linguistics (Nodoushan, 2011).

FINDINGS AND INTREPRETATION

A. The Rhetorical Moves of Journal Article Introduction Section.

As shown in Table 1 the most frequent was existed in native English writers is move I step 1 (*claiming centrality*) with percentage 22.11 %. ". It means that claiming centrality seems to be made in two ways; either by assertions about the importance of the topic being discussed or by assertions concerning active research activity in the area concerned. Swales (1990) state that claiming centrality is "appeals to the discourse community whereby members are asked to accept that research about to be reported is part of lively, significant or well-established research area. And meanwhile the most frequent was existed in native Indonesian writers is move II step 1 (counter claiming) with percentage 23.33 %. The main communicative purpose of a move II step 1 (counter-claiming) is to use criticism or negative evaluation results in order to create a space for the present research. In order to achieve such communicative purpose, RA writers need logical arguments to convince and persuade readers to accept that the previous related studies have some kind of defect.

Table 1. The distribution of moves/steps Introduction section

Moves	Steps	Native English (Frequency)	Percentage %	Native Indonesian (Frequency)	Percentage %
Move 1 (Establishing a territory)	Step 1 Claiming centrality	46	22.1	15	16.7
	Step 2 Making topic generalization	28	13.5	17	18.9
	Step 3 Reviewing items of previous research	31	14.9	10	11.1
Move 2 (Establishing a niche)	Step 1 A Counter-claiming	38	18.3	21	23.3
	Step 1 B Indicating gap	20	9.6	1	1.1
	Step 1 C Question-raising	20	9.6	5	5.5
	Step 1 D Continuing a tradition	11	5.3	13	14.4
Move 3 (Occupying a niche)	Step 1 A Outlining purpose	6	2.9	3	3.3
	Step 1 B Announcing present research	2	0.10	2	2.2
	Step 2 Announcing principal findings	4	1.9	2	2.2
	Step 3 Indicating RA structure	2	0.10	1	
Total		208	100	90	100

Move I step 1, claiming centrality. Example:

1. *Given their intellectual and behavioral challenges associated with reading, it would seem particularly **important** that instruction for students with ID explicitly and systematically address phonics, a critical foundational skill identified in reading research*
2. *Monitoring and evaluating are **essential elements** of reflection process.*

The instances claim the importance of the research topic. The linguistic features used to express this particular move/step include the examples show that the noun is often strengthened by the adjectives such as *essential elements*. The authors may claim that the topic under

investigation is important and significance for his/her own research such as *important, essential elements*.

Move I step 2: Making topic generalization.

In the current study Step 2 and its constituent strategies were fulfilled as mentioned by Swales (1990) through making either A) statements about the knowledge or practice or B) statements about the phenomena. See two examples in this regard below. Example:

1. *Whilst providing an L1 equivalent **may seem** a shortcut to developing understanding of that word, it could deprive the learner of the opportunity to attempt comprehension by inference.*
2. *The teaching style is **viewed as** one in which the activities in the classroom are predominantly teacher led and the students are considered to adopt a more passive role.*

Move 1 step 3: Reviewing items of previous research.

In step 3, the writer/researcher provides the academic circle with an account of previous studies, their findings and their conductors (Lakic, 2010). This is the very moment when the researcher specifically links claims, assertions, and findings with the person who has put them forward. Example:

1. ***Kassens-Noor (2012)** suggests that Twitter can enhance active learning in higher education outside of the classroom, finding that Twitter enhanced communication and supported informal learning practices.*
2. ***(Macaro, 1997) reported** that learners were often left floundering by L2-only instruction, particularly when teachers were giving instructions for carrying out a task, a finding echoed by other researchers (Clark & Trafford, 1996) and with different age groups.*

Move II: Establishing a niche, serve the function of establishing a need for research (Kanoksilapatham, 2005). After describing important features of the research territory (move I), academic writer typically try claim a “niche” for their research. They can do this by showing the previous research that the aspects of the research field still needing further investigation. Swales states that this often signalled by words expressing a contrast or negative evaluation such as in “Contrast” i.e. *however, but, yet, nevertheless, unfortunately, although*. “Quantity” i.e. *few, less, no, none*. “Verbs” fail, ignore, prevent, etc. “Adjective” difficult, restricted, uncertain, ineffective, scarce, etc.

Move II step 1 A: Counter-claiming. This step frequently follows move 1-step 3, and is used to introduce an opposing viewpoint or pinpoint weaknesses in previous research (Swales, 1990). Example:

1. *Moreover, the four options improved **not only** their knowledge in their disciplinary study **but also** in curricular aspects such as in making lesson plans and in applying teaching methodologies.*
2. ***However**, by far the most common function of L1 use is to provide information about the meanings of lexical items (Liu et al., 2004; Rolin-Ianziti & Brownlie, 2002).*

Move II step 1 B: Indicating a gap is characterized by the use of conjunctions; *however, but, yet*. Different lexical means are used to express the gap in the existing knowledge and it frequently follows move I step 2 making topic generalizations (Swales, 1990). Example:

1. *All students in the Chaudron research (1983, cited in Topping et al., 2000) showed a similar pattern of improvement from the first draft to the final draft, **regardless** of the origin of the feedback.*
2. *The peer editors used the criteria to comment but **did not** assign grades. The researcher did assign grades for each performance trait.*

The instances demonstrate explicit critical comments addressing a current gap on procedures, techniques, or existing research for being inadequate or limited by using lexical items with negative connotations (*regardless*). The use of contradiction connectors (*however*)

indicates that existing knowledge stand some limitations, and thus remains to be ameliorated. Authors may also use negation within verb phrase (did not).

Move II step 1 C: Question-raising is another way of establishing the niche. The author puts forward the questions that previous research did not answer. The questions that the author raises may be both direct and indirect. The noun *question* is frequently used in sentences containing an indirect question (Lakic, 2010). Example:

1. **How did** peer editors engage in discovery mode interactions during the peer critique process?
2. **How will this** recommendation affect the company's Return On Investment (ROI)?

Move II step 1 D: Continuing tradition is frequently signalled by logical connector such as *therefore, hence, consequently, need to, or thus* (Swales, 1990). And this step can be motivated by the fact that the current body of knowledge is not enough and thus needs to be further investigated by additional research. Example:

1. It can be assumed, **therefore** that students having a high interest in writing, will have a higher achievement in their writing skill.
2. An appropriate instructional approach is **needed to** support some learning objectives, because suitable instructional approaches will determine the students' learning achievements.

Move III: Occupying a niche. In this move the writer/researcher reveal their solution to help fill the gap, answer the specific question or continue a research tradition that has been presented in Move II (Swales, 1990). This move is fulfilled through the following constituent steps: (1A) Outlining purposes (1B) Announcing present research. 2. Announcing principle findings, 3. Indicating RA structure (Swales, 1990).

Move III step 1A: Outlining purposes. The writer introduces his/her solution to the problem described in move 2 by stating the main purpose or aim of the study and the verb tenses used depend on whether the writer is referring to physical or abstract concept (Swales, 1990). The statement of purpose is the first of the two obligatory steps in move III. Swales identifies this step by the use of standard or collapsed structure, choice of present tense, the absence of references to previous research and the use of deictic references to the present text, such as *this, the present, we, here, now, I, and herein* (1990:159, 160). Example:

1. The current study was **aimed** at describing how reflective learning method can improve the students' pronunciation of English suprasegmental features.
2. The secondary **purpose of the study was** to determine how discovery mode (Lockhart and Ng, 1995) interactions were naturally present among the peer editors.

Move III step 1B: Announcing present research. This step represents an alternative strategy to that used in step 1A. Here, the writer describes the aims in terms of what the research sets out to do or accomplish (swales, 1990). Example:

1. **In the present study**, video is chosen to help create a condition which best favors reflective learning. Video has fixative property, with which it can record, save, and reproduce information when needed (Suwatno, 2012). With these characteristics, students can utilize video to record, play and replay events.
2. **The study** also sought to explore how or in what ways style of teaching affects attitudes towards Facebook.

Move III step 2: Announcing principal findings. In this step the writer considers the result to be the most important aspect of the research (swales, 1990). Example;

1. One found that teaching English environmental print (e.g., store signs) words to four Spanish-dominant middle school students with ID produced **equally effective results** in both treatment conditions.
2. **Findings to date have shown** that learners do not appear to want the L1 excluded from classroom interaction.

Move III step 3: Indicating RA structure. This step starts with an introductory sentence. Example:

1. **This latter study was conducted** with 32 older participants ranging in age from 9 to 20, a rarity in the extant literature.

2. There are **two views** of out-of-school literacies. First, out-of-school literacies refer to any literacy practice— including school-like or school centric literacies occurring in contexts outside formal school settings. Second, those refer to any literacy practice that excludes school literacies from consideration (Knobel & Lankshear, 2003).

B. The Rhetorical Moves of Journal Article Discussion Section.

As shown in Table 2 the most frequent was existed in native English writers is move II (*reporting result*) with percentage 21.2 %. It means that move II as obligatory with focus on relevant evidence such as statistics and example of research result meanwhile the smallest showed in move III (*summarizing result*) it means that the researchers less to sum up the result of study on their journals and the most frequent was existed in native Indonesian writers is also move II (*reporting result*) with percentage 57.8 % and no frequency occurred in Move IV step 4 (*evaluating result*), Move VI step 3 (*evaluating methodology*), and Move VII step 3 (*Implication*).

Table 2. The distribution of moves/steps Discussion section

Moves	Steps	Native English (Frequency)	%	Native Indonesian (Frequency)	%
Move 1 (Background Information)		10	19.2	3	5.8
Move 2 (Reporting Result)		11	21.2	30	57.8
Move 3 (Summarizing Results)		0	0	1	1.9
Move 4 (Commenting Results)	Step 1 (A): Interpreting results	2	3.8	3	5.8
	Step 2 (B): Comparing/contrasting results with literature	5	9.6	3	5.8
	Step 3 (C): Accounting for results	2	3.8	4	7.7
	Step 4 (D): Evaluating results	0	0	0	0
Move 5 (Summarizing the study)		2	3.8	4	7.7
Move 6 (Evaluating the study)	Step 1 (A): Indicating limitation	1	1.9	0	0
	Step 2 (B): Indicating significant	1	1.9	3	5.8
	Step 3 (C): Evaluating methodology	2	3.8	0	0
Move 7 (Deduction from research)	Step 1 (A): Making Suggestion	9	17.3	0	0
	Step 2 (B): Recommending Research	6	11.5	1	1.9
	Step 3 (C): Implication	1	1.9	0	0
Total		52	100	52	100

Move 1: Background information. This move is used to prepare the readers for the report or discussion of results that follows. This includes some main statements such as research questions, the aims and purposes of the study, theoretical background or established knowledge and the study's research methodology (Wirada & Amnuai, 2013). To realize this move, both present and past simple tenses in the form of active or passive voices were used (Yang & Allison, 2003). Realizations of this move are as follows. Examples:

- 1) ***This study demonstrates*** that the students practiced various kinds of out of school English literacy activities.
- 2) ***This study*** has attempted to link the debate regarding the language background of English teachers (whether they can or cannot speak the learners' L1) with the issue of whether English-only instruction is preferable to allowing some switching to L1.

Move 2: Reporting results. The function of this move is to present the results of the study. Move 2 was the first most frequent move in both Indonesian English journals and international English journal were the highest number appeared. Noticeably, the results being presented were also likely to be commented upon. To indicate this move, some linguistic signals or expressions associated with numerical values, reporting verbs, and statements about upcoming outcomes involving graphs, figures, examples, and tables were employed extensively (yang & Allison, 2003). Both past and present simple tenses were used in this move (Wirada & Amnuai, 2013).

Examples:

1. ***The study shows that** the English literacy of the majority of the fourth grade students ($\geq 60\%$) was in early advanced and advanced levels for almost all aspects of reading and writing skills.*
2. ***This study has filled some knowledge gaps** in the area of faculty/educators' use of SNSs and their attitudes towards using SNSs as an educational tool.*

Move 3: Summarizing results. The function of this move is to sum up the results. Linguistic clues used to identify this move were summarizing verbs/nouns/phrases such as *to sum up, to summarize, in summary, and in brief*, can be concluded. (Holmes, 1997)

Examples:

1. *From this it **can be concluded** that the data of the two experimental groups is homogenit. The variance homogeneity testing from the attribute categories of the groups in this study was done through the stages used from part (a) above.*

Move 4: Commenting on results. The objective of this move is to establish the meaning and significance of the research results in relation to the relevant field. Move 4 is considered as a central move in which the results of the study are commented on through four different steps, including 'Interpreting results', 'Comparing results with literature', 'Accounting for results', and 'Evaluating results'. The finding conforms to Yang and Allison's (2003) study in which the occurrence of this move was obligatory, and it could occur repeatedly in the Discussion sections.

Move 4 step 1: Interpreting results. This is the step where the authors make claims or generalizations based on the results of the study. This step was considered conventional for sets of Discussions. Examples:

1. *Taking this perspective into account, **it is quite possible that students in the current study** were afraid of losing face, so they avoided asking questions.*

Move 4 step 2: Comparing results with literature. This step allows the authors to compare their study's findings with those of previous works. Some distinct linguistic features were used to realize this step, particularly in the forms of 'be' plus some adjectives (e.g. *be consistent with, be similar to*) or certain words or phrases such as *agree with, reported in, consistent with, in line with* and these linguistic signals coexisted with citations (Zahra, Amirian, et al, 2008).

Examples:

1. ***This is highly consistent with the views of many researchers and experts, including Derwing** (2009) that teaching pronunciation should be integrated into oral communication skills.*

Move 4 step 3: Accounting for results. In this step, the authors provide the readers with further explanation or give the reasons for the observed differences in findings or unexpected outcomes. The rational explanations used to realize this particular communicative purpose were highlighted by the use of words or phrases such as *possible explanation for, difference between, etc* (Khalili & Maryam, 2015). Examples:

1. *The results of Test 2 show an improvement in both aspects. Figures 1, 2, 3, 4, and 5 at the end of this section of the article illustrate clear **differences between** high, middle, and low performers' English proficiency.*

2. ***The difference** of out-of-school nonacademic English literacy activities **between** the high, middle and low performers is in the frequency of their engagement and the number of books they have in their home.*

Move 4 step 4: Evaluating results. This is the step where authors evaluate their results by stating the strengths and weaknesses of the results. Move 4 Step 4 was an optional step for both sets of Discussions, as shown in Yang and Allison's (2003) study. Noticeably no occurs in overall articles.

Move 5: Summarizing the study. The function of this move is to provide the readers with the main findings of the research study. The key words used to signal this move were similar to those found in Move 3; however, some differences were observed. The major difference is that summary or conclusive words or phrases, such as *in sum*, *in conclusion* were commonly followed by particular statements related to overall results, while those in Move 3 were followed by specific results (Wirada & Amnuai, 2013). Examples:

1. *The use of reflective method in teaching and learning has impact on students' mastery of suprasegmental features being taught. **Sufficient result** of doing in-class learning tasks **has affected their performance in completing outside class task.***
2. ***The study uncovers three significant characteristics of the students' English literacy practices:** 1) the students were engaged in more academic English literacy activities; 2) they were engaged in pleasurable light reading and writing; 3) their activities occurred in online, electronic audio visual and print environments.*

Move 6: Evaluating the study. The objective of this move is to evaluate the overall study by pointing out the limitations, indicating the contributions or evaluating the methodology.

Move 6 step 1: Indicating limitations. The objective of this step is to describe the limitations of the research being conducted. Examples:

1. *It is acknowledged that **the study was limited** in focus on discovery mode interactions during the peer critique process, with the exclusion of evaluative mode feedback.*

Move 6 step 2: Indicating significance/advantage. The function of this step is to allow the authors to point out the strengths of the study which may be significant for applications or implications. Statements in present simple tense, relating to the significance of research conducted, such as *value*, *benefit*, *fascinate*, *advantage*, *essential*, *encouraged* were commonly used. The realizations of this step are shown in the following examples.

1. ***Reflective learning method** using video which was integrated into communicative, meaningful language activities **has encouraged student involvement in the learning process.***
2. *Previously, the "menu" of classroom activity was not appealing; after reflective method was applied, the students perceived that the classroom instruction **was fascinating.***

Move 6 step 3: Evaluating methodology. This step is used in realizing Move 6, and is used to comment on the strengths or weaknesses of the research methodology. Examples:

1. *This revealed that the PF group read significantly more words correctly at pretest than the DE group, $F(1, 2) = 29.867$, $p = .03$, but there was no statistically significant difference in performance by the final BPST-III administration.*
2. *Resolving these questions requires research which **not only asks young learners for their perceptions of EO instruction, but also documents their teacher's attempts to put across meaning in English.***

Move 7: Deductions from the research. This is the move where authors draw inference about the results by suggesting what can be done to solve the problems identified by the research, proposing areas for further study or drawing pedagogical implication.

Move 7 step 1: Making suggestions. This step allows authors to highlight how the research contributes to the existing knowledge in the field. Also, Khalili (2008) stated that the authors provide some guidelines from the research findings for the readers in order to solve the problems identified by the research. Examples:

1. **Students' concerns must be eased by understanding** that they will not be assigning grades to the projects and that directed peer review (following a rubric) is well suited to students who have limited subject-matter and writing skills (Rieber, 2006).
2. **Instructors must emphasize** collegiality, professionalism and fair play.

Move 7 step 2: Recommending further research. This step states some possible areas for future studies. This step can be signalled by words/phrases such as 'further studies/research', 'future studies/research', 'more studies are needed' (Nodoushan (2011), Wirada & Amnuai (2013), Khalili (2015). Examples:

1. Van Den Berg et al. (2006) **called for further study** of these discoveries mode interactions, and Karegianes et al. (1980) recommended investigations of peer editing with different types of students.
2. **Further analysis** of the growth between the initial draft and final proposal revealed that the greatest gains occurred in support, followed by audience focus, writing, and, finally, organization.

Move 7 step 3: Drawing pedagogical implication. This step allows authors to state the pedagogical significance of the study or indicate necessity for pedagogic changes. This may be due to the fact that there is a need to enhance. Research findings may serve this particular need. Examples:

1. **Despite its limitations, this study offers promise that** middle school students with mild cognitive impairments enrolled in classes taught in a nonnative language can still profit from explicit reading instruction.

CONCLUSION AND SUGGESTION

This research aims at analysing journal articles to find out how rhetorical moves proceed and its implication to the teaching academic writing because most students still have problems in achieving the communicative purpose of each major element/chapter in a research proposal, i.e. introduction, literature review, and methodology. In general, the students' main problem was in presenting arguments in terms of justification. Most students have not been able to justify their research area to fill the gap in previous research, justify the literature review to be correlated to the proposed study, and justify the choice of research methodology to answer the research problems.

In order that these findings of the present study gives the beneficial to supports the extensive research into academic writing that emphasizes the importance of explicit teaching of the structure of specific written genres, particularly a research proposal of undergraduate students. The possible solutions that can be proposed to solve the students' problems are guidance, assistance, and explicit teaching in writing the elements and linguistic features of a research proposal to solve their problems in writing a research proposal.

Furthermore, concerning the results of the study, it is suggested to the practitioners that all the subjects related to writing and research in this site and other English-major programs should allow students to have the capacity needed in research and academic writing, especially in writing a research proposal.

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USING FACEBOOK TO IMPROVE THE STUDENTS' MOTIVATION AND SKILL IN WRITING NARRATIVE TEXT AT BATANGHARI UNIVERSITY, JAMBI

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ABSTRACT

Writing is the most difficult subject for the students, especially for university the students who will write their final task; thesis, then the students have to produce an essay by using English. This research aims to find out whether Facebook was able to improve the students' motivation and skill in writing narrative text. This research used a classroom action research. The subjects of the research were the second semester the students of English Department of Batanghari University. The research consisted of two cycles; each cycle consisted of planning, implementation, observation, and reflection. The instruments in collecting the data were observation and test. The data were analyzed using descriptive comparative manner. Based on the results and discussion, the researcher can be summarized as follows: teaching writing through Facebook can improve learning outcomes of the students in writing narrative text. The improvement of the students' motivation and writing skill includes: (1) Based on the results and discussion, the researcher can be summarized as follows: teaching writing through Facebook can improve learning outcomes of the students in writing narrative text. In addition, learning writing through Facebook can increase the students' enthusiastic, motivated, and active in learning; (2) the students had greater interest in writing ; (3) the students found more inspiration to write in their facebook page; (4) the students didn't mind to publish their writing and even they like the commenting session; (5) the students' skill improved in terms of content, organization, grammar, and mechanics. In addition, the final result of the test showed that their scores were also improving.

Key words: Facebook, motivation, skill, narrative text

INTRODUCTION

English is a tool both for spoken and written communication. Thus, the students must be able to share their ideas, opinions, and feelings through spoken and written texts in every situation and place. To achieve this, there are four language skills have to be taught; they are listening, speaking, reading, and writing. Listening and reading are passive or receptive skills, while speaking and writing are active or productive skills (Harmer, 2001:199, 246). All of the skills are important. However, one of language skills that encourage the students to be more productive and creative is writing skill. To make a good writing, practice has important role. Practice helps the students to learn how to make a good writing and it includes to some criteria of effective writing learning process. Good writing skills allow someone to communicate his/her message with clarity and ease to a far larger audience than through face to face or telephone conversations. Writing for communication is not only in education, but also in other fields, such as career planning, job application and business. So, a teacher as a facilitator must provide sufficient writing practice for the students to improve their writing skill.

From that reason, it can be said that writing skill is so important but in fact, the teaching and learning process of writing in the class somehow does not run smoothly. As the result, it does not show a successful achievement at the end of teaching and learning writing. It can be seen from the students' performances in writing and their responses towards writing. Most the students might agree that writing was one of four English basic skills that is difficult to be mastered. The students' low interest and lack of ability in writing their ideas with the use of correct grammar, vocabulary and punctuation were some indicators showing the poor of writing practice in the teaching writing. The first indicator is the students' low interest in writing compared to their interest in speaking. They prefer to express their ideas orally rather than to express them in the written forms. As the result, the students can speak English fluently

but they cannot write well. Another indicator is most the students find difficulties in using correct grammar, vocabulary and punctuation to compose English sentences into readable and acceptable texts.

Ironically the students' skill in writing was still very poor. Proven by the students' test results of the narrative text in which the average the students' score only gained 65. This happens because there was a presumption that English was very difficult and misleading because of differences in the way of writing and reading. This assumption led to decrease student motivation in writing subject whenever they appear apathetic. The students' apathy was apparently derived from boredom at the time of writing lessons using learning methods monotonous without variation. One indicator of the lack of enthusiasm was seen at the time after learning of writing.

Therefore, the quality of teachers should be improved, good attitude, knowledge, skills and creativity. This means that the teachers have to improve the quality of the learning process. The learning process is said to high quality when coordinating and harmonizing and integrating University inputs (faculty, the students, curriculum, infrastructure, media, and so on) is done in harmony, so as to create a fun learning situation (learning enjoyable), to encourage the students' interest and motivation, and really able to empower learners. To foster interest and motivation of the students, faculty can provide stimulation and moral support in learning of writing with the help of the internet tools that is Facebook on the learning process which can be helpful in learning English.

Facebook is a social networking site accessible throughout the world. To many it is seen as a form of procrastination. However, it can also be used as language-learning tool in and outside of the ESL classroom. By setting up a discussion group, the teachers are able to create a high level of motivation and allow the opportunity to engage in multi-level interaction. The students can use a greater level of complexity in their written compositions, benefit from instant feedback, reduce mistakes and express opinions they would usually not be able to do orally. If the users are aware, facebook can help them improving their English. They can find many ideas for their writing in facebook and share their writing to others to be corrected in this media.

In addition, the number of Facebook users' interests as a means of communication especially the students of Batanghari University, the researcher tried to use Facebook as a medium of learning, with the hope, it can increase learning outcomes and the students' ability in writing texts in English on the Facebook wall. Another benefit of this media in the learning process of writing (writing) is the student will be easier and free to be creative in learning to write narrative texts without fear and shame because it is done on-line but not face to face. Based on the background of the problem, researcher are encouraged to study on Using Facebook to Improve The students' Motivation and Skill in Writing Narrative Text at Batanghari University, Jambi.

In teaching writing, the teacher can ask the students to write a text and post it in Facebook, the other the students can give comments or give corrections to their friends' work and the teacher as a facilitator provides space for discussion and give feedback to get things right (Majid:2011).

Facebook group is recommended, because it has many benefits in the writing learning process (Terantino & Graf:2011). The first, using Facebook group seems to have a significant impact on language learning. It allows the students to engage with peers in a familiar format and for an academic purpose. By commenting or giving feedback to other friends' writing, a student learns how to arrange the good sentence and improve their critical thinking skills. Another benefit is the nature of the student-to-student and student to instructor interactions is more multi dimensional than in traditional writing assignments. The last benefit is that Facebook group will improve the students' motivation in writing.

METHOD

The design of the research is action research using the model developed by Kurt (2000) (Team Coach Class Action Research). According to the model, the implementation of action research includes four stages, namely: (1) planning, (2) action, (3) observation, and (4) reflection. Subject of the research were semester two of the students of Batanghari University Jambi in academic year 2015/2016. The total numbers of subjects involved in this research were

31 students that consisted of 24 females and 7 males. Techniques of collecting the data were test and observation. The observation was functioned to record the students' behavior during the research. The students' behavior was observed to find out the students' motivation in learning writing narrative texts. The observation was done by the observer who was the English lecturer. The aspects which were observed were the students' attention to the teacher's explanation, the students' active participation during the lesson, the students' positive response towards the media, the students' interest in writing narrative text, and the students' seriousness in writing narrative text. Three tests were conducted to measure the students' progress in narrative text. Those three tests were pre-test, formative-test, and post-test. Pre-test was given before the treatments to measure the students' initial performance in writing narrative text. Formative-test was given at the end of cycle 1. While posttest was given after the students had been taught in cycle 2. It functioned to measure the result of teaching learning process in each cycle. The results of these three tests were compared to see whether there was any improvement or not.

Data analysis in this study used a comparative descriptive analysis. That is, the researcher compared the students' learning outcomes achieved at the beginning of the learning outcomes condition after receiving treatment or at the end of the condition. If the improvement of learning outcomes at the end of the completeness condition has not reached more than 65%, further action will be conducted on the second cycle and third cycle. The purpose of this follow-up to improve the learning system better and overcome all obstacles and weaknesses found in previous cycles so that the motivation and interest of the students continue to increase. In the data analysis, use the following procedure: (1) analyzing the data to determine whether the student answers correctly or not, and (2) of the students' answers are correct, given the score. The score was used to measure the learning outcomes of writing used Facebook.

FINDINGS AND INTERPRETATION

This study was conducted in two cycles. The first cycle consists of four stages. The second cycle also consists of four stages. Each cycle described below.

3.1 Cycle I

a. Planning

In this stage the researcher conducted observations to determine the response, attitude, and motivation of the students. The researcher prepared subject matter to write narrative text with daily activities, how to write good paragraph in correct order.. The researcher compiled lesson plans. The researcher prepared media in the internet cafe of campus and references relating to such materials and then create test format. The researcher compared the results obtained from the student test results on the initial conditions with cycle I.

b. Implementation

The classroom action research conducted on the subject of writing in English Department of the second semester with the subject matter; How to write narrative text into good order. The purpose of these activities was to give solution to the students who have difficulties in learning writing and improve learning outcomes on writing ability. 1) First Meeting: The researcher introduced how to write a narrative text in English to the students. The researcher conducted collaborative learning using narrative text and linking up the three groups of materials, tools, and objective to be achieved. The researcher gave some materials related to writing narrative text. 2) The second meeting: Based on the experience of the first meeting, the researcher provided an opportunity for the students to ask if they still find difficulties about writing narrative text. This opportunity was given to the students after the lecturer explained about the sequence of writing narrative text and how to make good paragraphs. Furthermore, researcher gave about thirty minutes to practice of writing on Facebook and gave the test to find out how progress of the students' ability to write narrative text. If the time is not enough for them, the researcher gave time to the students to finish their writing at home and upload to facebook group.

c. Observations

The lecturer as the researcher observed and recorded all activities of the students in the learning process for teaching writing. The lecturer also noted the situation and condition of the students as they work on tests and test results. The results of these observations can be expressed as follows. 1) The first meeting: the researcher started to teach writing narrative text,

some the students were still very noisy and many the students spoke to themselves and it was also evident that the students did not pay attention. They find it difficult at the moment to begin practice writing narrative text. That is, they did not know what to write about, to start writing a narrative text article. They only made one paragraph about narrative text. 2) The second meeting: Researcher find most of the students are very concerned at the time, the lecturer tried to explain again to deepen understanding of how to write a narrative text. They keep records of new things that have not been obtained at the first meeting and respond to what was explained by the lecturer. Most of the students have taken the initiative to try to write narrative texts with the title of the different experiences. At that time also the lecturer gave the opportunity to write what they wanted. Then, the lecturer held a survey on the students' writing. The researcher assumed to the conclusion that most of the students almost have been improvements in terms of writing narrative text. 3) The third meeting: At the third meeting, the lecturer gave the test and the test results were analyzed to determine whether there was an increase in the ability of the students to write text when compared to the test results on the initial conditions.

d. Reflection

This activity analyzed the data obtained, either in the form of quantitative data and qualitative data from observations to existing instruments. The results of this analysis form the basis for planning learning better and attractive, new motivation and foster self-confidence was high. Reflection for each meeting can be explained as follows. 1) The first meeting: The researcher as teachers should pay more attention and encouragement to the students to motivate, interest and confidence was growing so difficult and they were afraid to practice writing narrative text. Lecturers also must continue to give encouragement and motivation to convince them that the students can do and were able to write a narrative text correctly. 2) The second meeting: Based on the results of tests on the first cycle, the students begin to understand and dare to write narrative text, but their test result was not maximized.

Based on the results of the discussion, the researcher must be careful in choosing the subject matter in writing narrative text that the students are more interested and enjoyed the lesson. Because, the purpose of this action research was to improve the students' ability to write narrative text, the researcher should implement a better learning and motivation and appealing to higher student motivation in the second cycle. The researcher encountered many problems faced by the students. The weaknesses found in the first cycle must be solved in cycle 2, therefore, necessary for the implementation of cycle 2 to repair cycle I. Reflection of the first cycle can be stated that the teaching writing through the medium of Facebook indicates a change. The changes in question were originally mostly apathetic and very low of student motivation has been no changes were very encouraging, i.e., there was increasing interest and attitudes of the students. Change was known by looking at the following indicators: the learning time of writing, the students were very concerned and were racing to ask when there were new words (new vocabulary) they did not know its meaning, they were very responsive to ask the lecturer, they began to grow confident attitude, and increased learning outcomes of their writing. Student learning outcomes in writing narrative text were obtained an average 60.32%. There were 1 (3.2%) of the students got very good score. Only 2 (6.5%) of the students got good score. There were 17 (54.8%) of the students got average score. There were 11 (35.5%) of the students got poor score. Because the average score of the students categorized Average, the study continued then with the second cycle.

3.2 Cycle II

a. Planning

Based on the test results and reflections on the first cycle, there were the students who have not been able to write a narrative text, the researcher must be more creative and better at learning writing with subject matter about the unforgettable experiences.

b. Implementation

The researcher explained how to describe the paragraphs about unforgettable experiences. In the first stage, the researcher mentioned good paragraphs consist of introductory, body and conclusion. In introductory paragraph, there must be topic sentence and thesis statement. Then, in body of paragraph, there must be topic sentence, supporting sentence and concluding sentence. Last, concluding paragraph must restate the points of the paragraphs.

Furthermore, the researcher explained how to use the connector as when, then, first, before that, after that. Linguistic characteristics were to use past tense and focused on the subject you. The verb was an action that is widely used verbs and imperative sentence. Towards the end of the lesson, the researcher gave the example of writing a narrative text based on these explanations. In the second meeting, the researcher corrected some mistakes made by the students, especially the grammar and connectors such as when, then, after that, before that and finally. Furthermore, researcher conducted tests. The test results were analyzed and compared with the results of test on a cycle I. Based on the comparison, the researcher can concluded whether it still needs to be followed up in the next cycle or not. If the results of the comparison already show more than 65% of the number of the students who completed, there was no need to continue on the next cycle.

c. Observation

Observations continue to be done to get the data, both of attitude, interest and motivation as well as the progress of the students' ability in writing narrative texts in English. The observation of the second cycle was as follows. 1) The first meeting: The students began to respond favorably to a given workout. They seemed enthusiastic for practice writing narrative text and even wanted to continue practicing with the various titles they want. Phrases and vocabulary they use vary widely. Some common words were already applied correctly. 2) The second meeting: The students' response has been very good and self-confidence had already appeared. This was evident from most of the students had not afraid anymore to show the results of the exercise of their own without orders from lecturers in Facebook group wall. They were very active to ask the various procedures to make something and a wide range of vocabulary that is often used in narrative text. The students also practice writing narrative text. They also seem courage to explain something that was acquired through oral procedures. The results of the test on the second cycle turn out to be better when compared with the results of the test in cycle I.

d. Reflection

Based on observations and tests, researcher evaluated the students' ability in writing narrative text and also the learning process framework that was presented to show an improvement. The result of this phase indicated that the students gain better progress than on advances in cycle I. Most the students have a better condition when the learning process takes place. They seemed very excited and confident. The results achieved in the second cycle have shown 73.23% of the students achieving already reached. Therefore, follow-up studies are not required because the indicator has been reached.

Before carrying out action research, the researcher as the teachers never used the technique of teaching writing through internet media that is Facebook. The increase can be seen in Table 1.

Table 1 The Result of the Students' Score in Writing Narrative Text

No	Category	Pre Test / Number of Students (Percentage)	Cycle 1/ Number of Students (Percentage)	Cycle 2/ Number of Students (Percentage)
1	Very Good	-	1 (3.2%)	4 (12.9%)
2	Good	-	2 (6.5%)	13 (41.9%)
3	Average	9 (29%)	17 (54.8%)	10 (32.3%)
4	Poor	22 (71%)	11 (35.5%)	4 (12.9%)
5	Very Poor	-	4 (7.27%)	0

In pre test, before the lecturer got an overview of the research act of class, they tend to teach writing with what is, in the absence of careful planning, observation, and reflection. As a result, motivation and student apathy continues to grow which led to low learning outcomes. In learning process of writing through the medium of Facebook which was originally mostly apathetic and very low of student motivation, there has been a very encouraging change by looking at the following indicators. The indicators were: any writing lessons, the students were very attentive and there is a race to ask each new word they do not know its meaning, they are

very responsive to the questions of lecturers, they began to grow confident attitude, and the learning outcomes of their writing increased.

Based on the results of the study in the first cycle to be increased, in the second cycle to the need for improvement of the learning system. Weaknesses that exist in the first cycle to the second cycle resolved so that the motivation and attitude of confidence of the students growing. The improvement of cycle 1 to cycle two was 12.91%. It can be stated that the teaching writing through Facebook can improve learning outcomes of second semester the students of English Department of Batanghari University.

CONCLUSION AND SUGGESTION

Based on the results and discussion, the researcher can be summarized as follows: teaching writing through Facebook can improve learning outcomes of the students in writing narrative text. In addition, learning writing through Facebook can increase the students' enthusiastic, motivated, and active in learning. Facebook can be utilized as an alternative media in language teaching activity especially for teaching writing.

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DEVELOPING MI-BASED ENGLISH COURSE BOOK FOR THE STUDENTS OF SECONDARY LEVEL

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ABSTRACT

One of the responsibilities of the teachers is designing and developing materials to meet the students' need and interest as well as to ensure an optimal match between the materials and the particular teaching context. However, it is rarely connected to the characteristic of the students and their psychological aspects. For this reason, the writer intends to design and develop an English course book based on the result of the students' Multiple Intelligence Research. This research is conducted at MTs Negeri Kota Pasuruan. The subject of the research is the students of the first grade. The materials are presented in an integrated way with two main cycles they are: the cycle of oracy and the cycle of literacy. Each of the cycle is, then, elaborated into three stages; Presentation, Practice, and Production. This study employs the design and development research proposed by Richey and Klein (2007) with four main stages flowing from identification research problems realized through need analysis, design and development research, validation research, to model use research. The result shows that this material which is designed based on the students' multiple intelligences is compatible with the students of secondary level.

Keyword: *Developing, MI- Based Course book, Secondary Level*

INTRODUCTION

One of the responsibilities of the teachers is designing and developing materials to meet the students' need and interest. According to Nation & Macalister (2010: 159), Tomlinson (2009: 239) and Tomlinson & Mashuhara (2004: 17), teachers have to take on the responsibility of materials adaptation and adoption in a systematic way in order to ensure an optimal match between the materials and the particular context. Furthermore, Tomlinson & Mashuhara (2004: 12) propose five reasons why the teachers should adapt materials, they are the teachers' teaching environment, the learners, the teachers' own preferences, the course objectives, and the materials. Teaching materials which are compatible for the students of junior high school are those closely related to their characteristic, learning style, and psychological aspects. For this reason, the material which is design in this study is connected to the student's psychological aspect in term of their multiple intelligences of Gardner (1993) they are: linguistic, mathematic logic, kinesthetic, visual spatial, musical, interpersonal, and intrapersonal intelligences.

These materials which are designed based on the result of a research provide more scaffolding in presenting MI-based materials flowing from fully guided, partly guided to fully free learning. Slavin (1994: 232) maintains that scaffolding may include giving students more structure at the beginning of a set of lessons and gradually turning responsibility over to them to operate to their own. Meanwhile, Larkin (2002) states that scaffolding is one of the principles of effective instruction that enable teachers to accommodate individual students' need. One of the methods in instructional scaffolding is modeling which is considered as the first step in instructional scaffolding (Lange, 2002 & Slavin, 1994: 232). Therefore, this MI-based English course is developed based on the stages of Presentation Practice Production (PPP) (Harmer, 2007).

Based on the reasons outlined above, the researcher intends to develop MI- based English course book which are interactive, playful, and challenging based on the curriculum of MTs Negeri Kota Pasuruan. These materials can be used by the students not only to encourage their multiple intelligences but also facilitate their learning style.

METHOD OF DEVELOPMENT

The current study, the writer conducts an educational design and development research proposed by Richey and Klein (2007) which is basically have the same general steps of research

and development (R&D) proposed by Borg and Gall (1979) namely; identifying research problem realized through needs assessment, model validation research for both internal and external validation. Internal validation is a validation phase which involves some experts to judge over the product while external validation phase is a validation which involves students and English teachers to give responses toward the product.

The design and development research of the present study, the researcher employs criteria of selecting materials proposed by Tomlinson and Mashuhara model (2004) by collecting and selecting authentic materials from magazines, newspapers, internet and other references which are compatible with the nature of teaching English as a second language at a secondary level. The following are the example of materials developed in this study:

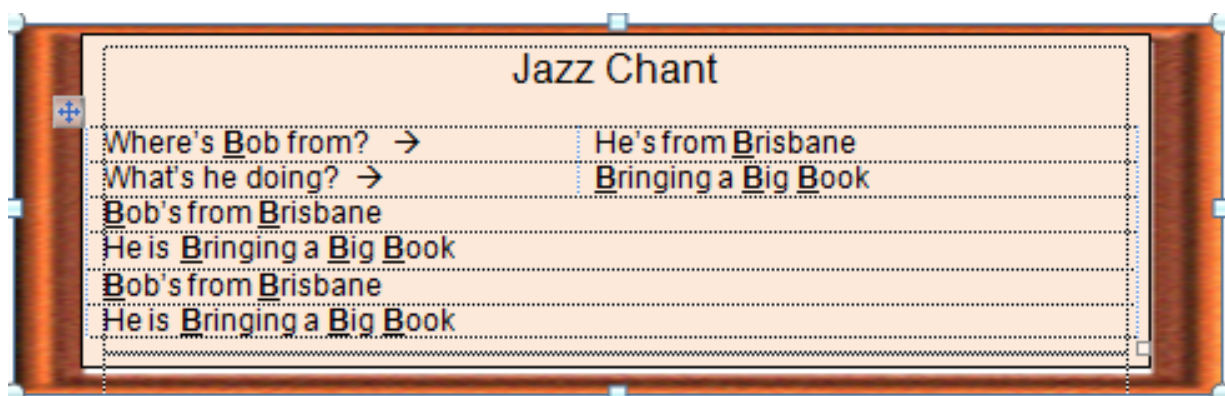
a. Presentation

In the stage of presentation, the students are provided by activities that lead them to understand the topic they are going to discuss such as performing Jazz Chant, tongue twister, singing a song, word search, puzzle, watching video, and performing a game. Here are the examples of activities in the stage of presentation:

1. Jazz Chants

Direction:

- Divide the class into two groups; the first will ask the questions while the second group will answer it.
- Ask them to make a little motion to make the class more attractive
- Ask them to replace the words that start with B with the word that start with C or D
- Ask them (in group) to make their own stanzas



This Jazz chant provides the way how to learn grammar, vocabulary, and pronunciation spontaneously. It also helps to develop students' awareness of stress, rhythm and intonation pattern in English. The following sample material of interactive Jazz Chant consists of words starting with the alphabet B, Ben (the name of man), Brisbane (the name of city), Bringing (verb), big (adjective), and book (noun). Those are pronounced spontaneously with rhythm, music, and movement.

The sample materials above help to familiarize chunks of language memorable and have a positive impact on all aspect of students' pronunciation (e.g. the consonant b /bi: / in Ben, Brisbane, Bringing, Big, and Book). Wh-question: Where's Ben from?, He's from Brisbane, What's he doing?, Bringing a big book). This Chant also engages students' multiple intelligences; Naturalist (observing and categorizing country and city), Kinesthetic (interactive movement), Musical (rhythm and tone), and linguistic intelligence (making their own stanza) (Khoiriyah, 2011).

2. Tongue twister

Tongue twister is a phrase or sentence which is not easy to speak fast because of alliteration. Young learners need to practice this in order to improve their pronunciation and fluency. It also can be used as a speech therapy for those who want to be public speakers, story teller or politician. The examples of tongue twisters are as follows:

- *She saw Sheriff's shoes on the sofa. But was she so sure she saw Sheriff's shoes on the sofa?*
- *One smart fellow, he felt smart.
Two smart fellows, they felt smart.
Three smart fellows, they felt smart.
Four smart fellows, they felt smart.
Five smart fellows, they felt smart.
Six smart fellows, they felt smart.*
- *She sells seashells by the seashore. The shells she sells are surely seashells.
So, if she sells shells on the seashore, I'm sure she sells seashore sells.*

3. Singing a song

Unlike other songs, these songs are considered as memorable songs because it adopt and adapt local songs. It helps the students memorize all words because the tone is familiar with them since they were childhood or in a scout activity involvement. The examples of the songs that have a similar tone with local songs are as follows:

- Let's go let's go let's go all my friends, we are going to the mountain 2x
Naik naik ke puncak gunung tinggi tinggi sekali 2x

Good bye good bye good bye all my friends, we are going to the mountain 2x

Kiri kanan ku lihat saja banyak pohon cemara 2 x

- If you're happy and you know it clap your hand 2x
Kalau kau suka hati tepuk tangan 2x

If you're happy and you know it

Kalau kau suka hati mari kita lakukan

If you're happy and you know it clap your hand

Kalau kausuka hati tepuk tangan

4. Word search

Word search is a material that engages students' linguistic, spatial visual, intrapersonal, and logical mathematic intelligence. It allows students to enrich their vocabulary size by finding out the words related to jobs or profession horizontally, vertically or diagonally. The sample of materials is as follows:

Activity

Word search

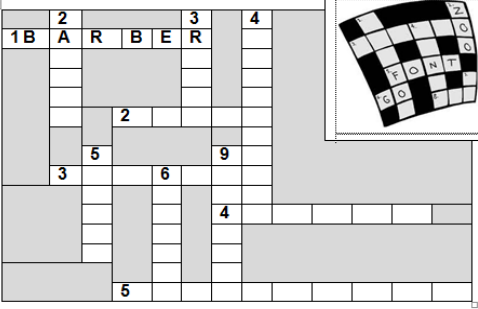
Pair work Find and circle some words related to job or profession in the word search vertical, horizontal, diagonal, or back. Then put them in the provided box

JOB

Vocabulary 1

A	C	H	I	U	P	R	O	G	R	A	M	M	E	R
U	F	J	L	P	B	Y	C	X	E	Z	B	U	P	O
N	L	V	B	A	R	B	E	R	C	S	N	X	R	P
N	U	O	P	M	B	A	C	E	X	R	A	Y	A	Y
V	U	J	R	F	W	K	Q	M	T	U	I	G	D	O
T	F	R	J	K	B	E	C	R	O	T	C	O	D	S
Q	A	T	S	I	D	R	V	A	C	K	I	U	R	M
E	R	G	M	Y	U	R	D	F	G	U	S	B	I	I
F	J	H	E	D	S	A	W	R	Y	I	U	Z	V	X
Z	C	J	C	O	W	T	G	R	E	F	M	U	E	K
Q	M	V	H	I	A	D	Z	U	P	G	S	T	R	O
S	Y	K	A	T	I	O	P	D	J	Q	S	F	B	M
D	F	H	N	F	T	D	E	E	F	T	F	I	G	I
P	O	L	I	C	E	M	A	N	U	A	V	N	K	X
O	C	V	C	Y	R	U	T	T	R	I	R	R	E	F
S	A	D	V	H	U	K	K	I	J	L	H	G	F	H
T	O	P	H	G	F	D	H	S	Y	O	D	R	S	A
M	Q	E	G	P	A	I	N	T	E	R	V	E	N	M
A	T	U	H	K	L	P	J	N	G	F	D	H	C	Z
N	U	F	B	M	V	X	E	T	J	B	J	C	F	D
Y	D	G	J	K	L	M	A	G	I	C	I	A	N	D
T	E	L	L	E	R	Y	D	S	B	G	A	E	U	F
Q	D	B	J	K	L	T	U	N	K	N	G	T	D	S
C	V	G	J	M	A	N	A	G	E	R	Y	I	O	P

5. Puzzle



Across	Down
1. This person works in a barbershop	2. This person works in a farm field
2. She works in a hospital	3. He often drive and earn money from this
3. He usually deliver letters	4. He usually wears uniform. His uniform is brown with a gun in his hand
4. This person usually works with scissor and clothes	5. This person usually brings stethoscope and cure the patient
5. This person works with a computer	6. This person works in a school
	7. This person work in a restaurant


6. Watching a video

Watching video is a part of the activity provided in the stage of presentation. In this stage, the teacher should select an appropriate topic to discuss while the students are allowed to identify not only its generic structure but also language feature used of the text used in the story. The following is the example of watching video activity that provides a procedure text:



b. Practice


1. Information-gap-activity

Getting Information		Information-gap-activity
	What do you buy at Indah Shop?	I buy T-shirt and trousers
	How much is a T-shirt cost?	It is Rp. 45.000
	How much is the trousers cost?	It is Rp. 85.000
	How much is the total?	The total come to Rp. 130.000
	How do you pay for it?	I pay Rp. 150.000 cash and get Rp. 20.000 change.
Confirming Information So that's a total of Rp. 130.000 for the T-shirt and trousers		That's right

Student A	Student B
GROCERY STORE Rice 1 Kg Rp. 8.000 Egg 1 Kg Rp. 12.000 Total Rp. 20.000 Cash Rp. 50.000 Change Rp. 30.000	GROCERY STORE Rice 1 Kg Rp. Egg 1 Kg Rp. Total Rp. Cash Rp. Change Rp.

c. Production

1. Cycle of speaking

 Express your identity in front of the class by using the following data

My Identity

Name:

Date of birth:

Place of birth:

Father's name:

Mother's name:

Number of brother/sister:

Number of friends:

Address:


Spend vacation:

Friend's name:


Everyday's activity:

Assessment


Aspects	1	2	3	4
Fluency				
Pronunciation				
Intonation				
Score				

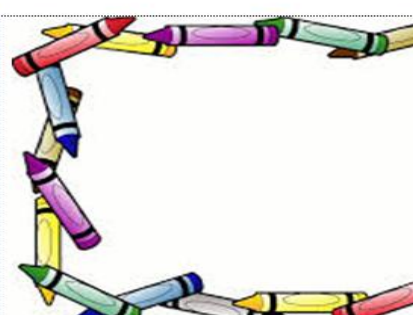


2. Cycle of writing

 Write a passage of your identity in the provided place

IT's Me





Assessment

Aspects	1	2	3	4
Grammar				
Vocabulary				
Mechanic				
Total Score				

With reference to the previous section that the present study employs two model validation researches, internal and external validation. In the stage of internal validation by using experts' reviews is utilized as validators of the product. The expert review studies collect data directly from subject-matter experts. The subject-matter experts are the experts who are responsible for the content of the draft. They are selected based on the background of their academic qualification.

After being validated by the experts, the materials are ready to be tried out to the students as the external validation or field-evaluation study to see the effectiveness and the appropriateness of the materials. English teachers are also supported to give evaluation and feedback of the proposed materials. The stage of field-evaluation study should be conducted to know the applicability, appropriateness, usefulness, and attractiveness of the materials developed. By conducting external validation, the necessary data concerning the applicability of the materials developed can be elicited, and the advantages and disadvantages of the materials are revealed. The data obtained were useful to identify the problems and hindrances in applying the materials.

The participants of the field-evaluation study in design and development research of the current study are the first-year students of *MTs Negeri Kota Pasuruan* academic year of 2014/2015. In the stage of external validation, the researcher will classify the participants into three different levels of students. The first class is from upper level class, they are from class VII A which consists of 30 students. The second class is from medium level class, they are from class VII F which consists of 43 students. The third class is from the lower class, they are from class VII D which consists of 35 students. Those classifications are based on the data from English teachers as well as vice school principal in charge of curriculum.

The scale in each indicator as has been described in the previous section has a range from a score of 0 (zero) to 4 (four). For the purpose of quantifying the indicators by using the scale, then a set of criteria at the indicator level is established using the scoring criteria adapted from the ones set up by Sudiyo (2003). In the criteria the scores together with their score

range, qualitative description, and follow-up decision are provided as shown in the following Table.

Guideline for Evaluating Indicators of the course book Developed

SCORE	SCORE RANGE	QUALITATIVE DESCRIPTION	FOLLOW-UP
4	3.1 – 4.0	Very Good	No revision needed
3	2.1 – 3.0	Good	No revision needed
2	1.1 – 2.0	Sufficient	Possible revision needed
1	0.1 – 1.0	Bad	Revision needed
0	0	Very Bad	Replacement

The second criteria are related to the variable level; namely scores across indicators in a particular variable. Unlike the criteria at the indicator level, the criteria at the variable level are of secondary concern. The reason is that variables in this respect are generic and thus less operational and observable for the sake of necessary revisions. Evaluation at this level is useful for a general impression about a particular variable. The criteria at the variable level are established as follows: if the number of indicators under the particular variable rated with a score smaller than 2 (< 2) reaches 90% of the subjects of the validation phase, the variable under evaluation is interpreted as being not satisfactory.

The third criteria aims at evaluating the reliability of the model particularly the teachers in assigning the scores as their evaluative judgment over the course book developed. To examine the reliability of a model, percentage of agreements formula of Emmir & Millet in Borich (1994: 385) is employed. For the purpose, Grinnel (1988) is employed in this current study. It is employed to ensure the reliability of a model. The Grinnel formula is as follow:

$$(R) = \frac{\text{Agreement (A)}}{\text{Disagreement (D)} + \text{Agreement (A)}}$$

A = The degree of agreement from two raters

D = The degree of disagreement from two raters

R = Coefficient k

This technique is utilized to examine the agreement of the subjects, in this case the teachers, in assigning the scores as their evaluative judgment over the English course book developed. The degree of agreement among subjects is seen from the coefficient of agreement. The instruments employed is acceptable if the coefficient reliability is greater ($>$) than 0, 75 or equal to 0, 75 (Borich, 1994: 385) on the attributes of the course book to be examined.

A teaching material can be regarded as a trust worthy material based on two point of views; theoretical aspect and empirical testing. Theoretical aspects means the materials is developed based on the theory of material development. Meanwhile, empirical testing means the materials have been empirically evaluated and validated by experts and English teachers as well as students.

THE RESEARCH FINDINGS

The data collected in the current study is presented and outlined into two sub topics; the data collected from needs assessment and the data collected from model validation research. The stage of model validation research falls into two kinds of validations they are internal and external validation. Internal validation stage includes the presentation of the result from subject-matter experts while external validation includes the presentation of the results of the data from the English teachers and students.

The data collected from needs assessment phase was performed by doing an interview. The interview is performed to get the data from school principal, vice school principal in charge of the curriculum, and English teachers. The data which is interpreted in a qualitative way aimed at identifying the vision and mission of the school principal in conjunction with a good material and strategy used in teaching English, the role and responsibility of the school principal in relation with the use of course book in the teaching of English. The result shows that the process of teaching and learning should utilize a meaningful teaching by using several of techniques and varieties of interesting materials.

The data obtained from students which are interpreted in a quantitative way aimed at identifying instructional materials, instructional strategies, instructional media, teaching-learning activities, time allocation, learning recourses, and assessment. The result shows that there are two variables get the lowest score; they are learning recourses reaches the score of 2.01 (50.43%) and instructional media used in teaching English reaches the score of 1.82 (45.50 %). With reference to the criteria of evaluating indicator stated in the previous section, those two variables can be categorized to be sufficient and there is possible revision needed.

The second data is the data collected from the validation phase which falls into two categories; internal validation and external validation. In the stage of internal validation, the subject-matter experts have evaluated over the content of the materials developed and the second data is from English teachers. The result shows that the data presentation derived from the subject-matter experts show that the MI-based course book reflects 7 intelligences; linguistic, mathematic logic, kinesthetic, visual spatial, musical, interpersonal, and natural intelligences. These materials reflect linguistic intelligences for these following reasons; first, the materials encourage students to speak or retell the topic given confidently; second, the way how encourage the students to be able to write a short essay help them to produce a well-written text, and the third, the way how to enlarge students' vocabulary size by searching words in the box allow students to encourage their curiosity to find many more words; forth, tongue twister provided in this material allow students to train their fluency in speaking English. Yet, in order to be more attractive, these materials should be equipped by CD-Rom that provide many games.

This material reflects musical intelligence. It is shown by the activity that allows students to practice a song either in a singing a song activity or Jazz Chants. These two activities are not only encourages students musical intelligence but also their kinesthetic and linguistic intelligences. However, most English teachers in Indonesia rarely use these activities in EFL classroom for these following reasons; first, lack of learning resources; second, these activities are not examined in the National Examination; third, jazz cant tends to spend a lot of energy.

Mathematic logical intelligence provided in this material can be regarded as attractive learning resources as well as encourage them to have a high level of thinking. One of learning resources that encourage students' mathematic logical intelligence is puzzle or cross word. It is employed in EFL classroom for these following purposes; first, cross word facilitates both teachers and learners to enrich their vocabulary size and understand its meaning; second, critical thinking shown in this activity might be pioneer for the future developer. However, this prototype should be objective driven as has been proven in this exercises of this work

Visual spatial intelligences in the form of attractive pictures shown in this material motivate students to learn English. Furthermore, the use of information-gap activity that encourage students not only their linguistic intelligences but also interpersonal intelligence give more meaningful learning environment. In addition, the way how to assess students' competence and productive skills for both speaking and writing skills provided in this material help the teachers to measure the students' progress in learning English.

Unlike the internal validation which employs experts who give a judgment over the course book and the English teachers who give contributions in the form of suggestion towards the materials developed, the external validation employs a set of questionnaires which is addressed to the English teachers. The data collected from English teachers aimed at evaluating five variables under interest; namely: applicability, usefulness, attractiveness, motivating, and obstacle/the ease of using the course book.

The data collected from English teachers show that all variables reaches the score grater (>) than 3.00. Based on the guideline of evaluating indicators stated in the previous section, the variables reflect the quality of the course book under assessment can be categorized to be 'very

good'. Therefore, no revision is required of the course book under assessment based on the quantitative measure. To ensure the reliability of the model, there is a need to measure whether it is reliable or not. As has been described in the previous section, the reliability of the model is examined by Grinnel (1988) formula. If coefficient reliability is greater ($>$) than 0,75 or equal to 0, 75, the model developed is categorized to be reliable (Borich, 1994: 385). In this study, the coefficient reliability obtained from raters reaches 0.90. Therefore, the data obtained from the teachers are reliable. The second data comes from the students to know the effectiveness of these materials. Yet, the writer could not get the data due to the time allotment of conducting the research could not be done yet.

In line with the present study, Shopiaty (2011) conducted research on developing material for the students of secondary level. The result shows that the materials are not only effective for the teacher for developing more materials but also interesting for the students in learning English. Meanwhile, Fakhruriana (2010) conducted research on developing materials for listening activities which would be able to improve the students' motivation to learn English. He maintains that materials are appropriate for students since they are relevant to the students' need, interest, and level of students' ability. In conclusion, Shopiaty (2011) findings provide integrated teaching of English while Fakhruriana (2010) findings emphasizes on receptive skill, in this case is listening skill. In addition, their materials are not provided by scaffolding flowing from fully guided, partly guided, and fully free learning as well as students' learning style.

In brief, the materials of this current study are designed and developed in the sequence of stages flowing from fully guided, party guided, to fully free learning. Therefore, the sequence of exercises gives students a pathway to be autonomous learners. Psychological aspect, such as multiple intelligence provided in this current study motivate students to learn English due to the appropriateness of the materials developed.

In this current study, the researcher found out that the MI-based English course book developed can be regarded as compatible materials for students of junior high school for the following reasons; first, these materials reflect students' multiple intelligences; linguistic, visual spatial, kinesthetic, musical, logical mathematic and interpersonal intelligences; second, these materials facilitate students to discover the new concept by themselves, reflect the students' learning style, provide a sufficient model for each activity, and provide aspects of assessing students' competence (Gardner, 1993, Kitao, 2001, and O' Malley and Pierce, 1996). Therefore, this kind of materials can be regarded as appropriate materials and compatible for the level of the students due to the applicability, usefulness, attractiveness, and motivating value of the materials.

The MI –based English course book is designed to be an authentic in terms of texts and tasks in this study are based on the Standard of Contents, in this case based on the local-based curriculum. It stimulates interaction that allows students to focus on formal aspect of the languages as well as encourage them to develop skills in learning how-to-learn (Nunan,1999:1). In Addition, these materials encourage the students to apply their developing language skills to the world beyond the classroom.

CONCLUSION AND SUGGESTION

MI- based English course book developed in this current study can solve some problems faced by English teachers and students. These materials offer some advantages from two points of view, psychological and pedagogical. Psychologically, students of junior high school or teenagers tend to enjoy learning English since they are facilitated by materials which involve their senses. For the students who have musical intelligence, they will enjoy learning English by singing a song or listening to English song. The students who have a good logical mathematic, they will enjoy learning English by using puzzle. The students who have a good linguistic intelligences and a good talent in public speaking, they tend to enjoy tongue twister to train their fluency in English. The students who have a visual spatial intelligence tend to enjoy pictures, films or animation. Meanwhile, for those who have a kinesthetic and interpersonal intelligence, they like to move parts of their body to do something, such as using a particular motion or making an activity in a group.

The second point is viewed from pedagogical aspects. The MI-based materials provide various activities which can facilitate students to construct knowledge based on their prior

knowledge, dig up the students' factual information, discover new concepts by themselves, implement a kind of group work in the teaching and learning process, imitate from a model provided, respond to activities available in the materials, and reflect students' achievement. Therefore, this attractive and interactive material motivates students to improve their skills.

In line with the conclusion above, a number of considerations are presented in this part which might be taking into consideration for those who will conduct a similar study, they are as follows: first, this material in this current study contributes to the English students of junior high school level. It is considered as suitable learning resources for the students who want to increase their achievement. Secondly, with regards to the content and function of the materials, the English teachers are suggested to use this instructional material in the classroom or assign students as homework. The instructional materials in teaching English in this current study contributes to English teachers in *MTs N Kota Pasuruan* and English teacher in *MTs* around Pasuruan. It implies that English teachers are occasionally required to be material developers.

The last, with reference to the process this current study in the form of MI-based course book, the decision makers of the Ministry of Religious Affairs (MORA) specifically for the school principal needs to consider that these materials can be used by English teachers as a compulsory subject or a supplementary subject because these materials are based on the Main Competence and the Basic Competence.

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GRAMMAR BOOKS IN AN ISLAMIC COLLEGE: IMPROPER CONTENTS HIGHLIGHTED

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ABSTRACT

In teaching English competence, Indonesian colleges are used to refer the books published by foreign publishers. It includes the book on grammar. In an Islamic college, the English competence itself is not enough. Teaching should also consider the importance of nurturing Islamic values inserted in the learning process. In the context of grammar, the sentences used in the examples and practices should also function to promote the values. It is not only about the right usage but also about the content in the sentence—which should pose a good model for the students to behave in Islamic way. This study is to highlight the improper contents in the grammar books from the Islamic perspective. This is an initial explorative study employing content analysis. It focuses on the grammar book for intermediate-level learners. They are English Grammar: A University Course 2nd Edition (Downing and Locke: 2006), Advance Language Practice with key: English Grammar and Vocabulary (Vince: 2003), Macmillan English Grammar in Context (Vince: 2008), and Grammar in Use: Reference and Practice for Intermediate Students of English (Murphy: 1998). Based on the analysis, the improper contents in the books can be categorized into two types: cultural and religious improprieties. Two prevalent improper concepts which are rampant are the party discourse and the negative value of marriage. From the five books, there are 223 words of “party” highlighting the party is a place to have fun and it is important and good to have or to come to it. We can say that in Islam such a party is intolerable. Party is only to celebrate a marriage and it has a very difference ways and nuances with the western parties which can be anytime. Meanwhile the concept of “marriage” is only found in 3 books with 5 occurrences. There are only 15 words of “marriage” in the book. Sentences like “The idea of marriage doesn’t appeal to me”, “Their marriage is about to break up”, “I’m dead set against her marriage,” “...for there’s nothing in the world so bad for some women as marriage,”. These are examples showing that marriage is seen negatively. To address the issue, the teacher can simply make some revision on the sentences containing the improprieties by replacing the content while maintaining the grammatical points there. The ideal one is that they can make their own book exploring the Islamic values in its contents, while providing good model of English use.

Keywords: *improper contents, party, marriage, grammar books.*

INTRODUCTION

Starting from the early fourteenth century, English has equalized itself to the dominant Latin. It was legally accepted as the language of the Bible. “...these trewe conclusions [will suffice] in Englissh as wel as sufficith to . . . Latyn folk in Latyn”. With the its diverse writing styles, Chaucer at the time even had translated the bibles into two versions: “standard” and “light” translation. The light version was for the consumption of the young readers (Ellis in Ellis & Oakley-Brown, 2001:10). From this period, English has been a language of books—by which Latin works were translated into. Today, it is the language of knowledge.

With its powerful position, English has been a subject taught in every country in the world. To facilitate the teaching process, surely books are very important. It helps the learning process in class and beyond. Many people have been successful to rely on the books in English learning, though the presence of more experiences users is also another important factor. Learning a language cannot be separated from knowing the culture as the context. Thus, reading

English books will surely lead us to the cultural exposure. Teaching English, then, by no means is teaching the culture of the language.

Teaching is not only about the competence nurtured in the process. Another aspect grown there is the value of a culture. This is surely influenced by the background of the people involved in the process and the culture in the setting. Like Johnston (2008:1) believes, “the essence of language teaching... lies in values. That is moral in nature.” The moral here refers to the values every teacher holds and believes to be the right. The issue will be more complex if it is anchored in a specific context of English teaching especially that in Moslem countries.

The issue has been widely explored in Islamic countries like Iran (Asgari:2011, Jafarzadeh & Simin: 2014, Bahrami: 2015, Roshan: 2014). They concern on the negative impact the cultural content in the books used in teaching English. Some find out that the books are biased by the cultures in UK and US, presented in texts and pictures which in some ways are against the Islamic norms (See Roshan: 2014, Jafarzadeh & Simin:2014) and they promote the western cultures and norms (Bahrami: 2015, Ahmad & Shah: 2014, Asgari: 2011). There is a finding that the cultural content does not influence the learners’ attitude to the culture, but most lament that the books do not help to raise a cross-cultural understanding by not including Islamic culture depiction there. This paper is to provide more evidence to the fact, considering the issue of Islamic teaching integration in my college. It used grammar books as the data sources which are analyzed by content-analysis.

FINDINGS AND DISCUSSION

Employing the “Search” menu of Foxit Reader, I try to find three keywords: party, Christmas and marriage. They were seen from the number of their occurrence and the idea of the sentence in the context. The second idea is to see the perspective the author applies in seeing the topic. Each finding about them is described below:

Party

From the data sources, it is found out there are 180 words of “party”, though not all of them (13) refer to the social event. This reveals a promotion of western culture that the party is part of their lifestyle. It is like a norm to have a party anytime, not only at the weekend. From the example sentence in a.2., it is known that the party is done in weekdays. Party is defined as “a social event where a group of people meet to talk, eat, drink, dance, etc., often in order to celebrate a special occasion” (CALD: 2008). It is associated to having fun and getting drunk which are obviously against the Islamic teachings. It is about having a noisy music and spending night. The sentences in the grammar books reveal the fact about this culture.

- a.1. The music at the party was very loud and could be heard from far away (Murphy et al : 80).*
- a.2. If the party goes on all night, no one will want to do any work tomorrow (Eastwood: Unit 144).*
- a.3. Kim and Charlotte left the party at 1.40am. (Purland, 2003:84), English Banana for the kids*

Kim and Charlotte (a.3) are girls who went to a party and they left the party in the morning. Their behavior is really unacceptable for Moslem culture, even in our eastern culture. Going late at night leaves a bad impression for people, except for professional activities. Seen from the context, when they left the party was still on. It means the party can continue until dawn. This will have an effect for their job next day, just like the previous example (a.2). For Moslem, the party like this will surely give a risk to their religious obedience ; Moslem has to take the dawn prayer (Shubuh) every day. Thus, party will not only disturb their professional activities next day, but also impair their religious obligation.

Marriage

It is referred to “a legally accepted relationship between a woman and a man in which they live as husband and wife, or the official ceremony which results in this” (CALD: 2008). For Moslem community, marriage is the only way enabling man and woman to share a living. It

is also regarded as a part of good deed—even it is said to be a half of a perfect religious life, meaning a person won't reach a perfection in his/her devotion to God, until they marry.

In the books, the concept of marriage is realized in the words “marriage” (18), “marry” (27), and “married” (115), the total is 160 words. Most of the words tell something neutral about it. Others take it positively. However, most of “marriage” words puts the concept negatively. The negative conclusion about marriage is quite strong in Vince (2003). Each sample is presented below.

b.1. *Their marriage was a successful marriage* (Vince, 2003:87)

b.2. *Their marriage combined the two kingdoms.* (Vince, 2007: 76)

b.3. *They got married but the marriage wasn't successful.*(Murphy:141)

b.4. *Their marriage is about to break up, they are on the verge of separating* (Vince, 2003:272).

b.5. *Their marriage broke up. She tore up the letter and threw the bits of paper into the fire* (Locke & Downing, 2006:342).

b.6. *His marriage has broken down and he has gone to live in another part of England* ((Locke & Downing, 2006:362).

The first samples above describes “marriage” as something positive. It shows that marriage brings about happiness and peace to the live. It is not only about bringing two people into a happy life, but on taking two nations to live in peace. However, the next lines show it in a neutral tone, telling that marriage can be broken. It may end in a separation, a divorce. When it happens, the marriage then causes a suffering to the people involved, including the children. In general, these samples put the fact about marriage in a balance. People have understood the fact, including the students in Muslim country. They know that marriage can bring happiness, but it has a potential to break up and invites a suffering.

Apart from the neutral stand, there are some samples with a strong idea against the marriage. Most of them are from Vince (2003). He really puts a strong negative impression on marriage. It seems that marriage only has bad effects to the human life. Here are some samples of his ideas packed in the sentences to help the students learn English.

b.7. *I'm dead set against her marriage* (Vince, 2003:280).

b.8. *The idea of marriage doesn't appeal to me* (Vince, 2003:136).

b.9. *Lynn is the only person in my circle of friends, who is married* (Vince, 2003:117)

b.10. *Peter is 50 and unmarried and his friends call him 'an eligible bachelor'* (Vince, 2003:220).

The sentences b.7. and b.8. really show the strong impression on marriage. **Be dead set against** means “to be determined not to do something” (CALD:2008) —it means the speaker will never marry in his/her life. It is in line with the idea of “doesn't appeal” (b.8.), meaning marriage is not interesting to him/her. The next line is more obvious; it puts “being married” as something strange or odd. In another way, it wants to say that normal people is not married. On the contrary, the last line in the examples states otherwise. “An eligible bachelor” means “someone who is not married and is thought to be a suitable future marriage partner, especially because they are rich and attractive” (CALD, 2008). This means that Peter is ready in many ways to marry someone and ideally he has married to someone. In general, the author seems to insert his personal opinion about marriage. These examples are not appropriate in terms of its idea content in the Moslem context of learning.

Besides these examples, the passage below also contains the strong negative impression of marriage. It is found in another book (Locke & Downing: 2006).

here she's been sitting all the time I've been in India; mending her dress; running to the House and back and all that, he thought, growing more and more irritated, more and more agitated, for there's nothing in the world so bad for some women as marriage, he thought; and politics; (Locke & Downing, 2006:303).

It says that marriage is the worst thing for “some women” to do, besides politics. Though “some” there does limit the population—not all women, it is surely a warning that any woman should consider before she comes to a decision to marry. From the context, it is depicted that marriage has made the woman so busy doing all housework and she does not have any chance to enjoy her time. Marriage is like a punishment by doing social work all the time, and the punishment lasts to the end of her life. In sum, the message contained in the passage is also against the noble idea of marriage in Islam.

CLOSING

Based on the analysis, it is proved that the books on English Grammar in this study contains the ideas which are against the Islamic teaching—particularly on their promotion for party culture, and the negative assessment on marriage. It is likely to suggest the learners to have a party like the people in the west; it is normal for anybody to get drunk and to go home late in the morning as long as they are adults. Meanwhile it is surely forbidden for any Muslim to drink an alcoholic drink, and going late at night will be risky for Muslim in fulfilling their compulsory prayers at the dawn. Marriage in Islam is something noble; it is a way to make Muslim live in peace. It is not only about a personal preference, it is also a part of Muslim tasks to perfect his/her religion. It can be an obligation for grown-up Muslim.

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ADAPTING TOPIC-BASED ACTIVITIES FOR UNDERGRADUATE LEARNERS

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ABSTRACT

Topic-based activities have learners do a variety of tasks related to a particular topic in an English class. Originally designed for young learners who learn English, topic-based activities are flexible enough to be adapted for use in classes consisting of adult learners. The present paper reports how students of English in a university applied topic-based activities in several courses as a way to gain knowledge and practice what they had learned. This proved to be beneficial for the learners because—being candidates of English teachers in primary and secondary education—these learners had real experience of what topic-based activities meant and how they could apply the activities in their own classes in the future. Additionally, the learners gave positive feedback about the use of topic-based activities in the above courses as they found such activities highly motivating and enabling them to mobilize creativity in learning. Some considerations in using topic-based activities and the pedagogical implications are also explained in the paper.

Keywords: *topic-based instruction, learning activities*

INTRODUCTION

Topic-based instruction in the English as a Foreign Language (EFL) context is characterized by the teaching and learning process which focuses on a particular topic to explore language rather than using a certain grammatical unit or a genre as a springboard in language learning. For instance, the teacher determines ‘music’ as the topic in an English class after need analysis indicates that the learners have great interest in music and wish to learn English vocabulary and expressions in English related to it, so the teacher prepared materials in the form of lexical items about music for vocabulary learning, a few songs for listening comprehension, and a text about a pop music band for reading comprehension to be used in teaching English to that group of learners. Thus, the teacher integrates various language skills and language components in one lesson, and they center around one selected topic.

It needs to be noted that topic-based instruction is not a new approach to the teaching of English and has been widely implemented for more than four decades. Having immersion programs in Canada as an early form in the sixties and seventies (Juan-Garau & Salazar-Noguerau, 2015), it was introduced in the eighties as a part of the overarching concept content-based instruction (Leaver & Stryker, 1989) but many language teachers at various levels of education still find it relevant to date, hence the prevalent use of topic-based instruction in TEFL. The present paper aims to describe how topic-based instruction was adapted to be used for undergraduates majoring in English in the State University of Surabaya (Unesa). To obtain a more comprehensive idea about the implementation of topic-based instruction, it is essential to review content-based instruction first. Therefore, content-based instruction will be taken up in the next section, then the basic concepts of topic-based instruction will follow. Finally, the use of topic-based instruction in two courses in the English Department of Unesa will be elaborated, preceded by a brief account on the learners there and the setting.

CONTENT-BASED INSTRUCTION IN TEFL

The idea of language teaching which was integrated with the teaching of content began in the sixties, when the movement ‘language across curriculum’ was introduced for learners who were native speakers of English in British primary schools (Larsen-Freeman, 2000; Cameron, 2001). This movement paved the way for a similar approach to the teaching of English as a foreign language proposed in the eighties. In their seminal work, Leaver & Stryker

(1989) explained four features of content-based instruction, i.e. being based on subject matter, using authentic materials, encouraging the learning of new information, and taking the learners' specific needs into account. Later they simplified these features by omitting the third one (Stryker & Leaver, 1997); however, the concepts of content-based instruction remained the same.

Basically content-based instruction attempts to integrate language and subject matter in the curriculum. Unlike the traditional practice where language learning and content learning have separate objectives, content-based instruction has learners acquire the foreign language through the study of subject matter (Leaver & Stryker, 1989). It makes sense as language is a means to communicate knowledge to others, and separating knowledge from the means to communicate it may make learning less meaningful (Clegg, 1990). The focus is no longer learning *about* the language, but rather *through* the language. Therefore, knowledge should be learned using the foreign language and these two interact in the process of learning.

As an approach to learning, content-based instruction comprises at least six models: sheltered content courses, adjunct courses, theme-based instruction, Language for Special Purposes (LSP), discipline-based instruction and foreign languages across the curriculum (see Stryker & Leaver, 1997 for elaborate discussion). The model which is the most relevant to the present paper is theme-based instruction, which is also known as topic-based instruction, so the next section will address this model.

TOPIC-BASED INSTRUCTION

Theme-based instruction or, henceforth, topic-based instruction requires language teachers to shift away from the study of English grammar and put more emphasis on various learning activities which have one thing in common, namely, the topic (Stryker & Leaver, 1997). The syllabus is designed in such a way that a list of topics become the core, and learning activities like reading, writing and others depend on and must be relevant to these topics. This model has been prevalent in English classes for young learners. Although topic-based instruction is not the only suitable model to teach young learners, Scott & Ytreberg (1990:84) argue that it is "useful, helpful, practical and exciting" teaching method due to several reasons: the relevance to the learners' experience and interest; the contextualized language use that enhances memory and learning; the opportunity to perform in-depth study about and add personal or local touch to the topics; and its flexibility with respect to the organization of materials, time allocation and the types of learning activities to do. It benefits not only the teachers but also the young minds because it makes learning more purposeful and meaningful for them (Moon, 2000; Cameron, 2001).

The procedure of topic-based instruction begins with selecting the topics, which is usually carried out at the onset of the term. It is recommended that teachers involve the learners in deciding the most suitable topics because topics which arouse the students' interest can make them more focused on learning and eventually improve learning outcomes (Hudelson, 1997). However, teachers may also seek ideas from other teachers, books or magazines (Moon, 2000). Current events and festivals could be equally useful sources of topics (Cameron, 2001). Afterwards, the teachers should analyze the language skills and components that can potentially be developed into learning activities relevant to those topics. These learning activities are then organized so that a sequence of activities is obtained. Next, the time allocation should be well planned to ensure that enough time is assigned to each activity. For teachers who have never applied topic-based instruction in their classes but wish to use it, Moon (2000) advocates trying out a topic with the assistance from a fellow teacher who could they could share ideas with. After completing the tryout, it is important for them to elicit opinions from the learners about the topic-based work to evaluate their teaching. Such reflection about their own practice is definitely valuable to improve the implementation of topic-based instruction in the future.

Although topic-based instruction is ubiquitous in the teaching of English to young learners, it does not necessarily mean this model is not applicable for teaching adult learners. As a matter of fact, the content-based approach which occasionally includes its subordinate model—topic-based instruction—has been extensively implemented in tertiary education to teach both English for Academic Purposes (Kasper, 2000a; Kasper, 2000b; Vines, 1997; Klee & Tedick, 1997) and English for Specific Purposes (Klahn, 1997; Chadran & Esarey, 1997). The

use of topic-based instruction described in this paper will add one more instance of the implementation of this model with adult learners to the above list. Prior to the elaboration of such implementation in English Department of Unesa, it is vital to describe briefly the teaching and learning of English in this tertiary institution.

TEFL IN ENGLISH DEPARTMENT OF UNESA

Unesa is a state university located at the outskirts of Surabaya, the second largest city in Indonesia. Originally a teacher's college known as Institut Keguruan dan Ilmu Pendidikan (IKIP) Surabaya, it became a university in 1999. Despite this conversion, Unesa has maintained the task of producing teachers for education at primary and secondary level so most departments offer two study programs: education and non-education. In English Department the education study program have undergraduates take courses on English and the teaching of this language, while the non-education one lists courses on English and linguistics or literature in its curriculum. The present paper focuses on the former, so in the rest of this paper the term 'English Department' refers to the education study program.

As previously mentioned, the undergraduates majoring in education in English Department are required to take compulsory courses on English to improve their language proficiency. In addition, they learn how to teach English from compulsory and elective courses on TEFL, such as *Instructional Design*, *Curriculum and Material Development*, *Teaching Methods and Techniques*, *Assessment*, *Teaching English to Young Learners (TEYL)*, *Student Teaching*, *Media and ICT for ELT*, *Cross-cultural Understanding* and others. These courses equip the education majors with sufficient knowledge and skills related to the teaching of English to prepare them for the future duty in the field of education. Out of several aforementioned courses, the last two will be highlighted in the next section because in these courses topic-based instruction was occasionally implemented to provide the education majors insight into the concepts of this model and give them concrete examples about its application in the classroom.

IMPLEMENTATION IN UNDERGRADUATE COURSES

It is obvious that content-based instruction underlies the teaching-learning process in English Department, especially in the education study program, because the undergraduates learn how to teach English *through* English. This foreign language is used as a means of communication in the lectures so what they gain are twofold: the language and the subject matter. Due to various factors, such as the learners' age, their levels of proficiency, and the nature of the subjects, it may be unwise to utilize topic-based instruction as the only model in the teaching-learning process in those courses. However, in the lectures some topic-based activities have frequently been carried out as a part of learning, and the instances of such activities in two courses could be elaborated as follows.

The first course that exemplifies the use of topic-based instruction as the teaching model is *Cross-cultural Understanding (CCU)*. The undergraduates in English Department have to take this compulsory course to raise their cross-cultural awareness so that they develop good characters such as tolerance toward the target culture which occasionally could be very different from their native culture. Additionally, knowing and understanding the target culture help the education majors to make appropriate expressions in English and avoid producing inapt ones resulting from the native culture's interference. Later they bear the responsibility to do the same tasks to their own students when they decide to choose teaching as their profession, hence the mandatory nature of the course *CCU*. This course is structured around topics related to culture—*Introducing Yourself*, *Family Values*, *Social Values*, *Educational Values*, *Cultural Conflicts*—to name a few. Consequently, this course relies heavily on topic-based instruction as the teaching model.

The activities carried out in the classroom vary, depending on the characteristics of the topics. To illustrate, a lecture is deemed the most suitable activity for the topic *Educational Values* because the learners have little experience in this area. They have never visited universities overseas so they are quite unfamiliar with the educational systems and the academic culture in English-speaking countries. Therefore, the author as the lecturer should provide comprehensive account on them, followed by written tasks which are more learner-centered.

Another topic which is more general, *Introducing Yourself*, could be explored using different activities. The session usually begins with role plays with a prompt in the form of cards depicting a situation in which the learners have to introduce themselves to strangers in a public transport or a public place in their native country using their native language. The native culture obviously emerges from this conversation. Afterwards, the author asks them to read a particular chapter about introducing oneself in the western culture in the textbook and discuss it in groups. A speaking activity in the form of role plays again follows the discussion; however, the difference lies on the context stated in the prompt: this time they perform exchanges about introducing themselves in an English-speaking country using English. It gives the learners an opportunity to apply what they have read from the textbook and at the same time delve into this aspect in the target culture, realizing how distinct or similar it is from their native culture. Out of several types of activities in the CCU classes, the one that the learners find the most motivating and fruitful is holding classroom parties to celebrate festivals from the target culture. Although the activities are called ‘parties,’ they still contain elements of learning and have cultural experience as one of the learning objectives. As opposed to the more teacher-centered lesson for the topic *Educational Values* discussed earlier, the sessions dedicated to *Festivals and Celebrations* invariably tend to be learner-centered. An example of the session that explored this topic was a classroom party to celebrate Halloween. An event celebrated annually in American culture, Halloween was selected by the author as the theme for the party in the CCU classes every October. The learners spent two weeks preparing for the necessary equipment for it, such as costumes, decorations, and Power Point slides containing materials. On the day when the session was held, the learners decorated the classroom with Halloween-themed ornaments and wore frightening costumes. As learning activities, they presented slides describing various pieces of information about Halloween: how children and adults celebrated it, food served on that day, the myths surrounding it, and many others. Each presentation, which was done as group work, was followed up with a brief discussion in case the peers had questions for the presenters. From these activities, the learners not gained knowledge about the target culture and developed cultural awareness, but also gave favorable feedback about such learning activities to the author because they found the activities very interesting and enjoyable.

In addition to CCU, the course that has topic-based instruction as the underlying model is *Media and ICT in ELT*, which basically provides knowledge about different types of teaching aids—visual aids, audio aids, audio-visual aids and multimedia—and allows the education majors to demonstrate their creativity to develop and make good use of teaching aids in English Language Teaching (ELT). In each session, the learning activities include presenting an overview of and justification for a particular type of teaching aid by a group of learners, followed by briefly demonstrating how to use it to assist them in teaching a language skill (reading, writing, listening and speaking) or a language component (pronunciation, vocabulary and grammar). At the end of the session this group and the peers discuss the strengths and drawbacks of the teaching aid as well as find the best methods to overcome the latter. Each group has one whole session to complete the above task. Since there are eight groups (two groups for each type of teaching aids), only eight sessions are spent on presentations, leaving eight others for other activities exploring the use of media in language teaching. A noteworthy session involved topic-based activities with the theme of *Blue’s Clues*, a well-known TV show for children. Unlike the session about *Halloween* above, the topic of *Blue’s Clues* was selected by the learners, some of whom still found this show astonishing and fun to watch despite their age. One of them even expressed verbally that “we are still trapped in our childhood” and suggested to dedicate a whole session for *Blue’s Clues*, getting support and approval from his peers. The author and the learners agreed upon this idea, preparing what we labeled “Blue’s Clues Party.” The session in which the party was held accommodated four groups of undergraduates presenting four different types of media and demonstrating the use of these *Blue’s-Clues*-themed media in teaching English to young learners (or—to be precise—their classmates who pretended to be young learners). While so doing, they wore costumes that resembled the characters of *Blue’s Clues* (Blue, Magenta or Steve) to comply with the theme of the party. The undergraduates admitted it was a fun way of learning to develop and use media, and also applying the topic-based instruction they had learned in the course *TEYL* in the

previous semester. Thus, they learned about topic-based instruction by doing *through* English, which exemplified the implementation of content-based instruction well.

CONCLUSION

Topic-based instruction, which is a model in the broader concept of content-based instruction, could be appropriately implemented in the teaching and learning at the tertiary level. This paper has explained how topic-based instruction was adapted for use in two courses offered in the English Department of Unesa. In essence the undergraduates had some topics to learn about in the courses, and in so doing they did activities related to the topics and at the same used English as the means of communication. In the course *Cross-cultural Understanding*, they gained knowledge by doing the following topic-based activities: listening to lectures and practice listening comprehension at the same time, doing role plays to practice speaking, and presenting a particular topic before their peers as well as discussing it between them to improve their speaking ability. Similarly, in the course *Media and ICT in ELT* the education majors were engaged in learner-centered activities of developing various kinds of teaching aids, presenting them in the class, demonstrating their use and discussing how to improve them. Besides learning knowledge about the topics, they also had the opportunity to learn English as a foreign language because all of the activities were performed in English. It is strongly recommended, therefore, that topic-based activities be implemented in content courses in tertiary education institutions to ensure that the subject matters and the language could be learned simultaneously and make learning more optimum.

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STUDENTS' PERCEPTIONS TOWARD THE USE OF EDMODO AS AN EFFECTIVE TOOL FOR LEARNING ENGLISH

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ABSTRACT

With the emergence of internet and technology today, some teachers all over the world, especially in Indonesia where English is only learnt and used at school, try to combine both traditional teaching and learning with online learning in the form of blended learning to support the students to learn English. Edmodo is one of network platform which enables teachers and students to connect, collaborate and share content and educational applications, and assess homework, grades, class discussions and notifications. Its goal is to help educators to create and manage an online learning classroom as well as enable students to connect and work with their classmates and teacher outside classroom. This research focuses on the effectiveness of the use of Edmodo based on the students' perception. Eighty six college students who had been taught using Edmodo for a semester were asked to respond the questionnaire about the effectiveness of Edmodo as supporting tool in learning in the classroom. Ten students were also interviewed to seek more information about their experiences during using Edmodo in a semester. The results of the analysis showed that the majority of participants considered Edmodo as an effective tool to support their English learning even though they had difficulty with the internet connection.

Key Words: *edmodo, blended learning, online learning*

INTRODUCTION

Background

Today, technology plays important role in every aspect in our life. The growing of technology also affects the way how teachers teach in the classroom and how the students learn. Both teachers and students can browse many academic articles, virtual learning environments and other educational tools in the internet for free. Teachers can provide additional learning by having E-learning using specific online learning platforms which can be downloaded without purchase it. E-learning then comes to bring another way in teaching since it offers teachers and learners access to anywhere, anytime "information rich" sources (Kistow, 2011). With the ability of the internet to bridge time and space, e-learning gives big support for the EFL learners to learn anytime and anywhere without having trouble in managing time as long as there is internet devices. Learners can access web, blog, or platform provided by the stakeholder. Online learning provides the students to learn independently. Besides, e-learning is more flexible than traditional learning. It can be done in short of time in which we can fit with our schedule without coming to the school. E-learning is fast becoming more and more popular method for some school in developed country (Kodriyah, 2015).

Teachers can use both traditional face to face teaching instruction and online learning or by blended both learning styles, usually called as blended learning, by using online tool or platform. One of favorite learning platforms used by many educators is Edmodo. Edmodo is usually known as Facebook for Education. The display looks similar but is much more private and safe because it allows teachers to create and manage accounts and only for their students by typing group code to register in the group; no one else can participate or spy on the group without knowing the group code (Jarc, 2010).

Purpose of the Study

In Indonesia, Edmodo is not quite popular among the teachers. Few teachers used it to support their teaching instruction. However, the researcher used Edmodo for a year. This study has a purpose to know the students' perceptions toward the use of Edmodo, the advantages and disadvantages in using Edmodo as online learning tool

Research Problem

1. Based on the students' perceptions, is Edmodo an effective tool for learning?
2. What are the advantages and disadvantages of using Edmodo?

LITERATURE REVIEW

Edmodo was recognized by the American Association of School Librarians in 2011 as one of the top 25 websites that fosters the qualities of innovation, creativity, active participation and collaboration (Habley, 2011) in the category entitled "Social Networking and Communication". Edmodo enables teacher and students to connect outside class. Teacher can post materials, video, quizzes, and polls at Edmodo where the students can easily comment, download or submit assignments anytime anywhere without coming to the class (Kodriyah, 2015). Parents also can have discussion directly with teachers at Edmodo because it provides class for parents so that they can monitor their children progress at class. Many advantages can be obtained by applying Edmodo for blended classes. In EFL environment where English is not used for everyday conversation, having Edmodo as a supporting media to learn is very useful.

Teacher can have conversation by using English at Edmodo with students even they are not a school or campus. Robertson (2008) stated that Edmodo provides students with an English online communicative environment to practice language skills and to develop their linguistic competence. Besides, Edmodo is free application and no ads. Everyone can download it and it is easy to use. By not being overloaded with features, and offering learning aids like Quick Guides, FAQs, and lots of other support and help tools, Edmodo is not very hard to get started with. With no advertisements, and a process for inviting and managing which students access which classes, it addresses the fundamental concerns of privacy and safety that are an issue with many other free tools on the Internet that are great for sharing content and social learning, but are not education-specific or particularly student-friendly (Wahls, 2013). Furthermore, Edmodo facilitates various types of active learning. Teacher can provide assignments and related resources, has discussions about them, collaborate in defined groups, and provide a place where student-created digital content assignment. Teachers and students can connect to the application all the times and check any update or post at groups. Teachers can create connections with students from different schools or even teachers from other country. From technical perspectives, Bayne stated that Edmodo has three important criteria, i.e. usability, accessibility, and compatibility. The usability of Edmodo is that it is easy to use.

A number of researchers had investigated Edmodo for ELT, some showed that Edmodo is an effective tool to help teachers manage their classroom. An experimental study by Hastomo (2016) on the effectiveness of Edmodo to teach writing viewed from students' motivation on two different groups of students showed that Edmodo is more effective than Picture Series to teach writing. Besides, the students with high motivation have better writing skill than those having low motivation; and there is an interaction between teaching media and students' motivation in teaching writing. Minh & Giang (2014) investigated the effectiveness of Edmodo for Vietnam students. Ninety students were taught using Edmodo for blended learning. The results showed that numbers of good changes to the classes, including better way of management of large-sized class, an easier and more effective method of assigning homework, more convenient way of giving a test and assessment, and a more eye-catching and powerful way of giving preliminary discussion.

Another study is by Kathiri (2015) on the students' attitudes toward Edmodo in Saudi secondary school. Kathiri divided 42 students into two groups, experimental group and control group. The experimental group received traditional teaching plus a six-week daily interaction via Edmodo. The control group received traditional teaching only. The result of his study showed that students' perceptions towards Edmodo were highly positive and that although there were considerable challenges to its integration. From another perspective, the results of Kongchan's study (2012) revealed that Edmodo was perceived to be a wonderful and user-friendly social learning network that enable a 57-year-old teacher of English at King Mongkut's University of Technology Thonburi in Thailand to take charge of her own exploring and making use of the site to set up and run her online classes. Such results prove that Edmodo, having a high level of acceptance, can be used not only as a tool to create an additional online classroom community for students but can benefit the teacher community as well.

Said (2015) investigated the students' perceptions of Edmodo and mobile learning and their real barriers towards them at Taibah University in KSA. After implemented Edmodo, the researcher distributed questionnaire to 27 students. Findings indicated that students' perceptions of Edmodo and mobile learning is high and majority of students have positive perceptions towards Edmodo and mobile learning since they think that learning using Edmodo facilitates and increases effectiveness communication of learning, and they appreciate Edmodo because it save time. Similar to a study conducted by Angelo & Enriquez (2014) about students' perceptions on the effectiveness of the use of Edmodo as a supplementary tool for learning to 200 college students. Overall, the findings affirmed that majority of participants considered Edmodo as an effective supplementary tool for their learning.

Based on the brief related literature above, Edmodo as one of online learning platforms played important role in supporting students in learning.

RESEARCH METHODOLOGY

The researcher employed triangulation approach in gathering data of the research. Survey questionnaire was used as the main research instrument of the research. Moreover, the researcher also conducted interview to some participants to get more information about their perceptions on the use of Edmodo. The participants were 90 students of Islamic University of Kalimantan, Banjarmasin, Indonesia. Those participants were selected because they had been taught using Edmodo for a year. The instruments of this research were questionnaire and unstructured questions for interviewing some participants. The questionnaire included 13 questions related to the students' perceptions toward Edmodo.

RESULTS AND DISCUSSIONS

The researcher distributed questionnaire to get the answer of the research problems. The questionnaire was adapted from to know students' perceptions about the effectiveness of Edmodo as tool for learning. It consisted of 13 questions. The following was the results of the questionnaire.

Table 1. The students' perceptions toward Edmodo as an effective tool for learning

No	Statement	Agree	Neutral	Disagree
1.	Explanation, quizzes, and other online task given by lecturer in Edmodo help me to improve my learning and comprehension about the course	74.65%	23.94%	1.41%
2.	The reference materials from the internet such as links of materials, video, pictures, and articles posted by lecturer are useful in understanding the course	67.61%	30.98%	1.41%
3.	Edmodo is one of innovative and creative supplementary teaching methods that can be used to support face to face classroom interaction	63.38%	35.21%	1.41%
4.	Feedback from the lecturer and classmates at Edmodo can improve the quality of my work	54.94%	40.83%	4.23%
5.	Edmodo helps me to communicate using English outside class	61.97%	36.62%	1.41%

From the table above, it can be seen that 74.65% of participants agreed that activities delivered via Edmodo helped the learners comprehend the teaching course. Only 1.40% of the participants disagreed that online activities helped them to understand the course. It means that the majority of participants perceived Edmodo as an effective tool to help them in their learning and help them to understand the course. The results from the questionnaire are also in line with the results from the interview. Among five participants, four said that activities delivered via Edmodo had helped them in learning specific course. Because they can recheck and review the materials posted at Edmodo anytime and anywhere that can helped them to learn more about the course. However, in statement 1, 23.94% of participants answered neutral. This was maybe some of the learners still think that activities via face to face interaction is far more helpful rather than via online yet they cannot say disagree since online activities also helped them learning even not as much as via traditional teaching.

When it comes to the references materials posted at Edmodo, 67.61% of participants agreed that those materials given by lecturer at Edmodo account helped them to understand the course better. The neutral response of this statement is quite high which is 30.98% from the total participants. The results of the interview also showed positive attitude toward the statement2. Among five students, three students said that most materials such as poster, link from the internet, pictures and video helped them to understand the course better. Meanwhile, two of the interviewees said that they had difficulty in understanding the content of those supporting materials due to their weaknesses in their language ability. Statement 3 also received positive responses from the participants. Most of participants that is 63.38% agreed that Edmodo is one of innovative and creative supplementary teaching methods that can be used to support face to face classroom interaction. Students can have access on Edmodo via their mobile everywhere as long as there is internet connection. Teachers can give extra room to discuss specific materials or course via online learning platform, Edmodo, without coming to the classroom. This is in line with Robertson (2008) stated that Edmodo provides students with an English online communicative environment to practice language skills and to develop their linguistic competence.

On the question whether feedback received by participants at Edmodo helped them to improve their works, 54.94% of participants affirmed that the feedback help them to the betterment of their works whereas 4.23% of disagreed that feedback they received from Edmodo helped them to get their works better. Based on the results from the interview, four of five students agreed that feedback they got via Edmodo helped them to improve their works, however, two of five students disagreed since they said that some of feedback only focus on surface level which did not really improve their works. Statement 5 tried to seek answer whether Edmodo can support the participants to speak and practice English outside classroom or not. The majority answered that Edmodo was very helpful to practice English even after class was over since in Indonesia English is only foreign language. English is used and learnt only at school not for daily conversation. In EFL environment where English is not used for everyday conversation, having Edmodo as a supporting media to learn is very useful. Teacher can have conversation by using English at Edmodo with students even they are not a school or campus (Kodriyah, 2015).

Table 2 Students' Perceptions about the Advantages Use of Edmodo as a Supplementary Tool for Learning

No	Statement	Agree	Neutral	Disagree
1.	Edmodo allows me to easily interact with classmates and teacher about course via online	59.15%	35.21%	5.64%
2.	Edmodo is easy to use because we can take assignment, quiz, and task via online	60.56%	33.80%	5.64%
3.	Edmodo allows me to access reference, more explanation about the course provided by lecturer	56.34%	40.83%	2.83%
4.	Online activities and discussions in Edmodo motivate me to learn more about the course	50.70%	42.25%	7.05%

Based on the table 2, the highest percentage was 60.56% from the total of participants which was the fact that Edmodo is easy to use because students can take assignment; submit assignment, quiz, and doing task online. Students like to use it due to its simplicity in supporting their learning. Said (2015) said that Edmodo it has become a popular virtual M learning platform because it is a secure, ease to use, accessible via web browser and a free smartphone app for

Windows phone, iOS, Android, etc., it is provides a virtual space for teachers and educators to share and discuss ideas, and files (text, images, audio, and video) through mobile devices. The second highest percentage was 59,15% regarding the benefits of Edmodo to have interaction with classmates and teacher via online. The statement about the easiness of Edmodo to access reference and further explanation about course received 56.34% from the total participants. As stated by Jarc (2010) teachers can send notes (SMS), and alerts to individual students, and also, send assignments and quizzes, receive completed assignments, and conduct polls. Students can also share content, submit homework, assignments, and quizzes, receive their teacher's feedback, notes, and alerts, as well as vote on polls. On the question whether online activities in Edmodo motivated them to learn the course, 50.70% of the participants affirmed that the said activities allowed them to be motivated in studying the course.

Based on the results of the questionnaire, majority of participants agreed that Edmodo is indeed a great platform as an effective tool for learning because of its features and benefits such as active participation in online class activities, easy to use features in submitting online tasks, easy to access reference materials and increase of student motivation because of online activities and discussions. The results from the questionnaire were also in accordance with the results of the interview. The majority of interviewees agreed that Edmodo is beneficial for them to learn English outside classroom. They said that they had English environment even they were not at campus. Students were motivated to speak English, write use English even they made some mistakes.

Table 2 Students' Perceptions about the Disadvantages Use of Edmodo as a Supplementary Tool for Learning

No	Statement	Agree	Neutral	Disagree
1.	Online activities such as discussion, quizzes, and assignment are time consuming	38.03%	50.70%	11.27%
2.	Students with no access on the internet could be left behind	36.62%	40.83%	22.55%
3.	The procedure of Edmodo is difficult to understand and to follow for the students	23.94%	54.94%	21.12%
4.	Edmodo needs good internet connection and not all students has good internet connection	56.34%	38.03%	5.64%

From the table above, it can be concluded that 56.34% of participants agreed that Edmodo needs good internet connection and not all students has good internet connection. This caused student with no access of internet could be left behind. Further, 38.03% of participants permitted that online activities such as discussion, quizzes, and assignment are time consuming. Another downside of using Edmodo is students can easily view or copy the works of their classmates because it can easily be access in the said educational platform site. The results from the interview showed that actually they did enjoy learning via Edmodo. The problem relied on the internet connection since in Banjarmasin some areas had poor internet connection. In addition, the electricity in Banjarmasin was also unstable. Most of the day, all areas, for two until 5 hours got blackout due to the regulation from PLN.

CONCLUSION

Based on the findings above, it can be concluded that Edmodo is an effective tool for learning because it can help the students to improve their learning through an active participation in online discussion and task. The findings showed that most participants responded positively and accepted Edmodo as simple and meaningful learning platform which enable the students to learn anywhere and anytime without having face to face interaction with teachers and other classmates. Edmodo is easy to use because students can take assignment; submit assignment, quiz, and doing task online. Students like to use it due to its simplicity in supporting their learning. In addition, Edmodo can support the participants to speak and practice English outside classroom and it was very helpful to practice English even after class was over since in Indonesia English is only foreign language. Furthermore, the majority of the participants agreed that Edmodo is a good learning tool to supplement face to face discussions and a good collaboration platform for students and teachers.

However, there are also some disadvantages using Edmodo such as time consuming, difficulty in following the procedures of Edmodo, plagiarism of other works and not all students have access to the internet. Internet connection was the biggest problems faced by most participants. Basically from the results of the interview, the participants agreed that Edmodo can support their learning because it is quite easy to use, can be accessed anytime and anywhere, and it is cheap. Besides, Edmodo is very helpful to get access with lecturers and other classmates to discuss about the course.

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UTILIZING L2 MOVIES WITH L2 SUBTITLES TO ATTAIN L2 LEARNERS' SPEAKING SKILL

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ABSTRACT

This paper discusses a strategy of developing speaking skill utilizing L2 movies with L2 subtitles, called multimodality learning. Providing such multimodality learning process, theoretically, is believed to give significant benefit. First, learners are provided not only with compelling movies that make them interested in watching, but also with the aid of understanding the story from the subtitle; so the input of the language is comprehensible. Second, listening to L2 sounds leads to comprehending some microskills of speaking such as phonemes, stress, rhythm, intonation, phrases, grammar and so forth. Therefore, it serves as a natural and real-life model for learners' speech development. Third, watching L2 subtitles helps learners understand the model and produce more accurate and complex structure and fluent expressions. To conclude, utilizing L2 movies with L2 subtitles is able to help learners' complexity, accuracy, and fluency in producing their utterances. Therefore, it is suggested for ELT practitioners to utilize this strategy in order to get the benefit from the use of multimodality learning. In addition to vary the atmosphere of teaching and learning process in a more natural way, it is also necessary to find out how such media has an effect on developing L2 learners speaking performance.

Keywords: *L2 Movies, L2 Subtitles, L2 Learners' Speaking Skill*

INTRODUCTION

Communication practices through aural, textual, and visual resources—or modes—can be used to compose messages. So, the mode of sound, picture, and texts are used at the same time to give real samples of more comprehensible communication. This is beneficial in order to create meaning to learn and to practice producing meaning as well. L2 movies with L2 subtitles can be used as a model to develop speaking ability as the students watch picture motion, listen to L2 sounds, and read L2 subtitles. Learners have ample of opportunities to expose their second language by utilizing multimodal learning strategy. The present article elaborates how speaking skill as a foreign or a second language is developed through exposing learners with second language exposure as many as possible by means of utilizing second language movies (English movies) with second language subtitles (English subtitles).

Second Language Acquisition (SLA) theory plays important role in teaching and learning process as it can be helpful not only for teachers to pick up the appropriate techniques of teaching in the classroom but also for learners to understand how to acquire and learn the language. Understanding how a second language is acquired and learned make both learners and teachers easier, faster, and better to do thier jobs because they know what they should do during the teaching and learning process. It means that teachers, in this case, put the hypothesis

SLA theory into practice especially the five hypothesis proposed by Krashen (1981, 1982, 1985, 1994, 2003, 2013). It includes (1) the Acquisition-Learning Hypothesis, (2) the Natural Order Hypothesis, (3) the Monitor Hypothesis, (4) the Input Hypothesis, and (5) the Affective Filter Hypothesis. Those five hypotheses are important not only for EFL teachers in order to know and practice the theory through teaching and learning proces in English class but for EFL learners in order to base their leaning effectively.

Through comprehensive Input, our *Second Language Acquisition Device* (SLAD) is triggered, and we *Acquire Language* subconsciously in a *Natural Order*, as long as our *Affective Filter* is low. Deviant acquisition orders may emerge when our *Monitor* introduces *Learned Rules* from instruction out of natural order. So, people acquire *Second Languages* (SLs) only if they obtain *Comprehensible Input* and if their *Affective Filters* are low enough to allow the input in. When the filter is down and appropriate *Comprehensible Input* is presented, acquisition is inevitable. It is, in fact, unavoidable and cannot be prevented.

In short, *Input Hypothesis* puts more emphasis on the recent article than the others under the condition that the input is not only interesting but also compelling. It means that the input is so interesting we forget that it is another language. Compelling input appears to eliminate the need for motivation, a conscious desire to improve. When we get compelling input, we acquire language whether we are interested in improving or not. So, listening to or reading compelling stories, watching compelling movies, and having conversation with fascinating people become the way to acquire language. And therefore, this compelling input becomes the basis of this article since EFL learners are supposed to watch interesting movies.

MICROSKILLS OF ORAL COMMUNICATION

Phonemes, stress, rhythm, intonation, phrases, grammar and so forth constitute microskills of speaking mostly found in English movies. The microskills of oral communication by English native speakers appeared in movies become a model for learners to develop their speaking ability by imitating some particular elements of language form focusing on the quality and intensity of the exposure. Microskills of speaking or oral communication proposed by Brown (2001: 272) is summarized in Table 1 as follows.

Table 1: Microskills of oral communication

1	Produce chunks of language of different lengths.
2	Orally produce differences among the English phonemes and allophonic variants.
3	Produce English stress patterns, word in stressed and unstressed positions, rhythmic structure, and intonational contours.
4	Produce reduced forms of words and phrases.
5	Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6	Produce fluent speech at different rates of delivery.
7	Monitor your own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
8	Use grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization, word order, patterns, rules, and elliptical forms.
9	Produce speech in natural constituents—in appropriate phrases, pause groups, breath groups, sentences.
10	Express a particular meaning in different grammatical forms.
11	Use cohesive devices in spoken discourse.
12	Accomplish appropriately communicative functions according to situations, participants, and goals.
13	Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14	Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization and exemplification.
15	Use facial features, kinesics, body language, And other nonverbal cues along with verbal

language to convey meanings.

- 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.

It is obvious that utterances spoken in English movies are manifestation of microskills of oral communication shown from Table 1. The following example of utterances taken from a movie `Captain America: The First Avenger` using English subtitles shows some points of microskills usage. For example, learners can orally produce differences among the English phonemes as in excerpt from 248 to 253 in order that learners will get better English pronunciation, intonational contours as in excerpt 248, use grammatical word classes as in excerpt 249, accomplish appropriately communicative functions according to situations as in excerpt from 250 to 253 since all these expressions are in the form of instruction from the commander. In excerpt 250, the the utterances `Pick up the pace ladies!` are not actually intended to ladies but it is the use of appropriate pragmatic or implicature addressed to the soldier who do not run fast. So, what is said by the commander is not what is meant by him and learners will begin to realize the meaning of these utterances by watching the movie and the subtitles.

Excerpts 248 to 253 from a movie `Captain America: The First Avenger`:

248

00:21:24,745 --> 00:21:27,111

Rogers! Get that rifle out of the mud!

249

00:21:27,214 --> 00:21:31,844

And they will personally escort Adolf Hitler to the gates of hell.

250

00:21:32,186 --> 00:21:34,313

Pick up the pace, ladies!

251

00:21:34,989 --> 00:21:38,447

Let's go, let's go! Double time!

252

00:21:38,793 --> 00:21:41,591

Come on! Faster! Faster!

253

00:21:42,063 --> 00:21:44,361

Move! Move!

This kind of microskills can be developed gradually day by day based on their own free time and preference. Therefore, it is flexible for learners to arrange their own learning time. It is very common to say that movies are a flexible tool for second language learning since they assure a rich variety of language and cultural experiences. Movies expose the students to authentic target language, speech forms that are not normally encountered in the more restricted classroom environment and they are often made to sound natural to native speakers of the language and therefore they represent authentic language.

STUDIES ON L2 MOVIES WITH L2 SUBTITLES

Talking about L2 movies and L2 subtitles is something to do with the combination between audio and subtitles which are followed by the picture motion altogether. In general, there are different types of possible combinations between audio and subtitles. The main ones are typically known as *standard subtitles* (foreign language audio with mother tongue captions), *bimodal subtitles* (foreign language audio with foreign language captions), and *reversed subtitles* (mother tongue audio with foreign captions). The most commonly used combination is the standard one, also called *interlingual*. The bimodal variety, also called *intralingual*, is also commonly used in classroom activities; the use of one or another in class will depend on the goal of the lesson and on the students' level. This article is focusing on the use of L2 subtitles more than the other subtitles.

Research on subtitles have been carried out by many researchers resulting various findings to date. According to Vanderplank (1990) who examined how learners of English used captions over a three-month period found that learners who took notes while watching captioned videos produced more accurate language on subsequent comprehension exercises. Those who did not take notes comprehended as well as the note-taking group but did not retain specific language used in the videos. He concluded that attention and processing are important for the intake and long-term retention of forms through caption.

Another author named Garza (1991) compared Russian ESL learners' comprehension of video segments with second language (L2) subtitles to that of video segments without captions. The results showed that a textually enhanced visual channel, which presents information redundant to that presented by the auditory channel, facilitates students' comprehension. Mirvan (2013) revealed that L2 subtitles help students understand and improve their reading skills and its effects on developing students' reading and communication skill. It means that films offer a visual context aids which help students understand and improve their reading skills.

Koolstra and Beentjes (1999) worked on 246 Dutch children in Grade 4 and Grade 6. They were shown a 15-minute American documentary once with subtitles and once without subtitles. The study demonstrated that children acquired more English vocabulary from watching subtitled compared to those who watched the program without subtitles. Children in the subtitled condition also performed significantly better on a word recognition test, consisting of words heard in the soundtrack and words that could have been used in the context of the particular program.

In addition, when watching videos, learners can become more inquisitive and intellectually stimulated (Denning, 1992). Videos are also useful for group work, for tasks from which learners can apply appropriately what they have learned with higher cognition skills (Denning, 1992). EFL learners can enrich their knowledge of culture when viewing authentic communication among native speakers (Rammal, 2006). Generally, videos are a useful medium to help expose learners to the target language, from which many aspects of the language, including conversational strategies, could be acquired efficiently. In line with Mei-ling (2007) who examined teaching English listening and speaking through films suggests that English films play a positive role in motivating students to learn English listening and speaking.

Watching English videos with English (L2) subtitles, EFL learners are able to acquire English subconsciously as they are exposed to English sounds to listen and English text to notice simultaneously that make learners comprehend the input from watching the videos. It is in line with Krashen (1985) who proposed Second Language Acquisition (SLA) stating that learners can learn a large amount of language unconsciously through ample comprehensible input. The use of the target language in real communicative environment and the stress on rich comprehensible input by exposing the learners to the target language in the classroom, facilitate their language acquisition. Therefore, by watching the video with subtitle, learners are not only able to understand the story exposed in the scene but comprehend some words related to the scene they have watched as well.

Ohta (2000) states that language production within a meaningful context and through interaction has been demonstrated to assist second language acquisition. Also, several research studies have shown that language production within a meaningful context resulted in improvements in language acquisition (Nagata, 1998; Ellis & He, 1999). According to Swain's

(1993) output hypothesis, language production within a meaningful context and through interaction: (1) provides the opportunity for 'contextual' use of linguistic resources, which leads to 'automaticity' in language use; (2) forces 'syntactic processing' where students pay more attention to syntax when listening in order to use it in their own language production later on; (3) helps students to 'recognize what they do not know or know partially'; (4) provides opportunity for 'testing hypotheses' in order to see the linguistic features that work.

Bird and Williams (2002) focused on the implicit and explicit learning of spoken words and non-words. A first experiment with 16 English native and 16 advanced non-native speakers demonstrated that participants in the captioned condition were better able to implicitly retain the phonological information they had just processed. They also showed superior explicit recognition memory when asked to aurally identify words that had been presented in a previous phase. A second experiment with 24 advanced ESL students found that captioning had a beneficial effect on word recognition and implicit learning of non-word targets paired with two rhyming and two non-rhyming aural cues, especially in the rhyme condition.

EFL learners take advantages of being exposed by different kinds of modes-multimodality-to improve comprehension, but L2 subtitling is more beneficial than L1 because it causes less lexical interference (Guichon & McLornan, 2008). The information from subtitles is so beneficial for learners since this valuable information is concerning the consistency of viewing behavior (Wagner, 2007) and it is in line with Grgurović & Hegelheimer (2007) who claim that participants interacted with the subtitles more frequently and for longer periods of time than with the transcript. Therefore, Captioning was more effective than no captioning and captioning during the first showing of the videos was more effective for performance on aural vocabulary tests (Winke & Gass & Sydorenko, 2010) supporting to have speech performance.

Finally, research on the use of L2 subtitles and L2 movies resulted similar conclusion, for examples, Zarei (2009) stated that bimodal subtitling is significantly better than the standard subtitling, which, in turn, is significantly better than reversed subtitling because when the soundtracks are in their native language, the learners may not feel the need to read the subtitles simply because comprehension is achieved without them. When they do not read the subtitles, they do not learn new words, receptively or productively. Harji & Woods & Alavi (2010) concluded that it was significantly proven that the presence of subtitles on the videos helped learners better acquire the words used in the conversations and employing multimedia, such as audio video appliances, in language teaching environments assists learners to receive the language through multisensory channels. Pasban & Forghani & Nouri (2015) concluded that the learners in the experimental group outperformed those of control group by watching English captioned movies which affects student's phrasal verb knowledge.

CONCLUSION AND SUGGESTION

Based on the multimodality learning strategy investigated by researchers during the last decade, it can be concluded that using L2 movies with L2 subtitles bring some benefits to learning English as a foreign language. First, learning a foreign language utilizing multimodality is so challenging that might enlighten learners to learn English speaking better since learners can have their own schedule to learn and to choose the movies they like. The help of L2 subtitles provides learners with English production within a meaningful contexts and through interaction so that they understand the movie more easily and assist second language acquisition. Second, learners have opportunities to adopt and adapt the microskills of oral communication such as phonemes, stress, rhythm, intonation, phrases, grammar and so forth from the compelling movies. The movies expose the students to authentic target language, speech forms, and movies are often made to sound natural to native speakers of the language and therefore they represent authentic language. Also, learners can explore the issues of appropriateness and pragmatics while observing linguistic, paralinguistic and nonverbal behaviour as well. Third, the realistic verbal communication from movies also helps the learners to pick up the language more spontaneously and motivate them to develop their oral skills.

It is recommended for teachers to use this multimodality learning strategy in order to be able to teach English speaking better. It is also suggested for syllabus designers to include

movie material to learn English in their speaking class. Teachers and syllabus designers will be able to facilitate the students' learning by exposing them to the right kind of subtitled movies.

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RECYCLING TRADITIONAL SONGS INTO PEDAGOGIC SONGS AS LISTENING- AND PROJECT-BASED MATERIALS FOR ENGLISH YOUNG LEARNERS

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ABSTRACT

The aim of conducting this preliminary study was limited to finding out the validity of the recycled songs, and also listening- and project-based activities. In developing the materials, the writer followed the research and development stages. For the listening activities, she wrote local content lyrics and set them on traditional melodies familiar to the students. Questionnaires were used to find out the theoretical and empirical validity of the materials. Two experts in material development validated the audio compact disc containing six pedagogic songs, the listening- and also the project-based activities. Questionnaires were also used to find out students attitude and responses towards the content of the materials. Fifty first grade junior high school students participated in the empirical try out. The findings in this preliminary study revealed that theoretically the materials are valid and that empirically the students have positive attitudes and positive responses towards the material in terms of the contents, the activities, and the pedagogic songs. Further in-depth research should be conducted to find out the effectiveness of the developed materials.

Keywords: *recycling, traditional songs, pedagogic songs, listening, project-based*

INTRODUCTION

One of the big problem teachers face in teaching English to young learners is to maintain their interest and focus on the lessons and have them do the learning tasks. Based on the writer's former observation and questionnaires' results distributed to young learners, it is evident that they like to sing and to listen to songs. They also like to do various activities that require them to learn by doing. To maintain their interest and focus their attention on the learning process, the researcher recycles traditional songs, that is, she uses the melody of traditional songs, and set new lyrics on them. To fulfil their preference in learning by doing she developed project-based activities.

There are two kinds of songs, authentic songs and didactic or pedagogic songs. Authentic songs are not specifically designed for teaching purposes and therefore are difficult for teaching English to young learners. On the other hand, pedagogic songs are written and designed with a purpose for teaching English language, especially for young learners. There is a choice among various children songs for teaching English. However, to fulfil the national curriculum regarding local content, there is a need for developing supplementary materials which suit the needs of the learners, i.e. using learners' environment as content in an EFL classroom. This is an advantage for the learners, since they are not burden with the new cultural information and new linguistic content simultaneously. On the contrary, their familiarity with the content may influence their knowledge and support their understanding of the target language. This is also emphasized by Post and Rathet (1996) who identified the benefits of using learners' native culture as content in an English classroom. They state that using content that learners are familiar with can influence learners understanding of the target language. They also state that many research findings revealed that information which are culturally unfamiliar for the learners can hinder the learning process of linguistic information in delivering the content. Moreover, they state that if we can, especially for lower-level learners, use familiar cultural and environmental content while teaching English, we can reduce what Winfield and Barnes-Felfeli call the "processing load" that learners experience. (Post & Rathet, 1996: 12-17)

Maley (1997: 93-95) states 9 reasons for using songs in learning English, which are (1) easy to remember; (2) rhythmic, the sound and stress pattern are continuously repeated, so it can facilitate language acquisition; (3) *recitability* where the written words in songs can

possibly be pronounced naturally, particularly in choir; (4) non-trivial, since the importance of using songs is to give meaningful input for the students; (5) universal, since themes are mostly general for all cultures like love, death, nature and children; (6) *playful*, which is one of the key factors for learning a foreign language; (7) motivational, which is another factor needed for learning a foreign language; (9) beneficial, since it gives opportunities for interaction between teacher – learners and learners-learners. Moreover, according to Lynch songs can be used to introduce vocabulary, phrases, and expressions to learners. Cultural aspects can also be introduced through songs. (Lynch, n.d.) In writing the song lyrics, the researcher considers the reasons for using songs in learning English as stated by Maley and Lynch mentioned above.

Graham (in Orr, 1999:49) states that it is a personal choice for the teacher to use authentic materials or songs created expressively for ESL (EFL) classrooms. She likes to use a combination of the two, that is, she likes to create lyrics and set them to traditional melodies. In developing the activities, the researcher should consider learners' different learning styles in achieving the learning objectives, and should provide them with opportunities to explore and experience the target language through project-based activities, in and outside the classroom. In writing pedagogic songs, the writer focused on the following aspects (a) the lyrics and melody should be appropriate with learners' characteristics and needs, (b) the tempo should not be too fast, (c) the song should include meaningful repetition in context, (d) the lyrics need to fit the learners' level of language difficulty, (e) the songs should allow learners' active participation in learning the language, (f) the culture of the learners need to be included, (g) the song should be short and include rhyming. (Goh, 2008:48-49; Orr, 1999:50)

In developing the listening activities, the researcher applied Adachi's techniques to teach listening comprehension to learners, namely (a) *Answering questions*. Learners listen to the song and write their *yes* or *no* answers. Learners listen to the song and give short answers to questions with *WH* and *how (many/much)*. Learners listen to the song and answer the questions by circling *true* or *false*. (b) *Filling in*. Learners listen to the song and fill in the blank spaces of the song lyrics. (c) *Rearranging*. Learners listen to the song and at the same time rearrange the song lyrics. Each lyric line of the song is written on a small card and learners can work individually or in groups. (d) *Singing along*. Singing together is viewed as a necessity in song based activities. When singing it is expected that the learners can learn more about the phonological features in a song, and are able to improve their listening and productive skills, like pronunciation and speaking. (Adachi, retrieved from lr.lib.miyazaki-u.ac.jp/bitstream/10458/12/57/3/kkk69)

In writing her song lyrics, she generally follows the following steps. First, she collects traditional songs with melodies that she believes are familiar to the learners. Then, learners select the songs focusing on the melodies that will be used by the researcher to set lyrics on them. Next, she writes the lyrics and set them on the melodies selected by the learners. The lyrics that she wrote and set on familiar melodies are completely different from the original one. Then, she develops the listening and project-based activities which derive from the pedagogic songs. The developed songs can be used for teaching the four language skills, vocabulary, and also tenses, especially for young learners.

The aim of this study is to find out the result of the preliminary study which includes the validity of preliminary field try-out (theoretical study) and main field try-out (empirical study) of the pedagogic songs, listening and problem-based activities. Since this is going to be a two-year study, this first year study focused on the preliminary field try-out and main field try-out. The second year will focus on the operational field try-out with a larger sample.

METHOD

This preliminary study employed the educational research and development stages of Borg and Gall (1989) and is limited to finding out the results of preliminary field-try-out (theoretical study) and main field try-out (empirical study) of the recycled songs, listening and project-based activities that have been developed. For the preliminary field try-out, two experts in material development were given three questionnaires each. The first questionnaire on materials development was a total of 17 Likert-type scale items (5=strongly agree; 1=strongly disagree) and had 4 sections. The first section dealt with the objectives, namely general and specific objectives, and the lay out of instructional objectives. The second section dealt with instruction,

which include the lay out, the written form, and the appeal of the instruction. The third section dealt with content analysis to find out: whether the content and objectives were in mutual accord; whether the content of the lessons were interesting and informative; whether the content were comprehensible for learners; whether the content was written in logical order; and whether the appeal of content was good. The fourth section dealt with activities and tasks, which focused on whether the activities and objectives are in mutual accord; whether the activities cater for learners' cognitive and affective skills; and whether the appeal of the activities are good. The fifth section dealt with songs, that is, whether the topic and content of the songs are in mutual accord, the pace of the songs, and the appeal of the songs. The second questionnaire on visual design was a total of 12 Likert-type scale items (3=exemplary; 2=acceptable; 1=poor) and had 3 sections. The first section dealt with visual elements, namely arrangement, balance, color, and legibility. The second section dealt with text elements, namely style, size, spacing, color, and use of capitals. The third section dealt with appeal, which includes surprise, texture, and interaction. The third questionnaire on audio media was adapted from Smaldino, Lowther, & Russell (2008:307). It was a total of 10 Likert-type scale items (3=high quality; 2=medium quality; 1=low quality). The rating areas are (1) alignment with standards, outcomes, and objectives; (2) accurate and current information; (3) age-appropriate language; (4) interest level and engagement; (5) technical quality; (6) ease of use; (7) bias free; (8) user guide and directions; (9) pacing appropriate; (10) use of cognitive learning aids: overview, cues, summary.

Following the expert validation is a main field try-out conducted to get feedback on the developed materials (including songs, listening and project-based activities), to eliminate the weaknesses so that the developed materials can meet the intended objectives and quality. First grade high school learners (N=50) aged 12 and 13 from four public junior high schools participated in this study. These four schools represented four districts in Ambon municipality. The try-out involved the implementation, observation and revision of the developed materials. The learners were encouraged and motivated to learn and practice according to the activities provided in each lesson. Their performance was guided, monitored and evaluated by their teachers and the researcher. The purpose of this is to find out the affect of the developed materials to be used in the classroom. For the main field try-out there were two questionnaires. The first questionnaire which was adopted from Dick, Carey & Carey (2005:289-290) aimed at assessing learners' attitude towards the materials. It was a total of 6 Likert-type scale items (5=strongly agree; 1=strongly disagree). The second questionnaire aimed at assessing learners' understanding of the content with a total of 6 Likert-type items. All the data in this study were analyzed using percentage.

For this study, the researcher has written six pedagogic songs and set them on traditionally familiar melodies. The topics of the developed songs are: (1) 'Gandong' which is a word showing blood relation; (2) Let's Go to Liang Beach; (3) Clove Trees in Lease Islands; (4) Let's Visit Banda; (5) My Birthday; (6) 'Pintu Kota' Beach.'

FINDINGS AND DISCUSSION

Preliminary Field Try-Out

The results of the study (see Table 1) show that the two experts in material development perceived the materials, visual design, and audio media to be 'very good'. Since a score of 68 represents the ideal/highest score for materials development, it can be assumed that a score of 61 and 66 can be interpreted as 'very good'. Next, a score of 36 is the ideal/highest score for visual design, therefore, it can be assumed that a score of 33 can be interpreted as 'exemplary'. Last, a score of 30 is the ideal or highest score for audio media, therefore, it can be assumed that a score of 29 can be interpreted as 'high quality'. In this study the scores are converted into percentages.

Table 1. Summary of Two Experts Validation

No	Components	Expert 1		Expert 2		T o t a l		Ideal score
		Score	(%)	Score	(%)	Score	(%)	
1	Materials	61	90%	66	97%	127	93%	136
2	Visual design	33	92%	33	92%	66	92%	72

3	Audio Media	29	97%	29	97%	58	97%	60
Total						251	94%	268
Score								

Table 1 shows the score result of the two experts' responses towards perceiving the materials, visual design and audio media aspects. From Table 1 it is clear that the ideal/highest total score for materials component is 136, therefore a total score of 127 or 93% from two experts indicated that they agreed that the 'materials' in terms of its objectives, instructions, content analysis, activities/tasks, and songs were 'very good'. It is also clear that the ideal/highest total score for visual design component is 72, therefore a total score of 66 or 92% from 2 experts indicated that they agreed that the 'visual design' in terms of its visual elements, text elements, and appeal were 'exemplary' or very good. Last, it is also clear that the ideal/highest total score for 'audio media component' is 60, therefore a total score of 58 or 97% from two experts indicated that they agreed that the 10 rated aspects for audio media was 'very good'.

Main Field Try-Out

The result of the attitude questionnaire shows that the learners had a positive attitude towards the materials since their responses range between 'strongly agree' and 'neutral', except for number 5 where one learner disagree with the statement. It is clear that 50% of the learners (N=50) 'strongly agreed' and 42% 'agreed' that the instructions were interesting. The next question indicated that 52% of the learners 'strongly agreed' and 40% 'agreed' that they understand what they had to learn. In addition, 44% of the learners 'strongly agreed' and 52% 'agreed' that the activities are sufficient. Furthermore, 26% of the learners 'strongly agreed' and 64% 'agreed' that sufficient feedback was given to do the activities. In responding to the question regarding their confident in answering test items, 38% of the learners 'strongly agreed' and 56% 'agreed' that they were confident. It was surprising that 1 learner (2%) was not confident in answering the test items. For the last question, 78% of the learners 'strongly agreed' and 14% 'agreed' that the songs are enjoyable.

Table 2 Learners' Responses In Terms of Their Attitude Towards The Material

No	Questions	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	the instructions are interesting	50	42	8		
2	I understand what I have to learn	52	40	8		
3	The activities are sufficient	44	52	4		
4	Sufficient feedback is given to do the activities	26	64	10		
5	I am confident in answering the test items	38	56	4	2	
6.	The songs are enjoyable	78	14	8		

The result of the content questionnaire shows the learners' responses (which are converted into percentages) towards perceiving the content of the materials in terms of the activities, the songs, the topics and collaborative group work. it is clear that 12% of them 'never' had difficulties and 76% 'seldom' had difficulties in doing the tasks.. The next question indicated that 78% of the learners perceived the activities 'very enjoyable' and 22% 'enjoyable'. In addition, 90% of the learners perceived the activities 'very supportive' and the remaining 10% perceived the activities 'supportive'. Furthermore, 84% of the learners perceived the songs as 'very supportive' for them to learn English and 16% perceived them as 'supportive'. It is also clear that 76% of the learners perceived working in groups as 'very enjoyable' and 24% perceived it as 'enjoyable'. For the last question, it is clear that 82% of the learners perceived the topics presented by the teacher as very interesting and 18% perceived them as 'interesting'.

The first three questions dealt with how learners perceived the tasks/activities, that is the listening and project-based activities. The results were positive, since 76% of the learners responded that they seldom had difficulties in doing the tasks/activities, 78% enjoyed doing the tasks, and 90% of the learners responded that the tasks/activities supported them very much in learning English. This can be interpreted that they liked the activities as listening and project-based activities. The next three questions and the learners' responses on them revealed that they perceived the songs 'very supportive', group work 'very enjoyable', and the topics presented by the teacher 'very interesting'. From the learners' responses, it could be interpreted that they liked the topics related to their own environmental topics, since they perceived the topics 'very interesting'. It could also be interpreted that they liked the pedagogic songs very much, and that doing collaborative work was enjoyable.

From the learners' responses on the attitude and content questionnaires, it could be interpreted that they enjoyed listening to songs as listening activities. Moreover, it could also be interpreted that they perceived songs with local content 'supportive' and 'enjoyable' for learning English language.

CONCLUSION AND SUGGESTION

This is a preliminary study of a two years' grant competition. This first year study is aimed at finding out the validity of the recycled songs and also the listening and project-based activities. Findings of the present study indicate that the materials after being designed, developed, and revised through preliminary field try-out and main field try-out perceived positive responses from the two experts in material development, teachers and also learners who participated in the empirical study. So far, it can be determined that the responses were positive, but it can by no means be determined that the developed materials are valid. Further in-depth research on the materials should be conducted to proof and find out the effectiveness of the developed materials. Therefore in the second year of the two years' grant competition, an operational field try-out on a larger sample size is suggested. It is also suggested to find out a larger sample of English teachers to bring insights into the developed materials to meet the quality and instructional objectives.

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WRITING SHORT ESSAY BY USING LITERARY-BASED INSTRUCTION: H.C ANDERSEN'S *THE LITTLE MATCH GIRL*

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ABSTRACT

This paper is intended to describe the students' ability to write opinion essays through the utilization of literature-based instruction. The literary work chosen was Hans Cristian Andersen's The Little Match Girl. This study uses content analysis design to find out how far the students were able to write opinion essays in at least 300 words. The subjects of the study were 22 students of 2013 B batch of English Education study program of STKIP PGRI Pasuruan. In the study the students were asked to compare and contrast the original version of the story and the movie version. Therefore, the essay they should develop was opinion essay focusing on the comparison and contrast paragraph development. The data of the study were taken on 24 March 2015. The study shows that all of the students were able to make thesis statement in relation to the prompt, almost all of them were able to develop their ideas by providing sufficient examples and details from the work they read. Yet, more than half were not able to provide conclusion that reflect the whole essay and only three of them were able to write the essay in 300 words. Implication of the finding is discussed.

Key words: *opinion essay, teaching writing, comparison and contrast, literary-based instruction*

INTRODUCTION

In this era, it is highly crucial to possess an ability to write in a foreign language, especially the one that is used for international communication like English. Only through the act of writing, the thoughts are made visible and transferable to other people. Within the academic life, almost all research reports, thoughts and ideas are put in written form which enable other people to be acknowledged and known.

Thus, for college students, having the ability to write is almost a must. This is reasonable since almost all college students' assignments are in the form of papers. The type of writing which students mostly assigned to are expository and argumentative writing. Through those types of writing, the students are trained to expose their ideas on the paper to argue about something, to express their opinion, to present facts and data, and to convince other people. However, learning to write in a foreign language like English is a long and winding process. This is not a kind of skill that one can master only in a matter of months. At first step, before being able to write longer essay, the students need to learn to write shorter essays.

To train students to be able to write shorter essays, a writing lecturer can utilize literary works. The use of literature in language classrooms has gained its popularity in recent years since many seminars, workshops, and other academic discussions promote this topic to be discussed. However, the use of literature in English language classroom often faces rejection from EFL teachers because of the misconception that literature is 'difficult', 'complex' and 'irrelevant' to the teaching of language (Floris, 2004). This is not totally true. When utilized properly and selected carefully, literature can become a powerful material to teach the language.

There are some advantages to use literature in language classes. First of all, literature offers an authentic language use. The language used in the literature is richer (Floris, 2004), and genuine in terms of styles and genres (Irene, 2015). Secondly, literature offers independent learning for learners. The use of literature makes the learners to become active toward the

learning process (Irene, 2015). This is because the learner has to make his own interpretation and interaction toward the text. And thirdly, literature offers a cultural model so that learners can learn the variety of cultural values and norms as written in the text. As stated by Irene (2015), students can learn a lot from the literature about the politics, society, history described in the story or the novel.

Among the genres of literature, short story is one of the genres which is highly applicable in EFL classroom for teaching writing. It is applicable because short stories have distinguishing features which support its use in language classroom. Those features are its practical length as one can read it only in one sitting. As Notes (2014) points out, the number of words in the short story of contemporary fiction is within the range of 1,000 to 2,000 words which includes one main theme, one main character, and one main plot. Because of its practical length, students might not feel discouraged when they are assigned to read it. Secondly, short stories is "extremely compressed" (Irene, 2015: 76). As defined by its name, short stories means 'short', in terms of words and stories elements.

Despite of its advantages, there is a scarce information how literature benefits learners. It is true that there are common agreements among teachers and EFL practitioners that literature can be used in EFL classroom (Rahimi, 2014; Babae & Yahya, 2014; Floris, 2004; Obediat, 1997). Unfortunately, papers which are published in the journals and proceedings do not provide adequate information how literature can help learners to write. Most published papers discuss the teaching methodologies of how utilizing literature in EFL classroom whether using short stories (Irene, 2015), poems (Floris, 2014), or poems for lower level students (Lazar, 1994).

Therefore, there should be more information provided so that there is a convincing evidence that literature is indeed helpful for the students. In essay writing class in STKIP PGRI Pasuruan, the lecturer utilized short stories to write opinion essay developed by comparison and contrast. This paper aims to describe the students' ability to write opinion essays through short story entitled "The Little Match Girl" by Hans Cristian Andersen. More specifically, the purpose of this paper is intended to describe (1) how far is the overall students' ability in writing comparison and contrast essay by using H.C Andersen's *The Little Match Girl*, and (2) to describe the frequency of the students who are able to produce 300 words comparison and contrast essay by using H.C Andersen's *The Little Match Girl*.

METHOD

This study uses content analysis design to find out how far the students were able to write opinion essays in at least 300 words. Three hundred words essay was chosen as the length limit of the essay in this study because it refers to the writing section of TOEFL internet-based test which basically requires at least 300 words essay to respond to its prompt (Lougheed, 2008:5). The subjects of the study were 22 students of 2013 B batch of English Education study program of STKIP PGRI Pasuruan. In the study the students were asked to compare and contrast the original version of the story "The Little Match Girl" by HC. Anderson and its movie version. Therefore, the essay they should develop was opinion essay focusing on the comparison and contrast paragraph development. The data of the study were taken on 24 March 2015. The students' essay were analyzed by using analytical scoring which focused mainly on the content and organization only, namely the occurrence of thesis statement which shows their opinion (ThSt), the existence of two or more examples/details taken from the story to strengthen their opinion in the body of the essay (ExDet), the ability to state conclusion that reflect the whole essay (Cocl), and the ability to write the essay in more than 300 words (Wd>/<300). To analyze qualitative data, some codifications were needed (Creswell, 2012). The codification refers to each essay elements being analyzed, such as 1/Ch/ThSt/Wd<300. The first code refers to the number in the attendance list (1), the second code refers to the student's initial (Ch), the third code refers to essay element being analyzed (ThSt), and the fourth code refers to the number of words of the essay (Wd<300). The instrument used mainly was documentation in which the researchers documented the result of the students' composition after they were assigned to write comparison and contrast essay.

Procedure

During the prewriting stage, the writing lecturer had question and answer session about the topic with a purpose of making the students ready about the topic. The question and answer session was mainly about the author of the work, about the work itself, and whether the students were familiar with the story of *The Little Match Girl* (± 1000 words). After that, the story was distributed. In pair, they were to discuss about the story based on the questions provided. The questions were mainly about its intrinsic elements, namely the characters, the plot, theme, and setting. When the discussion was over, the writing lecturer then showed the movie version of H.C Andersen *The Little Match Girl* which was downloaded from You Tube. The movie itself was short, it last only for 7 minutes. After that, short discussion about the movie followed. In the writing stage, The lecturer distributed the writing prompt in which it assigned the students to write comparison and contrast essay by finding similarity and differences in terms of the intrinsic elements between the written version and the movie version. They were given 40 minutes to write the essay.

FINDING

The Overall Ability in Writing Comparison and Contrast Essay

After the data was analyzed, the result of the study shows that all of the students were able to make thesis statement in relation to the prompt. In addition, almost all of them were also able to develop their ideas by providing sufficient examples and details from the work they read. Yet only less than half of them were able to provide conclusion that reflect the whole essay, and very few of them were able to write three paragraph essay in 300 words. To have a better understanding of their ability, the data is presented descriptively in table 1 by using histogram.

Table 1. Overall Ability in Writing

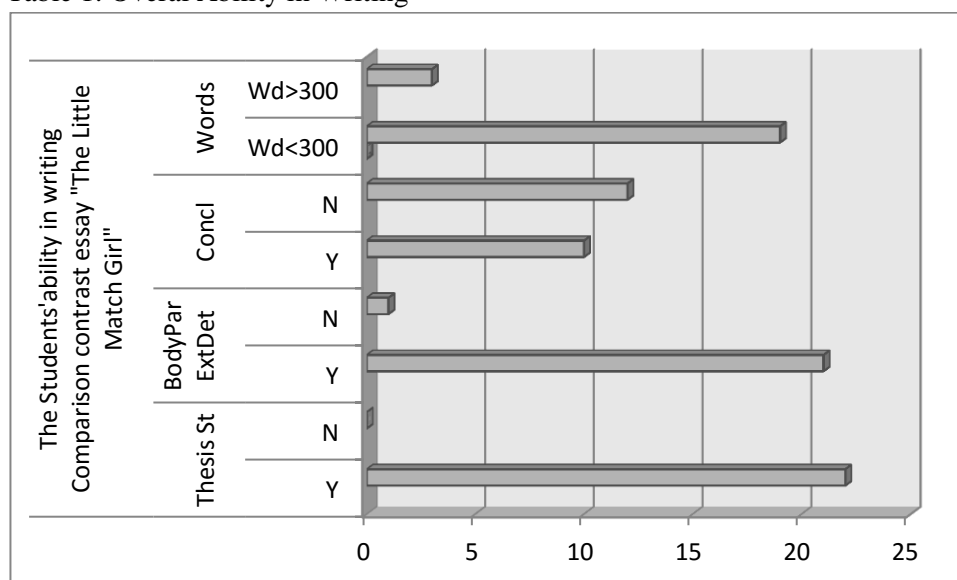


Table 1 shows that all of the students were able to write thesis statement that state their opinion of similarity and differences between the original written version of H.C Andersen's *The Little Match Girl* and the movie version. In addition, 95% of them were also able to give two or more examples and details from the story that strengthen their opinion. Interestingly, only 45% of the students who were able to make proper conclusion that reflect the whole essay.

The Total Number of Words Produced in the Composition

The second research question that should be answered is the number of words the students were able to produce when they were assigned to write comparison and contrast essay by using H.C Andersen's *The Little Match Girl*. The data is presented descriptively in table 2.

Table 2. Words produced

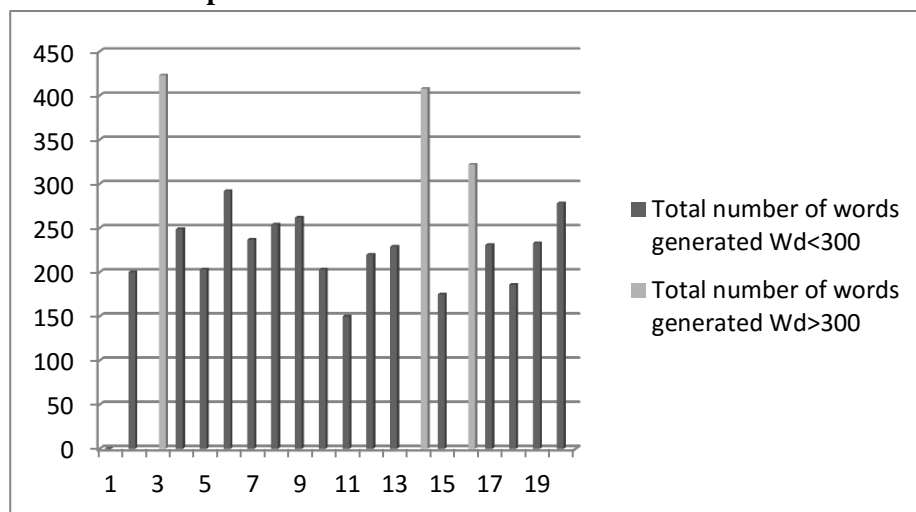


Table 2 shows that at the least, the number of the words produced was 150 words, while at the most, the number of the words produced was approximately 425 words. The table also shows that only three students who were able to write more than 300 words in three paragraph essay. This means, only 13% of the students who were able to write in more than 300 words essay.

DISCUSSION

The Overall Ability in Writing Comparison and Contrast Essay

Writing is oftenly seen as a difficult subject to learn, especially for FL learners. To make it enjoyable for the students to learn, they have to be engaged in what they are doing. Perhaps, one way of doing this is by utilizing literary-based instruction for teaching writing. The data shows that all of the students are able to state thesis statement that shows their opinion. Two examples of the students work are shown below.

Data 2/Ft/ThSt/Wd>300.

In writing class, I have given a story entitled "The Little Match Girl" by H.C. Anderson. I have seen the movie version as well. "The Little Match Girl" is a story about a little girl who sold match during the snow in the last day of New Year eve. She has offered the matches she sold to whomever who passed the street, but nobody was willing to buy the matches. She was afraid to back home because her father would scold at her when she could not sell one of the matches. Because of the cold, she burnt some matches to make her body became warm while imagining what she wanted to happen to her. She finally died because she could not stand the cold. However, *both of the written and movie version have some similarities and a difference.*

The student number 2 is one the students who were able to write more than 300 words essay. In her first paragraph, her thesis statement has shown that she found *some similarities* and one difference between the written version and the movie version. While students number 3 states differently.

Data 3/In/ThSt/Wd<300

Today my lecturer showed us a short movie and she gave us a original text about that movie. She asked us to compare between movie version and original version. The story entitled "The little Match Girl" by H.C. Anderson. *In the original version and movie version has one difference, in terms of character and one similarity, in terms of theme.* This essay will compare between original version and movie version.

Despite of the language problem, the data indeed shows that the students had no problem in making thesis statement for comparison and contrast essay by using HC. Andersen's *The Little Match Girl*. Small problem arises when they had to provide example and details to support their opinion. Fortunately, only one students who had this difficulty. Problems are beginning to show when they had to make conclusion that reflect the whole essay. Many students had difficulty to give proper conclusion (55%).

Many students in this study make conclusion only in a sentence, which of course, is not tolerable as a conclusion should be in the form of a paragraph. See the excerpt from these data.

Data 16/Nu/Concl/Wd<300

In conclusion, in the original version and audio version have differences and similarities.

Subject number 16 was not able to make a proper conclusion since she only wrote one sentence in the closing paragraph unlike subject number 13.

Data 13/Ma/Concl/Wd>300

From the written above, we can take a simple conclusion that in the original version and movie version has several differences and similarities. But, over all ..the story is very touching story. Thanks for H.C Anderson for writing this touching story and also for my lecturer to show me the video

The concluding paragraph made by subject number 13 basically is not the best one among others. However, her closing is acceptable despite of the language problems she made.

There are some possible explanations why the students have no problems in creating thesis statement and organization, but have problems in making the conclusion. First of all, the students had sufficient background knowledge of the topic being discussed. In the prewriting stage, the lecturer had exposed the students with the original version of the story and help them understand better through small discussion. The students were also given the movie version in which it helped them visualized the story they read earlier eventhough there are some differences in the story elements. Because they have understood the content of the original version of *The Little Match Girl*, it became easier for them to compare and contrast both versions. Therefore, when they were assigned to find out the similarities and differences and stated them in the form of thesis statement, they have no problem at all. Having said this, it become obvious that prewriting stage is indeed important as a part of writing process (Murray,1982:4). For him, writing is “a process of discovery”, thus, pre-writing, is an essential step in the writing process which usually takes 85% percent of the writing time.

Secondly, there is an aspect of content familiarity. Content familiarity seems to play a role in the students’ reading comprehension. Research has shown that content familiarity affect the students’ overall reading comprehension (Al-Shumaimeri, 2006). The result of this research is confirmed by Martinez (2014) in which she states that the students would be able to read with better comprehension if the text was familiar regardless of their language knowledge. Taken into this context, the short story written by HC. Andersen entitled *The Little Match Girl*, is a famous one. Many of the students, although not all of them, are already familiar with the story. Once in a while, it appears on TV as a cartoon movie with Indonesian subtitle. Because of this content familiarity, the students can easily understood the story and made it as their background knowledge.

And finally, the students’ ability to write comparison and contrast essay by using HC. Andersen’s *The Little Match Girl* short story might be due to the simplicity of the story in terms of its language and plot. *The Little Match Girl* is a sad story of an orphan girl who died in the winter snow while selling matches. It is a sad story, yet each event is sweetly wrapped with hope and dreams of the poor girl. he plot used in the story is easy to follow as it uses a straightforward plot. Meanwhile, the syntactical structure and the vocabulary used are not difficult to digest. As a result, the students did not need to fight with the difficult vocabulary as they can be guessed from the context if the students found any. The simplicity of the story surely aids the students’ comprehension. Because of this, the students can find similarities and differences between the movie version and the original version and stated these in the form of thesis statement and developed them in the body of the paragraph.

Based on the presentation of the data, it can be said that literary based-instruction by using short story is helpful for the teacher to reach the teaching objective for learning to write a short essay developed by comparison and contrast.

The Length of the Essay

The data shows that only three students who were able to write three paragraph essay in 300 words, or more. Although many of them were able to give two examples and details from the story, they were not able to develop the ideas into a well-developed paragraph.

Data 4/Be/ExDet/<300

.....

The difference about the setting of place, in the written version or the original version, the story tell us about the place where the little girl take a seat in corner formed by two houses but in the movie version or the audio visual version, it show us that the little girl sit in front of a house, near the door of the house.

The similarity between the written version and the movie version is the setting of time . both of the version show us that the little girl offer her matches to the people who pass the snowy street at the snowy night.

.....

Reading at subject number 4's composition, it can be seen that the second and third paragraph are not well-developed. All the details given are too brief without further explanation. He basically can explain why there are differences between the movie version and the written version by giving more of his opinions. There are some possible explanation why there are only three students who were able to develop the body of the essay in more than 300 words. Firstly, those three students might have achieved, what Johnson (2014) called as the "threshold level of general L2 proficiency". Because these three students have achieved the general proficiency of their L2 competence, they might have little difficulties to put their ideas on the paper because they already had sufficient vocabulary and grammatical competence to express their opinion. While the rest of the students who were not able to reach the 300 words essay, they might have not reach this "threshold level" of their English proficiency for foreign language learners.

Secondly, 83% of the students might have problems with how to generate ideas through the provision of examples and details and express them in English. They knew that there are differences and similarity between the written version and the movie version, but they might have difficulties to them on the paper and put them in the acceptable English. Looking at one of the students' samples above (Data 4/Be/ExDet/<300), she only states that the difference lay in the setting of place *take a seat in the corner formed by two houses.....sit in front of a house*. She basically was able to develop this difference by providing details both from the movie and from the story, and quoting the sentence from the original version of the story in what paragraph the line was stated. She also could argue why she thought that there was only one difference between the movie version and the original version. In terms of the similarity, she states that the similarity lays in the setting of time *in the snowy street at the snowy night*. Similarly, she could elaborate further the similarity of this setting between the movie version and the original version by providing more details and examples from both version.

To solve this problem, basically during the teaching and learning process, the lecturer can utilize planning strategy before they start writing. The students can use outline strategy of what they wanted to write through the help of diagram for comparison and contrast essay. Through the use of planning strategy, there is a chance that the students might develop into better composition. Research has shown that planning strategy is effective to improve the students' writing (Haghverdi et al, 2013). Besides planning strategy, the students can also use revising strategy (Galbraith and Torrance, 2004). In this sense, the students have some times to revise their composition before it is finally submitted to the teacher.

CONCLUSION AND SUGGESTIONS

Having discussed this, it can be concluded that literature-based instruction can be used to teach essay writing, more specifically the comparison and contrast essay. However, it is important to note that there are other elements that should be taken into account if a writing lecturer would like to use literature for teaching writing. Based on the finding, those elements are content familiarity and the simplicity of the story in terms of plot, language and length. Also, there should be prewriting activity before assigning the students to write, such as discussion and pair work to prepare the students with sufficient background knowledge. It would be helpful if there is also other instructional media involved in the teaching to make the activity more engaging such as the use of video. To make the students able to develop the essay,

some planning activity can be introduced and modeled. This activity would help the students to generate ideas more. As a result, the number of the words in the essay would increase as they are able to give more details from the story they read.

This study, however, has some limitations. First of all, this content study design will not be able to provide sufficient information on the effectiveness of the literary-based instruction for teaching writing. Future researcher is, therefore, suggested to conduct a cause and effect study on this particular topic. Secondly, this study was not able to find more information on the reasoning why some students write less and why some of them write more. This study also has no information why some students were not able to develop their body of paragraph well. To be able to answer these questions, more instruments are needed, such as interview or questionnaires. Having stated the limitations of the study, it is expected that future researcher can give more information and to enrich the body of knowledge especially on the teaching of writing by using literary based-instruction.

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APPENDIX

No	Name	The Little Match Girl (by HC. Andersen)							
		Thesis statement which shows their opinion (ThSt)		the existence of two or more examples /details (ExDet)		Make conclusion that reflect the essay (Concl)		Total number of words generated	
		Y	N	Y	N	Y	N	Wd<300	Wd>300
1	Ch	v		v			v	200	
2	Ft	v		v		v			423
3	In	v		v			v	249	
4	Be	v		v			v	203	
5	No	v		v		v		292	
6	Ro	v		v		v		237	
7	Vi	v		v			v	254	
8	Ind	v		v		v		262	
9	De	v		v			v	203	
10	Ek	v			v		v	150	
11	Ev	v		v		v		220	
12	Fo	v		v			v	229	
13	Ma	v		v		v			408
14	Ta	v		v			v	175	
15	Na	v		v		v			322
16	Nu	v		v		v		231	
17	Ni	v		v			v	186	
18	Ri	v		v			v	233	
19	Rs	v		v			v	278	
20	Si	v		v		v		203	
21	Su	v		v			v	294	
22	El	v		v		v		235	
Total		22	0	21	1	10	12	19	3

PROJECT AND TECHNOLOGY USED AS THE BRIDGE TO IMPROVE STUDENTS' LANGUAGE SKILLS ABILITY

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ABSTRACT

Increasing learners' motivation and performance has always been the primary concern of language teachers. Project learning is a dynamic approach to teach students to explore to real-world problems. It is challenging, it is active, it engages learning, it inspires students to obtain a deeper knowledge of the subjects they are studying, it develops confidence and self-direction as they move through both team-based and independent work. It implements the model of students' center in which in the process of completing their projects, the students should solve the problems faced, creating strategies to finish the project and also learn the research skills, and develop better communication with their peers. Project learning is also an effective way to integrate technology into practice. A typical project can easily accommodate computers and the Internet. The findings of the study reveal that implementing technology in EFL classes creates variety for the students. Moreover it enhances their learning, since it encourages student involvement and lead to significant improvements regarding their language performance. The study was action research study. The purpose of the study was used to see the beneficial of implementing the model that is project and technology used as the bridge to improve students' language skills ability. 30 students of the Accounting Department, studying at the fourth semester in the year of 2014/2015 were the subject. The pre-test and the questionnaire were used as instruments to get the data of the study.

Keyword: *project, technology, students' language skills*

INTRODUCTION

Implementing the methodology of project work and technology with English language learners in second language environments has been associated with enhancing students' responsibility in their learning process.

Background of The Study

Mostly in English classrooms learners typically spent years of learning English and yet many of them were still unable to use the language effectively. They often knew a good deal about the language but were unable to use this knowledge to communicate appropriately and effectively outside the classroom. Students had a basic foundation of language knowledge but they did not know how to put that knowledge to active use.

A teacher, however, can create an ideal classroom situation by introducing a strategy in which the emphasis is on the student. The use of the strategy would lead to greater sensitivity to the language learning process on the part of students and would make students to be more independent, to be critical thinkers, and to be lifelong learners (i.e., students learn to take responsibility for their own learning that will be the basis for working cooperatively and effectively with others).

Nunan (1999) stated that learning strategies are the mental and communicative procedures learners use in order to learn and to use language. Richards and Rodgers (1986) cited in Nunan (1999) stated that teachers should teach students the language, not about the language. So adequate strategies are needed as the use of the strategies will arise students' motivation in learning language.

Sánchez (2002) reports that language learning occurs as a construction of knowledge starting with social interaction in a particular context. The social nature of project work occurs when students engage in group work and collaborate in learning. Law and Eckes (2000) report that students can become more responsible and autonomous while engaging in cooperative work, as opposed to working alone. As learning is usually an activity that involves

the people around us, the social aspect is fundamental (Hein, 1991). This author perceives that learning involves sharing, discussing concerns, and reflecting on what we learn, which leads to new knowledge. It is notable that students build new knowledge based on the prior knowledge that they have. Project work has also been linked to encouraging meaningful learning as students can learn about topics of interest to them.

Learning a foreign language is a struggling process and students always need motivation and a big effort during the process of learning. Technology might be one of the factors which give impact on students' attitude positively in the teaching and learning process.

Researches have shown that students who use computers with supporting activities that reinforce the major objectives of the programs have significantly greater developmental gains when compared to students without computer experiences in similar classrooms-gains in intelligence, nonverbal skills, structural knowledge, long term memory, manual dexterity, verbal skills, problem solving abstraction, and conceptual skills (Haugland, 1992) quoted in Haugland (2000).

The Problem Of Statement

In line with the background of the study, the formulated research problem is How could project and technology be used as the bridge to improve students' English Ability?

The Purpose Of The Study

In accordance with the problem of the study, this study will be directed to develop a model of implementing a project and technology be used as the bridge to improve students' English Ability?

REVIEW OF LITERATURE

The Definition of Project-Based Learning

The project method is "a natural extension of what is already taking place in class" (Stoller, 2002:109), an open learning process, the limits and processes of which are not strictly defined, which progresses in relation to the specific teaching context and learners' needs and interests. (Frey, 1986; Kriwas, 2007).

The implementation of the project method was based on the following pedagogical principles, expressed by many progressive educators (Chrysafidis, 2005):

- a) promotion of manual activity instead of memorization and verbalism,
- b) learners' active participation in the learning process, and
- c) exploitation of facts relating to the immediate reality as a source for learning.

The Benefits of project-Based Learning in second and foreign language settings

Many benefits of incorporating project work in second and foreign language settings have been suggested. First, the process leading to the end-product of project-work provides opportunities for students to develop their confidence and independence (Fried-Booth, 2002). In addition, students demonstrate increased self-esteem, and positive attitudes toward learning (Stoller, 2006:27). Students' autonomy is enhanced (Skehan, 1998), especially when they are actively engaged in project planning (e.g. choice of topic). A further frequently mentioned benefit relates to students' increased social, cooperative skills, and group cohesiveness (Coleman, 1992; Papagiannopoulos et al, 2000: 36-37).

Another reported benefit is improved language skills (Levine, 2004). Because students engage in purposeful communication to complete authentic activities, they have the opportunity to use language in a relatively natural context (Haines, 1989) and participate in meaningful activities which require authentic language use. Authentic activities refer to activities designed to develop students' thinking and problem solving skills which are important in out-of-school contexts, and to foster learning to learn (Brown et al, 1993).

Researches have shown that students who use computers with supporting activities that reinforce the major objectives of the programs have significantly greater developmental gains when compared to students without computer experiences in similar classrooms-gains in intelligence, nonverbal skills, structural knowledge, long term memory, manual dexterity, verbal

skills, problem solving abstraction, and conceptual skills (Haugland,1992) quoted in Haugland (2000).

METHODOLOGY

This section presents a description of the instrument employed to elicit data. It also specifies the procedures which were followed to carry out this study.

Population and subjects

The sample of this study consisted of 32 Accounting subjects who were at the third semester of 2016

Questionnaire

A questionnaire was distributed to students and it was the main tool of the study since it provided the researchers with data related to the students' actual attitudes towards using computers while learning English as a foreign language.

DISCUSSION AND RESULT

After conducting this piece of research, it is important to know the real attitudes of students towards using computers in learning. To make the discussion convenient, the students' responses were tabulated to make it easy to read them and come up with clear results.

NO	ITEMS	ANSWER	TOTAL
1	I do my work easily on the computer	Strongly agree = 60%	100
		Agree = 30%	
		Disagree = 10%	
		Strongly disagree = 0%	
2	Using the computer while doing activities saves time.	Strongly agree = 70%	100
		Agree = 30%	
		Disagree = 0%	
		Strongly disagree	
3	I prefer using the computer to enhance my speaking skills.	Strongly agree 50%	100
		Agree = 30%	
		Disagree = 20%	
		Strongly disagree = 0%	
4	Using e-mail keeps me in touch with new aspects related to English language.	Strongly agree = 40%	100
		Agree = 30%	
		Disagree = 20%	
		Strongly disagree = 0%	
5	I learn English easily when using the computer	Strongly agree = 60%	100
		Agree = 25%	
		Disagree = 15%	
		Strongly disagree = 0%	
6	I feel that using computers in learning increases my creativity	Strongly agree = 70%	100
		Agree = 25%	
		Disagree = 5%	
		Strongly disagree = 0%	

7	Colors, pictures, sounds, movies in the computer increase my idea to complete my assignment	Strongly agree = 70%	
		Agree = 30%	100
		Disagree = 0%	
		Strongly disagree = 0%	
8	Films, articles in the computer sharpening the idea to be creative students	Strongly agree = 65%	
		Agree = 35%	100
		Disagree = 0%	
		Strongly disagree = 0%	
9	Computer learns me to be tolerance	Strongly agree = 55%	
		Agree = 45%	100
		Disagree = 0%	
		Strongly disagree = 0%	
10	Computer enlarges my knowledge to be skillful	Strongly agree = 70%	
		Agree = 30%	100
		Disagree = 0%	
		Strongly disagree = 0%	
11	Computer motivates me to study English better	Strongly agree = 70%	
		Agree = 30%	100
		Disagree = 0%	
		Strongly disagree = 0%	
12	Computer forces me to be hard worker	Strongly agree = 70%	
		Agree = 30%	100
		Disagree = 0%	
		Strongly disagree = 0%	
13	Computer help me a lot to be responsible student	Strongly agree = 70%	
		Agree = 30%	100
		Disagree = 0%	
		Strongly disagree = 0%	
14	Learning through a project increase my knowledge	Strongly agree = 70%	
		Agree = 30%	100
		Disagree = 0%	
		Strongly disagree = 0%	
15	Learning through a project increase my tolerance	Strongly agree = 60%	
		Agree = 25%	100
		Disagree = 15%	
		Strongly disagree = 0%	
16	Learning through a project increase my Responsible as a student	Strongly agree = 70%	
		Agree = 30%	100
		Disagree = 0%	
		Strongly disagree = 0%	
17	Learning through a project increase my creativities	Strongly agree = 70%	
		Agree = 30%	100
		Disagree = 0%	
		Strongly disagree = 0%	
18	The project is hard but do you find some beneficial with you?	Strongly agree = 70%	
		Agree = 30%	100
		Disagree = 0%	
		Strongly disagree = 0%	

Concerning table above which shows the students' impressions, creativities, attitudes towards using computers in learning English as a foreign language, it was found that:

- 1- Most students prefer to use computers because it is easy for them to do their works with than using papers.
- 2- Many students appreciate the use of computers in doing their activities because they save their time.
- 3- This item shows the importance of using computers while learning English as a foreign language. This enables them to enhance their pronunciation as well as production skills.
- 4- It is again found that students have positive attitude towards using computers to have access to whatever they want regarding English language. Moreover, they show their interest and joyfulness in looking for the information they need for the purpose of learning English.
- 5- A wide range of students learning English language whether they are skilled or unskilled, and experienced or inexperienced in using computers have a positive attitude toward using computers in learning English as a foreign language in the classroom.
- 6- Factors which influence students' positive attitude towards computers include the benefits of computer mediated communication, the feeling of personal empowerment, and the enhancement of learning opportunities. Another possible factor is the achievement which learning to use computers can help bring about.

CONCLUSIONS

The activities presented in the article is a different way of teaching English as a foreign language, adopting the pedagogical principle of exploratory learning. Students acquire knowledge through a process of "building" it, form groups, cooperate, use authentic, "real" information sources, process and evaluate them, take initiatives, and make decisions. They develop autonomy because they have choices and develop a sense of control and responsibility for their learning, approaching learning in a way that suits their "abilities, styles and preferences" (Skehan, 1998: 273).

It was found that the students overall had positive attitudes towards using computers and that these attitudes were consistent across a number of variables.

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TEACHER'S CREATIVE STRATEGIES IN DEVELOPING STUDENTS' SPEAKING SKILLS

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ABSTRACT

The fact that many students cannot speak English well has become a serious problem in learning English. It is a dilemma in ESL/EFL teaching because teachers and students realize that speaking is a language skill that should be mastered and it needs to be practiced. Therefore, teachers should use some interesting strategies in teaching speaking. The purposes of this study are to investigate the students' perspective of teaching speaking through singing songs and interacting with native speakers on the students' ability in speaking skills and to investigate the effects of those strategies on students' speaking skills. This study involved one setting classroom of the first semester at English Program. A qualitative approach, particularly descriptive study, was employed in this study with two data collection techniques: observation and interview. It was found that teaching speaking through singing songs and interacting with native speakers could affect students' ability in speaking skills. Based on the observation and the interview, the students were happy to sing songs and to speak English with native speakers. They could produce more language spontaneously, create their own simple dialogues, and improve their motivation to speak. The researcher concluded that teaching speaking through singing a song and interacting with a native speaker could affect significantly students' speaking skills. The researcher recommends that teachers should use a variety of strategies that encourage the students to speak in the classroom and work collaboratively on speaking tasks and consider implementing other strategies to promote students' speaking skills, such as presentations, interviews, role plays and show-and-tell sessions.

Key words: *Strategy, speaking skill, song, native speaker*

INTRODUCTION

In teaching speaking, teacher should be able to guide and facilitate the students in learning activity to make the students able to use the foreign language to communicate in social context. They need to practice speaking English to express their idea and thought in a good way. Unfortunately, there are still many students who are not able to speak English fluently although they have been learning English for several years. There are many reasons that make this problem happens, one of these is the teacher's strategies in teaching speaking. Most teachers do not use interesting activities to teach speaking; therefore students perform badly in this skill. In addition, students do not have the opportunity to communicate in English. To motivate students in EFL contexts, teachers should include many activities and strategies that attract students' attention and make them interested in the lesson. Peck in Celce-Murcia (2001) states that activities need to be child centered and communication should be authentic and interesting. This means that students are speaking about something that interests them. EFL teachers must encourage students to use language for social interaction in the classroom.

Therefore, the objectives of this study are to investigate teacher's creative strategies in teaching speaking by using a song and a native speaker and to find out the effects of these strategies in developing students' speaking skills. To support this research, there are some theoretical foundations. Good & Brophy (2000) state that learning should be fun because interesting and fun strategies can be used to promote speaking in the EFL classroom. Brown (1994) states that if strategies are intrinsically motivating and appeal to students' goals and interests then it can have a positive impact on their speaking. It can be done by using songs, games, interview, drama etc. The functions of speaking including talk as transaction aims to exchange information or goods, and talk as interaction aims to maintain social relationship (Brown, 2001; Thornbury 2005; Richards, 2008). Then, Schoepp (2001) states that singing songs is one of the methods that promote language learning and can be used to present a topic;

practice language; stimulate discussion of attitude and feelings; provide a comfortable atmosphere and bring variety and fun to learning and the enjoyment aspect of learning language through songs is directly related to affective factors.

There are many key studies that have proved that including songs in teaching speaking process is a very useful tool. Some creative strategies such as using a song and a puppet can be used in teaching speaking (Khameis: 2010; Shrouf: 2012). Morales (2008) consider that when students sing they may improve English speaking skills and practice pronunciation. In addition, they can discuss the different topics in the lyrics like love, hate, revenge, and in this manner, they can practice speaking by expressing opinions and reflections about the contents of the songs. Then, Orlova (2003) found that there are some of the advantages for working in class with songs: (1) Practicing the rhythm, stress and the intonation patterns of the English language; (2) Teaching vocabulary, especially in the vocabulary reinforcement stage; (3) Teaching speaking, for this purpose, songs and mainly their lyrics are employed as a stimulus for class discussions; (4) Teaching listening, because music can be helpful for comprehension; (6) Developing writing skills. For this purpose a song can be used in a variety of ways; for example, speculation as to what could happen to the characters in the future, writing a letter to the main character, etc.

Based on the burning issue above, the researcher decides to engage the students in communicative activities that would improve their speaking. This study investigates the teacher's creative strategies in teaching speaking through singing song and interaction with native speaker and the effects of singing song and interaction with native speakers on students' speaking skills. The result of the study is expected to inspire the teachers in teaching speaking through some creative strategies.

METHOD

This study is descriptive and qualitative in nature since it focuses on observing, interpreting, and understanding the collected data to find the real problems that hinder the students from practicing speaking English. Qualitative study in nature is conducted inductively, meaning that the study begins from data collected from the field and analyzed (Cresswell, 1984). Descriptive method, because this method characterized by attempting to describe characteristics and events that exist (Kamil, 1985). The researcher decided to use this method since her intension was to obtain a thick description about the teaching speaking through singing songs and interacting with native speakers and to investigate the effects of those strategies on students' speaking skills. In particular, this study employed a case study method considering that this is the most appropriate method in investigating the phenomenon of teaching speaking through those strategies. Then, the data collected were in form of words rather than number, and were analyzed inductively. The participants were the first semester of STKIP Garut students of English program in 2014/2015 consisting of eighty students. They were divided into three classes – those were about twenty five students each class. Yet, the researcher took only one class with their ages range from 18 to 19. The data were taken from observation and interview. In observation or teaching procedure, the researcher taught the students for two sessions by using songs and interacting with native speakers. Then, interview was given to the class teacher and it consisted five questions and to the students which consisted ten questions.

In observation, the first session, on October 13th 2015 at 8.40 -10.20 am on the second floor, room C II-17 of English Program building, she taught the class by using some songs; such as *"Someone Like you"* from Adele and *"Heal the World"* from Michael Jackson. Then, the second session, on October 18th 2015 at 9.00 am -12.00 pm at a tourism place, Cangkuang Temple Garut. For the observations, a non-participant observer was invited into the classroom and a tourism place to record students' reaction toward using the songs and native speakers. Through observation guidelines that were given to the non- participant observer, she was able to find out the effect of the songs and native speakers in promoting and improving students' speaking skill. She conducted a semi structured interview because she could add some more questions and at the same time she could probe further if there were gaps in the data. According to Arksey and Knight in Gray (2004: 214) interviewing is a powerful way of helping participant to make explicit things that have hitherto been implicit – to articulate their tacit perceptions,

feelings and understanding. In this case, the researcher employed the semi structured interview to make the situation more communicative. The interview consisted of ten questions to get the information about students' perceptions on the teaching speaking process. (see in appendices).

The researcher took five participants purposively selected from the thirty participants to engage in one-on-one interview. The researcher took the interview on October 24th 2015 at 10 – 12 pm in the office of English program of STKIP Garut. This was done because the researcher could get much information about the participants' thought and assumption. Then the researcher also took an interview with the class speaking teacher to support the data. During the process of interview, the researcher recorded and wrote some notes on the participants' responses.

Data analysis was conducted during and after data collection as the nature of qualitative study. The researcher analyzed differently for each data collected. The data of teaching speaking by using songs and native speakers were inductively inferred to answer the research questions. The researcher described the data by descriptive method of students' perception on speaking English through songs and native speakers and the non participant observer was also included in this technique of data analysis. The data from interview were also analyzed to support the data of students' responses about their perceptions and feelings when they were practicing speaking skill through songs and native speakers. The researcher transcribed the data before analyzing. The data were in English.

FINDINGS AND DISCUSSION

Song and native speaker improve students' speaking skills.

From the observation, the students started to produce more oral language. At first the researcher noticed that they were memorizing their dialogues to present to their classmates, but after using songs in the classroom the students produced and acquired more language, they were able to speak more spontaneously. They were more interested and happier then gradually started to speak without memorizing, and began to create their own dialogues. The observations are supported by the semi-structured interview with the classroom teacher. When the researcher asked her what she thought of the students' level before and after implementing the songs and interacting with some native speakers, she replied that before they hesitated to answer a simple question and they were struggling to complete one correct sentence. They refused to speak English in the class. She thinks this is because they were afraid of making mistakes. But after implementing those strategies, she was surprised at the results because the students could even create their own simple dialogues. She could see her students able to produce more language than she expected. When the researcher asked her what she thought of the students' level before and after implementing the songs and native speakers, she replied:

“Before they hesitated to answer a simple question and they were struggling to complete one correct sentence. They refused to speak English in the class; I think this is because they were afraid of making mistakes. But after implementing your strategies, they can even create their own simple dialogues. I can see my students are producing more language than I expected. I think this is big step that you took and succeeded”.

That impression above is further supported by interview with the students. They enjoyed the activities and helped them to produce the language. When the researcher asked their opinion of practicing speaking through songs and native speakers, they replied:

Student 1: *“At first I feel afraid of some mistakes when I speak English in front of the people, I do not have many vocabularies. But after speaking with some native speakers, I feel happy because they helped me to give some new vocabularies and use them in a good sentence”.*

Student 2: *“I want to be a guide so when the teacher took me to the tourism place and asked me to speak English with some native speakers, I felt so enthusiastic. I was more interested in practicing my speaking skill in a tourism place with some foreigners than in the class.”*

Student 3. *“It my first time to learn speaking skill in the class by using songs, I can learn the words from the songs then I use them in daily activities to express my feeling. I really like this strategy”.*

From the interview above, it can be drawn that the students were happy and could produce the language through singing songs and interaction with native speakers.

The effect of using song and native speaker on students' motivation to speak

In the interview the students were asked to give their opinion about using songs and native speakers in conversation. One student responded that using songs increased her vocabulary, and that she had learnt how to create her own dialogues. Another student remarked: *"First I was afraid of making mistakes, but when we started speaking with a native speaker, but gradually it was very interesting and gave me a chance to improve my language" "I like singing very much, so when the teacher taught speaking through some songs, I am very happy. I can learn many expressions from the songs and it can make my speaking improved"*.

This showed that the students felt happy when they spoke with the native speaker. Speaking with native speaker was an enjoyable approach that helped the students to acquire the language more naturally.

The interview with the classroom teacher also showed that the students' levels had improved. Answering a question regarding the benefits of the songs and some native speakers, she answered: *"I admit that students' speaking improved. Students can now speak and make conversation. I notice that students are more confident in speaking English. I think this is the reason behind the improvements in students' speaking. This again illustrated that students felt happy about speaking using the songs, and interacting with some native speakers, so they produced more language"*.

The attitude scale survey results showed that attitudes towards using songs in the classroom were positive. Everyone in the class said that she was motivated to participate in singing the songs. The classroom teacher also commented on the students' level of participation during my interview with her, saying that:

"Students' participation is better when you use these strategies. In my class they do not participate so much. This could be because I do not use these creative strategies. Furthermore, I realized through my reflective daily diaries that having a variety of interesting activities and strategies encouraged students to participate. Through reading the reflection in my diary, however, I saw that while they enjoyed songs and puppets, they preferred puppets because it was a new activity for them".

Then the students also could be more motivated to participate in speaking English. When the researcher asked their opinion about teacher's strategies in teaching speaking through singing songs and interaction with native speakers, they replied:

Student 4: *It is very interesting to speak English with native speakers and I am motivated to speak English with them because they are friendly. And when I don't understand to speak with them, the teacher always helps me to guide me so I really enjoyed practicing English, especially speaking"*.

Student 5. *"After learning speaking with the teacher through singing songs and interacting with native speakers, I feel more motivated to speak English because those strategies are really fun and enjoyable, although I felt nervous at first"*.

From the statements above, it can be concluded that the students were motivated to speak English after implementing teaching speaking through singing songs and interacting with native speakers.

CONCLUSION AND SUGGESTION

Speaking skill is a must for the students to be achieved in learning English as a foreign language. They should be taught well and interestingly in order to make them happy in practicing speaking English. Here, the teacher should be more creative in teaching speaking. In this case, teaching speaking through singing songs and interacting with native speakers could effect students' ability in speaking skill. They could produce more language and they created their own simple dialogues. They could learn the words from the song lyrics and native speakers' utterances. Then, they were able to improve their speaking English more naturally. It happened because they were happy to sing songs with nice music and practice English with native speakers. The last, they could improve their motivation in speaking English because they have realized that it is really fun and enjoyable after practicing English through singing songs and interaction with native speakers.

The researcher recommends that teachers should use a variety of strategies that encourage the students to speak in the classroom. Materials from the prescribed course book can

be adapted to include more speaking activities. Additionally, she recommends that teachers should encourage students to work collaboratively on speaking tasks and consider implementing other strategies to promote students' speaking skills, such as presentations, interviews, role plays and show-and-tell sessions. Through this research, she learnt about many strategies that help to promote speaking in the classroom, and it gave her an opportunity to implement the use of songs and native speakers to enhance students' speaking skills. The data collected seem to support her assumptions those strategies would have a positive impact on students' spoken production, and would increase students' confidence in acquiring the language, and would improve their speaking skills.

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MULTICULTURAL ANALYSIS ON TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION (TOEIC) PREPARATION TEXTBOOKS DEVELOPED BY INDONESIAN AND NATIVE AUTHORS

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ABSTRACT

The idea of English as an International Language, i.e., a language of wider communication among individuals from different countries and between individuals from one country (McKay, 2002), has shifted the idea that English learners should be only exposed to British, American, Australian or other inner circle countries' English. This is due to the fact that now English is the lingua franca of the world since it is spoken not only by the people of the inner circle, but also more widely used by people both in the outer and expanding circles (Kachru, 1985 and Graddol, 2006). That is why in order that one can be successful in communicating with English speakers from different part of the world he should have sufficient English communicative competence and multicultural knowledge (Kim and Park, 2015). TOIEC is one of the standardized tests aiming at measuring the everyday English skills of people working in an international environment. It means that the test is supposed to contain items reflecting the use of English in a multicultural setting. This paper presents an analysis of the prospective test takers' familiarity with such items, especially presented in the photograph section of the test, to reveal the possible problem they may encounter when taking the test. In addition, the multicultural representation of the TOEIC test items presented in TOIEC Preparation textbooks written by both native and non-native English speakers, especially the photograph section, will also be investigated.

Key words: *multi-culture, TOIEC preparation, Indonesian and native speaker authors.*

INTRODUCTION

English has been well-known as lingua franca in the world (McKay, 2002), which means that English is not only used by people in inner circle countries of English such as England, Australia, Canada, and USA but also used by people in the outer and expanding circles including Indonesia (Kachru, 1985 and Graddol, 2006). Furthermore, at present English is found to be very important in academic (Conrad and Mauranen, 2003) and business world (Nickerson, 2005).

In order to satisfy the English criteria for both academic and business purposes, several international standardized tests, such as TOEFL, IELTS, and TOEIC, are available. TOEFL (Test of English as a Foreign Language) is a standardized test to measure the English language proficiency of non-native speakers wishing to enroll in English-speaking universities in the USA, whilst IELTS (International English Language Testing System) is known as an international standardized test of English language proficiency for non-native English language speakers wishing to enroll to universities in the UK and Australia, and TOEIC (Test of English for International Communication) is an English language test designed specifically to measure the English skills of people working in an international environment.

The implementation of ASEAN Economic Community (AEC) since the end of 2015 makes citizens of its member get jobs, not only in their home country, but also in other ASEAN countries. This, of course, requires the citizens of the members of ASEAN to speak using a lingua franca or international language – that is English – for a successful communication. This is due to the fact that English is accepted to be the sole working language of ASEAN since 2009 as stated in the Charter of the ASEAN. According to Kirkpatrick (2014) it is the first time for an

organization which members are not traditionally the Anglophonic countries use English as the official working language.

TOEIC is a test used to measure the English proficiency of those who plan to work in international working environment such as foreign companies and overseas offices as well as national companies and government offices (Dudley-Evans and St. John, 1996). TOEIC is used by more than 2,000 organizations worldwide for assessing English. It is popular among companies and language schools since 1979. The popularity has continued to grow as organizations increasingly pursue a global market strategy that includes the need to communicate in English (Boldt and Ross, 1998).

TOEIC is designed as a multiple choice test consisting of 200 questions, 100 questions for Listening Comprehension and the rest of the questions are for the Reading Comprehension (Riyanto and Sudiyati, 2015). Basically, one's success in taking TOEIC depends on his/her ability to cope with the 2 sections of the test. However for Indonesian English learners, among the two sections, listening is considered to be more difficult than that of reading since listening is often neglected in the English lessons at schools (Sudarsono and Lestari, 2016). English teachers mostly put emphasize the teaching of English on reading, speaking, and writing. In addition, the fact that even though most schools have the facilities to support the teaching of listening, only a few of facilities can be used for teaching. Rohmah (2009) reported that even though 75% of madrasah in West Nusa Tenggara and East Java have tape recorders and 80% have televisions, but only 10% of principals allow teachers to use them for educational purposes. She further reports 2% of the schools surveyed have language labs. The above conditions of course make the students have limited time to practice listening while it is believed that listening needs a lot of practice.

In TOEIC Listening Comprehension section consists of four parts. Part 1 consists of 20 questions in which a photograph is presented for each question and the test taker will hear 4 short statements one of which is the correct statement to describe the photograph. Part 2 consists of 30 questions in which the test taker will hear 2 speakers, the first speaker asks a question while the second one says 3 possible answers one of which is the correct answer. Part 3 consists of 30 items. For each item the test taker will hear a short conversation between two people. A statement with four options is provided in the test book and test taker must choose the correct one among those options. Part 4 is the short talks section in which the test taker will hear short talks. In the test book, several questions for each talk, each of which with 4 options to choose, are provided.

Among the four parts of the TOEIC Listening Section, Part 1 (photograph) is bias for Indonesian test takers. The photograph shows authentic situation in English inner circle speaking countries such as the US and The UK and other English speaking countries which is not familiar for some of Indonesian test takers. Therefore, in order to help test takers, preparation test using tutorial and/or learning TOEIC preparation books available in bookstores are strongly recommended in order to familiarize the test-takers with the situational contexts usually appear in the test.

A study into the improvement of TOEIC capability and score was carried out in Japan involving 4,267 people from 23 different companies and training institutions in Japan (Boldt and Ross, 1998). It was revealed that training objectives, instructor background, teaching materials, and class size can help defining the relative contribution of several factors to student improvement in English language proficiency. The study also pointed to several directions for further research. In the study, course materials were frequently confounded with teaching methods. Although it is often difficult to separate materials and methods, future researchers may be able to create different ways of categorizing these variables in order that hence we can more adequately address the differential impact of methods and materials.

The current paper discusses the multicultural aspects of the TOEIC test items presented in TOEIC and focuses on the impact of materials only. Preparation materials or textbooks written by both native and non-native English speakers, especially the photograph section, in order to investigate its multicultural representation. The perspective test takers' familiarity with such items will also be investigated to reveal the possible problem(s) they may encounter when taking the test.

METHOD

A study was carried out based on comparative study on the use of two types of TOEIC preparation test book, namely (1) the book written by native speakers and (2) the book made by Indonesian writer(s). The sample of the study was batch 2013-2014 of the ten graders of SMKN 1 Surabaya, the most prominent vocational high school in Surabaya where all students are obliged to take TOEIC test at the beginning of their study in the school. English course based on TOEIC preparation are further conducted within three years study period and at the end of study they have to take another TOEIC test in order to know their progress in learning English, measured by the TOEIC. Nonetheless, the final score is not taken into consideration.

The first test was carried out with 196 students participated and it was found out that only 22 students (or less than 5%) reached scores between 450 and 550 indicating the ability to communicate at a minimum level with people from other countries. Twelve out of 22 students were further interviewed with particular focused on the understanding of photograph situation. Twenty photograph situations taken from various resources were asked and it was scored using Likert scale from 1 to 5 in order to picture their understanding on photograph situation. The scores are as below:

- (1) For the condition of the picture that have never been encountered before.
- (2) For the condition of the picture that seems to be unfamiliar or has hardly ever been remembered.
- (3) For the condition of the picture that has once been encountered before.
- (4) For the condition of the picture that have sometimes been encountered.
- (5) For the condition of the picture that is normally encountered or experienced quite often.

Two research questions were further raised, namely:

- (1) What multicultural differences were the TOEIC items presented in TOEIC Preparation textbooks written by both native and non-native English speakers and the implication to Indonesian test takers?
- (2) How familiar were the student with the photographs presented in the listening section of TOEIC and what possible problem they encountered?

RESULTS AND DISCUSSIONS

The results of the interview showed that the students were not familiar with or hardly ever remember 25% the situation in the photographs (photographs number 2, 6, 14, 15, and 19). The majority of the students have been once encountered with 60% of the situation before (photographs number 1, 3, 4, 5, 7, 10, 11, 12, 13, 16, 17, 18, 20) indicated by the average score of 3, whilst 15% of the situations (photographs number 7, 8, and 9) obtained average scores or 4 indicating the students have encountered with the situation sometimes or more than once. None of the question gained score 5 designating that majority of the students tend to be not entirely familiar with the photograph situations which figured out global or international situations such as in an airplane and restaurant. This might due to the fact that students of vocational schools are mostly those who were financially disadvantaged who hardly ever have the chance to travel by air or enjoy the luxury of dining out in restaurants. The result of interview is presented in Table 1.

Table 1
The students' understanding on photographs of different situations

No.	Picture Description	Students												AVERAGE
		1	2	3	4	5	6	7	8	9	10	11	12	
1	Oxford Preparation Course For The TOEIC: People in a massive Computer Laboratory	4	3	2	5	4	4	2	1	2	1	2	1	3
2	Seven Practice Tests Achieving Higher TOEIC Test Scores: People talk in a building construction	2	2	2	2	3	3	3	1	4	2	2	2	2

3	Longman Preparation Series For the New TOEIC Test-Introductory Course: Passengers are entering a modern train at a Rail Station	3	3	2	4	3	3	4	3	3	3	3	3	1	3
4	How To Prepare for the TOEIC Test: Two Businessman are signing an agreement	3	2	2	3	3	2	2	2	3	3	3	3	2	3
5	Longman Preparation Series For the New TOEIC Test-Introductory Course: Passenger are boarding an airplane	4	3	3	5	4	3	2	2	3	2	2	2	2	3
6	Building Skills for the TOEIC Test: People with Skiing suit sitting on the snow	2	1	1	2	3	2	2	2	2	2	2	2	1	2
7	Longman Preparation Series For the New TOEIC Test-Intermediate Course: Public Transportation on a busy road	4	3	3	5	3	4	4	3	4	3	3	3	3	4
8	Building Skills for the TOEIC Test: A Man is Washing a Car	4	4	4	5	3	4	3	3	3	3	3	3	4	4
9	Seven Practice Tests Achieving Higher TOEIC Test Scores: People Write Something on a desk	5	3	3	4	3	4	4	3	4	3	3	3	3	4
10	Longman Preparation Series For the New TOEIC Test-Introductory Course: A man deliver a speech	3	3	3	4	2	2	2	2	3	2	3	2	2	3
11	Seven Practice Tests Achieving Higher TOEIC Test Scores: People are Playing In the Park	4	3	3	5	3	3	3	3	4	3	2	3	3	3
12	Oxford Preparation Course For The TOEIC: People are waiting in line or queuing	4	4	3	5	4	3	2	2	2	3	2	2	2	3
13	Building Skills for the TOEIC Test: A Man is doing a Presentation	4	3	3	5	3	3	4	2	3	1	1	2	2	3

14	Seven Practice Tests Achieving Higher TOEIC Test Scores: Fill up the Gas Tank of his car	4	3	2	3	2	1	3	2	3	1	2	1	2	2
15	Longman Preparation Series For the New TOEIC Test-Advanced Course: A stewardess is serving Food on the plate to the Passenger	3	3	2	5	2	1	1	2	4	1	2	1	2	2
16	Building Skills for the TOEIC Test: Two men are Playing Guitars	4	3	3	3	3	3	4	3	4	3	2	2	2	3
17	Building Skills for the TOEIC Test: Taking Money from an ATM	4	3	3	5	2	2	2	2	4	2	1	3	3	3
18	Building Skills for the TOEIC Test: A woman is looking at some papers on the office table	3	2	2	3	3	1	2	3	4	3	2	3	3	3

19	Longman Preparation Series For the New TOEIC Test-Introductory Course: A man is looking for a file in the filing cabinet	3	2	2	3	2	1	2	2	4	2	3	1	2
20	Longman Preparation Series For the New TOEIC Test-Intermediate Course: Passenger are climbing up the stair for boarding the Airplane	4	3	3	5	4	3	2	2	3	2	2	2	3
MODE		4	3	3	5	3	3	2	2	4	3	2	2	3

From the interview, it was also revealed that among the 12 student respondents, only three of them (students number 1, 4, and 9) were familiar with most of the situation in the photographs, while the rest said they only encountered with the situation once or even never. Such conditions will, of course, make the students find it difficult to answer the questions in TOEIC because (1) they do not know exactly what happened, (2) they do not know the term or vocabulary in English, (3) they do not what aspect from the picture will be asked, or (4) the picture is not clear and confusing for them as they are not familiar with the situation(s).

Furthermore, two examples of photograph situation were taken of a TOEIC test book (ETS, 2008). Figure 1 showed a situation in a room of a hotel and Figure 2 viewed a situation in front of a gate (although it was not apparently clear) together with 6 people involved in the conversation. Figure 1 may be easily understood by test takers because the setting, such as the number and size of bedrooms and position of table lamps and wardrobe in a hotel room and the situation, are popular to the students. Meanwhile, Figure 2 was not clear whether it was in front of a big house or castle or somewhere else. The test takers could be misled with the situation so that they could not concentrate on listening and then answering the questions.



Figure 1. Hotel's room situation



Figure 2. In front of a big house or castle?

An analysis on the multicultural aspects of the TOEIC items on the Photograph Section revealed that the photographs were dominated by the inner circle settings, both the people and situations in different work places. The fact that today English is not used only by the people of the inner circle countries but also by the expanding circles (Kachru, 1985 and Graddol, 2006) seemed to be ignored or forgotten by the authors of the TOEIC Preparation books. Since TOEIC is an internationally recognized standardized test, it should have been appreciated if the multicultural representations of its speakers are also considered when developing the items for both the test and the test preparation books.



Figure 3: No Asian or Chinese characters Figure 4: Mostly Western and Black people

Meanwhile, an investigation on the TOEIC preparation books written by native speakers and Indonesian writers revealed that the earlier was presented entirely in English hence making the students difficult to understand the script because their English competence was quite poor (see Table 1). On the other hand, TOEIC preparation books written by Indonesian expert (e.g. Riyanto and Sudiyati, 2015) were given in two languages (English in the test context and Indonesian in the description). It thus helped the students a lot in understanding the test materials. Students with low English proficiency usually used TOEIC Preparation books made by Indonesian, whilst those with better or higher English proficiency use TOEIC books made by native-speakers. The selection of books based on level of Indonesian learners' proficiency perhaps influenced by the different characteristics of the two authored materials as shown in Table 2.

Table 2. Characteristics of TOEIC materials written by different authors

No	Aspects	Indonesian Authored Book	Native Authored Book
1	Language	Indonesian/Mix	Fully English
2	Provision	Can be bought in any Bookstore in Indonesia	Can only be purchased at certain distributor/store
3	Price	Cheaper	More expensive
4	Accessibility	Rarely available in the Internet	Can easily be accessed through the Internet
5	Tutoring	Tutor not necessarily needed	Tutor strongly needed

CONCLUSIONS AND RECOMMENDATIONS

The present study has clearly indicated that Part 1 or Photograph section of the TOEIC has been a normal obstacle for most Indonesian test takers since they do not have prior knowledge or information about the photograph situation. In order to eliminate the problem, familiarization to contexts and situation commonly appear in the test should be given. It can be carried out by showing more pictures or photographs and videos showing the situation in the inner circle of English Speaking countries such as in USA and UK but not widely used by people both in the outer and expanding circles. Also, the students may be introduced to see real situations such as bus or train station, airport, hospital, restaurant, zoo, and so on which are also available in overseas through TV programs, films or videos.

In addition, the multicultural differences of daily life in international settings where most of the Indonesian learners are unlikely familiar with make them difficult to answer the questions correctly. In order to improve the understanding of Indonesian test takers, it is suggested that better training and preparation test must be conducted in order to familiarize them with the situational and multicultural contexts, which in the end improve their competence. Park and Kim (2015) suggest that students should be introduced to information and multicultural language whilst they attempt to improve their English communication skill. Several studies done in Japan and the USA show that such an effort gives satisfying results. It is also suggested that items on the photograph section should also include pictures of different people and setting representing the expanding circles of the English speakers since today they are the biggest number of the English users (Graddol, 2006)

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THE ILLOCUTIONARY ACTS IN UNDERSTANDING TOEIC SHORT CONVERSATIONS AND TALKS

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ABSTRACT

The listening section particularly short conversations and talks are the most troublesome area in TOEIC due to several reasons. Mostly, test takers are not familiar to the listening materials because of the idiomatic expression usage which is American culturally bounded and has many intended meaning. Time limitation in answering the questions must be taken into account in understanding the intended meaning which is implied and beyond the utterance itself. Therefore, test takers must have background knowledge of the context of the utterances. Based on the problems above, this study gives solutions in understanding TOEIC short conversations and talks by using Searle's five categories of illocutionary acts, i.e. Assertive, Directive, Commissive, Expressive, and Declaration (Searle in Mey, 2007). The analysis would be triangulated by using the communicative functions of utterance in the taxonomy of dialogue acts (Bunt, 2010). The most frequent illocutionary acts found in this study are assertive, directive and commissive, meanwhile the expressive is the less found illocutionary acts in TOEIC. Thus, as a pedagogical implication, the English teacher should develop listening and speaking materials within pragmatic based approach to enhance students' communicative competence and improve their language proficiency as well.

Keywords: *illocutionary acts, TOEIC, communicative functions, dialogue acts taxonomy.*

INTRODUCTION

Background of The Study

Based on the development of 2004 English Curriculum and further in 2006 Standard of Content, listening was becoming significant skill and no longer neglected in the teaching of English in Indonesia. The students of either senior high school or vocational senior high school are demanded to master English skills including listening skill in order to pass the National Exams (UN). Therefore, students are trained a lot to practice listening comprehension in the format of TOEIC (Test of English for International Communication).

In the tertiary level of education, the needs of mastering English particularly listening skill, grammar, and reading skill can't be repudiated any longer. College students from vocational education are required to achieve 500 TOEIC scores to graduate. It means that they are encouraged to master English skills though they are not studying English as their major in college. The preliminary study conducted through items analysis on TOEIC test for the 6th semester students of Shipbuilding Institute of Polytechnic Surabaya (SHIPS) and the result of their TOEIC scores show that students' weakness in the listening test is dealing with short conversations and talks (UPT Bahasa, 2012).

Therefore, this study focused on the listening section particularly short conversations and talks since they are the most troublesome area in the TOEIC compared to the other parts, i.e. Photograph, and Question and Response. Listening comprehension is found to be among the most difficult tasks for the learners due to several reasons. First, most test takers are not familiar with the listening material produced by native speaker. However, the listening section is not only testing students' listening but also their understanding of spoken language which have many intended meaning.

Mostly, test takers find difficulty in interpreting the intended meaning of the utterances in TOEIC examination. To understand the intended meaning which is implied in and beyond the utterance itself, the test takers must have special knowledge of the context of the utterances. Since few numbers of listening items in TOEIC are American cultural bounded such as idiomatic expressions. If they don't understand such cultural background, the utterances will mean nothing to them.

Time limit in answering the questions after short conversations and talks is also the major problem faced by test takers. They have to answer question after one short conversation in 12 second and answer two or three questions after one short talk also in 12 second after each question. It means that the test takers should decide the answer in a very short time. If they can't decide yet, they will be disturbed by the next conversation or talk. Mentally, to some students, it can make them get panic. Consequently, they will fail in the test. To overcome this problem, test takers should prepare themselves in finding the intended meaning from the short conversation and talk in a very short time.

The previous study analyzing the illocutionary acts and implicatures in understanding TOEFL short conversations has been conducted by (Cahyaningati, 2012). The findings of the research identify the four illocutionary acts classifications of five, i.e. directive, expressive, assertive and commissive which are commonly used in TOEFL short conversations. The most illocutionary acts found in TOEFL short conversations is directive. Meanwhile, expressive, assertive and commissive are sometimes found in TOEFL short conversations. The result of the study suggests implications for teachers to explain the way to understand the intended meaning by applying the illocutionary and implicatures theories. The existing study has given such a great contribution on applied linguistics through implementing and integrating the pragmatic knowledge on language testing especially on listening comprehension. It also provided some important findings that learner or test takers must be aware of pragmatic competence in order to know the context in which English or language uttered to understand the intended meaning of the speakers.

This study was certainly directed to give some solutions to improve students' listening comprehension, develop their pragmatic competence for conversational discourse, and promote them to achieve high TOEIC scores. This study was very important because the outcome of this research will be useful as a constructive input for students from vocational education who have to pass TOEIC test as the graduation requirement. The result also provided valuable strategy and pragmatic competence either for English lecturers or students in understanding TOEIC short conversations and talks. Thus, English lecturers can guide students how to apply both bottom up and top down strategy while they are listening and guess the context and the intended meaning of the utterances to decide the correct answer.

Statement of the Problems

The study was an attempt to determine the intended meaning in understanding TOEIC short conversations and talks. The research question was formulated as follows:

1. What are the intended meanings through illocutionary acts found in TOEIC short conversations and talks?
2. What types of illocutionary acts are found in TOEIC short conversations and talks?
3. How are the illocutionary acts distributed in TOEIC short conversations and talks?

Theoretical Framework

The basic concept adopted in this paper was **the five speech act categories** which are proposed by Searle in Jacob L. Mey (2007: 119-123). The use of speech act categories can be classified based on the illocutionary point (force) of assertive, directive, commissive, expressive, and declarations. (1) Assertives can also be called representatives. The illocutionary point of assertives is that they commit speaker to truth of the expressed proposition. (2) Directives means that their illocutionary point produce some effects through action by the hearer. (3) In commissives, the illocutionary point commits the speaker to a greater or less degree to some future action. (4) Expressives indicates that they have the function of expressing or making known, the speaker's psychological attitude towards a state of affairs which the illocution presupposes. (5) The illocutionary point of declarations is that they have 'successful performance' that brings about the correspondence between the proportional content and reality.

The taxonomy of dialogue acts was also used to triangulate the result of illocutionary acts in order to recognize the context of utterance and discover the intended meanings particularly dealing with commissive and directive. The taxonomy of dialogue acts figure out the communicative functions of utterance according to the situation where the conversation takes place, the participants who involve in the conversational interaction, and the goal of the

conversation and talks. According to Harry C. Bunt (2010), the communicative functions are defined more precisely as the ways in which dialogue participants use information to change the context. The examples of communicative functions are inform, check, WH-Questions, confirm, disconfirm, Yes/No Question, correct, thank, apology, interrupt, etc. He claims that the communicative functions involved in the taxonomy of dialogue acts can be organized in the following schema:

- I. General Purpose Communicative Function
 - 1.1 Information transfer function
 - 1.2 Information providing function
 - 1.3 Action discussion function including commissive, and directive
- II. Dimension Specific Communicative Function
 - 2.1 Domain related function including means of performative verbs and means of graphical actions
 - 2.2 Dialogue control function including feedback function, interaction management function, social obligations management function

Significance of the Study

Practically, the outcome of this research was useful as a constructive input for students who have to pass TOEIC test as the graduation requirement. The result would also provide valuable strategy and pragmatic competence either for English lecturers or students in understanding TOEIC short conversations and talks. Thus, English lecturers can guide students how to implement discourse analysis approach dealing with speech act analysis especially the illocutionary acts while they are listening to TOEIC test.

Theoretically, the findings were expected to support the theory of illocutionary acts as the second dimension of speech acts which was performed through communicative force of utterance. This study was also aimed to provision the taxonomy of dialogue acts in order to recognize the context of utterance and discover the intended meaning through analysis of the communicative function of utterance.

RESEARCH METHODOLOGY

The study applied a descriptive qualitative method. The choice of this design would be based on the following considerations: (1) the study would be dealing with the secondary data (discourse data source in form of listening transcripts), (2) the discourse analysis was applied to gain understanding how language and speech acts especially illocutionary acts are used in communication either spoken, written or both.

The data sources were transcripts of listening test particularly the third and the forth parts of TOEIC listening section from *Oxford TOEIC Practice Test Volume 1* (2011) including four practice tests. The pool of data sources was set up using a purposive sampling technique (McMillan, 2008). Thus, the researcher selected the particular cases because they would be particularly informative about the topic. Therefore, only the listening scripts which were containing Searle five categories of illocutionary acts in J. L Mey (2007: 120-22) involving Assertives, Directives, Commissives, Expressives, and Declarations were going to use and analyze.

There were some steps which were used to analyze the problems: (1) Collecting and selecting the data from the four practice tests, the selected data from short conversations and talks were then coded and categorized based on those types of illocutionary acts. (2) Analyzing the data of the illocutionary acts. On the basis of the categorization, the analysis was conducted by implementing *discourse analysis approach* within *speech act analysis* in order to find the intended meanings before deciding the answer of TOEIC questions. (3) Concluding the intended meanings, (4) Specifying the types of illocutionary acts, and (5) Calculating the distribution of illocutionary acts.

FINDINGS AND DISCUSSION

Findings

Short conversations and talks in TOEIC were tested in the third and the fourth parts of listening section. Short conversation comprises of thirty multiple choice questions, whereas short talks consist of twenty multiple questions.

There were some cases taken from Oxford Practice Test for the TOEIC Test which were analyzed by the writer using five categories of illocutionary acts:

1. Case of Short Conversation 1 (Oxford Practice Test 1)

Man : How should I price these calculators?

Woman: They were \$ 39.95, Anthony, but let me check the current price list.

Man : Yes, I think the sales representative mentioned a price increase.

Question : How will the correct price be determined?

- (A) By calling the company.
- (B) By asking the sales rep.
- (C) By looking at the price list.
- (D) By checking Anthony's invoice

a. The data of illocutionary acts:

The above conversation consists of two categories of illocutionary acts **assertive** and **commissive**. The man's utterance: "How should I price these calculators?" has communicative function as a gist to describing the context.

The woman's utterance: "**They were \$ 39.95, Anthony, but let me check the current price list.**" can be classified as **assertive** speech act that commit speaker to the truth of the expressed proposition" [Searle (1977: 34-8) in J.L. Mey (2007: 120)]. By stating that utterance, she reports and informs that the label price is \$ 39.95, but she is not sure about the correct price. That is why she continues the next utterance 'let me check the current price list'. This utterance can be classified as **commissive**, since the speaker commits herself to check the current price list. She has the intended purpose that can be recognized by the man. It can be seen from the man's response: "**Yes, I think the sales representative mentioned a price increase**".

Man's utterance can be also classified as **assertive**, the speaker intends to make the word fits the world (of belief), in which a belief is expressed, and in which any proposition can occur [Searle (1977: 34-8) in J.L. Mey (2007: 120)]. Thus, the man's response supports the woman's utterance about the truth of price change by stating that the sales representative has mentioned the price increase.

b. The intended meaning

Test takers can arrive at the correct conclusion through understanding the intended meaning which is implied in the utterances of the speaker containing the illocutionary acts: assertive and commissive. The woman's utterance is as **assertive** and **commissive** all at once. As assertive, it has communicative purpose of informing the label price i.e. \$ 39.95, but she is not sure about the current price list. While as commissive, it has communicative purpose that is offering the hearer to check the current price list to make sure the valid price.

From the discussion above, test takers can conclude that the woman's utterance implies that the valid price can be checked in the current price list. Thus, the price can be determined by looking at the price list as stated in choice (C).

2. Case of Short Conversation 2 (Oxford Practice Test 2)

Man : What type of clothing should I take when I go to Sweden?

Woman : Some friends of mine were there last year and they said it can get pretty cool at night, even in the middle of summer.

Man : May be I'll pack a few sweaters then.

Question : What is the woman suggesting?

- (A) Cancelling the trip.
- (B) Visiting Sweden in the summer.
- (C) Taking something warm to wear.
- (D) Going with friends.

a. The data of illocutionary acts

The speech act that is found in the above source of data is “**Some friends of mine were there last year and they said it can get pretty cool at night, even in the middle of summer.**” Woman’s utterance can be classified as **assertive**, since she gives suggestion implicitly by saying that her friends who were in Sweden last year stating that the weather is pretty cool even in the summer. She has intended purpose to give suggestion to the man to prepare warm clothing.

The man’s response: “**May be I’ll pack a few sweaters then.**” can be classified as **commissive**. It shows that he recognized the implied meaning of the woman’s utterance. He then commits to pack and bring a few sweaters as suggested by the woman.

b. The intended meaning

Test takers can conclude the intended meaning which is implied in the utterances of the woman which contains the illocutionary act of **assertive** intended to remind the hearer about the cool weather in Sweden even in the summer. By giving such reminder, the woman intends to give suggestion so the man can prepare and bring warm clothing. From the discussion above, test takers can come to the correct conclusion that the woman’s is suggesting the man taking something warm to wear as stated in choice (C).

3. Case of Short Talk 1 (Practice Test 1)

Questions 89 through 91 refer to the following notice:

All local buses labeled with a blue “B” have been fitted with special racks to allow for bike transport. Always mount your bike from the curbside. Let the operator know you plan to use the rack. Remove water bottles, air pumps, or other items that could slip from your bike and potentially create the hazard. For safety reasons, the operator may not leave his seat to assist you, but he or she can answer your questions. This program is part of our effort to improve air quality and keep you healthy.

Question number 89 Who is most likely to read the notice is not related to the speech act.

Question number 90 What is the purpose of this notice is not directly dealing with speech act.

Question number 91 How might the bus operator offer assistance?

- (A) By opening the rack.
- (B) By storing any air pumps in the bus.
- (C) By lifting the bike onto the supports.
- (D) By answering questions.

a. The data of illocutionary act

The notice is intended to give announcement to the bicyclist how to use buses to transport their bikes, so bicyclists are the audience for the notice. The notice is announcing the new system that allows bus riders to transport their bikes on board the bus. The statement included in the notice: “For safety reasons, the operator may not leave his seat to assist you, but he or she can answer your questions...” can be classified as commissive. Thus, the operator in this case commits to help the bicyclist to answer their questions though they can’t leave his/her seat to assist them.

b. The intended meaning

The notice reminds the bicyclists to let the operator know that they plan to use the rack. They have to remove all items that are potentially hazardous. Therefore, for safety reasons, the operator may not leave his/her seat to assist bicyclists, but he or she commits to assist them by answering their questions as stated in choice (D).

4. Case of Short Talk 3 (Practice Test 3)

Questions 92 and 93 refer to the following radio advertisement:

If you want to succeed in this fast-paced financial world, you can’t ignore the advice given in Investor’s choice. Our columnists give investment strategies to help you keep pace with a rapidly changing global economy. The opportunities will be breathtaking for those able to interpret the new dynamics, but not so for those stuck in the past and worried about inflation. Today’s persistent inflation may very well not be some temporary aberration. Don’t be fooled. Stay abreast. Read Investor’s Choice.

Question number 92 What are listeners encouraged to do?

- (A) Read a publication.
- (B) Invest quickly.
- (C) Talk to a columnist.
- (D) Be conservative.

Question number 93 For what reason are new strategies necessary is not related to speech act.

a. The data of illocutionary acts

The speaker's statement in the beginning of the radio advertisement elaborates the information background. His utterance: "*Our columnists give investment strategies to help you keep pace with a rapidly changing global economy...Read Investor's Choice*" can be classified as assertive and directive. As **assertive**, the speaker suggests the audience to follow the investment strategy by reading Investor's Choice, meanwhile as **directive**, his utterance is promoting the audience to read Investor's Choice.

b. The intended meaning.

From the discussion above, the speaker's utterance is intended to persuade the audience to comprehend the context of current business and investment and up-date their knowledge by reading Investor's Choice. Therefore, the intended meaning of the speaker through this radio advertisement is read a publication of Investor's Choice as stated in choice (A).

DISCUSSION

The intended meanings

The intended meaning from every speaker's utterance can be the gist for the test takers to come to the correct conclusion and find the intended meaning uttered implicitly by the speaker. Thus, test takers can answer the question correctly by understanding the intended meaning of the illocutionary acts.

The intended meaning can be analyzed through understanding the context or situation in which participants interacts each other either in one way conversation (talk or monologue) or conversational or interactive listening to the TOEIC. The detail of explanation about the intended meaning have already been explored the findings.

The intended meaning in accordance to the taxonomy of dialogue acts proposed by H.C. Bunt (2010) can be analyzed through understanding either the general purpose of the communicative function and the domain specific communicative function in order to comprehend the context of utterance. Mostly the intended meaning of utterance has communicative purposes or function dealing with commissive and directive, and social obligation management functions to preserve and keep successful communication. Thus through the communicative function, both the speaker and the hearer are following the cooperative principle to avoid conflict and make both interlocutors understand their intended meaning of their utterances

Types of Illocutionary Acts in TOEIC Short Conversations and Talks

After collecting and specifying the illocutionary acts found in TOEIC short conversations and talks, the writer calculated that there are 10 problems that can be found in the listening section of TOEIC Part III Short Conversations and Part IV Short Talks. They are: (1) stating, (2) offering, (3) suggesting, (4) promising, (5) requesting, (6) claiming, (7) ordering, (8) recommending, (9) advising, and (10) vowing. Those ten problems are derivatives from the major types of categories of illocutionary acts: (1) Assertive, (2) Commissive, (3) Directive, (5) Expressive.

Those 10 problems of speech acts are distributed in each set of the TOEIC Practice Test Volume 1. The total number of speech acts particularly dealing with illocutionary acts questions and its distribution can be seen on the table 2.

Table 2. The total number of speech acts questions and its distribution

No	Unit (Practice Test)	Speech Acts in Short Conversations	Speech Acts in Short Talks
1	Practice Test 1	6 questions	4 questions
2	Practice Test 2	9 questions	2 questions

3	Practice Test 3	5 questions	1 question
4	Practice Test 4	7 questions	1 question

The table 2 shows that the number of speech act in a set of short conversations in the listening section of TOEIC Part III is about 5-9 questions. Meanwhile the speech acts found in short talks in listening section of TOEIC Part IV is not as much as the speech acts in short conversations. The number of speech acts in short talks is usually about 1- 4 questions.

Thus, the use of five categories of the illocutionary acts from Oxford Practice Tests for the TOEIC Test Volume 1 was also analyzed. There are Assertive, Directive, Commissive, and Expressive in both short conversations and talks. The distribution can be seen in the following table 3:

Table 3. Speech acts distribution in Oxford PT Vol. 1

Unit	Assertive	Commissive	Directive	Expressive
Practice Test 1	7	6	5	2
Practice Test 2	7	8	4	3
Practice Test 3	8	1	5	1
Practice Test 4	8	3	6	2

Based on the frequency of speech acts distribution in Oxford Practice Test for the TOEIC Test Volume 1, it can be seen that the most frequent speech acts are assertive, commissive and directive. Meanwhile the expressive speech act is less found in that Oxford practice tests.

When the result of findings are compared to the findings of the previous study analyzing the speech acts in TOEFL, we can compare that the total number of speech acts and its distribution in TOEFL workbook is larger than in TOEIC practice tests. The data of comparison can be seen in the following table 4:

Unit	Speech Acts in TOEFL	Speech Acts in 2 parts of TOEIC
Practice Test A / 1	24	20
Practice Test B / 2	11	22
Practice Test C / 3	21	15
Practice Test D / 4	21	19
Practice Test E	20	-

In TOEFL short conversations, the most frequent speech acts are directive and expressive, whereas the commissive speech acts is less found in the distribution of speech act. In TOEIC short conversations and talks, the most frequent speech acts are assertive, directive, and commissive. Meanwhile the expressive speech act is less found in the distribution of speech acts in TOEIC.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the analysis, this study concludes that TOEIC short conversations and talks consist of four categories of illocutionary acts. There are assertive, directive, commissive, and expressive. Most of the illocutionary acts found in TOEIC short conversations and talks are Assertive, directive, and commissive. Meanwhile the expressive are sometime found in TOEIC short conversations and talks.

This study also gives such valuable strategy for students and test takers to understand the intended meaning of the utterances in TOEIC short conversations and talks through comprehending the four categories of illocutionary acts. Thus, they can come to the correct conclusion and choose the correct answer.

Suggestion

The results of this study offer some suggestions in preparing the test takers to cope the difficulties in listening section on TOEIC particularly Short Conversations and Short Talks:

1. Teacher should explain the way to understand the intended meanings by applying the four categories of illocutionary acts.

2. To get more understanding on the intended meanings asked in TOEIC, the test takers should have pragmatic competence to know the context of the utterance and catch the intended meaning through the employment of the illocutionary acts.
3. The test takers should not focus only on the second speaker since the first speaker also has function in giving the situational background and giving a gist to support the second speaker's statement.

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INTEGRATED TEACHING WRITING AND LITERATURE

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ABSTRACT

Teaching writing is judged difficult for some lecturers since it needs huge and hard effort to improve the students writing ability. It is closely related to the difficulty of the aspects and motivating them to write. Giving a fascinating theme to the students is assumed not the best way for encouraging them to produce their own creative writing. They may not be familiar with the topic given or the topics are not interesting enough for them to be developed as essays. As everyone knows that university's students enjoy and share anything (flow of the story, the language used, the conflict and so on) in reading literary works. The writers of literary works do contemplation to have the best creativity. The ways how the writer attracts the readers could be in a form of moving the readers' feeling and thought. What the students think and feel about the content of literary works can be expressed deeply and seriously by representing them into their style of writing. Raising the students' interest is not the trifling things to be discussed. Getting the students' attention into the literary work done by introducing them about the flow of the story, the conflict of the literary works or the rich characteristics of the people in the story. The students will be rich in ideas and interesting situation to write.

Keywords: *integrated teaching, creative writing, literature*

INTRODUCTION

Writing is important because not only reinforces grammatical structures, idioms and vocabulary but also the students have a chance to be adventurous with the language and finally the students are very involved with the new language. In this part, the students have a unique way to reinforce learning by combining constant use of eye, hand and brain.

There are some difficulties related to writing. The psychological difficulty in which the writer has to decide what information the readers need. Furthermore, there is a linguistic difficulty in that language used in written language that is different from that used in speech and in addition, there is a cognitive difficulty in which the students have to organize their obliged to write and they do not know what to write more on their paper. It is about the material or the ideas that they have to write in their paper.

Preliminary research which include observation, text, questionnaire, and interview showed that from the most difficulty in writing was on developing ideas in paragraph. This was indicated from some following problems: a) it is hard for students to start writing even though they were given some topics, b) it is also difficult for students to start writing if the lecturers let them free to write by using their own topic, c) they always get stuck in the middle of writing and d) then it will be impossible for them to end their writing if they are not able to produce any kinds of writing. Since they have no more ideas to be written.

Murdoch (2002: 9) indicates that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency". It's aimed that by understanding the content of literary works that the students read or learn, it may lead them to the interesting situation in which the readers; the students are greatly involved in adapting with the situation or the content of the

short story or novel as well. The literary works may do their works by offering the interesting situation found in their conflicts between the characters or great flow of the story itself.

METHOD

This is a qualitative research to find out the ways how literary work in this case is short story may help students to improve their writing ability especially in getting ideas. As a researcher, finding out the students' difficulties were done by distributing questionnaires previously. After examining their answers or responses, it can be concluded that the students' problem in writing is mostly happened on finding or getting the interesting ideas to be developed.

They are used to be familiar with the non fiction material to be discussed, for example describing their lovely place to study, or giving personal comments and suggestion to the university's facility. They are used to apply the same words or vocabularies on their most sentences. Getting the same treatment or practices cause them to get bored easily. Absolutely it must be the lecturer's challenge to find out the way how to solve this problem. And it is all about the content that they have to write. The students get a big problem to start writing because the topic is not interesting enough to be developed. And after reflecting all the events happened before, trying to change the material of writing must be one of the best solution and it must be tried hard.

Knowing that they are more interested on discussing about human life experiences lead the lecturer to introduce simple short story to the students. Getting students to be familiar with flow of the story, conflicts, characters and their characteristics as well must be the new things they need. To know the students' need are also easy after knowing their responses on their interest of material to be written.

After introducing the intrinsic elements of prose those are short story or novel, the students were given some examples of short story, then we analyzed them together based on the intrinsic elements taught before. Observing the students' interest in discussing about the content of the story may encourage them to have something interesting, something nice to be written. It can not be denied that youth are mostly interested to discuse about hatred, anger, love, and so forth. All of them are about human life experiences. The material of this one is considered simple for them. Easy to understand and easy to be written. They are not always writing about the same thing such as expository, axplanatory, or even an argumentative writing. They need something different to be written.

All the lecturers did in the classroom were recorded well for being examined by the researcher whether the students show the interest attitude or they were trapped in boring situation of learning writing. All the detail done by the reseacher in front of the class will influence the students' response in reacting the lecturer explaining the material. The strange or peculiar situation shown by the students must be examined carefully for making it sure whether they enjoy the situation and they are able to understand all materials delivered by the lecturers well.

FINDING AND DISCUSSION

After conducting this research, the findings can be described as follows:

a). The students ability in writing can be improved significantly after they are taught using short stories. After they are involved in the content of story, the students' enthusiasim extreamely increased. Knowing the story well by analysing it through the basic intrinsic elements encourage them to be enthusiastic to retell the content of the story by their own style. The students' interest can be about the flow of the story or plot, it can also be about the conflicts found in the story. Furthermore, knowing the characteristics of each characters may encourage them to have curiosity to know the ending of the story. Sometimes, after realising that the story is similar with the readers' life experiences. Knowing that there are another people who feel the same as we are in facing the life's problem, it will spur the students motivation to read, to re-write the story using their own style since they are influenced by their own heart feeling the story, the ways how the main character faces her/his life's problems, the ways how he/she solves the problems well. What the students feel in heart will be the special motivation to develop and expand their ideas without deciding how many pages they have to write. The most

important thing for the student who is in his best motivation is paying close attention to what he feels not what he thinks. What he will write is only about what he feels upon the story. After they get involved with the story, the students' problems in writing may be solved well, they are: it will be quite fun for them to start writing after reading a nice short story since they are encouraged to retell the story again, consisting how the story begins, how the climax happens, what resolution the story has, what kind of characteristics that the characters explore, and so forth. The students' curiosity in being involved through the story will motivate them to write more and more. Finally, the students are expected not getting stuck in the middle of writing. So that is why their writing will be closed beautifully by representing the best educated moral judgment.

b). Teaching writing using short story decreases the boring situation in the classroom. Students are warmly invited to enjoy their time by reading short story. Knowing precisely the conflicts happen between the characters may increase the students' feeling and thought to be involved in that story since the students have the similar conflict in their life. The ways how the character solve the problem may encourage them to be more wise in taking final decision upon their life's problem. Even though the students do not have the similar conflict, at least they will learn how to be wise in deciding the way out of each problem in life. As everybody knows that imaginative literature aims to entertain readers by moving the readers' feeling and thought. After reading the story, it is expected that they will understand the story well by being able to get feeling and thought in taking the conflicts, getting the resolution of the problem, understanding the main character's feeling in facing the most difficult problem in climax. The writer will focus on taking the readers' attention in feeling the difficult situation in main character's life, in feeling hard of taking resolution and so forth. If there are some special feelings on the readers' heart and thought, it means that the writer is successful in taking the readers' attention. When all students are greatly busy in paying attention to the content of story, the class will be quiet for a moment. Then after a few minutes passed, there will be some questions related to basic intrinsic elements of short story to the students. And all their answers must be done by writing them correctly based on the aspects of writing. If getting ideas become the most important problem in writing, then by their special interest in the content of the story, it may lead them to write better in ideas because they are motivated in expressing what they feel and what they think about the content of the story.

Considering the different material delivered to the students may also become one of the ways in decreasing the boring situation in writing classroom. Depending on the materials that will be delivered to the students are all about non fiction material, it is a time for the lecturers to change the material to be written. Some say that letting the students free in expressing their ideas will lead them to be more creative in writing since the ideas are also free. Free here means that the material is not far from their life. Happiness, sadness, proudness, being honoured are kinds of human feelings in facing life that can be appeared anytime that they have to be the wise decision maker. The students' interest upon the story will encourage them to express freely and fun. All about what their heart say will be the material in writing. Finally there is no reason of saying that they get lost the ideas in the middle of writing. The students must realize also that their heart and thought are full of feelings upon the content of the story. They will be more creative if they are let to decide what kind of ending of the story that they want to give, whether sad or happy.

Not only the students' brain will work but also their heart or emotion as well. Doing a work involving our heart is something challenging, something fun. Hopefully this situation or assumption will be proved easily by the students who learn about how to write dealt with the material that they have to. It will be the students' media in expressing what their heart says. They can explore what in her heart upon the story using a group or a series of coherent sentences. We can not limit how many pages their point of view based on the story. They are free to write. They love the material then we can see how short story may develop the students' ideas in writing. The students' enthusiasm in presenting the story using their own understanding and style will be the major source of producing their creative writing.

CONCLUSION AND SUGGESTION

It can be concluded that knowing the students' problem is important for lecturers to help them in learning language. Since it is a learning process, some difficulties may appear during the learning process. By knowing the students' problem, students will find the best way how to be out of their problem. After getting the students' problem in writing is about the ideas, the lecturer may be able to find out the best way or the best manner to help them so that the teaching learning process will run smoothly.

If the students get bored in learning language, it will also be the lecturers' problem that must be solved sooner since it will influence their score at the end of teaching learning process. The students' success will be the lecturers' success too. It means that knowing the students factor in getting bored must be the lecturers' problem also, then giving questionnaires is one of the ways to find out the answer. And after knowing that getting familiar or popular topic will also be the students' way out of problem, then changing the material will be the alternative of getting out of the problem. After the students are used to be given non fiction material to be written, introducing them to the fiction material needs to be applied.

The students are interested in fiction story such as short story that will be finished at one sitting, since they can feel that they are involved in the story, it seems that they are one the characters in the story. Furthermore, when the students feel that the content of the story is similar to what happen in their life, it will also be their special motivation to write better than the author of the story. What the students feel and think will quite influence to what they will write. If the author of the story is able to take the readers' attention, in this case the students, it will be easy for students to write better because not only the way of thinking will be involved but also how they feel will encourage them to write more creative than before.

The weakness of this study is giving the students short stories even though in different plot, will cause boredom situation in each meeting. Finally the lecturer must be more creative and selective in choosing the short story and do different or fun activities upon the short story itself. The lecturers must think hard how manage the activities dealing with the short stories as the material given to the students in writing. Sometimes giving some questions to the students dealing with their level will keep this way is permanently able to be given to the students without worrying the boredom situation.

Recognizing our students well will be the most important thing in our effort to improve their ability in language skills. Finally, the students' attitude and their behaviour in classroom during teaching learning process must be the lecturer's attention also to know better whether they enjoy the classroom or not, whether they understand the material or not, whether they like the way how the lecturer teaches them or not, and so forth. Thus paying close attention to the students' attitude during teaching learning process will help the lecturer to find out the best media, strategy, approach or method to be applied in teaching the students.

At last, all the ways we can go through for helping students' effort at improving their ability in language skill must be the lecturers' duty and responsibility, as in writing skill.

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TEACHING SPEAKING: DISCUSSION AS AN ACTIVITY TO PROMOTE SPEAKING

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ABSTRACT

Speaking can be described as the basic prominent skill to be studied in a foreign language and as a meaningful interaction between students. Speaking is the pivotal thing in communicative purpose of language learning. Speaking ability is an essential tool for communicating in a foreign language. It is essential for literacy learning and successful use of language, and critical for students' well-being. Learning to speak is an important goal in itself, for it equips students with a set of skills they can use for the rest of their lives. In order to create classroom speaking activities that will develop communicative competence, teacher needs to provide students with communicative activities that give students opportunities to practice language use more freely, that is, discussion activity. Discussion provides students an authentic practice in real communication.

Keywords: *teaching speaking, discussion*

INTRODUCTION

English comprises of four skills, there are speaking, reading, writing, and listening. Speaking is one of the parts in learning a language and it is one of the language skills that learners should be mastered. Basically, speaking is a students' way to convey their thought in oral and becomes the pivotal thing in learning a foreign language, particularly English. Richards (2008:19) says the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners should develop their spoken language proficiency and it should be practiced regularly and independently. It is difficult for students to speak English since it is not their mother tongue. Speaking is the most basic medium of communication and the basic human right to explore or deliver information to everyone. Speaking makes students interactive by giving or receiving messages in discussion class.

Nunan (2003) has his own students' standard criteria of speaking, students are able to produce the English speech sounds and sound patterns; use word and sentence stress, intonation patterns and the rhythm of the second language; select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; organize their thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgments; use the language quickly and confidently with few unnatural pauses, which is called as fluency. In fact, it is difficult for students to cover the whole criteria because some problems happened. Students need activity which boosts their speaking ability.

Richard and Renandya (2002:201) also state that there are some purposes of speaking; the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information, to give instructions or to get things done, to describe things. At school, students have limited time to learn English in the class and they have not enough time to practice it. They use English more frequent just inside the class and less frequent outside the class. Students also face difficulties to practice their spoken proficiency. They tend to translate word by word from their mother tongue into English. In addition, students need to find out appropriate words to convey meaning accurately. Besides, students also think twice to speak English and they think of grammar, vocabulary and another language features so they are difficult to speak English. In teaching a foreign language, teacher has the main role in students' speaking ability and it is a very challenging thing to teach speaking English for teacher.

All speaking levels are intended to encourage the students to practice the language that they have already known. Sometimes when they want to state their ideas, it is not easy for them to utter in the correct words of the language. Moreover, if speakers do not know how to use its structure, vocabulary, and pronunciation in their speaking, misunderstanding will happen.

Speaking ability is an essential tool for communicating in a foreign language. Speaking cannot be separated from language learning because it is a productive skill which measures

one's improvement on learning language. Speaking a foreign language is an effective oral communication which requires the ability to use the language appropriately in social interaction. Speaking skill may be the most important skill for success in learning a language.

Speaking ability is the ability of students in using English as the second language that they learn for their communication activities and interaction orally. The students' speaking ability is measured by using oral language scoring rubric. These are accent, grammar, vocabulary, fluency, comprehension (Hughes, 2005:131-132). In order to rehearse the speaking components, students can try discussion as speaking activity in class.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney).

Learning a language is for the communicative use in life, speaking is the process and convey of the message delivered. Barriers for the student, such as a limited vocabulary or weaknesses in applying learned grammar rules to speaking, can hinder participation in speaking activities in the classroom. Without experiencing speaking English in an unstructured and free-form environment, a student's communication skills will inevitably suffer. Learning a language takes time, especially learning a foreign or second language which requires patience, effort and time.

Conveying meaning and communicating in the target language in an unstructured setting is the objective of speaking for the student. Harmer (2007) explains three primary reasons for getting students to speak in the classroom. Firstly, rehearsal opportunities- chances to practice real-life speaking. Secondly, providing feedback for both teacher and students. And finally, activating the various elements of language they have stored in their brain. Discussion, whether unplanned or planned, has the great benefits of fostering fluent language use. He also focused his efforts on discussion-based activities and stated that discussions range from highly formal, whole-group staged events to informal small-group interaction.

Ur (2012) stated that speaking is the most essential among all the four skills, not only people who know a language are referred to as speakers of that language but also language learners are mainly interested in learning to communicate orally. Richards, Rodgers and Theodore (2003) stated that the use of discussion groups, group work, and pair work has often been supported both in teaching languages and in other subjects. Generally, such groups are used to provide a change from the normal pace of classroom events and to rise the amount of student participation in lessons. These activities are carefully planned to maximize students' interaction and to facilitate students' contributions to each other's learning. With respect to speaking improvement, Williams and Burden (1997) stated that by using group work in a language, enhancing language learning and developing the self-image and motivation of the group members will be happened. West (1997) noted that small-group and pair work dramatically foster the learning process. When learners know each other, they will be willing to talk about a variety of topics in groups. And, once the learners feel comfortable in their groups, they can help each other fill in the gaps in their language abilities. Some students who are in peer interaction is the preferred method of constructing meaning. (Murcia: 2001, 390). Peer interaction in discussion has shown to conduct speaking activity and students are motivated to speak in small audience. They will not feel shy anymore to speak. Some quiet students usually have so many ideas to talk in small audience. Discussion can boost students' speaking ability because they discuss their idea together. Moreover, by discussing, it benefits for those who feel ashamed.

BENEFITS OF DISCUSSION

In English teaching-learning process teachers should be able to create a student-centered atmosphere with different teaching-learning techniques so that the learning is fun and interesting. One of the student-centered learning methods is discussion, it offers group/team learning with the teacher acting as the facilitator.

Discussion is empowerment and learners' autonomy. Harmer points that teacher intervention can raise stress levels and stop the acquisition process in its tracks. It can be interpreted that discussion allows students to do learn autonomously because there is no teacher's intervention during the talk but the teacher is as a supervisor students' progress and students can do self-assessment of their speaking. It conducts students' involvement during the class.

Some students who are in peer interaction is the preferred method of constructing meaning (Murcia: 2001, 390). Peer interaction in discussion has shown to conduct speaking activity and students are motivated to speak in small audience. They will not feel shy anymore to speak. Some quiet students usually have so many ideas to talk in small audience. Discussion can boost students' speaking ability because they discuss their idea together. Moreover, by discussing, it benefits for those who feel ashamed.

Nation explains the improvement of speaking performance by repeating several times. The activity also focuses on grammatical accuracy, and control of the content. The result showed that accuracy improved as a result of repeating the talk. Therefore, discussion can be one alternative activities in speaking because students can speak repeatedly among them without teachers' intervention. Moreover, discussion focuses on production rather than mistake.

Kayi contends that discussion fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. This activity claims the interaction among students, means language production-oral fluency. Vygotsky determines that students learn within communities (Troike: 2005, 286). It demonstrates that students will be more enjoy if they learn with their fellow friends who have the same age, ability, and experience, thus, they will have a cheerful interaction among the activity.

According to sociocultural theory, learning occurs when simple innate mental activities are transformed into "higher order," more complex mental functions (Troike: 2005, 243). Moreover, S-C theory asserts that mental functions that are beyond an individual's current level must be performed in collaboration with other people before they are achieved independently. It can evaluate that sociocultural theory describes learning as a social process and the origination of human intelligence in society or culture. By using discussion, students can learn among students and the will learn inside themselves, it means they learn to speak up with partner and do self-assessment while changing the audience with the same topic; hence, they can correct themselves unconsciously.

Beside sociocultural theory, Vygotsky also offers Zone of Proximal Development (ZPD) theory which has a relationship with students' interaction in the class. This is an area of potential development, where the learner can achieve that potential only with assistance (Troike: 2005, 244). In this paper, area of potential development is discussion. It can be revealed that Vygotsky also views interaction with peers as an effective way of developing skills and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with help from more skillful peers - within the zone of proximal development.

Thornbury (2005) explained that the main characteristic of the best discussions in class are those that happen without any pre-planning and pre-organizing, and they should occur suddenly, because the learners feel they want to talk spontaneously, either because of something personal that a learner reports or because a topic or a text in the course causes some debate. Celce-Murica (2001) stated that discussions are the most widely used activity in the oral skills class. The class should go through the following procedures: Not only the learners are introduced to a topic via a reading, a listening passage, or a videotape but also they are asked to get into groups to discuss a related topic in order to find a solution, a response, or the like. Teachers have got the leading role in planning and setting up a discussion activity.

CONCLUSION

In discussion, teacher only circulates around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs. Teacher needs to provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge. Also, teachers try to involve as many students as possible in every speaking activity. To speak in more effective ways requires particular attention and constant practice.

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STUDENT'S INTEREST TOWARD PEER FEEDBACK IN PARAGRAPH WRITING CLASS

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ABSTRACT

This descriptive survey study aimed to find out student's interest toward peer feedback in Paragraph Writing class. The subjects were the third semester students of one private university in Central Java, Indonesia who experienced in peer feedback in their paragraph writing class. The results of questionnaire and interview showed that 80.3% of students responded positively. Their reasons were, firstly, because students could share knowledge, help peer's writing problems, easily understand peer's language, identify errors, receive good feedback, and improve knowledge; secondly, the problems on grammar and vocabulary were easily identified; thirdly, for identifying errors and commenting, computer assisted learning (CML) was liked; then, for commenting, student felt interest on written form, polite statement and good manner; finally, for suggesting students liked direct, oral, clear, specific, understandable, simple suggestion.

Keywords: *interest, peer feedback, paragraph writing*

INTRODUCTION

In order to master language, students must be able to master writing skill. By mastering this writing skill, students are able to communicate their ideas and feeling in written form well. In order to master the skill, the implementation of suitable teaching technique in the process of teaching and learning becomes one of students' supporting factors to master the skill. Therefore, finding out students' interest toward the implementation of teaching technique is one of teachers' considerations to know whether the technique is useful or not, and their students feel comfort or not.

Mastering writing skill helps students to express their thought and feeling in written form. Through writing, their thought and feeling can be created and shared, developed, and even lead into written language practice that they have learnt. Therefore, they can practice not only developing ideas, but also developing their language of writing skill as well. As a result, they can communicate their ideas with their readers in good writing.

Good writing should fulfill two elements of writing, and can be measured through the completeness of all good writing aspects. Firstly, the elements are unity and coherence. The paragraph must discuss only one idea and be easy to read and understand (Oshima, A & Hogue, 1991). Secondly, organization, content, grammar, vocabulary and mechanics are the aspects (Weigle, 2007) that must be fulfilled in writing. The ideas must be organized and written well using appropriate grammar, vocabulary and mechanics, and the content must be relevant with the topic of writing. The fulfillment of those aspects in writing can succeed writer's and reader's communication, and this becomes the goal of language teaching as the main concern of teachers and students.

Paragraph writing is one of subjects taught to undergraduate program students in a private university in Central Java, Indonesia. The subject helps them learning paragraph writing. Composing introductory sentence, supporting sentence, and concluding sentence as the elements of paragraph writing using appropriate content, organization, tense, words, and mechanics are trained in this subject. Therefore, students are hopefully able to produce paragraph and fulfill all criteria of good writing.

Giving feedback by peer known as *peer feedback* is one of teachers' teaching techniques implemented in the process of paragraph writing teaching and learning. This technique makes their students learn writing skill, improve their self and peer awareness, improve their writing ability, improve their motivation and confidence, provide authentic reviewers, to accept different view, to read critically their own writing (Mittan, 1989 in Gousseva, 1998). These benefits are included in its activities. Through identifying errors, giving comment and

suggestion, students evaluate their peer's writing, help others improving their writing work, and measure their own ability in writing.

The strengths of this peer feedback are not the only teachers' consideration to implement the technique in the process of teaching and learning. Knowing students' interest toward the implementation of the feedback becomes a crucial matter that affects their students' comfortable and writing ability. Therefore, it was necessary to investigate students' interest toward *peer feedback* in paragraph writing class, so teachers can suit the technique with their students' interest and decide whether the teachers can precede the implementation of the technique or not.

METHOD

The method of descriptive survey was used in this research. This method is used to draw a variable, symptom, or condition (Arikunto, 2002). The total of 21 students of third semester students of one private university in Central Java, Indonesia were selected as the sample because those experienced *peer feedback* in their paragraph writing class.

For collecting data, some instruments were used, namely: questionnaire and interview. Firstly, identifying their interest in the implementation of peer feedback in paragraph writing class was gained through close-questionnaire. It used rating scale in which students should choose one of four options, namely: *very agree*, *agree*, *neutral*, *disagree*, and *very disagree* to respond questionnaire's statements.

Finally, gaining the detail explanation why they felt interest to it was taken from their response in interview, and each lasted approximately a half hour. The interview was semi structured and audio taped. The response of subjects resulted from questionnaire was clarified through interview. This was done in order to get deeper information about students' interest toward peer feedback. Before conducting interview, making appointment with the respondents was made in order to manage time and place, and making comfortable situation during the interview was also conducted during the interview.

For analyzing data, some steps were done. Firstly, in analyzing the questionnaire result, quantitative analysis was used to calculate the number of answers and counted them using percentage. The results were interpreted and concluded. Then, the data of interview was analyzed qualitatively. With inter-rater, the data was transcribed, selected, grouped based on the interview indicators, interpreted, and concluded.

FINDINGS AND INTREPRETATION

Questionnaire and interview were used to collect the data of students' interest. After the data of questionnaire and interview was analyzed, the interest of students toward peer feedback was revealed. The following is the result of both instruments.

The first instrument was close-questionnaire. The result of close-questionnaire showed in the following chart 1.

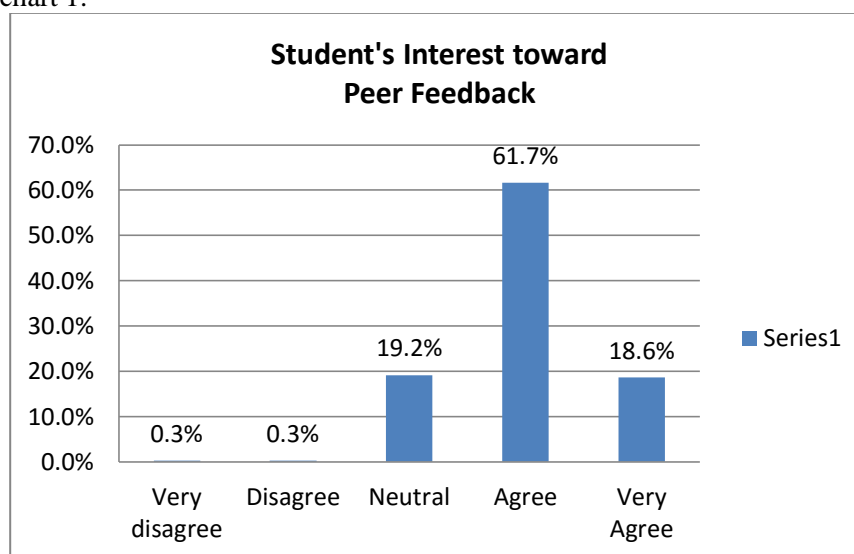


Chart 1.

The chart 1 illustrated that the total of 80.3% of students felt interest toward peer feedback in the process of learning paragraph writing which consisted of 61.7% of students selected *agree* and 18.6% of students chose *very agree*. In contrast, precisely 0.6 % of students selecting both *very disagree* and *disagree* did not feel interest to the technique. Furthermore, nearly 20% of students chose neither agree nor disagree.

In responding to the questions of questionnaire, the items were divided into three students' interests, namely: their interest toward the necessary of feedback for making the least errors on writing, the aspects of writing to be reviewed, and the ways of identifying and commenting errors, and suggesting for students' writing improvement. The result can be seen in the following figure.

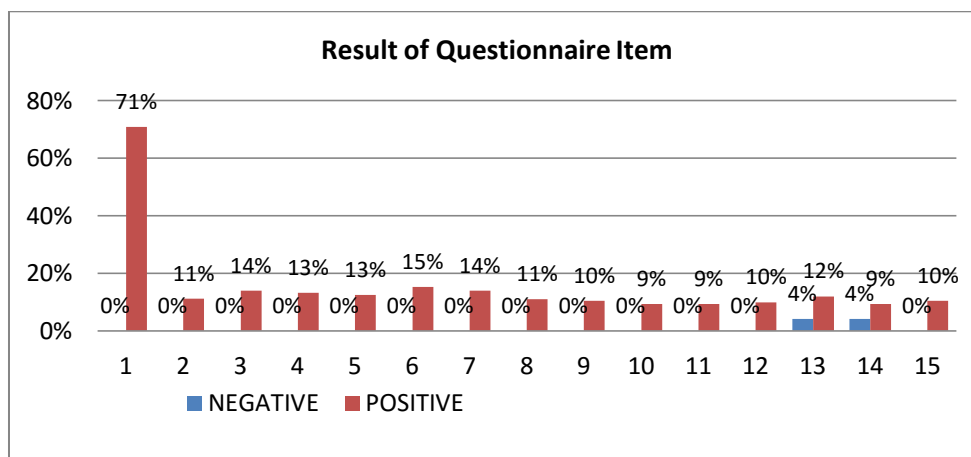


Chart 2.

Based on chart 2, in question item one feeling interest toward the necessary of feedback for making the least errors on writing, 71% of students showed their interest. In question item two to seven, from 80% of students who felt interest on giving and receiving feedback for writing aspects, organization aspect in item 6 achieved the highest interest (15%), and the lowest one (11%) was on grammar in item 2. Furthermore, the ways of identifying and commenting errors, and suggesting improvement on peer's writing available in item eight to fifteen achieved 82% of students which consisted of 9% of students who liked identifying, commenting, and suggesting on general problems in item 10 and 14 and using computer assisted learning (CML) in item 11, and 12% of students who felt interest on giving and receiving detailed and clear suggestion available in item 13.

The next instrument was interview. The data of interview was collected after the data questionnaire was received and it functioned to gain deeper information of students' interest toward peer feedback implemented in paragraph writing class. The results of interview analysis consisted of students' interest toward the benefit of peer feedback, the aspects of writing reviewed, and the ways of giving and receiving feedback.

First interest was the benefits of using the peer feedback in responding to the necessary of feedback in the paragraph writing class. Many students felt interest involving in giving and receiving feedback from their peer in paragraph writing because they received much usefulness of using this. The students could share writing knowledge to their peer stated by student one (S1) ('...I could share writing knowledge...'); give opinion to peer available in S6's statement ('...I could give my friend opinion...'); help on writing problem available in S8's statement ('...I could help my friend on writing ...'). When receiving peer's feedback, students could receive understandable language stated by S1 ('...**peer's language was understandable** so I could revise my work easily...'); error identification available in S2' statement ('...we knew our mistakes...'); good feedback as S4 said ('...I got good feedback...'); and the improvement of writing knowledge as in S8's statement ('...I could improve my writing knowledge...'). Based on the data above, the usefulness of peer feedback was the reason why the students felt interest on peer feedback in giving and receiving feedback. Students felt that they could share knowledge of writing, help peer's writing problems, easily understand peer's language, identify errors, receive good feedback, and improve writing knowledge.

Secondly, students felt interest on giving and receiving peer feedback to all writing aspects including organization, content, grammar, vocabulary, and mechanics. As in the statement of student one (S1), the reason why S1 liked to give the feedback on grammar and vocabulary was because the problems of those aspects were the easiest that could be identified in peer's writing. S1 said: *'...grammar and vocabulary because the errors on grammar and vocabulary were identified easily...'*. The other aspects interested students in giving feedback to peer's writing such as mechanics as in S2's statement (*'...like...and mechanics'*) and content as in S3 who said: *'...like content...'*; however, they could not explain why they liked those aspects. In organization, this aspect interested student as in the statement of S5 because the student knew how to identify errors in this aspect, and S5 said: *'...like organization...if organization is something (ideas of writing) that was arranged orderly...'*. Therefore, the errors of grammar and vocabulary were easily to be identified, and the other aspects including mechanics and content interested students without having reason, but in organization, the students liked it because the students knew how to identify errors in this aspect.

Finally, ways of giving and receiving peer feedback that attracted students' interest were both direct and indirect feedback included in identifying errors, commenting, and suggesting for writing improvement.

In identifying errors, students like to identify errors by underlining the errors as in the statement of student one (S1). S1 said: *'...underline on errors of peer's writing...'*. The other way was using computer assisted learning (CML) as S5 said: *'...using Microsoft word...'*.

In commenting, students liked to use written form as S3 said: *'...in written form'*; CML as in S5' statement (*'...using Microsoft word with the explanation of errors'*); and polite statement and good manner available in S6 (*'...we gave appreciation to peer's hard work. For example, the paragraph was very good, but it was better to change this and that (errors)'*).

In suggesting for writing improvement, students liked suggesting directly and orally stated by S2 (*'...the way of giving suggestion I liked was by suggesting directly and orally...'*); giving clear and specific suggestion mentioned by S3 (*'...ways of giving suggestion should clear and specific'*); and giving understandable and simple suggestion available in S4 (*'...the ways (giving suggestion) were understandable and simple...'*).

CONCLUSION AND SUGGESTION

This present study aimed to investigate students' interest toward the implementation of peer feedback in paragraph writing class. The findings showed that 80.3% of students felt interest toward the implementation of the technique.

Firstly, their interest included on the necessary of feedback because the students could share knowledge of writing, help peer's writing problems, easily understand peer's language, identify errors, receive good feedback, and improve writing knowledge.

The next one was the aspects of writing to be reviewed. Mostly the reasons were that the errors of grammar and vocabulary were easily to be identified, and the other aspects including mechanics and content interested students without having reason, but in organization, the students liked it because the students knew how to identify errors in this aspect.

The last one was the ways of identifying and commenting errors, and suggesting for students' writing improvement. The reasons revealed that for identifying errors, students like to identify errors by underlining the errors and by written form, CML and polite statement and good manner; in suggesting for writing improvement, students liked suggesting directly and orally, giving clear and specific suggestion and giving understandable and simple suggestion.

Since knowing students' interest toward peer feedback in paragraph writing class is necessary for understanding what our students' feel to the implementation of the technique in their writing class, it is necessary to have additional researches to gain more data to help students learn and experience joyful learning, and improve their writing ability as the result.

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DESIGNING AN INTERACTIVE MEDIA FOR ADULT LEARNERS IN UNDERSTANDING PHRASAL VERBS FOR COMMUNICATION

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ABSTRACT

The paper is directed to find out an alternative way for English learners to use phrasal verbs in communication. The result of this study is in form of courseware which is directed to overcome the English learners' boredom in understanding kinds of phrasal verbs for communication. In developing attractive learning media, the concept of independent learning to be used individually is the basis of the study. It is supported by some components namely: attention-gaining material, pretest/posttest, instructional objectives, tutorial, content, exercises, and feedback. Creating an interactive courseware must be suited with the learners need such as instructional objectives, attractive tutorial, interactive exercises, discussion and problem solving in each parts of the exercises. Using the courseware as additional learning media to facilitate the adult English learner is easy to be applied because it can be accessed directly through internet or it can be installed it in the gadget/ computer. The result of the try out shows that most of the English learners become more understands the kinds and the characteristic of the phrasal verbs to be applied in communication.

Key words: *Phrasal Verbs, Attention-gaining material, Instructional Objectives, Courseware, interactive courseware*

INTRODUCTION

In some developing countries, English is considered as second language or as foreign language. It is the principal language chosen for international business and for communication between countries all over the world. English is also used in all sides of human activities in that country, from science, education, entertainment, politics and others. All sides of human life are related to English as the International Language.

Consequently, English has to be used in international communication both orally and in written communication, for general as well as specific needs. Therefore, people in countries where English is used as a second or foreign language have to learn it, if they want to be able to communicate internationally. Indonesia, where English is a foreign language, also has to teach the citizens especially the young generation to learn English.

A great deal of effort has been trying to make English teaching and learning interesting, especially for teenagers who have many activities besides studying. So many books are written in attractive way in order to attract learners' motivation and attention to learn English. Firstly, the existence of English books in market has accommodated the learners' need of English but together with the advance of technology, they can not accomplish the learners' needs..

Beside the creativity and the attractive books used in English learning, the used of technology is also has an important role in achieving successful English learning. Information Technology development has proven that it holds a significant role in teaching learning process, especially in language learning.. Many language learners and teachers use internet as the source of material to improve their ability in learning English. This situation create the writer as a lecturer to utilize the IT development as a media to increase and to enrich the material to improve the students language ability. It is supported by the fact that computer can be used as a medium of real communication in the target language, including composing and exchanging messages with other students in the classroom or around the world (Oxford, 1990, p.79). The abundant research, studies, and class experiments in the use of information technology in language learning reported that technology brought more advantages and development than disadvantages.

By using the development of computer technology some educators and trainers create interactive learning media as an alternative way to be used in English learning. They belief that

using computer technology will reduce the students' boredom in learning languages, especially when it is designed attractively. Using internet as learning resources has some advantages such as: (1) it can be accessed by many people in the same time in unlimited time; (2) it can be used as distance learning which is used individually based on their own level or capability, and (3) it can be responded via e-mail to the trainers or educators. Beside the advantages, there are some disadvantages of using internet as learning resources, such as it must be connected to the internet which means that it can not be used on stand-alone computer.

The existing learning software is to improve the conventional methods in language learning which primarily depend on the presence of teachers in the classroom to convey the material. The teaching learning process which relies on books often causes students' lack of interest as well, especially when there is no instructional objectives provided in the book and it easily generates students' boredom in learning language. Besides, the use of books for teaching learning have some weaknesses such as there are no varieties tests provided to measure the students' achievement in learning, and the feedback given by the book is very limited or not given at all. The most apprehensive thing in conveying conventional teaching learning method is that it must be held in a classroom setting.

The electronic learning material that is effectively designed will facilitate the achievement of desired learning outcomes (Pramono, 1996:124). In addition, learning using computer will equip learners with a skill to choose the desired topic, based on their level of ability and will improve the learners' motivation in learning. It is emphasized by Kweldju (1995:37) who argued that computer has self-access procedure which is completed with eye-catching color and animation to increase the users' attractiveness.

Realizing that the numbers of electronic learning software are so many, the teachers and educators must be more selective in choosing the most suitable e-learning materials because not all the software are carefully designed and are provided with adequate feedback. Feedback in the software becomes the most important thing because without feedback, a learner is left to perform with no sense of direction or measure of correctness. (Cates, 1998:115).

In order to create ideal learning software, some aspects should be considered, such as: (1) the software must be designed to support the available curriculum, (2) the software must contain the learning objectives, (3) the software must use multimedia animation, (4) the product software must be analyzed and must be tested by the experts of subject material, learning technology and computer graphic.

Those statements inspired the writer as an English teacher to develop an innovative and attractive electronic learning media as a mean to convey a material in computer based learning with the aim to provide an interactive instruction in a specific area which is delivered on a CD-ROM or can be installed in their notebook/laptop or PC.

She believes that using computers in education through Computer Assisted Language Learning (CALL) is more effective to be used, because it can be accessed anywhere and anytime. Besides, it can be installed in the laptop/PC, and hopefully it can be installed in gadget, so that it can be more flexible and innovative. The software is completed by Learning Objective and the competence that should be achieved by students based on their language level.

Based on the reality that learning is a systematic process with some components which influence each other in achieving learner's successful learning, the writer recognized that in a learning process there must be an interaction between learner and the learning resources to achieve the ideal learning objectives. The writer believed that using interactive electronic media in the form of computer in learning language will create more advantages in learning process as stated by Harmanto (2002) that Learning using computers can be accessed by anyone in anytime and it can be applied individually based on their own ability (Harmanto, 2002).

As an English teacher which has been teaching English for adult for ages, she has so many experiences in dealing with students. Using an interactive and attractive ways in teaching English can reduce learner's bored in learning for the first time, but if it is not combined with the use of technology it will be disastrous, especially in teaching phrasal verbs without illustration.

Knowing that there are many difficulties in choosing good English software, the writer anxious to create an attractive learning media to learn English phrasal verbs. It is also supported by Pramono in his research (2004,p.3) which is said that the visual representations are intrinsically

effective in supporting language learning.. Those reasons accentuated the writer to create and develop the interactive media in a form of CD-ROM and can be accessed via internet.

The decision in developing materials in the form of CD-ROM has been made based upon some considerations as follows:

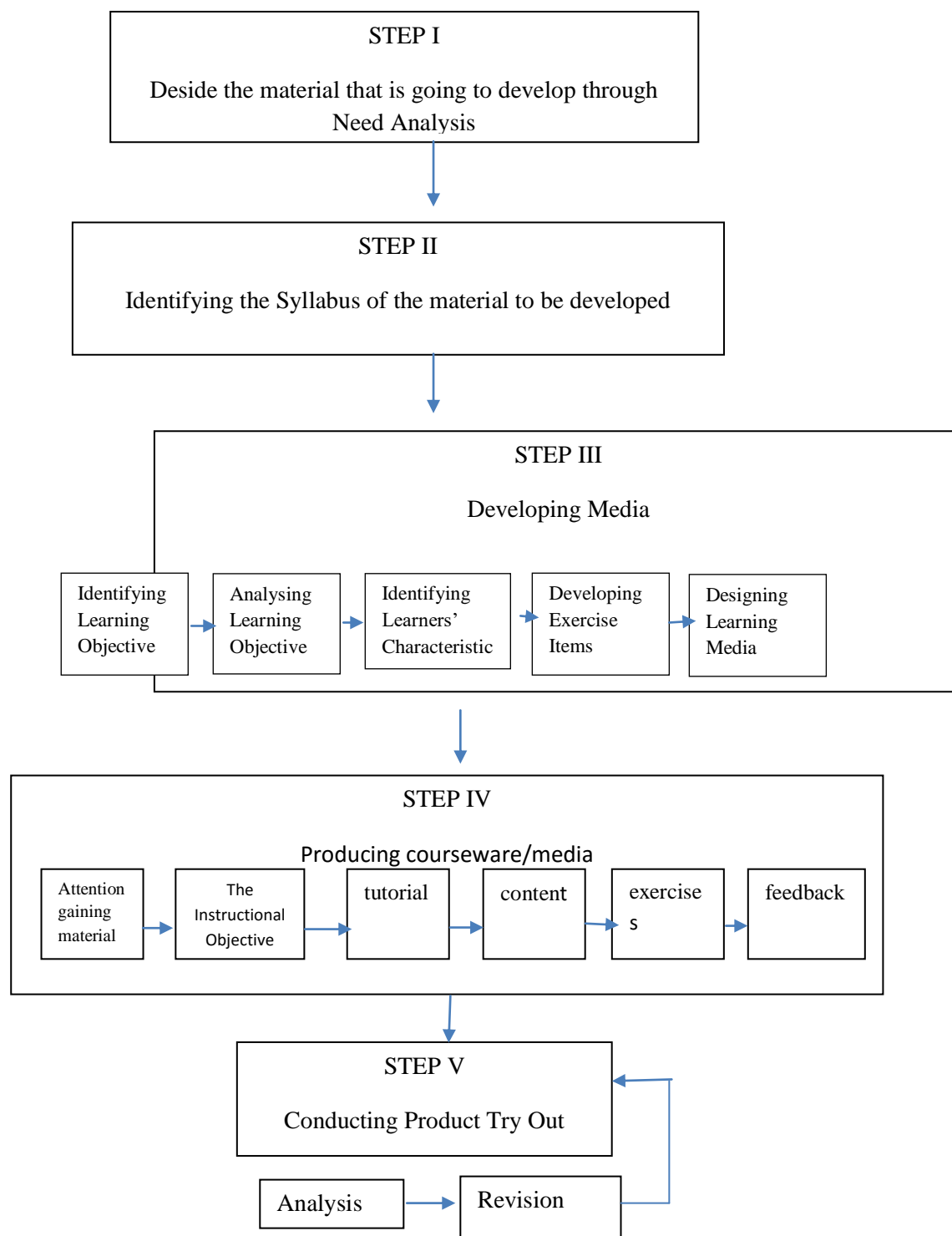
- a. The development must have many advantages for learners such as it must help them to learn the subject matter (phrasal verbs) easier, so that they will not get confused in understanding the meaning of and using phrasal verbs in communication. Ultimately, it must support learners to be more independent learners.
- b. The development of materials for phrasal verbs which is designed is focuses on the phrasal verbs in specific purposes, such as business or tours & travel. It is done in order to facilitate English learners who find difficulties in grasping the meaning of phrasal verbs.
- c. The development media of using computer in understanding kinds of phrasal verbs are extremely suitable by using animated visualization as stated by Galton that the most appropriate illustrative scenarios to present to subjects in an experimental investigation of phrasal verbs would be animated sequences. (Galton, 2002)

The above considerations underline the reasons of using animation in learning phrasal verbs, which is clarified as follows:

- a. Animation has “translation” characteristics that involves “the movement of whole entities from one location to another and can be perceived with respect to the border of the animation or other material within the animated display”. (Lowe, 2002, p.3)
- b. Understanding concepts using animation was significantly improved if verbal explanation ran concurrently with the animation.
- c. Animations have the potential to be especially beneficial for instruction presenting dynamic contents because animated pictures can show information about two important visual attributes: meaning and the usage (Pramono, 2005,p.22)
- d. Animated illustrations seem to be superior for the visualization of spatial aspect and dynamic process in phrasal verbs to the rest of the sentence.

METHOD

There were five stages that had been followed in the process of developing this learning courseware as the product of this study. First, deciding the material matter which was going to be developed via the needs analysis. Second, identifying the syllabus of the material that was going to be developed. Third, develop the courseware through 5 steps, namely: (1) identifying learning objectives, (2) analyzing the learning objectives, (3) identifying learners' characteristics, (4) developing exercise items, (5) designing learning courseware Fourth, producing the courseware that covers 6 components: (1) attention-gaining material, (2) the instructional objectives, (3) tutorial, (4) content, (5) exercises, (6) feedback, Fifth, conducting the product-try-out that consists of an expert's evaluation as the product first evaluation and field try out as the second evaluation. The procedure that had been done during the product development are presented diagrammatically as shown in Diagram 3.1.



First Step: Decide the material to be developed through Needs Analysis

The first step that was done in developing the electronic courseware is analyzing the situation in order to grasp ideas upon which the material would be developed. The methods used to decide the material are: (a) interviewing some students in Shipbuilding Polytechnic to find out some information about the material which is needed to be developed in the form of courseware; (b) distributing questionnaires to students to find out the students' difficulties and students' interest in learning phrasal verbs via courseware.

Second Step: Identifying the Syllabus of the Material to be developed

After deciding the material to be developed, the next step is identifying the syllabus in order to match the students' competence with the material to be developed.

The syllabus of English subject is focused the ability of students in understanding some vocabulary (phrasal verbs) for communication.

Third Step: Developing the Electronic Courseware

The steps in developing the courseware consist of:

(a) Identifying the learning objectives

Before developing material in the form of courseware, the learning objective must be identified as the target of learning. The target of learning will be explained in detailed in the section that presents the specific learning objectives.

(b) Analyzing the learning objectives

After knowing the general learning objectives, the next step is analyzing the learning objectives. It is aimed to identify certain skills that should be learned and should be mastered by the students and deciding procedural steps that should be completed to achieve the general learning objectives (Dick and Carey, 1985).

(c) Identifying learners' characteristics

Recognizing who will use the courseware and whether it is used to complete the existing material or as complementary material are very important. The learners' characteristics in general are relevant with the requirements needed in using this courseware. Besides, the condition of the users and how this courseware will be applied and whether this courseware will be used as completion material of the existing material or will it be used individually by learners as enrichment material must be identified.

(d) Developing exercise items to assess the learners' ability in achieving the predetermined specific objectives.

(e) Designing the learning media that will be developed. There are three steps that should be followed in designing this learning media/courseware; (1) deciding the kinds of courseware, (2) writing storyboard, (3) developing program, (4) developing animation, (5) recording voices, (6) creating the courseware script.

1. Deciding the design of courseware

The courseware being developed has a function to convey a new material, but not as the main media because the major media is still rely on books. This courseware is used as an alternative media to convey a new material, in the form of tutorial design. In the tutorial design, computer performs as a good tutor and it is sufficiently relevant to present a material in the form of narrative descriptive and question and answer (Kemp and Dayton, 1985).

2. Writing the Storyboard

Storyboard is needed to write the content of the material and the model of the material that are going to be developed. Storyboard is written in order to provide a general view and concept about the content of this courseware development, so that the computer programmer and the computer graphic designer can figure out the scheme of the content.

3. Developing the Program

The Program is arranged after designing the storyboard to create an interactive courseware. The program that is suitable in this study is macromedia flash, because it is user friendly and the most interactive program for the time being.

4. Developing Animation

Animation is developed after finishing the storyboard, and it is made by the computer graphic designer and must be consulted with the developer. Considering that the animation holds an important some of them is in 2D. Three D animation is also considered as fashionable nowadays.

5. Recording Voices

The process of recording voices for this product was done for several times. It was caused by the condition of recording result. When the result of recording was not clear, it was redone again and again.

6. Creating the courseware scripts as such that the courseware consists of attractive materials and is completed with exercises and answers, feedback, explanation, and test. Exercises are developed from the topics which are explained a practice for the learners in order to master the material explained.

Step Four: Producing Electronic Courseware

The courseware which is developed must fulfill some requirements, such as: (1) attention-gaining material, (2) the learning objectives, (3) content, (4) exercises, and (5) feedback.

1) Attention-gaining Material

Attention-gaining material is one of important comp components in a courseware, because it is intended to motivate learners so that they will enjoy and love the subject. The following components were made in a way that could turn out to be attractive: pictures, running text, music, and sound

2) The learning objectives were arranged in a way that can give the learners overview of what they will learn in each skill

3) Content

The content is the kinds of phrasal verbs that is developed related to some verbs that is often used in communication

4) Exercises are an important aspect for learners to enrich their knowledge of a certain topic that they have learned. The exercises were designed in an attractive way to motivate learners to make them fond of using the media

5) Feedback is the response that is produced when the process of answering the questions are correct or wrong, and it is showed with the solutions

Step Five: Conducting Product Try-Out

In this step, the courseware product was evaluated by subject specialists and instructional technologist to get some input (comments and suggestions).

The comments and suggestions from the experts were used as the basis for improving or revising the product. After being revised, the product was tried-out to the real subjects to get data that were used as the basis for revisions.

FINDINGS AND INTERPRETATION

The results of this study shows that most of adult learners who familiar with computer as the media for learning can use this developing media well and enjoy the model of instruction developed. It can be seen in the table below that the result of product try out in this learning media shows a significant increase of the user of this product development. It is compared between the first try out before doing some revision and the second try out after doing the second revision.

Result of the First Try Out

No	Components of Evaluation	Evaluation Percentage	
		Subcomponent	Average
	A. Attention Gaining Material		
1	Pictures	84,1	83,0
2	Animation	86,4	
3	Writing Organization	78,4	
4	Music and Sound	83,3	
5.	B. Instructional Objectives Clarity of the formulation of the instructional objectives	83,0	83.0
6.	C. Tutorial The model of Tutorial	81,8	81.3
7.	The clarity of explanation	80,7	
8.	D. Content The comprehensibility of the content	86,4	86.7
9.	The role of the animation in the content	83,0	
10.	The appropriateness of pictures in the content material	90,9	
11.	E. Exercises The model of exercises	88,6	89,0
12.	The animation used in the exercises	92,0	

13	The suitability of exercises with the content	88,6	
14	F. Feedback The use of feedback	86,4	86.4

Analysis

Based on the data presented above, some conclusions can be drawn as follows:

- 1) Attention Gaining Material could gather an average score of 83,0 % from the implicated criteria. The result showed that the component of attention- gaining material could attract the students' attention at the start and could motivate them to learn.
- 2) The Instructional Objectives of this courseware could gather an average score of 83.0% that means the students understood the objectives of learning using this developed courseware.
- 3) The tutorial which consists of the clarity in explaining the material and the attractiveness of the explanation could get an average score of **81.3** %. It can be concluded that the tutorial component of this product were good.
- 4) The content with respect to the comprehensibility of the material, the appropriateness of the animation with the story, and the attractiveness of the animated pictures got an average score of **86.7%**, therefore, it can be considered that the content of this developed product was good.
- 5) The exercises of this product got an average score of **89.0** % with respect to the attractiveness of the items, the quality of the animations used, and the appropriateness of the items.
- 6) The average score of the feedback is 86.4% with respect to the effectiveness and appropriateness of the feedback.

Result of second Try Out

No	Components of Evaluation	Evaluation Percentage	
		Subcomponent	Average
	A. Attention Gaining Material		
1	Pictures	100	100
2	Animation	100	
3	Writing Organization	100	
4	Music and Sound	100	
5	B. Instructional Objectives Clarity of the formulation of the instructional objectives	88,9	88,9
6	C. Tutorial The model of Tutorial	100	100
7	The clarity of explanation	100	
8	D. Content The comprehensibility of the content	77,8	88,9
9	The role of the animation in the content	88,9	
10	The appropriateness of pictures in the content material	100	
11.	E. The Exercises The model of exercises	55,6	74.1
12	The animation used in the exercises	77.8	
13.	The suitability of exercises with the content	88.9	
14.	F. Feedback The use of feedback	88.9	88.9

Analysis

Based on the data presented above, some conclusions can be drawn as follows:

- (1) Attention Gaining Material could gather an average score of 100 %. The result showed that the component of attention-gaining material could attract the students' attention at the start and could motivate them to learn.
- (2) The Instructional Objectives of this courseware could gather an average score of 88.9 %, that means the students understood the objectives of learning using this developed courseware.
- (3) The clarity of the tutorial and the attractiveness of the explanation could get an average score of 100%. It can be concluded that the tutorial component of this product was very good.
- (4) The content with respect to the comprehensibility of the material, the appropriateness of the animation with the story, and the attractiveness of the animated pictures got an average score of 88.9 %, therefore, it can be considered that the content of this developed product was good.
- (5) The exercises of this product got an average score of 74.1 % with respect to the attractiveness of the items, the quality of the animations used, and the appropriateness of the items.
- (6) The average score of the feedback is 88.9% with respect to the effectiveness and appropriateness of the feedback.

Based on the data above, it can be concluded that this courseware development has good response from learners and has good quality as an alternative learning resource.

CONCLUSION AND SUGGESTION

The developing interactive media for alternative way to learn about Phrasal Verbs can be accepted by learner because the criteria of attention gaining material, learning objectives, the model of tutorial which use animation were presented in attractive way, the content are also stimulating students to know more about this product development. It is also supported by some exercises that are designed in interactively based on the youth life and followed by the remarkable feedback. By knowing the reality of this product development it can be concluded that this product can be accepted by adult learners as alternative media for learning phrasal verbs.

Based on the process of the development that had been done, the process and result of a series of try-out, and the conclusion that had been presented, it is necessary to give the following suggestions:

Suggestions for utilizing this product:

1. This developed courseware can be used as alternative media to support the main media in teaching.
2. Suggestions for disseminating this product

This developed product that was stored in the form of CD-ROM in the previous research is developed and uploaded in internet

3. Suggestions for further product development

Further development studies can be carried out in form of android or ios operation system that can be downloaded in cellular phone.

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‘WHAT’S NEXT?’: A ‘STORYLINE’ APPROACH FOR OPTIMIZING STUDENTS’ WRITING

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ABSTRACT

This article offers a conceptual idea of a Storyline approach for optimizing students’ writing. The Storyline is an approach under the umbrella of task-based learning and teaching (TBLT). The ‘Storyline’ suggests students involve as parts of the characters in particular situation or context. The students can work in groups or pairs to create a story based on the particular situation or context. One of important previous studies of investigating the Storyline approach is done by Ahlquist (2013) that suggested the storyline tasks in the forms of key questions, such as ‘who are you?’, ‘what is your house like?’ and many more. Accordingly, the Storyline can improve not only students’ language skills but also their works with group. This article, then, proposes the implementation of the Storyline to teach Sentence Building (Writing I) course for the first semester of university students. Here, a lecturer provides tasks for each meeting of one semester, from approximately 12 to 14 meetings. The lecturer in the beginning sets a situation or context like: ‘you are a new employee in a company’. There are few tasks to do, beginning with key questions in connection to the specific context in each meeting. For example, the students write what kind of jobs they choose and what activities they do. Thus, a student can report their written descriptions in front of the class while the others can listen and correct their sentences.

Keywords: *Storyline, TBLT, writing*

INTRODUCTION

For EFL students, writing has still become one of skills that is extremely demanding and sometimes difficult. The students are required to follow some steps of writing such as, prewriting, drafting, editing, revising, and publishing (presenting in front of class). To make use these steps, the students need their teacher’s helps. For example, in the prewriting, the teacher helps them find ideas related to their writing topics and they, then, construct those ideas into a sentence by a sentence. They organize the sentence into paragraph, submit to get editing, return it to the students again to revise, and finally present in front of their friends.

In this respect, problems faced by the students are not on how to organize from word to sentence or sentence to paragraph, but how to derive ideas of writing. They need a sort of prompt to stimulate their ideas into reality. They need a task or an activity that can lead them to make their ideas show up. Thus, the task or the activity should be certainly the one that can accommodate the students and provide more space for them exploring their abilities.

One of suitable learning models is Task-Based Language Learning and Teaching (TBLT). TBLT provides a framework dividing into pre-task, during task, and post-task (Ellis, 2009). In the pre-task, the teacher provides a starting point of doing a task in the forms of communicative goal and context and provides task materials during task (Boston, 2008). Meanwhile, the students are encouraged to present or report the task in the post task. Viewed from the ideas above, TBLT becomes a learning model that focuses on the students rather than on the teachers. The portions of most activities are planned and designed for the involvement of the students. The teachers more pose themselves as facilitators, motivators and organizers of maintaining the success of task flows.

It is a storyline approach that is proposed here in effort to teach Sentence Building Course (Writing 1). This storyline approach can be considered as part of TBLT, since the task or activity used is based on the organization of TBLT task flows. Many researchers have investigated the implementation of the storyline approach from low level or elementary level focusing to teach students’ all skills (Ahlquist, 2011, 2013) to higher level focusing to teach

students' oral skill (Haghjou & Oroujlou, 2012). Based on the previous studies, I would like to propose using storyline to teach writing for higher level education, namely university students.

TASK-BASED LANGUAGE LEARNING AND TEACHING

Task-based language learning and teaching is found as alternative model of learning that are popularly derived from cognitive framework in the area of SLA. It was the first time Skehan (1998) came up into reality starting with the term 'task'. Further, he proposed that task is similar to activity which meaning is primary, there is some communication problem to solve; there is some sort of relationship to comparable real-world activities; task completion has some priority; the assessment of the task is in terms of outcome. It means that effective task provided for the students should contain activities with certain characteristics such as, having problems to solve, having real-world connection, having outcome. Thus, task-based language learning and teaching greatly focuses on activating students to involve in the teaching learning process or the students can get involved in planning or selecting the task itself.

Similarly, the term 'task' accommodates the students to be language users and considers them to get involved in the real activities. Ellis (2014) defines that tasks are activities that call for primarily meaning-focused language use. He also proposes some features of task such as, (1) a task is a work plan, (2) a task involves a primary focus on meaning, (3) a task involves real-world processes of language use, (4) a task can involve any of the four language skills, (5) a task engages cognitive processes, (5) a task has a clearly defined communicative outcome. In the TBLT, teachers then, need to be very careful in selecting the tasks that they would apply in their teaching learning process. Besides, the teachers are aware their positions in the classroom, not as a controller, but as a facilitator.

In line with the explanation above, it shows that both Skehan and Ellis have the same ideas in terms of definition of a task and features of the task selection. There are two popular task design in the TBLT namely, task repetition and storyline. Some researchers reported that task repetition can help the students learn and master grammatical form of language (Batstone, 2012), while Hawkes (2011) used Willis' model consisting of pre-task, main task, form focus and repeat performance. Hawkes showed that participant appeared to turn their attention towards form in the repeat performance. In sum, the students or participants learn form of language at the time having a task and receiving feedback. From the feedback, they can repeat the correct task in the repeat performance stage. The next task design is storyline, an activity providing context for the students and requiring them to play certain characters that focus on achieving language skill and practical work collaboratively. Thus, further explanation of the storyline is elaborated in the following.

STORYLINE APPROACH AND TBLT

As storyline considered as one of task designs in TBLT, it is necessary to note some important things of storyline based on the characteristics or features of TBLT. First, storyline is alternative teaching method for language classroom. The storyline is not totally new approach, but it has derived from TBLT. In the storyline, it is necessary to endorse the students to be autonomous learners. It means that storyline is learner-oriented. Second, storyline is not grammar that can give language exercise meaningless. Storyline provides a topic to be discussed by the students. Storyline is, then, organized to focus on meaning (Ellis, 2014). Third, storyline operates role-play and drama in a purpose of construing each unique story communicatively. In order to make role-play and drama effective, the teachers need to provide setting, introduce the episodes and provide some questions to raise (Ahlquist, 2013). The setting of activities in the storyline is based on the real-world. Fourth, storyline urges students to create and deliver their own questions. It is therefore the teachers necessary to make a learning boundary or a kind of 'red thread'. The 'red thread' becomes the so-called framework which guide the students to make things out of topic or not to get off them on the track. In sum, the storyline requires the students to be active, autonomous, and to have worked with other people in the classroom. The storyline does sound exclusively to limit its activities for only one or two language skills. It implies that the teachers can executes storyline for whatever language skill as long as the activities fulfill the features or characteristics.

Referring to the storyline features above, this article intends to propose storyline procedure in an effort to teach writing that have covered the framework of TBLT procedure: Pre-task, During task, and Post task. The suitable procedure is the one conducted by Ahlquist (2013) namely, (1) select a theme. In this part, the teacher provides a topic to do based on the syllabus target in the course, (2) write the sequences of storyline. The teachers should organize a sort of story plot such as, beginning, middle, and conclusion, (3) propose key questions/impulse. Here, the teacher needs to create key questions related to plan activities that can contribute to the development of certain skills taking account into the range of exercises, (4) select an introduction. The teacher needs to mention clearly the story of introduction through showing story, TV programs, letter, song, game, etc, in order to generate ideas (5) suggest resources; the students can look for every possible and useful resources, (6) check students' work and identify next learning step. The teacher can ask the students come forward to present their work and then provide feedback for the betterment, (7) evaluate the improvement. It is necessary for the teacher to evaluate how effective the students' task is done. In sum, to make use the storyline successful, the teacher should plan and inform everything from the very beginning, in order not to make the students confused and make them autonomous.

THE IMPLEMENTATION OF STORYLINE IN WRITING

As explained above, this article is proposed for those students who take Sentence Building (Writing I) course in the university. The course is in the low level of writing skill, as represented in the name of the course. It means that this course provides activities that refer to the way of building sentence into paragraph. In the syllabus, the students urge to create a sentence by a sentence to make it into good paragraph consisting of main sentence, supporting sentences, and concluding sentence. Having stimulated the students' ideas, the teacher needs to support them with the implementation of certain interesting approach that it is storyline. The implementation is suggested to do within 5-6 weeks. Here, it is the implementation of storyline in Writing.

First, the teacher clearly sets the theme, 'Going for Holiday'. In this part, the teacher introduces some vocabulary and language expressions that the students might need. The teacher can provide some vocabulary and language expressions through interesting media such as, video, audio, pictures, cards, and many more. For writing, the teacher can suggest the students to create the so-called mind mapping. The students create or make a list of things from the vocabulary list that is related to the things they wish for holiday. Thus, the students continue to express those things into sentence in either oral or written.

Second, the teacher informs the students to create characters of the story. Here, the students need to work and discuss with others selecting characters and story plot. One group can consist of 4-5 people. In the group work, they organize that one student gets one character. For example, they go for holiday with their family. They, then, select the members of the group as father, mother, daughter, son, and etcetera. While discussing character, the students also require to plan how each characters looks will be. Later, they also set up the story plot such as, in the beginning, a family prepares one or two or more holiday destinations, they, therefore, prepare things needed and go for the holiday in the middle part, and then in the closing part, they tell what happens after arriving home again from holiday. Thus, the students can provide some clues first before they are ready to write the story.

Third, after the students are ready with their story preparation, the teacher asks each group to present their story using notes or prompt to introduce themselves. In the presentation, they can get comments and feedback in order to improve their story. The group that present in front of the class can also ask the teacher directly if they have some burden in doing or planning the story. All comments and feedbacks, then, become a basis of making revision on their notes or prompt of their story.

Fourth, the students perform their story based on theme 'Going for Holiday'. Since one of the storyline features is using integrated role-play and drama, the students need to perform their story with complete, well-assembled accessories, and as well the setting. The students need to provide particular properties in order to support their performance in front of the class. The students act their character with expression that they have written in the notes or prompt before.

Finally, at the fifth part, the students are asked to write down a sentence by a sentence based on their notes or prompt. One student writes his/her part completely and grammatically. Then, a leader of the group arranges a paragraph by a paragraph based on the story plot. They need to check and recheck again whether each note or prompt has been accommodated. The written product of the story can be exchanged among the groups in the classroom. Again, other groups can give comments and feedbacks. By doing so, the activities in the storyline not only focus on meaning but also form of language.

CONCLUSION

The storyline approach is extremely alternative way to teach writing more interesting, although it is only using simple topic or theme. As one of TBLT task design, the storyline provides activities that can help the students increase either their collaborative work experiences or language skill. In the storyline, it also implies that the students have task repetition or repeat performance while presenting the notes or prompts and the complete story in front of the class. At that sort of situation, the students automatically learn a language focusing on meaning and form. The students also become autonomous learners. Thus, it shows that the storyline has fulfilled criteria of TBLT task.

For Writing course, the students' activities in the part of 'provide key questions' and 'create an introduction' imply pre-writing activity such as, making outline, mapping, or concept. While the students' activities in the part of writing the story based on the notes, it implies 'drafting' activity. At the time the students get comments and feedbacks on their story and then continue to write the comments and feedbacks, it implies 'revising and editing' activity. Thus, 'publishing' activity is the time when they present and exchange the complete story with other groups.

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**DESIGNING COMPUTER-BASED EXERCISES USING WEBLOG, HOT
POTATOES SOFTWARE AND SKYPE MESSENGERS IN CREATING IDEAS
TO FACILITATE INDEPENDENCE LEARNING OF READING
COMPREHENSION FOR FOURTH SEMESTER ENGLISH EDUCATION
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ABSTRACT

The research aimed to design computer-based exercises using Weblog, Hot Potatoes Software, and Skype Messengers in creating ideas to facilitate independent learning in reading comprehension for the fourth semester. The main problem are students who feel difficult to read and learn comprehension goodly, might get struggle when they read, were confused for the first time because they were lack of vocabularies, might have trouble with the right comprehend sentence and the good word order, and looked un-interested in teaching and learning reading comprehension process. The objective of this study were formulated, 1) how computer-based exercises was designed, and 2) what the computer-based exercises looked like because it provided five interesting programs to do the exercises. Here, the first two steps were called as pre design survey, whereas the others step was called as post design survey. Each unit had the same main themes, namely describing things, describing activities, describing events, occupation, and signs. To validate and improve the design, the researcher conducted two kinds of preliminary form of product, namely trial of the product-conducted to the fourth semester students and content evaluation- conducted to the teacher. After, computer-based exercises using weblog, hot potatoes software, and skype messengers were treated as a tool, first they enjoyed the strategy when they practiced to post, second can cooperate in group, third learn to give comment to their friends' job, fourth to revise and to publish their reading comprehension exercises, fifth they were very interesting learning medium which enabled them to create entertaining environment of the learning at the same time, sixth would also lead them to learn independently because it could be accessed at anytime outside classroom, so their motivation to learn would be increased, and seventh they are effective to use because they can attract, motivate them in reading comprehension through weblog, hot potatoes, and skype messengers can get enough stimuli. In the conclusion, the design was considered appropriate and suitable for the students to develop their reading comprehension. This interactive and interesting design would increase the students' motivation to learn reading comprehension in fun environment. It is expected that they could change their habit of the learning by accessing the exercises regularly as the media

Key words: Weblog, Hot Potatoes Software, Skype Messengers, and Reading Comprehension

INTRODUCTION

The use of teaching media, both in manual or electronic can motivate the students in order to follow the learning process. There are many kinds of technology, but this study focuses on the use of computer and certain software. Students need to bring to the experience of doing activities in the context of actual language. To achieve a good students' reading comprehension,

teachers must implement an effective learning process, namely how to choose the media teaching characteristics according to the needs of students who have different intellectual or talent will help students improve optimum learning outcomes for students. So the teacher can use social media “Weblog, Hot Potatoes Software and Skype Messenger” in teaching learning process as variation because variation will give the students the change of have pleasure in learning language. In this study the researcher uses social media weblog, hot potatoes software, and skype messenger as the media of teaching learning process because they are a new thing a nice variation so that the students will be attracted, interested in learning reading comprehension, can share a story, celebrate a birthday, learn a language, hold a meeting, work with colleagues – just about anything they need to do together every day, on whatever works best for them - on their phone, computer, Laptop, TV, try out group video, with the latest version, provides independent learning, so the students could access the supplementary exercises individually outside classroom in order to improve their reading comprehension.

However, the teacher’s control was still needed and has realized that computers as the supporting tools of teaching-learning process . In addition, it is expected that by operating the design, it enables the students to be familiar with the computer operating system in the case of English learning. Martindale (2004) says 1. Weblog and Hot Potatoes Software, and Skype Messengers are a set computer assisted language learning tools that the teacher easily creates interactive web-based exercise, 2. They gave the students motivation to learn English such as increasing the exposure of the target language and increasing language learning, 3. They include six applications enabling the teacher to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises and makes them available on web page.

Based on reason above, the researcher wants to present the alternative in choosing technique and material in order to achieve the goal of teaching reading comprehension. With Weblog, Hot Potatoes Software and Skype Messengers can increase students' ability in reading comprehension, wants to introduce a powerful tools and can be used to create a good atmosphere in a class

THE PURPOSE and BENEFITS of the RESEARCH

The Special Research

The main special research found out how to design a set of computer-based exercises using Weblog, Hot Potatoes Software and Skype Messengers for developing logical with integrated and created because that multimedia can be assesed anytime, facilitated independent learning in reading comprehension and presented the set of computer-based media exercises. They needed supplementary exercises which enabled them to improve their reading comprehension and to create entertaining environment of the learning at the sametime. Hence, computer-based exercises were chosen because it was very interesting learning, so their motivation to learn would be increased and also leaded them to learn independently because it could be accessed at anytime outside classroom. Besides, the software was chosen, it provided five interesting programs to do the exercises. Two research problems were formulated, namely first, how computer-based exercises was designed, and second, what the computer-based exercises looked like.

To validate this design, the research conducted two kinds of preliminary form of product, namely trial of the product and content evaluation. The design was considered appropriate and suitable for the students to develop and focuse on comprehension.

Urgency of Research

The learning reading comprehension is often taught tend to get achievement of the cognitive abilities, compared with affective and psychomotor domains. Students just get the meaning, without the ability to understand the contents more depth readings and information in the literature by using logical reasoning. Because logical-reasoning students are not developed, then the critical and creative thinking are also less able to be produced by the students. Informative learning and memorization are still dominant while the critical-creative learning that uses logic reasoning is still underdeveloped. The conditions require an intelligent breakthrough with patterns of innovative learning. Logical-reasoning students need to be

developed with greater weight. To do so, it needs the appropriate instructional design and is equipped with a clear source of reference material. Therefore, this study urged to be implemented to fulfill the requirements one of them by using a computer-based exercises using Weblog, Hot Potatoes Software and Skype Messengers in creating ideas to facilitate independent learning in reading.

METHOD

The application of research results in order to support the Construction and Development of Ipteks-sosbud. There are three activities to be performed. (1) Trying of assesment widely about the design of its computer-based learning to the development of reasoning, (2) The improvement of the design of learning reading comprehension based computer by using weblog, hot potatoes software and skype messengers is to be worthy published, (3) Preparation of learning design based computer by using weblog, hot potatoes software and skype messengers to the development of a logical reasonable until ready to publish. It is obtained by observing and recording the data required in the process of preproduction, production, and post production.

Pre Production→ There are several steps that are done in the making design of learning reading comprehension is ideas and concepts. Search for ideas and concepts conducted by lead director studio

Production→ The production process is carried out by tools

- a. Learning design reference Search by theme. It aims to get an overview of the design of learning reading comprehension to be made.
- b. The process of rough sketches can be made after the design of learning reading comprehension has been obtained.
- c. After the sketch and one of alternative design was approved. Then the steps to make vector can do.

Pasca Production:

- a. Finishing, This stage done prior to the design of learning reading comprehension goes into the process of programming the software hot potatoes.
- b. Game programming→ this stage is the process of a merger between the learning design with a program that runs the design
- c. Testing→ this step is learning to design trials students in learning reading comprehension by means of dissemination of student satisfaction questionnaire against the design software hot potatoes that have been made

The Flow Chart of Research

The Flow Chart stages of the research in the form of fishbone. Next, the explanation of the steps learning of design in figure was as follows.

1. Research and information collecting→ The writer conducted review of literature, classroom observation, interview, questionnaire distribution, and pre-test. After she gained the data, she analyzed the students and the context. The purpose was to define the entry-level skills and the students' characteristics toward the English learning.
2. Planning→ Identifying instructional goal(s), conduct instructional analysis, writing performance objectives, and develop instructional strategy were elaborated in this step.
3. Developing preliminary form of product→ The writer would develop the instructional product. In the process of developing the product, the writer used some textbooks, certain software, and internet connection.
4. Preliminary field testing→ The writer conducted questionnaire distribution and interview in order to evaluate the product. The study applied twice preliminary field testing, namely trial of the product and content analysis. In addition, the content analysis was processed twice in order to be more valid and more appropriate.
5. Main product revision→ The writer applied twice revision in this study. The first main product revision was conducted after the writer gained the evaluation sheet from the students, the English teacher, and the first lecturer. The second main revision product was conducted after the evaluation sheet from the second lecturer was gained so that the product became more valid and more appropriate. The research procedure of this study for conducting research of this study was figured out as seen on

The Procedural Steps in Developing the Product

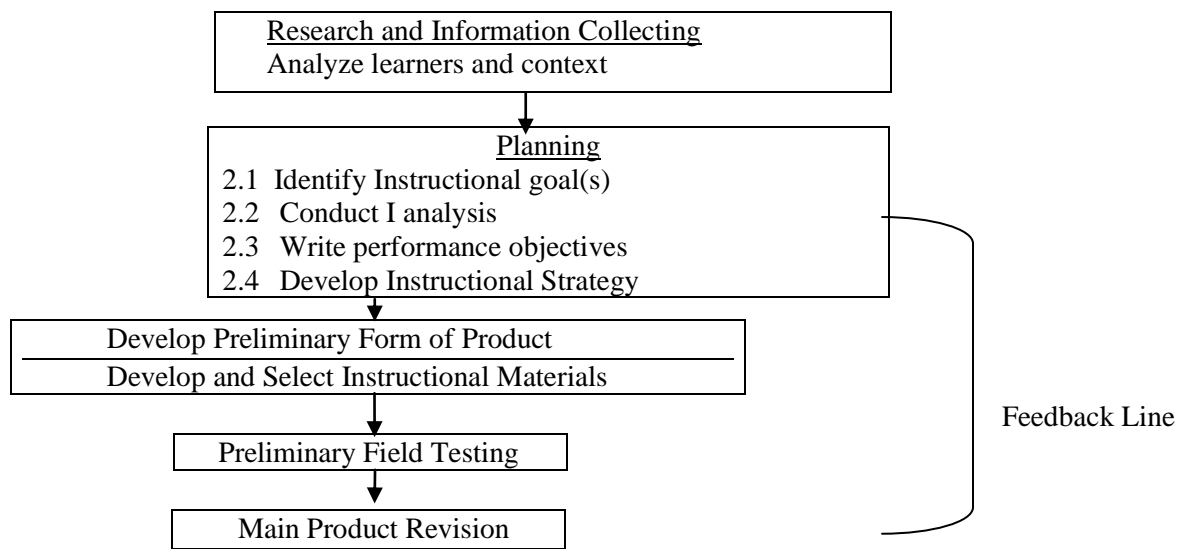
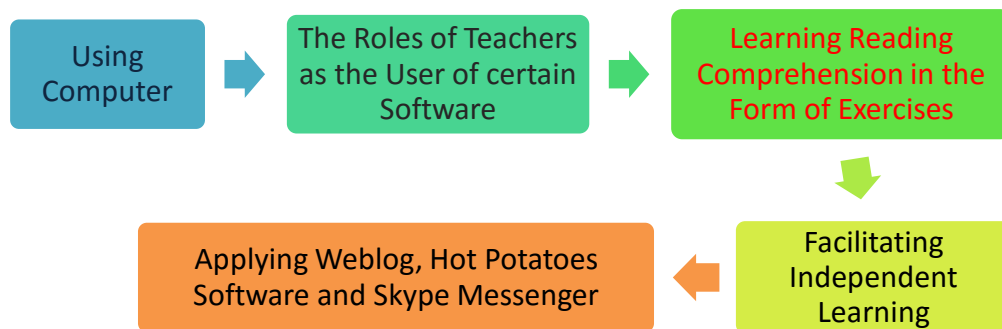


Figure : The Theoretical Framework of the Study Reading Comprehension

The explanation of Figure is it explains the existence and the function of computer as the media to read comprehension. The teachers is the contributor, who use the computer to deliver a teaching and learning process, and the author of the content materials that focus on the learning of reading comprehension. The exercises are uploaded to Weblog, Hot Potatoes software and Skype Messengers so that the students can learn individually without directly supervised by the teachers. Presented in Figure



The procedure:

- I selected texts from magazines/news that contain up-to-date information on various scientific topics. These materials were semantically complete, unedited texts; although they did not exceed one page, word length ranged from 100 to 800 words.
- Each session began with the teacher giving out randomly one text to each student in the classroom. This was done to save time in text selection. After reading the first text, student handed in the text and a work sheet, and subsequently wrote the number of the text in front of their name on a separate piece of paper. Once this procedure was completed, the student could select a second text. This time the students could spend some minutes selecting a text that interested them from a pile of about 70 that were not being used by other students.
- Most students reported that they enjoyed the opportunity to read silently more material of their choice. Interestingly, most students reported that reading at their own pace was most enjoyable and beneficial to them. This may be an indication that students may learn more in non threatening environments and when they feel they are psychologically and linguistically ready to learn. Clearly, motivation was greatly enhanced, and it is here that reading comprehension has much to offer. By the end of the reading comprehension activity,

students did not appear to be easily intimidated by texts, and this in turn may have increased motivation towards reading.

- d. On average, students reported that they reached acceptable to good comprehension of most texts, but many reported having trouble with understanding some texts. Self-reports indicating poor-comprehension were almost nonexistent. Being able to self-evaluate their comprehension of the text they read proved important for the students' growing confidence in handling texts of different. In addition, self-evaluation could have given students the feeling that they themselves were responsible for their learning.
- e. Although there is some indication that they are now reading faster, students may not necessarily be reading better. In two regular tests administered to all students in the program, the extensive reading activity students did not do better than students not having the reading comprehension activity. Any subjective, impressionistic claims that extensive reading is conducive to better reading ability must be corroborated by objective measures.

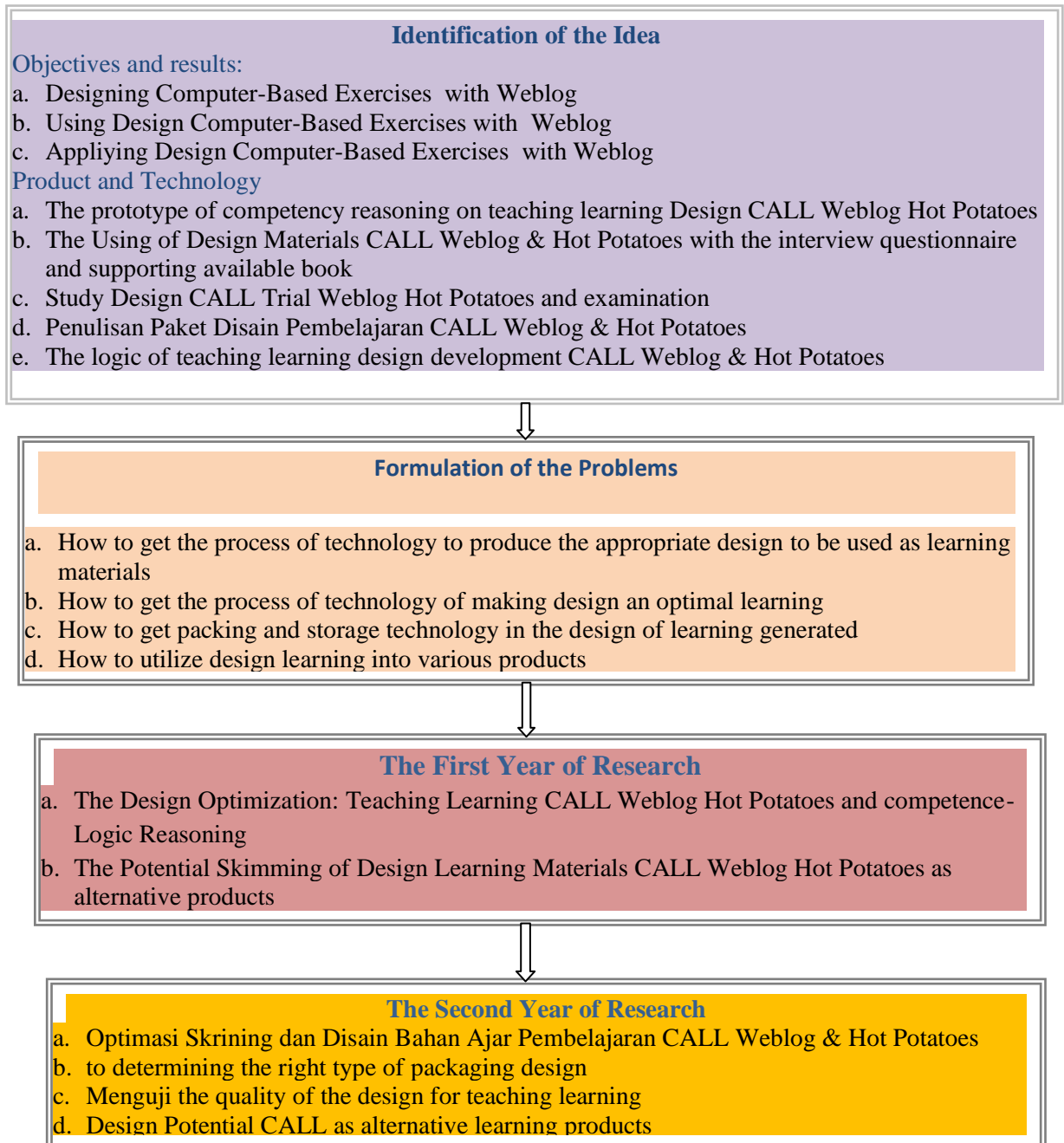
FINDINGS AND APPLICATION TARGETED

The finding results already achieved and application targeted are presented .

NO	ACTIVITY	PRODUCE
1	In the first year	A prototype design of teaching learning reading comprehension with weblog, hot potatoes software and skype messengers based computer in standard competence, especially with regard to the development of logical reasonable, both of them have supported the basis appropriate as well as those which have not backed up learning of materials.
2	In the second year	Learning logical reasonable design will be prepared based on the needs of development 1) Trying of assesment widely of reasoning, 2) The improvement of the design of learning is to be worthy published, 3) Preparation of learning design of a logical reasonable until ready to publish

This research is expected to help students have good reading comprehension after using Weblog, Hot Potatoes Software and Skype Messengers that can be applied during classroom activities and also create the students idea to get the exercises with fun and freedom to finish students' assessment and can be applied an optimal depth and only be obtained with the obvious limitation problems as desaign computer-based exercises using Weblog, Hot Potatoes Software and Skype Messengers in creating ideas to facilitate independent learning in reading comprehension that were planned in second years

Figure Problems Examined: during 2 (two) years



CONCLUSION AND SUGGESTION

Based on the results of the research will hopefully 1) contribute to the development of the design computer-based exercises using Weblog, Hot Potatoes Software, and Skype Messengers in creating ideas to facilitate independent learning in reading comprehension for the fourth semester with a set of optimal method, support the development of IPTEKS innovation, have contributed to the renewal and development of ipteks in the desain learning reading comprehension; 2) contribution to the development, in addressing the problem of development, application of technology towards the commercial, technology transfer, feasibility of Obtaining Patents/Copyrights; 3) Cooperation with Outsiders (new contracts, and royalty), in order of sustainability research is planned to be carried out in a partnership with outside parties especially in other Faculties and together with the University still in Wijaya Kusuma Surabaya to posed in the College's flagship research program and industry; 4) Making materials with the title "Learning Reading Comprehension by using Sotware Hot Potatoes;

THE SCORING RUBRIC OF READING COMPREHENSION

Everett Public Schools “Reading Comprehension Rubric” Effective Users of Skills and Strategies

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Criteria	Advanced	Proficient	Basic	Below Basic
B a. Sets a Purpose	Establishes a clear and focused purpose independently	Establishes a purpose independently	Established a purpose when reminded	Relies on an explicitly stated purpose
E b. Previews Text	Previews text thoroughly with focused intent	Previews text purposefully	Previews text randomly and/or incompletely	Previews when reminded
F c. Accesses Prior Knowledge	Makes numerous connections which activate prior knowledge	Connects prior knowledge with selection	Accesses prior knowledge when prompted	Requires activities to activate prior knowledge
O d. Makes Predictions	Makes insightful predictions using prior knowledge	Makes meaningful predictions	Makes predictions inconsistently	Makes vague or unjustified predictions
R a. Confirms/Adjusts Predictions	Checks accuracy and adjusts prediction continually	Checks accuracy of predictions most of the time	Checks to confirm predictions	Checks predictions when reminded
E b. Visualizes	Visualizes elaborately through writing, drawing or verbal communication	Visualizes with increasing detail	Visualizes some details	Visualizes with few details
I c. Makes Connections	Makes elaborate and valid text-to-self, text-to-text and text text-to-world connections independently	Readily makes text-to-self, text-to-text and/or text-to-world connections	Makes personal connections to text when prompted	Needs opportunity to hear others share personal connections before attempting to state own
N d. Asks Questions	Asks questions of self or text that demonstrate higher level thinking and raises issues to ponder	Asks questions of self or text and considers things to ponder	Asks questions of self or text some of the time	Asks questions of self or text in a limited way
R e. Determines Importance	Asks questions of self or text that demonstrate higher level thinking and raises issues to ponder	Distinguishes important ideas from details	Distinguishes important ideas from details inconsistently	Lacks ability to distinguish important ideas from unimportant details
E f. Monitors Comprehension	Monitors comprehension automatically to clarify confusion or answer question about the text	Monitors comprehension most of the time to clarify confusion or answer questions	Monitors Comprehension with reminders to clarify confusion	Monitors comprehension sporadically or ineffectively to clarify confusion
A g. Uses Fix-up Strategies (Re-read, reads on, adjusts rate, uses word parts and context clues)	Applies fix-up strategies in the reading process naturally	Applies appropriate fix-up strategies most of the time	Applies fix-up strategies with limited, but increasing success	Applies low or no fix-up strategies
D				
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SPEAKING TEACHING STRATEGIES: A CHOICE OF NEEDS

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ABSTRACT

This study was aimed at revealing lecturers' strategies in teaching Speaking II. The teaching strategies used in this research were based on Cook (1991) where there are five different teaching Types: The Academic Type, The Audiolingual Type, The Social Communicative Type, and The Information Communicative Type. The study was conducted in two Speaking classes with two of three lecturers of English Education Department of the University of Muhammadiyah Purwokerto as the respondents. Data of the research was collected through both observation and interview. The data collected through the two instruments were categorized, reduced and analyzed, qualitatively. The result showed that The Audiolingual Type, The Social Communicative Type, and The Information Communicative Type were implemented by the two respondents in teaching Speaking II. However, only one of them taught the class by using The Academic Type. The reason in selecting and implementing the teaching strategies was based on the students' needs and the target of learning in making the students able to not only speak up in the speaking classes but also communicate well in their real life, appropriately. On the whole, the teaching learning processes conducted by both lecturers could run very well. A good ability of communicating using English in all classes became the main point of teaching which was supported by implementing varied teaching strategies.

Key words: *Communication, Speaking, English as a Foreign Language*

INTRODUCTION

A learning process is an activity which starts from a new baby born and it develops for an entire life. To the most people, a learning process is an incidental thing in which they learn something unconsciously from their surrounding. In contrary, the learning process that happens in a classroom should be held in a different way with supports from personnel and facility in a learning design to set up students to be able to learn, work and participate actively in and out of their classes.

A learning process is in line with a teaching process which is defined as a process of sharing information and helping someone to do something new, give instructions, guide and understand something (Brown, 2001: 7). Both learning and teaching are a complex process with multiple variables which commonly starts from a feeling of being interested in a particular thing. An interest of learning something is affected by the use of teaching strategies by a teacher. Moreover, a good learning interest which is supported by appropriate teaching strategies will make the students able to comprehend the material, optimally and contribute much to the run of a learning process itself. Yet, a fact shows that the real condition is quite different from the ideal one when teachers commonly use monotoneous teaching strategies without being able to develop students' mindset in learning the material.

In accordance to a pre-interview result with eight lecturers of English Education Department at University of Muhammadiyah Purwokerto, it was revealed that in a process of teaching the four language skills, the one which mostly needs varied teaching strategies is Speaking Skill. They claimed that teachers and lecturers often find difficulties in designing a learning process which is interesting and can facilitate the students to use the language communicatively in Speaking classes. A few interactive classroom activity limits the students' scope of exploring their ideas. They are trapped with a concept that they will only speak up if they are asked. In addition, the second semester students are commonly spoon fed by the lecturers. This facts affect to the students' way of learning. Yet, the students' speaking skill cannot be developed, optimally. To cope with these problems, teaching strategies should be selected and evolved, appropriately.

A teaching strategy is a set of a teaching plan in which approach, method and technique are covered. This learning strategy is designed to gain a particular learning objective. Cook (1991: 133-152) classifies the teaching strategy in five different types. The first type of strategy to start is The Academic Type. This learning strategy focuses on the explanation of language construction and translation starts from reading activity which is integrated into two productive skills, speaking and writing. *The Academic Type* facilitates the students to understand the language from its structure and meaning. However, through this teaching strategy, the students will find difficulties in developing the language in communicative way.

Second, The Audiolingual Type. The Audiolingual strategy is in line with a way of teaching through dialogue and drilling. It starts from dialog presentation which covers learning materials. The dialogue is an example which helps the students practice the language, easily. The language use in the dialogue is controlled. Therefore, the words which are used are isolated based on the material taught. The isolated words will affect students' vocabulary mastery. They will only focus on the words use in the dialogue instead of exploring other words to support their speaking ability. Hence, the students tend to find difficulties in using English, optimally. However, still, learning a language needs some models as a reference in using the language. Therefore, listening to something is one of good ways in exploring the use of the language in an oral form.

The third type is The Social Communicative Type. Teaching a language is meant as optimally use of it as a means of communication instead of exploring a text and language structures. Through the social communicative Type, the students are demanded to communicate orally and verbally in and out of the class. The goal of this learning process is making the students able to not only comprehend the language but create an interactive and communicative use of it in their real life as an involvement of their social skills.

The Information Communicative Type is the forth teaching strategy type which will be described. The focus of learning through *Information Communicative* strategy is developing students' ability in communicating with the others. A point to add is that this students' communicative ability will then be developed as a life skills which will be used by the students in broader needs. These targets is planned through designing interesting classroom activities with appropriate material choice which is based on the students' needs.

The last, The Mainstream EFL Type. *The Mainstream EFL Type* strategy is a combination between *the academic* dan *the audiolingual types*. A learning process which is designed through this way controls a balance of academic capacity covering the theory of a language and a spontaneous capacity found in students' experiences.

A success of learning which begins with the use of varied teaching strategies is able to facilitate the students in constructing the language as a means of their communication. To make the realisation happen, teachers and lecturers needs to select and use appropriate teaching strategies which consequently will support the the success of the students' learning. The types of strategies used by speaking II lecturers in English Education Department was revealed through this study. The lecturers should be able to reflect their way of teaching using various teaching strategies whether or not their teaching strategy selection can help the students communicate actively using English.

METHOD

This is a descriptive research which focuses on potraying the strategies used by two of three lecturers in two Speaking II classes. In revealing the strategies, two instruments were used. They are Observation and Interview, both pre- and post-interviews. The classes were observed ten times of 14 meetings in a semester with a very deep analysis on the classroom activities which represent the variety of teaching strategies used by the lecturers. To know the lecturer's knowledge about the teaching strategies, a pre-interview was conducted, therefore this interview was implemented before the the class observation. Meanwhile, to clarify something revealed through observation, a post interview was given to both lecturers. The interviews were also posed to know the lecturers' consideration in selecting the strategies used by both lecturers in teaching Speaking.

Having revealed the data from both observation and interview, the data was analyzed through Descriptive-Analytic method. This methoed eased the process of identifying,

categorising, analysing and synthesizing the result of the research, the strategies used to teaching speaking skills.

FINDINGS AND INTEPRETATION

An overview of the whole result found in this research is that both lecturers used all of strategies, appropriately. However, there at least two or three strategies which are commonly and mostly implemented in teaching speaking, especially in initiating and enhancing students' speaking skills. Below is the description of the result revealed in this research:

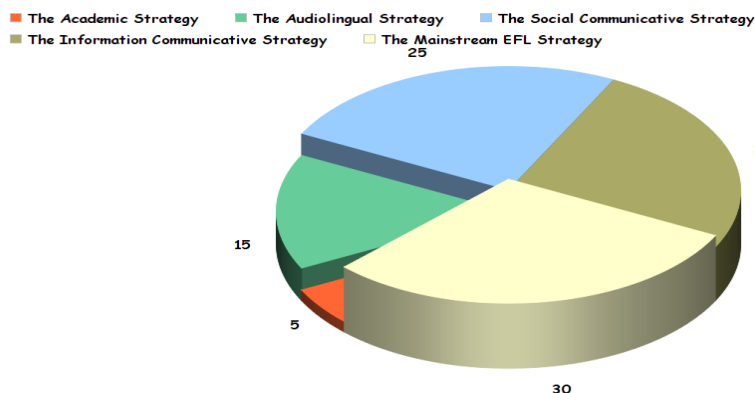


Chart 1. The percentage of Speaking Teaching Strategies Used by Lecturer 1

The pie chart above shows the percentage of each strategy used by the 1st lecturer in teaching speaking. The highest portion of the whole teaching process was on the use of *The Mainstream EFL Strategy* with 30%. This strategy covers a balance of cognitive, affective and psychomotor domains in which the students were not only able to analyze the language but theywere also able to resume, evaluate and use the language in contextual learning process. In the speaking learning process the lecturer started it by providing pictures, video, song and some texts to dig up students' prior knowledge. Through those stimulus, the students were demanded to be able to explore thier idea, construct utterances, discuss the material with the others and present the result in the form of role play and drama. Through this teaching strategies, the lecturer stratngthened his desain of teaching by acquaring the language through varios collaborative learning. To support this result, the 1st lecturer said that presenting the material through receptive skills which are then integrated into speaking was really able to initiate and develop students' critical thinking and language production in contextual learning.

A different result showed that both The Social Communicative Strategy and the information communicative strategy were used at the same quantity with 25% usage. The first teaching strategy facilitates the students to communicate actively without concerning on the language structure implementation, however, it does not mean that the students may neglect the language constructions. What they have to do just speak up naturally and think free of the tenses which they use. The second strategy, the information communicative strategy, has the same portion with different focus. A point to consider about this strategy is that through this strategy, the 1st lecturer controled and designed the learning process with various classroom activities. A point to add is that the topics which were used related to some phenomena happen in the students' surrounding, among others are "the dangers of cigarettee and drugs, overseas scholarship, cosmetic surgery, HIV/AIDS, and religion for human life.

The last two strategies which were used by the 1st lecturer were The Academic Strategy and The Audiolingual Strategy with 5% and 15% usage, respectively. This fact shows that the the 1st lecturer did not focus on explanation, drilling and a lot of examples in teaching speaking. The consideration posed by the lecturer is that too many explanations, instructions and drilling

will limit the students' ability in exploring their ideas. Hence, the use of both strategies were limited only at the beginning of the classroom activities as both instruction and example. Yet, these two strategies were still used by the 1st lecturer in order to make the run of classroom activities run clearly. Consequently, the clear instruction and examples will lead the students to be able to follow the path of learning, optimally.

A little different frame was revealed from the 2nd lecturer. Below is the description of the use of the teaching strategies used by him.

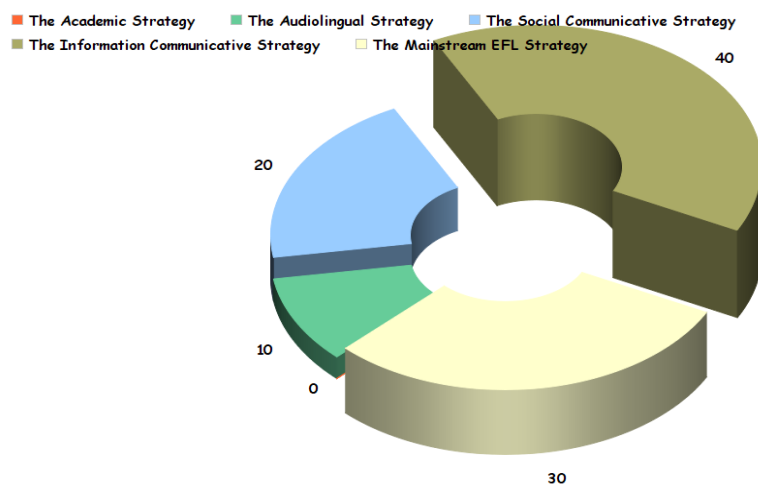


Chart 2. The percentage of Speaking Teaching Strategies Used by Lecturer 2

The second pie chart displays the use of four of five teaching strategies by the 2nd lecturer in his speaking classes. The use of The Mainstream EFL strategy by the 2nd lecturer was at the same portion as that by the first lecturer in 30%. The 2nd lecturer had the same idea of how to implement the strategy. Through implementing this strategy the students could develop their knowledge. Moreover, they were also be able to implement it in real practices with their friends. These facts support the 1st lecturer idea that through this strategy the students can evolve their three learning domains. A thing that is surprising is that the 2nd lecturer never used the Academic Strategy in his speaking classes. The consideration is that this strategy did not help the students in both comprehending and using the language in their real life. Therefore, teaching speaking using this strategy will not facilitate the students' learning ability.

In addition, the strategy which was mostly used by the 2nd lecturer is the information communicative strategy with 40% of the whole portion. It was proven by the various types of speaking activities which can initiate and encourage the students to use the language in different types of learning. However, the most frequent activities which was developed through this strategy is collaborative learning. This type of learning is different than that in the Mainstream EFL strategy which was used by the 1st lecturer. The collaborative learning models developed in the 2nd lecturer's English class started from different way. The 2nd lecturer chose relating the materials which were implemented through the models to the students' experiences in their real life without presenting it in the form of pictures, video and other media of teaching. The consideration is that by going straight to the point to the students' real life, the learning process for the students will be much easier. As a result, the students activeness in exploring their idea is the same as that happened in the 1st lecturer's speaking classes. They were able to work collaboratively in exploring the material through communicative way in oral English.

The last two least strategies used by the 2nd lecturer were the audiolingual and the social communicative strategies with 10% and 20% usage, respectively. Through Social

Communicative Strategy, it helped the students link their ideas and share it with the other friends. On a whole, the students felt free to communicate with their friends in English without any burden of making mistakes in both using the grammar and pronouncing the language. Yet, the 2nd lecturer mentioned that this type of strategies was considered difficult to make the students become aware of how to control their language in an appropriate construction. However, still, this strategy was able to enhance the students' activeness in using English in oral form, frequently.

The audiolingual strategy was only used in small portion (10%) because both drilling and example were only used at the beginning of the lesson as a stimulus for initiating students' prior knowledge. The 2nd lecturer believes that too many drillings and examples will make the students rely on them too much, consequently they will not be able to stand on their knees when they practice using the language.

On the whole, both lecturers were able to select the types of speaking strategies which can help the students develop their speaking skills. Both the information communicative strategy and the mainstream EFL strategy were chosen as the two main strategies which could help the students to manage their three learning domains, cognitive, affective and psychomotor and also develop the three other skills which were integrated into Speaking skills. Moreover, the five teaching strategies were implemented, optimally with various classroom activities. Both lecturers were good at managing the speaking class and selecting appropriate teaching strategies by relating it to the materials, the students' need and the goal of Speaking activities.

CONCLUSION AND RECOMMENDATION

Teaching strategies are one of many teaching components which will support the run of learning process. An appropriate consideration in using and implementing the strategies will positively affect the students' learning achievement. Speaking skills is one of productive skills which is commonly considered difficult subject. This is because the students have to develop their ability to not only construct their ideas but also share it with the others in oral form which is spontaneously produced. A good learning guidance posed and used by the lecturers will of course help the students arrange the path of their speaking learning process. Selecting appropriate teaching strategies and implementing various classroom activities will automatically support the process of learning in a whole. In short, what the lecturers did in this research has already contributed much to the students' ability in speaking up in various ways.

A point to consider by the practitioners is that implementing various teaching strategies is not the only one way in developing students' competence in learning a particular subject, but matching it with the other components, among others are media, approaches, good lesson designs and qualified material selection will strengthen the beneficial points of implementing the strategies.

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A MODEL OF RESEARCH PAPER WRITING INSTRUCTIONAL MATERIALS FOR ACADEMIC WRITING COURSE: NEEDS ANALYSIS & TEXTBOOK EVALUATION

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ABSTRACT

Selecting instructional materials for learning-teaching resources is a challenging task for English language teachers. Presentation of developmentally appropriate, relevant and engaging materials is, therefore, the prime responsibility of the material developers and the teachers. This study was aimed at designing a model of research paper writing instructional materials for Academic Writing Course. The steps of this research and development consist of needs & documents analysis, model design, model development, and model experimentation. This study was focused on the study of needs analysis and textbook evaluation. The researcher conducted needs analysis to the fifth semester students of English Education Study Program of Language and Art Education Faculty of IKIP PGRI Bojonegoro, East Java, Indonesia. The needs analysis was dug up through questionnaire, interview, and deep discussion among students and academic writing teachers. The documents analyzed in this study were Study Program's vision and mission draft, syllabus, and the existing textbook. The fourth edition of a book entitled "Writing Academic English" written by Oshima and Hogue was critically evaluated based on two major points, namely general attributes of the textbook and the learning-teaching content of the textbook. The results of needs analysis reveal that there was still a gap between the ideal conditions and the real conditions. Meanwhile, the results of textbook evaluation indicate that the lecturers and students were not really satisfied with the book since it does not represent the students' needs and curriculum.

Keywords: *Academic writing needs analysis, textbook evaluation, instructional materials, teachers' perspectives, students' perspectives.*

INTRODUCTION

Regardless of their major, university students are required to compose different types of writing, such as term papers or exam answers, throughout their studies. Moreover, the students must write a research paper as their final project at the end of their study in university. The students will be considered to pass or fail from their study depending on this research paper (Ghufon, 2015, p. 2). The Directorate of Higher Education (DIKTI), every year, also always offers many kinds of grants for students in order to develop students' ability in expressing their ideas and the results of their scientific activity in the form of scientific article based on the criteria or standard of writing scientific journal (Ditlitabmas Dirjen Dikti, 2014, p. 24).

Writing skill in language teaching has accelerated tremendously since 30 years ago. According to Richards (2001), the sequence of activities typically involves in the teaching of writing are (1) familiarization: grammar and vocabulary are studied by learners through a text; (2) controlled writing: the given patterns are imitated by learners; (3) guided writing: model texts are manipulated by learners; and (4) free writing: the patterns they have developed are employed by learners to write a letter, a paragraph, an essay, etc. Writing in a second or foreign language is regarded as one of the most difficult skills for a learner to master, particularly in academic writing. The difficulty is due to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization and to turn such ideas into a readable text (Richards and Renandya, 2002).

Writing course is a compulsory subject which is taught in English Education Study Program of IKIP PGRI Bojonegoro, East Java, Indonesia, generally in 8 credits which are distributed in 4 semesters, each semester 2 credits. In writing 4, the teaching and learning process is focused on academic writing to prepare the students to be able to write their final

project at the end of their study. The goal of this subject is mainly to make the students to be able to write scientific writing in term of article of research report with appropriate content, good organization, correct diction, grammar, and mechanics.

Selecting materials for learning-teaching resources is a great task for English language teachers as they provide a strong platform through which students learn English language. Therefore, presentation of developmentally appropriate, relevant and engaging materials is the prime responsibility of the material developers and the teachers. Teachers are urged to do so since they are the users of the materials. Selection of the right materials makes teaching and learning a meaningful activity and an efficient and effective classroom environment.

Hutchinson and Torres (1994, p. 315) point out that ELT materials (textbooks) play a vital role in innovation. They state that textbooks can support teachers through potentially disturbing and threatening change processes, demonstrate new and/or untried methodologies, introduce change gradually, and create scaffolding upon which teachers can build a more creative methodology of their own. Textbooks are considered as central to teaching and learning, as their quality is a determining factor in enhancing or diminishing the quality of a language program.

Furthermore, Cunningsworth (1995, p. 7) explains that instructional material developments (course books) have multiple role in English Language Teaching and can serve as: (1) a resource for presentation materials; (2) a resource for activities of learners' practice and communicative interaction; (3) a reference source for learners on grammar, vocabulary and pronunciation; (4) a resource of stimulation and ideas for classroom language activities; (5) a syllabus (where they reflect learning objectives which have already been determined; (6) a source for self-directed learning or self-access work; and (7) a support for less experienced teachers who have yet to gain in confidence.

Teaching materials are also regarded as a key factor in most language programs (Richards, 2001). For teachers, textbooks or course books either required or supplementary provide content and teaching-learning activities, which shape much of what happens in the classroom (Celce-Murcia, 2001). Furthermore, Wright (cited in Lee, 2003, p. 165) says that teaching materials (e.g. textbooks) assist to define the goals of the syllabus and the roles of teachers and learners within the instructional process.

According to Richards (2005, p. 1) effective instructional materials in language teaching are shaped by consideration of a number of factors including teacher, learner, and contextual variables. Teacher factors include the teacher language proficiency, training and experience, cultural background, and preferred teaching style. Learner factors include learner's learning style preferences, their language learning needs, interests, and motivations. Contextual factors include the school culture, classroom condition, class size, and availability of teaching resources in situation where the materials will be used.

Since the choice of language teaching materials can determine the quality of learning-teaching procedure, there should be appropriate materials by considering (1) teacher factors, such as: teacher language proficiency, training and experience, cultural background, and preferred teaching style; (2) learner factors, such as: learning learner style preferences, their language learning needs, interests, and motivations; and (3) contextual factors, such as: school culture, classroom condition, class size, and availability of teaching resources. As a part of the materials used in the language classroom, textbook, therefore, can often play a crucial role in students' success or failure. Therefore, particular attention must be paid to evaluate such textbook materials to suits those three factors and learning outcomes.

Based on this condition and needs, to fill the gap, the researcher aimed at designing a model of instructional materials in the form of textbook prototype that discusses the ELT research paper writing. There must be textbook materials that are mainly focused on teaching students of how to write ELT research paper. Because of the importance in its implementation, the development of textbook materials which cover some topics dealing with ELT research paper will give much contribution in improving students' writing skill in research paper. Besides, textbook materials can be used wherever and whenever, even without any teachers. It means that the students can learn the materials independently in order to improve their writing skills as far as the materials are available. Therefore, this research will focus on the development of a model of research paper instructional materials for academic writing course

that will be used by the fourth semester students in English Education Study Program of IKIP PGRI Bojonegoro. Since this is research and development and is the part of the researcher's dissertation, the results presented in this study were only the results of exploration phase.

METHOD

Since this study is the part of the researcher's dissertation, the focus of this study is merely describing the results of exploration phase i.e. needs analysis and textbook evaluation.

Research design that was used in this exploration phase was descriptive explanatory research. Descriptive explanatory research is appropriate to provide a picture of an event, condition or situation, or to answer the question of how and why. By making use of this design, the researcher was basically challenged to collect information in more accurate way about how the existing product was evaluated.

This research was conducted in English Education Study Program of IKIP PGRI Bojonegoro, East Java, Indonesia. The population of this research was all students in English Education Study Program of IKIP PGRI Bojonegoro, East Java. The sample was the fifth semester students in B class consisted of 36 students that were chosen by using cluster random sampling technique. This exploration was conducted in 3 months (From September to November 2015).

For textbook evaluation, the study was done with 3 academic writing teachers (2 males, 1 female) at English Education Study Program of Language and Art Education Faculty of IKIP PGRI Bojonegoro. All of participants have 2-5 years experience in teaching. Besides, this study also involved 10 students of the fifth semester students of English Education Study Program of Language and Art Education Faculty of IKIP PGRI Bojonegoro. The ten students were chosen purposively. The students chosen to be involved in this study were those who have the highest score in their academic writing.

This exploration phase was mainly aimed at obtaining qualitative data on the existing textbook materials for academic writing course and the needs on research paper writing instructional materials. The data was taken from interview, questionnaire, and document analysis. Questionnaire and interview will be done in order to reveal: (1) the textbook materials used by the lecturers; (2) their relevance to academic writing course in English Education Study Program; and (3) the need of the students, lecturers, and the Head of English Education Study Program of the development of research paper writing instructional materials.

For textbook evaluation, the data collection instrument consists of two parts. The first part is about the subjects' personal information; the second part is the Textbook Evaluation Checklist, which elicits the criteria of a textbook for English course. "Textbook Evaluation Checklist" was adapted from textbook evaluation checklist developed by Mukundan, Nimehchisalem, and Hajimohammadi (2011). This textbook evaluation checklist cover two major points, namely general attributes and learning-content. From the two major points, there were 31 questions dealing the textbook which is going to be evaluated. For the statements in the "Textbook Evaluation Checklist" a Likert-type of equal-range was used. The statements in the inventory have been labelled as; "Completely Agree (5)", "Agree (4)", "Partly Agree (3)", "Disagree (2)", "Completely Disagree (1)". In order to guarantee the reliability of the data, Focus Group Discussion (FGD) was also done among the respondents and the researcher.

Technique of data analysis used in this exploration stage is descriptive qualitative. This technique was used since the collected data was qualitative data in the form of non-numeric information. This technique of data analysis covered three ways: data reduction, data presentation, and drawing conclusion.

The output of this exploration phase was some wide, deep, and accurate information about the existence of any related products, their quality as well as the users' needs and criteria for developing new product. The collected information is then used as a foundation or basic for arranging the new educational product.

RESULTS AND DISCUSSIONS

Needs Analysis

Needs analysis here refers to the students' needs. To conduct needs analysis, the researcher distributed questionnaires to students. For the students, the researcher distributed two

kinds of questionnaires. The first is the questionnaire which asked the students to answer the questions based on ideal condition. There are five possible answers in the first questionnaire, they are: strongly agree, agree, undecided, disagree, strongly disagree. The second questionnaire asked the students to answer the questions based on fact (real condition). In the second questionnaire, there are only two possible answers, "yes or no". The two kinds of questionnaire were distributed to students in order to know whether or not there was a gap between the ideal condition and the real condition (fact). The followings are the results of needs analysis:

Table 1. The Results of Needs Analysis Questionnaire 1 (Ideal Condition)

NO.	STATEMENTS	OPTIONS					TOTAL (%)
		Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)	
1	Teaching materials of academic writing course should teach students to write a research paper.	26 (72%)	10 (28%)	-	-	-	36 (100%)
2	In teaching academic writing course, a teacher/lecturer should use a teaching technique which makes students easy to understand the materials.	31 (86%)	5 (14%)	-	-	-	36 (100%)
3	Teaching materials of academic writing course should give students enough proficiency in English education research.	12 (33%)	22 (61%)	2 (6%)	-	-	36 (100%)
4	Teaching materials used in academic writing course should be appropriate with the students' level of writing skill.	32 (89%)	4 (11%)	-	-	-	36 (100%)
5	Topics discussed in academic writing course should be interrelated to research paper writing.	7 (20%)	23 (64%)	3 (8%)	3 (8%)	-	36 (100%)
6	Examples and exercises of academic writing course materials should be interrelated to the results of scientific article writing.	13 (36%)	19 (53%)	4 (11%)	-	-	36 (100%)
7	The results of English education researches should be used as main teaching resources in academic writing course.	9 (25%)	19 (53%)	3 (8%)	5 (14%)	-	36 (100%)
8	Materials about English education research should be taught to students and are integrated in teaching materials.	9 (25%)	19 (53%)	3 (8%)	5 (14%)	-	36 (100%)
9	Materials taken from the results of English education research should be used as main teaching resources in teaching academic writing.	10 (28%)	21 (58%)	1 (3%)	4 (11%)	-	36 (100%)

NO.	STATEMENTS	OPTIONS					TOTAL (%)
		Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)	
10	Materials taken from the results of English education research should be used by students as references in writing final project in university.	23 (64%)	13 (36%)	-	-	-	36 (100%)
11	Materials taken from the results of English education research should be used by students to help them developing their skill in academic writing.	22 (61%)	14 (39%)	-	-	-	36 (100%)
12	Materials taken from the results of English education research should be used as teaching and learning resources, and as a medium of dissemination.	13 (36%)	17 (47%)	2 (6%)	4 (11%)	-	36 (100%)
13	The report of English education research should be used as teaching & learning resources in academic writing to teach its 'genre', such as abstract, introduction, research problem, etc; and to learn the structure of research report.	10 (28%)	21 (58%)	1 (3%)	4 (11%)	-	36 (100%)
14	Students should use English education research report as a reference in learning the structure of research report.	9 (25%)	19 (53%)	3 (8%)	5 (14%)	-	36 (100%)
15	Teachers/lecturers should teach academic writing course to students through systematic steps, such as: pre-writing, writing, editing, and re-writing.	29 (81%)	7 (19%)	-	-	-	36 (100%)
16	In pre-writing stage, students should be asked to conduct a research (mini research) in group and are guided by the teachers/lecturers in order to get materials in academic writing class.	31 (86%)	5 (14%)	-	-	-	36 (100%)
17	Teacher/lecturer should provide a model of teaching materials which could be used as a reference in writing English education research report and its examples.	12 (33%)	22 (61%)	2 (6%)	-	-	36 (100%)
18	In teaching academic writing course, the teacher/lecturer should provide a model of	31 (86%)	5 (14%)	-	-	-	36 (100%)

NO.	STATEMENTS	OPTIONS					TOTAL (%)
		Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)	
	teaching materials with clear instruction in order to make the students easy to learn and understand what they should learn or do during teaching and learning process.						
19	The model of teaching materials should appropriate with the students' level or competency which should be achieved by the students (based on the curriculum or syllabus).	29 (81%)	7 (19%)	-	-	-	36 (100%)
20	The model of teaching materials should consider the following elements: level of difficulty, students' background knowledge, curriculum or syllabus (dealing with the competence that should be achieved by students), and practicality.	29 (81%)	7 (19%)	-	-	-	36 (100%)

Those ideal conditions above are still not in line with the real conditions/facts. Based on the second questionnaire, the following table presents the real conditions in teaching academic writing course:

Table 2. The Results of Needs Analysis Questionnaire 2 (Real Condition/Fact)

NO .	STATEMENTS	OPTIONS		TOTAL (%)
		YES (%)	NO (%)	
1	Academic Writing course material already taught metobe able to write papers.	-	36 (100%)	36 (100%)
2	Academic Writing lecturer already delivered materials using techniques that are easy to understand by students.	9 (25%)	27 (75%)	36 (100%)
3	Academic Writing course material has given me the knowledge about the provision of English education research.	-	36 (100%)	36 (100%)
4	The material taught in the Academic Writing course is in conformity with the development of students' academic writing skills.	13 (36%)	23 (64%)	36 (100%)
5	Topics covered in the Academic Writing course have been related to the paper writing.	-	36 (100%)	36 (100%)
6	Examples and exercises of teaching materials in Academic Writing course have been related to the writing of the results of a scientific article (paper).	-	36 (100%)	36 (100%)
7	Results of the English language education research have been used as a primary source of teaching material in the Academic Writing course.	-	36 (100%)	36 (100%)
8	Students have been taught about the English education research materials that are integrated within the lecture material early on.	-	36 (100%)	36 (100%)

NO	STATEMENTS	OPTIONS		TOTAL (%)
		YES (%)	NO (%)	
9	The material comes from the results of the English language education research has been used as teaching materials especially in writing skill materials.	-	36 (100%)	36 (100%)
10	Teaching materials drawn from the results of English educational research for Academic Writing course area to equip students in preparation of the final project.	14 (39%)	22 (41%)	36 (100%)
11	Teaching materials sourced from the research results of English education have helped students develop academic writing skills.	-	36 (100%)	36 (100%)
12	Results of English language education research have been used as a source of teaching material, as well as a way to disseminate research results to the public.	-	36 (100%)	36 (100%)
13	Students are able to take a sample of research reports of English language education to be used as reference in the writing of scientific writing structure report.	11 (31%)	25 (49%)	36 (100%)
14	Students are taught to write the Academic Writing through coherent and correct process, ranging from pre-writing, writing, editing, and re-writing.	36 (100%)	-	36 (100%)
15	In the pre-writing activities, students are given the opportunity to do research (mini research) in groups led by lecturer as a scientific writing material in lectures.	-	36 (100%)	36 (100%)
16	Lecturer already provided a model of teaching materials that can be used as a reference in educational research report writing of English language with relevant examples.	-	36 (100%)	36 (100%)
17	Model of teaching materials provided by the lecturer had given clear instructions about what should be done by the students every stage in the learning activities.	-	36 (100%)	36 (100%)
18	Model of teaching materials are already adjusting to the ability or competence to be achieved in the level of students which have been formulated in the course curriculum (syllabus).	-	36 (100%)	36 (100%)
19	Model of teaching materials have noticed the following elements: the level of difficulty, the background knowledge of the students, curriculum or syllabus (dealing with the competence that should be achieved by students), as well as the practicalities.	17 (47%)	19 (53%)	36 (100%)

By comparing the table 2 and 3 above, it is clearly seen that there is still a gap between “*what should be*” or the ideal condition and “*what is*” or the real conditions. The main gap is that there is still no model of research paper writing instructional materials that provides good teaching technique and appropriate with the level of difficulty, students’ background knowledge, students’ competence that should be achieved based on curriculum, and practical instructional materials.

Textbook Evaluation Results

The data of this study were gotten from questionnaires distributed to 3 academic writing teachers and 10 fifth semester students of English Education Study Program of Language and Art Education Faculty of IKIP PGRI Bojonegoro, East Java, Indonesia. The results are presented as follows:

Table 3. The Results of Textbook Evaluation Checklist (adapted from checklist which was developed by Mukundan, Nimehchisalem, and Hajimohammadi (2011))

No.	Criteria	Score					Total N (%)
		5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	
General Attributes							
A.	The book in relation to syllabus and curriculum						
1	It matches with the specifications of the syllabus	-	-	-	4 (31%)	9 (69%)	13 (100%)
B.	Methodology						
2	The activities can be exploited fully and can embrace the various methodologies in ELT	13 (100%)	-	-	-	-	13 (100%)
3	Activities can work well with methodologies in ELT	13 (100%)	-	-	-	-	13 (100%)
C.	Suitability to learners						
4	It is compatible with background knowledge and level of students	-	10 (77%)	3 (33%)	-	-	13 (100%)
5	It is culturally accessible to the learners	-	-	8 (62%)	5 (38%)	-	13 (100%)
6	It is compatible to the needs of the learners	-	-	-	13 (100%)	-	13 (100%)
7	It is compatible to the interests of the learners	-	-	-	13 (100%)	-	13 (100%)
D.	Physical and utilitarian attributes						
8	Its layout is attractive	9 (69%)	4 (31%)	-	-	-	13 (100%)
9	It indicates efficient use of text and visuals	-	6 (46%)	7 (54%)	-	-	13 (100%)
E.	Efficient outlay of supplementary materials						
10	There is a teacher's guide to aid the teacher	-	-	-	13 (100%)	-	13 (100%)
Learning-teaching content							
A.	General						
1	Most of the tasks in the book are interesting	-	7 (54%)	6 (46%)	-	-	13 (100%)
2	Tasks move from simple to complex	13 (100%)	-	-	-	-	13 (100%)
3	Task objectives are achievable	5 (38%)	8 (62%)	-	-	-	13 (100%)
4	Cultural sensitivities have been considered	9 (69%)	4 (31%)	-	-	-	13 (100%)
5	The language in the book is natural and real	9 (69%)	4 (31%)	-	-	-	13 (100%)
6	The material is up-to-date	-	4 (31%)	9 (69%)	-	-	13 (100%)
7	It covers a variety of topics in ELT	-	-	-	8 (62%)	5 (38%)	13 (100%)
8	The book contain materials taken from ELT research findings	-	-	-	13 (100%)	-	13 (100%)

No.	Criteria	Score					Total N (%)
		5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	
9	The book covers materials of writing research paper	-	-	-	13 (100%)	-	13 (100%)
B.	Academic Writing						
10	Tasks have achievable goals and take into consideration of learner	-	10 (77%)	3 (33%)	-	-	13 (100%)
11	Models are provided for different genres	13 (100%)	-	-	-	-	13 (100%)
C.	Vocabulary						
12	The load (number of new words in each lesson) is appropriate to the level	9 (69%)	4 (31%)	-	-	-	13 (100%)
13	There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book	-	8 (62%)	5 (38%)	-	-	13 (100%)
14	Words are efficiently repeated and recycled across the book	-	8 (62%)	5 (38%)	-	-	13 (100%)
D.	Grammar						
15	The spread of grammar is achievable	5 (38%)	8 (62%)	-	-	-	13 (100%)
16	The grammar is contextualized	-	-	7 (54%)	6 (46%)	-	13 (100%)
17	Examples are interesting	-	-	9 (69%)	4 (31%)	-	13 (100%)
18	Grammar are introduced explicitly	-	-	9 (69%)	4 (31%)	-	13 (100%)
E.	Exercises						
19	They have clear instructions	13 (100%)	-	-	-	-	13 (100%)
20	They are adequate	13 (100%)	-	-	-	-	13 (100%)
21	They help students who are under/over-achievers	-	9 (69%)	4 (31%)	-	-	13 (100%)

From the table above, it is known that questions in the textbook evaluation checklist were divided into two major points: general attributes and learning-teaching content. The general attributes cover the book in relation to syllabus and curriculum, methodology, suitability to learners, physical and utilitarian attributes, and supplementary materials. The learning-teaching content covers general aspects (such as move of the task, etc.), academic writing aspects, vocabulary, grammar, and exercise.

General Attributes

The first major point that was evaluated from the textbook entitled “Writing Academic English” written by Oshima and Hogue (2006) is general attributes. In this part, there are 5 aspects that were evaluated. The first aspect is the book in relation to syllabus and curriculum. From the table 1 above, it is clearly seen that 31% of respondents disagree with the statement that says about the suitability of the textbook with the syllabus and curriculum, while 69% of respondents completely disagree. Therefore, it is concluded that the textbook entitled “Writing Academic English” written by Oshima and Hogue does not match with the syllabus and curriculum of academic writing course in English Education Study Program of IKIP PGRI Bojonegoro. The curriculum there mandates the materials that should be taught in Academic Writing Course must deal with the ELT research paper writing.

The second aspect is methodology. There are two statements dealing with this aspect. The statements deal with the activities in the textbook whether or not can be exploited fully and can embrace the various methodologies in ELT; and activities can work well with methodologies in ELT. In both of the first and the second statements, 100% of respondents completely agree with the statements. It means that in this point (methodology), the textbook is excellent.

The third aspect is the textbook suitability to learners. This aspect covers four statements, i.e. the compatibility of the textbook with the students' background knowledge and students' level, the textbook accessibility of the culture to the learners, the textbook compatibility to the needs of learners, and the textbook compatibility to the interests of learners. The results show that 77% of respondents agree with the first statement, and 33% of them partly agree. Then, for the second statement, 62% of respondents partly agree with the statement and 38% of them do not. For the third and the fourth statements, 100% of respondents disagree with the statement. Therefore, the conclusion is the aspect of textbook suitability to learners still does not have good suitability to learners, since there are still some parts that do not fulfill the students' needs.

The fourth aspect is the physical and utilitarian attributes. This aspect involves two statements. The first statement is whether or not its layout is attractive and the second one is whether or not it indicates efficient use of texts and visuals. The results reveal that 69% of respondents completely agree and 31% of them agree with the first statement. While for the second statement, it is seen that 46% of respondents agree and 54% of them partly agree with the second statement. In conclusion, it can be said that the textbook has good enough physical and utilitarian attributes especially its layout.

The last or the fifth aspect of the general attributes is supplementary materials. There is only one statement proposed to the respondents dealing with this aspect. The statement is whether or not the textbook provides teacher's guide to help the teacher in using the textbook. 100% of respondents answered that there is no teacher's guide provided.

The Learning-Teaching Content

The second major point that was evaluated from the textbook entitled "Writing Academic English" written by Oshima and Hogue (2006) is learning-teaching content. In this part, there are also 5 aspects that were evaluated. They are general aspects (such as move of the task, etc.), academic writing aspects, vocabulary, grammar, and exercise.

The first aspect that was evaluated from this part is general aspects. They deal with whether or not (1) most of the tasks in the book are interesting; (2) tasks move from simple to complex; (3) task objectives are achievable; (4) cultural sensitivities have been considered; (5) the language in the book is natural and real; (6) the material is up-to-date; (7) it covers a variety of topics in ELT; (8) the book contain materials taken from ELT research findings; and (9) the book covers materials of writing research paper. The results show that 54% of respondents agree and 46% of them partly agree with the first statement. For the second statement, it seen that 100% of respondents completely agree. The third statement was answer by respondents with the results that 38% of respondents completely agree and 62% of them agree with the statement. The next is the fourth statement which was answered by respondents with the results that 69% of respondents completely agree and 31% of them agree with the statement. Then, the fifth statement was answered and results the same percentage with the fourth statement, it is 69% of respondents completely agree and 31% of them agree with the statement. The next is the sixth statement which deals with the novelty of the materials. The results show that 31% of respondents agree and 69% of them partly agree with the statement. The seventh statement deals with textbook's topics variety in ELT. 62% of respondents disagree and 38% of them completely disagree with the statement. The eighth statement deals with the materials which are taken from ELT research findings. The respondents answered that 100% of them disagree with the statement. The last is the statement dealing with the materials of writing research paper. The answer from respondents is the same as the eighth statement. It is 100% of them disagree with the statement. Finally, it can be concluded that the textbook is good enough in terms of general attributes. However, if it is used for teaching and learning of academic writing course in English Education Study Program of IKIP PGRI Bojonegoro is still not relevant with the students'

needs and curriculum. This is caused by the inexistence of the materials in the textbook which cover ELT research findings and research paper writing in which the two of them are in line with the students' needs and curriculum for Research Paper Writing course. If it is analyzed further, this textbook is relevant with the curriculum if it is used to teach academic writing course in the terms of sentences, paragraph and essay writing. According to Richards (2005, p. 1) effective instructional materials in language teaching are shaped by consideration of a number of factors including teacher, learner, and contextual variables. Teacher factors include the teacher language proficiency, training and experience, cultural background, and preferred teaching style. Learner factors include learner's learning style preferences, their language learning needs, interests, and motivations. Contextual factors include the school culture, classroom condition, class size, and availability of teaching resources in situation where the materials will be used. Therefore, in order to fulfill the students' needs and adjust the curriculum, there should be new instructional materials which cover ELT research findings and research paper writing.

The second aspect that was evaluated from the textbook is academic writing. This aspect covers two statements. The first statement deals with achievable goals of the tasks and whether or not it has been taken into consideration of learners. The results show that 77% of respondents agree and 33% of them partly agree with the statement. The second statement deals with models of different genres provided by the textbook. The results reveal that 100% of respondents completely agree with the statement. Therefore, it can be concluded that the textbook is very good in terms of academic writing aspects.

The third is vocabulary aspect. There are 3 statements dealing with this aspect. The first statement is whether or not the load (number of new words in each lesson) is appropriate to the level. 69% of respondents completely agree and 31% of them agree with this statement. The second statement is whether or not there is a good distribution (simple to complex) of vocabulary load across chapters and the whole book. The answers show that 62% of respondents agree and 38% of them partly agree with the statement. The last statement is whether or not words are efficiently repeated and recycled across the book. The answers show that 62% of respondents agree and 38% of them partly agree with the statement. Then, it is concluded that the textbook is very good in vocabulary aspects.

The fourth is grammatical aspect. There are 4 statements dealing with this aspect. The first statement is whether or not the spread of grammar is achievable. The answers of respondents show that 38% of them completely agree and 62% of them agree with the statement. The second statement is whether or not the grammar is contextualized. The results reveal that 54% of respondents partly agree and 46% of them disagree with the statement. The third statement is whether or not examples are interesting. The answers show that 69% of respondents partly agree and 31% of them disagree with the statement. The fourth statement is whether or not grammars are introduced explicitly. The answers show the same results as the third statement. The 69% of respondents partly agree and 31% of them disagree with the statement. Then, from the results above, it is concluded that the respondents are not satisfied enough with grammatical aspects in the textbook.

The last aspect that was evaluated from the point of teaching-learning content is exercises. It covers 3 statements. They are whether or not (1) the exercises help students who are under/over-achievers; (2) they are adequate; and (3) they have clear instructions. For the first and the second statements, 100% of respondents completely agree with those two statements. Then, for the last statement, 69% of respondents agree and 31% of them partly agree with the statement. The conclusion is the textbook provides very good exercise for every single topic discussed there. However, some of them do not have a very clear instruction.

CONCLUSION AND SUGGESTION

The results of needs analysis questionnaire shows that students need to be taught how to write scientific writing since it will be the final project of the students at the end of their study in university. In the implementation, the teacher/lecture merely uses the textbook which is available in the library. Unfortunately, the book itself does not represent the students' needs. The teacher/lecture never develops a model of teaching materials for academic writing course that is in line with students' needs and curriculum. The lecturers and students were not really

satisfied with the book since it does not represent the students' needs and curriculum (the curriculum of English Education Study Program of IKIP PGRI Bojonegoro mandated to teach research paper writing). The materials provided there are not specified to research paper writing. However, the textbook is very good in some points such as the methodology, physical and utilitarian attributes, outlay of the book, general elements (move of the tasks, tasks' objectives, etc.), academic writing (from paragraph writing to various essays writing), vocabulary, grammar, and exercises in the area. Besides, if it is used for teaching and learning of academic writing course in English Education Study Program of IKIP PGRI Bojonegoro is still not relevant with the students' needs and curriculum. This is caused by the inexistence of the materials in the textbook which cover ELT research findings and research paper writing in which the two of them are in line with the students' needs and curriculum for the course.

Based on the conclusion above, it is highly recommended that there will be a model of teaching materials of academic writing course that focuses on research paper writing which is appropriate with students' needs, curriculum, and also the purposes of English education Study Program of IKIP PGRI Bojonegoro, East Java, Indonesia.

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QUESTIONS IN CLASSROOM INTERACTIONS: TYPES, LEVELS, AND STRATEGIES USED BY TEACHERS IN TEACHING READING

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ABSTRACT

Questioning plays a central role in instruction because they can be used to develop concepts, clarify reasoning process, and lead students to higher level of thinking. Different types of questions will lead students to understand comprehensively a concept or information. Level of questions will develop students' level of thinking process. Questioning strategies aim at activating and motivating students to participate in teaching learning process. This research aims at investigating types, levels, and strategies of questions used by teachers in teaching English at senior high school. Data were collected by observing three English teachers teaching English in reading class. It was found that type of questions mostly used by English teachers is wh-questions. Levels of questions mostly used by English teachers were literal and inferential. Questioning strategy mostly used by teachers was redirection.

Keywords: *questioning, types of questions, level of questions, strategy of questioning*

INTRODUCTION

Learning is a social, cultural, and constructive process which is accomplished through interaction (Bruner, 1985). By means of communicative exchanges between teachers and learners, meanings are constructed, shared, and better understood. As a result, classroom can be referred to social events in which not only academic content and language competences are achieved, but also cognitive skills are maximized. Therefore, meaningful interaction should be created to lead to the progression of learners' content and language skills and knowledge (Garcia, 2010; Yanfen & Yuqin, 2010). Questioning is a key tool to communicative exchange that ensure the interaction in the classroom (McCormick and Donato, 2000; Ma, 2008).

Questioning is a skill that can be used by English teachers to manage and to explore the learning process and learning activities in the classroom. For learners, questioning is also a skill to get language knowledges and language skills of English being learned by the language learners. Questioning is a means to gain knowledge and skills effectively. Therefore, teachers should be aware of questions types, levels, and strategies used in learning process to make interaction with their students (Zaim, 2001). In contrary, learners should be able to understand the questions well and answer the questions in correct ways.

In teaching activity, questioning is very important to help students to successful exploration of the text and get the meaning from the text (Nuttal 2006). The ability to read well is the basis for success for education. Questioning is a device of teacher to foster and maintain student involvement in learning (Zaim, 2001). One of the primary purposes of questioning is to find out if students know or understand certain facts and concept being taught. Teachers ask questions on the purpose of managing the class, engaging students with content, encouraging participation, and increasing understanding.

Teachers employ questioning which is manifested in types of questions, level of questions, and strategies of questioning. Lynch (2001) states that questions are used to elaborate students' responses when a teacher does not know the answer so that they produce longer responses than when answering routine or display questions. Teachers ask their students questions to investigate and negotiate the meaning in which they can use their prior knowledge to comprehend the lesson. In addition, Ellis (2003) states that teachers' questions can give more space of learning in regard that it will challenge students to be more critical in their responses and use their background knowledge to get possible answer. Questions oblige students to give their responses.

Questions play a central role in instruction. They can be used to develop concepts, build background, clarify reasoning process, and lead the students to the higher level of thinking.

Questions and answers can help students and teachers to judge the usefulness of what they are doing.

Teachers should be aware of the questions that they used in managing classroom activities. Different types of questions can be used for different purposes. Different level of questions can be used to increase students' critical thinking. Different questioning strategies can be used by teachers for different purposes to stimulate students to think and to response to guide them answer the questions correctly.

Senior high school teachers in Indonesia have tried to apply various types, level, and strategies of questioning in teaching English as a foreign language. Some of teachers are successfull in managing classroom interaction by using appropriate types, levels, and strategies of questions, some others are not. This research is aimed to find out how English teachers at Senior High Schools in Indonesia use questions in their classroom interaction.

The problems of this research are formulated as follows:

1. What are the types of questions used by English teachers in teaching reading?
2. What are the levels of questions used by the English teachers in teaching reading?
3. What are the strategies used by English teachers in asking questions in teaching reading?

REVIEW OF RELATED STUDIES

Teachers' questioning has traditionally been viewed as an important component of teacher talk and the core of effective teaching in the classroom context (Ma, 2008; Yanfen & Yuqin, 2010). Questions are easy to trigger thinking, ignite inquiry and establish dialogic relationship. Brown & Edmonson (2004) states that teachers ask questions to arouse interest and curiosity concerning a topic, to focus attention on a particular issue or concept, to develop an active approach to learning, to stimulate students to asks questions of themselves and others, to structure a task in such away that learning will be maximized, and to diagnose specific difficulties inhibiting students learning.

Questions can be classified based on types, levels, and strategies.

Types of Questions

Types of questions can be classified on the basis of formof questions (Zaim, 2001).Based on the form, questions can be classified into three types: yes-no questions, wh-questions, and alternative questions (Quirk et al, 1985).Moreover, Huddleston (1988) classifies question into two major classes, close question and open question. If the answers are limited to one acceptable answer in mind, the question is referred to as closed questions, whereas if space is allowed for more extensive response, the question is regarded as open question. Close questions are usually in the form of yes-no questions or alternative questions, and open questions are in the form of wh-questions.

Levels of Questions

Related to level of questions, a well known classification is taxonomy proposed by Bloom and Krathwohl (1956). This taxonomy classifies level of abstaction of questions commonly occured in educational objectives. Bloom's taxonomy is more stressed on cognitive domain of levels of thinking. The cognitive domain refers to the intellectual activities involved in learning. It is composed to six level hierarchy; knowledge, comprehension, application, analysis, synthesis, and evaluation.

Barret (1968) develops a taxonomy structure that described the specific outcomes of reading comprehension. He proposes five categories of questions; literal comprehension, reorganization comprehension, inferental comprehension, evaluation comprehension, and appreciative comprehension.

Literal comprehension is getting an idea and facts that are explicitly or literally stated by the author in the text (Lamb and Arnold, 1986). Reorganization comprehension is the ability to classify, outline, summarize, and synthesize the information presented in the text (Barret, 1968). Inferential comprehension is an attempt to understand the information that is not explicitly stated in the text (Rubin, 1982). A reader is required to draw inference in order to understand information that is indirectly stated in a text. Evaluation comprehension is the ability to compare information and ideas in a text with his/her prior knowledge in order to form judgments (Barret, 1968), the ability to evaluate of what the text has been already learned (Lamb & Arnold, 1986).

Appreciation comprehension is the ability to articulate the emotional and aesthetic responses to the text (Barret, 1968). It is the ability to use linguistic knowledge or imagination to produce new ideas and give the sensitive reaction to the author's work emotionally and responsively.

Questioning Strategies

Questioning strategies used by teachers are aimed at activating and motivating students to participate in teaching and learning process. Jacobson et al (1989) state that there are three questioning strategies used in reading activities, namely redirection questions, prompting questions, and probing questions. Redirection questions are used to help establishing positive patterns and high level of interaction in a classroom. It involves framing of a single questions for which there are many possible response and receiving responses from several students. Prompting questions are used to hints and clues to aid for students in answering a question or to assist them in correcting and improving an initial response. It enables students to answer a question successfully. Probing questions are intended to seek clarification and guide students to complete the answer. Cooper and Simmon (1990) state that probing questions are used to follow up students' response and attempt to stimulate students to think through their answer more thoughtfully.

Questioning is always considered as a valuable tool to stimulate students' learning. Therefore, teachers are encouraged to use appropriate questioning strategies in learning activities. Questioning strategies used by teachers should be able to make students more involved in classroom discussion.

RESEARCH METHOD

The research method used is descriptive research, to obtain information concerning the current status of a phenomenon, that is teachers' skills in using questions in classroom interaction. This study was held in SMAN 8 Padang. The participants of the research were three teachers at grade XI Science at SMAN 8 Padang in the academic year 2015/2016. There were six classes at grade XI Science at SMAN 8 Padang. The data of this research were teachers' questions in reading class. The data were collected by doing observation and recording teachers questions in the classroom activities in reading class. All teachers' questions were noted by the observer. Data were analyzed by classifying and analyzing the types, levels, and strategy of questioning used by the teachers.

FINDINGS AND DISCUSSION

Questioning performs significant function in classroom interactions. It is used to engage students' active participation in classroom interaction. Teachers' questions are used to allow students to express their thoughts and keep students on task during class time.

There are three findings of this research; types of questions, levels of questions, and strategy of questioning used by teachers in teaching reading.

Types of Questions Used by English Teachers

There are three types of questions used by English teachers in reading class, yes-no questions, wh-questions, and alternative questions. Look at the following table.

Table 1. Number and percentages of types of questions used by English teachers in reading class

Questioning Strategies	Teacher A		Teacher B		Teacher C		Total	
	Quest	%	Quest	%	Quest	%	Quest	%
Yes-No	42	37	44	32	59	39	145	36
Quest								
Wh-Quest	68	60	89	66	88	57	245	61
Alternative Q	3	3	3	2	6	4	12	3
Total	113	100	136	100	153	100	402	100

Table above shows that the types of questions mostly used in classroom interactions were wh-questions (61%), while yes-no questions were 36% and alternative questions were 3%. It means that teachers mostly used open questions rather than closed questions, referential questions rather than display questions. This finding is in line with Mas'ud (2015) in his research on classroom interaction in teaching Reading of English classes which found that wh-question type creates 55,9% of all questions asked by teachers, yes-no question type creates 22,7% and other question type creates only 19,5%.

Long & Sato (1983) says that teachers tend to use more display questions than referential ones. The data above reveal that a high number of referential questions occurred in reading classroom interactions rather than display questions. The use of referential questions have triggered more authentic, longer, more complex and more responses on the part of the students (Garcia, 2000). As a result, they may foster students' output and give them better opportunities for language production.

Level of Questions Used by English Teachers

There are five levels of questions: literal, reorganization, inferential, evaluation, and appreciation. The result of analysis shows that literal questions were mostly used by teachers and appreciation was the least frequently used. Look at the following table.

Table 2. Number and percentages of question levels used by English teachers in reading class

Levels of Questions	Teacher A		Teacher B		Teacher C		Total	
	Quest	%	Quest	%	Quest	%	Quest	%
Literal	46	41	59	43	64	42	169	42
Reorganization	16	14	8	6	11	7	35	9
Inferential	34	30	51	38	46	30	131	32
Evaluation	11	10	15	11	23	15	49	12
Appreciation	6	5	3	2	9	6	18	4
Total	113	100	136	100	153	100	402	100

Table above shows that teachers A, B and C can construct all levels of questions in different ways.

Literal and inferential levels of questions are dominantly used by the teachers. Literal questions are only able to recall and recognize factual information explicitly stated on the text. Inferential questions requested students uncover the ideas and information not explicitly stated in the text. Look at the following examples.

Literal level questions

- 1) Do you know how old is Brian?
- 2) Where was the farmer from?
- 3) What is the main idea of the first paragraph?

Inferential level questions

- 1) Why does Loro Jongrang ask for the impossible requirement?
- 2) Which one is smarter, fox or lion?
- 3) Why do you think that the lion is not smart?

The data above indicate that teachers not only ask for information stated in the text but also ask for students to find the inferred meaning of the text. However it is only a limited number of questions in the level of reorganization, evaluation and appreciation.

Reorganization comprehension question is usefull as a means for analyzing and analyzing information in order to make logical description. Evaluation comprehension is asking students' opinion by asking their understanding of what they already discussed. Students are required to make judgment of what the text stated or implied. Appreciation comprehension is the highest level questions where the ability to use linguistic knowledge and imagination is important in order to be able to produce ideas as a sensitive reaction to the text read. All these three level of

questions should be frequently used in classroom activity but in reality only a limited number of questions occurred.

Strategies Used by English Teachers in Asking Questions

There are three main classification of questioning strategies: redirection, prompting, and probing. The most questioning strategy used by teachers is redirection and the least strategy used is probing. Look at the following table.

Table 3. Number and percentages of questioning strategies used by English teachers in reading class

Questioning Strategies	Teacher A		Teacher B		Teacher C		Total	
	Quest	%	Quest	%	Quest	%	Quest	%
Redirection	60	53	65	48	67	44	192	48
Prompting	41	36	37	27	55	36	133	33
Probing	12	11	34	25	31	20	77	19
Total	113	100	136	100	153	100	402	100

Table above shows that all teachers used redirection strategy mostly (48%), then prompting (33%). Probing is the least strategy frequently used by teachers (19%).

Redirection strategy uses the lowest level of questions, it required single answer or the answer that was stated in the text explicitly. This strategy informed whether the students comprehend the text or not. Redirection strategy is mostly used by the teachers because teachers want to provoke students to focus on the learning materials discussed and to help students establish positive patterns. Look at the following questions used by teachers as redirection strategy.

- 1) So, what is the content of the second paragraph?
- 2) Who is Alibaba?
- 3) What is his struggle?

By using this strategy, more students got participation in classroom interaction, participation were not only from students to teacher but also from one student to another students. This finding is in line with the study conducted by Kerman (cited in Jacobson & Eggan, 1989) who found that by using redirection strategy students are motivated to be involved in classroom questions, either to the higher achievers or the lower ones.

The second strategy mostly used by the teachers was prompting strategy. Prompting strategy is to help students to correctly answer the questions given by giving hints or clues. Look at the following examples.

- T : Do you know what prambanan temple is?
 S1 : Candi Prambanan Miss.
 T : What else?
 S2 : A temple located in central Java.
 T : Anything else?
 Ss :
 T : What is the other name of prambanan temple and who built the temple?
 S3 : Loro jongrang temple Miss.
 S4 : The temple was built by Bandung Bondowoso.
 T : Who asks to built the temple?
 Ss :
 S2 : Loro Jongrang ya Miss?

Teacher used this strategy to maintain students' interest and to keep the students flow their ideas. Questions that are easy to answer will make students involved much in the classroom activities. Students can use the hints or clues to assist them in responding the questions successfully.

The least strategy mostly used by the teachers was probing strategy. Probing questions directs students to think more deeply about their preceeding answer (Cooper & Simmon, 1990). Look at the following examples.

T : How do you know that the lazy man in the text is Ali Baba? In which paragraph?

S1 : Second paragraph Miss.

T : Good. What does the lazy man want to do?

S2 : Work less but want to be rich sooner.

T : Good. If we want to be rich, what should we do?

S1 : Work hard and don't steal

The chronological sequences of questions made by teachers will be successful to dig students' previous knowledge in depth, then students understood what the questions was, and finally they can answer the questions correctly. Callahan & Clark, 1992, and Ma, 2010 state that probes are useful in getting students more involved in critical analysis of their own and other students' ideas.

Students should have opportunity to practice their linguistic ability in order to achieve fluency in the language being learned. By analyzing teachers' questions, we know how teachers facilitate learning process. Different types and levels of questions used by teachers will have different demands on students. Some questions require only factual recall and do not provoke analysis, while others challenge students to analyze, synthesize and evaluate information. In assessing students' understanding of what is being read, teachers engaged in question asking by considering types and level of questions.

In terms of strategies used by teachers in asking questions, it is identified that all teachers used redirection more than other two strategies. Redirection strategy was able to encourage students' motivation at the beginning and during the phase of reading activities. Redirection was also able to give information whether the students comprehend the text presented or not. Prompting and probing were considered as supporting ways to make the students more comprehending the reading textwell.

Questioning in classroom interaction made students active, interacted well and improved their skills in understanding the text and ability to response in question and answer session. Besides, teachers were able to enhance their ability to develop all question types, level, and strategies in classroom interaction, especially in reading class.

CONCLUSIONS

Based on the findings and discussion above, it can be concluded that English teachers used various types, levels, and question strategies in their teaching and learning process the class of reading. The types of questions mostly used are wh-questions. The level of questions used are literal and inferential level of questions, the lower order of questions. The question strategy mostly used by teachers are redirecting and prompting strategies. It is suggested that teachers can apply higher order questions in reading class so that by using these level of question students can be accustomed to think more critically in higher order of thinking.

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PROMOTING EFL STUDENTS' ABILITIES IN WRITING DEFINITION PARAGRAPH THROUGH BLOGGING ACTIVITIES

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ABSTRACT

This study is aimed at developing blogging activities to promote EFL students' writing abilities in producing definition paragraph. The classroom action research was conducted in cyclic activities—planning, implementing, observing, and reflecting on the data gained from the instructional process—which runs into two cycles, each of which covers three meetings. The subjects were 18 Indonesian second-year undergraduate EFL students who enrolled in writing class. Writing tasks of definition paragraphs, observing writing process through blogging activities, close-ended questionnaire, and interview were used for the data collection. The results revealed that the implementation of blogging activities can promote the students' abilities in writing definition paragraph. It is indicated by the enhancement of the percentage of the students (75%) achieving the score greater than or equal to 80 and of the percentage of their involvement in writing process during blogging activities in Cycle I and II. The enhancement of the students' writing abilities can be reached; however, it should follow the appropriate teaching procedures of blogging activities development in EFL writing class.

Keywords: *writing ability, blogging activities, definition paragraph, EFL students*

INTRODUCTION

In recent writing class, based on the personal experience of the writing teaching for English as a foreign language (EFL) students of the university in Indonesia, the fact that the students were still encountered with the problems to write. The trend problem was that the student writers were not motivated to communicate or reflect their ideas on their writing classroom. As a result, they did not have good abilities to write in English. When the students were assigned to write, to define something familiar surrounding them in the form of a paragraph, their writing products were considered as insufficient results. Majority of the students (55.56% or 10 students of the class) got scores 60-69; it was categorized in level C (fairly) based on the scoring system at the university. Only 11.11% or 2 students of the class got scores 80-100 categorized in level A (very good), and the rest of the students (33.33% or 6 students of the class) got scores 70-79 categorized in level B (good). Therefore, in writing classroom there should be a way to let the students exchange their ideas and respond to writings each other. Also, English teachers should try to use the teaching medium that contains aspects of pedagogy, social interaction, and technology use (As'ad, 2010:175). As Harmer (2007:113) suggests that it is encouraged to build the students' writing habit. Many students either think or say that they cannot, or do not want to write. This may be because of their lack of confidence.

Regarding the trend problem encountered by the students in writing classroom, in the present study it was an attempt to overcome the problem focusing on how the students get motivated to communicate, exchange, or reflect their ideas, and respond to writings each other interactively so that they have better writing abilities. To do so, it was proposed blogging activities that were implemented in the writing teaching to be interactive activities.

Some reasons for proposing the strategy in the current study because English language teaching and learning is now getting better through several activities using technology tools including the use of social media. Among social media used, weblogs or blogs have now become an increasingly popular form of communication for teenagers and young adults, making it a potentially useful medium for the teaching of the English language (Jun, 2012). Besides, in the teaching of writing activities, blogging activities seem to be an effective tool to teach writing in English to improve students' writing and keep them motivated (Said et al., 2013:95). In addition, blogging activity is such an effective way teachers find and apply to enhance the student's ability in writing class. As suggested by Kitchakarn (2013:1), in order to improve

students' writing skill, English writing teachers have to find the suitable, effective, and innovative approaches or activities.

Other reasons are that web blog is medium for writing which can help students to write and collect the information through a web browser (Tandukklagi et al, 2015). Also, it is believed that blogging activities with the appropriate procedure design seems to be applicable in the writing classroom, particularly with the emphasis on encouraging the students to communicate by sharing their ideas or giving feedback for the writing development (Mynard, 2007). Finally, it could hopefully overcome the students' problems in writing classroom so that it could promote their abilities in writing definition paragraph.

According to As'ad (2010:175), 'Blogging' refers to the activities to write in a blog. Blogging activity means the writing activity in an internet application in which the drafts or the product of writings can be accessed by everyone whom has internet connection and blog of her/his own. There are three types of blog for the language classes – tutor blog, class blog, and learner blog (Kusumawardhani, 2014:486). In this study, it was used tutor blog or lecturer blog and learner or student blog as well.

Blogging activity is one of the effective ways to share ideas when writing. According to Kitchakarn (2013:3), student writers can be motivated to write more in both academic and non academic. They can write and give comment on their friends' writing through blogging activity. In this activity they can discuss and share their interests, their likes, and individual differences. Students can get feedback from other audiences through blogging; they also have an opportunity to get information in which they are interested and write things they really want to. Moreover, it can improve students' writing abilities by integrating blogs in writing classes.

The use of blogs with special features in EFL writing class gives benefits as shown by some studies. A research was conducted by Blackstone, et al. (2007) believed that by blogging activity the student as peer review partners can help their peers edit the writings before being uploaded. It facilitated greater learner interaction and reflection on skill development. Leslie & Murphy (2008) explored post-secondary students' purposes for blogging with the particular attention to the social and instructional purposes. The findings revealed that the primary use of blogging in English as a second language was for social rather than instructional purposes.

Sousa & Soares (2009) researched on developing writing abilities through the use of blogs. It investigated a view on the potential of digital writing as a pedagogical tool for the development of discursive skills, contributing to linguistic analysis practices in the classroom. Next, a study by Fauzan in 2009 (as cited by Kusumawardhani, 2014:485) showed that blogging strategy in writing class could improve students' writing abilities in developing descriptive essay. Blogs can be powerful and useful if the use is maximized to meet teachers' and students' needs.

Next, other studies investigated weblogs to teach students to write recount texts (As'ad, 2010; Kusumawardhani, 2014; Tandukklangi et al., 2015). Results showed that the use of weblogs in the teaching and learning process can motivate the students to write better, express their ideas through their blogs, and improve their writing abilities.

Lestari (2011) did a research on blogs for teaching writing. The findings indicated that by using class blog the students could be familiar with blogging and could make their writings which consist of their thoughts and feelings. Also, a case study was done by Jun (2012), it demonstrated how blogs can be used in the classroom to practice language skills and also build student confidence and independence. The findings revealed that the use of blogs have the ability to capitalize on the novelty factor to keep students not only interested in writing but also to practice and hone their language skills.

A survey of students' perception and attitude on blogging activities was carried out by Said et al. (2013). Result suggested that the participants have positive perceptions and attitude in using blog to improve writing abilities and they perceived that blogging activities was an effective way and gave motivation in the writing classroom. Further studies on blogging combined with peer feedback were done (Kitchakarn, 2013; Gomez & McDougald, 2013). The results showed that online peer feedback through blogging can contribute to the improvement of the students' writing abilities (Kitchakarn, 2013) and act as boosting factors to enhance or maintain levels of coherence in text through the shaping of the students' cognition and affection (Gomez & McDougald, 2013).

The last study was conducted by Luik & Taimalu (2016) investigated the actors of participants and blogs that predict blogging activeness during teaching practice and induction year. The results showed that the most influential positive factors predicting participant activeness on the blog were strength of social relationship between the participants and the pleasant and supportive atmosphere in the blog so that students can feel blogging is suitable.

However, despite the development body of the study on blogging activities and its positive impacts in ESL/EFL writing setting, more research is needed on the implementation of blogging activates in Indonesian EFL writing classroom. Therefore, it is very much necessary to conduct a study to promote EFL students' abilities in writing definition paragraph through blogging activities. The study explores the design of blogging activities for teaching writing so that it can be implemented in writing class to be interactive activities. The study then addresses the following question, "How can blogging activities be developed to promote EFL students' writing abilities in producing definition paragraph?"

This study more focuses on the working of blogging groups within the class. As suggested by Blackstone, et al. (2007:8), to have assigning certain students to respond to others' posts, a teacher can use 'blogging groups' within the class. A blogging group might consist of any number of students, but since the purpose is to narrow the field of potential peer respondents/commentators to a specific manageable group, it is best limited to no more than six members.

The type of writing used in this study was limited to definition paragraph writing as offered in the course syllabus. Writing definition paragraph is very essential for students. They surely need writing ability of how to explain a strange word, the word that other people have heard but they do not understand, or to face the test that asking the students to define abstract terms (Oshima & Hogue, 2007:126). In academic writing, definition is normally needed in two situations; in introduction it is to clarify a word or phrase in the title, and more generally it is to explain a word or phrase that may be either very technical (and so not in normal dictionaries), or very recent, or with no widely agreed meanings (Bailey, 2003:60). Hence, it should provide them with an experience of writing definition paragraph.

The stages of writing process were applied in this study since blogging activities is such kind of the strategy that should be implemented in the process of writing. Meanwhile, regarding the assessment of the writing product, it focused on the writing components—content, organization, coherence, language use, format, and mechanics (Oshima & Hogue, 2007:196). Those aspects are paramount importance to assess since they can establish the quality of the definition paragraph writing.

The findings of this study were expected to have both theoretical and practical contributions. It is expected to support the theory of blogging activities in writing classroom to promote EFL students' writing abilities. In addition, by using blogs it benefits the students greatly for their writing ability improvement, and teachers benefit from blogging activity as an alternative strategy to teaching writing with the great challenges.

METHOD

The research design applied in this study was a classroom action research which was conducted in cyclic activities (Kemmis & McTaggart, 1992) – planning, implementing, observing and reflecting on the data gained from the instructional process—which run into two cycles, each of which covers three meetings as shown in the research schedule in Table 1. The subjects of the study were 18 Indonesian second year undergraduate EFL students, the English Department students of State Islamic Institute of Palangka Raya in Kalimantan Indonesia, who enrolled in writing class.

In implementing the action, it was based on the planning of developing blogging activities that was well-prepared. It included the procedures of implementing blogging activities in teaching writing, the lesson plans, the design of research instruments, and the criteria of success. To obtain the data of the students' writing abilities, the writing tasks were given. The students were assigned to write definition paragraphs. The topics of the writing tasks in blogging activities were selected for the appropriateness in terms of the course syllabus of Writing II and students' interest, it was about the strange words—it was to define foods, vegetable, dish, dance, or custom in areas of Central Kalimantan as shown in Table 1.

Table 1. Research Schedule

Meetings/ Weeks	Cycles	Blogging Activities	Mode of Learning	Topics
1 (The 10 th week)	I	Training on blogging activities (modeling):	<i>Face-to-Face</i>	Writing a definition paragraph
		- Group work on blogging	<i>Online/Blog</i>	(to define the special/local foods in areas of Central Kalimantan)
		- Commenting on peer's work	<i>Online/Blog</i>	
		- Revising and posting final product	<i>Online/Blog</i>	
2 (The 11 th week)		Brainstorming using questioning	<i>Face-to-Face</i>	
		Outlining and drafting	<i>Online/Blog</i>	
	II	Commenting on peer's work	<i>Online/Blog</i>	
3 (The 12 th week)		Revising and editing	<i>Face-to-Face</i>	
		Posting and printing final product	<i>Online/Blog</i>	
1 (The 14 th week)		Brainstorming using questioning	<i>Face-to-Face</i>	Writing a definition paragraph
		Outlining and drafting	<i>Online/Blog</i>	(to define the special dish, dance or custom in areas of Central Kalimantan)
		Commenting on peer's work	<i>Online/Blog</i>	
2 (The 15 th week)		Revising and editing	<i>Face-to-Face</i>	
		Posting and printing final product	<i>Online/Blog</i>	
3 (The 16 th week)		Discussing the product before the class (reflection)	<i>Face-to-Face</i>	

The students' products of definition paragraph were analyzed and scored by utilizing the analytic scoring rubric for definition paragraph adapted from Oshima & Houge (2007:196). It was done by the researcher (Rater 1) and his collaborator (Rater 2) independently to avoid the subjectivity of the gained scores. It was conducted to know reliability of the test. In this study rater reliability (inter-rater reliability) was applied. Reliability of the test of writing ability test can be gained from two rows of score taken by two raters from the students' work (Djiwandono, 2008:186). Next, the proof of validity empirically was done by presenting the empiric evidence gained from the result of correlation computation of two rows of score taken by two raters. So the correlation of Pearson product-moment is used to find the correlation coefficient (Djiwandono, 2008:167).

Additionally, the data dealing with the students' involvement in the writing class through blogging activities gathered by using observation checklist were analyzed quantitatively based on the number of the scale checked in the observation checklist. The results of all the analyses, furthermore, were employed to decide whether the predetermined criteria of success met or not.

FINDINGS

Findings from Cycle I

The Students' Achievement in Producing Definition Paragraph through Blogging Activities

The findings show that the students' achievement in writing definition paragraph in Cycle I was not satisfactory yet. It was found that the percentage of the students achieving the score greater than or equal to 80 was only 61.11% (11 students of the class). This percentage was greater than those obtained from the writing tasks in Preliminary Study (11.11% or 2 students of the class). Based on those findings, it means that the students' achievement in writing definition paragraph in Cycle I enhanced enough but it did not meet the first criterion of success. It was stated that the criterion was reached if $\geq 75\%$ students of the class achieved the score greater than or equal to 80.

The unsatisfactory writing achievement happened since most of the students still could not produce a definition paragraph based on the paragraph structure. They still got the problem

how to construct the sentences to be a paragraph using adjective clause and appositives effectively. Also, the students got difficult when expressed the ideas to be organized to showing the definition of the strange words. As a result, the paragraphs they produced did not flow smoothly. Moreover, in blogging activities the students did not have a good conference to share ideas and to give feedback on their peers' works. Consequently, the paragraphs were not revised well since there was lack of useful feedback from their peers. The results of the paragraph assessment administrated showed that the students still made some mistakes in terms of writing components. In short, the implementation of blogging activities in the writing process had not maximized yet in this cycle.

The Students' Involvement in Writing Class through Blogging Activities

From the analysis on the data obtained through the observation checklist in Cycle I, the results show that the students' involvement in the writing class through blogging activities was categorized as *good*. It was found that the average percentage of the students doing the activities was 77.78% (14 students of the class were actively involved in the writing activities). Even though it was categorized as good, the result was still *fail* since it did not meet the second criterion of success. It was stated that the criterion was reached if the students' involvement during the implementation of blogging activities in the writing class was categorized as *very good* (85%-100% students of the class or 17-18 students did the activity).

The students' involvement in writing class through blogging activities had not maximized yet because during the instruction process in writing the definition of the special/local foods in areas of Central Kalimantan in Cycle I, the students encountered the trend problems. Majority of the students got problems how to get involved in blogging activities initiated with brainstorming activities using questioning with the construction of sentences into paragraph using adjective clause and appositives effectively. Also, they were still difficult to comment on their peers' drafts since doing peer feedback had not implemented maximally yet.

Revision on the Instructional Procedures of the Strategy

Some modifications for the following action had made. It was focused on the instructional procedures of implementing the action in order to find the appropriate procedures of implementing blogging activities which were applicable in the writing class. *First*, the lecturer gave instruction more clearly. He wrote instruction in details and posted the instruction before the meeting. As a result, the students would get well-prepared in blogging activities. *Second*, the lecturer gave explanation more about the process of writing definition paragraph in blogging activities. It began with the brainstorming using questioning technique, outlining, writing first draft based on the outline and posting it, commenting on the peers' drafts, revising and editing, and posting the final product. It was hoped that they could easily do writing tasks through blogging activities with the systematic process of writing. *Third*, the lecturer provided detailed guidelines for conference through blogging activities. It was equipped with the guidelines that could be downloaded. When the students responded to the peers' works by giving comments or suggestions on their peer's writings, it was equipped with the guidelines for peer feedback that could be downloaded.

In addition, he gave more control by opening the students' websites when the students were doing the task through blogging activities in each stage. Next, for grouping, it was decided that the group members were judged by the lecturer. Each group should have members of those who had higher writing abilities as the score results gotten from the previous cycle. Finally, to make the students clear when doing the writing tasks through blogging activities, the lecturer gave review of understanding definition paragraph, and of using blog in the process of writing with appropriate model.

Findings from Cycle II

The Students' Achievement in Producing Definition Paragraph through Blogging Activities

From the result of the writing task in Cycle II, it is concluded that the students' achievement showed slightly improvement in writing definition paragraph, focusing on defining the special dish, dance or custom in areas of Central Kalimantan. In this cycle, it was found that the percentage of the students achieving the score greater than or equal to 80 was 77.78% (14

students of the class). This percentage was greater than those obtained from Cycle I (61.11% or 11 students of the class). From these findings, it means that the students' achievement in writing definition paragraph in Cycle II slightly enhanced and it met the first criterion of success. It was stated that the criterion was reached if $\geq 75\%$ students of the class achieved the score greater than or equal to 80.

In this cycle, the students' achievement in writing definition paragraph slightly enhanced; however, it was still found the certain types of mistakes made by the students in their writings. The number of the mistakes had begun reducing. It seemed that the students doing some mistakes were those who were categorized as the students of the lower of English. Most of the students' writings presented more details information of when defining strange words in form of definition paragraph. The paragraph was unified in which it was with clear and defined term with unique characteristics. Also, most of their paragraphs began with an effective topic sentence and contained supporting sentences that explained or proved the topic sentence, and ended with appropriate concluding sentences. The Sentences flow smoothly, supported by using appropriate transition signals and order of the definition paragraph, but their writings still contained some grammatical mistakes. Even though some students could not yet revise their inappropriate sentences, their writings had already improved. In the writing activities through blogging activities the students could express or expose their ideas dealing with writing definition paragraph. Their paragraphs were already understandable and readable.

The Students' Involvement in Writing Class through Blogging Activities

From the analysis on the data obtained through the observation checklist in Cycle II, it was found that the average percentage of the students doing the writing process in blogging activities was 94.44% (17 students of the class were actively involved in the writing activities). This result was greater than those gained from Cycle I (77.78% students or 14 students of the class). It means that the students' involvement in the writing activities was categorized as *very good* and it met the criterion of success. It was stated that the criterion was reached if the students' involvement during the implementation of blogging activities in the writing class was categorized as *very good* (85%-100% students of the class or 17-18 students did the activity).

DISCUSSIONS

The Instructional Procedures in Teaching Writing through Blogging Activities

From the results of the study on implementing blogging activities in the writing class, it proves that the implementation of blogging activities can promote the students' writing abilities in writing definition paragraph. Most of their writing abilities enhanced as shown in Figure 1. The writing instruction implemented in blogging activities was adapted from the teaching procedures implemented by Gomez & McDougald (2013). It was also modified with the process of writing suggested by Harmer (2007:113)—planning, drafting, reviewing, and editing—to be the appropriate teaching procedures of implementing blogging activities in the writing class.

In relation to the writing instruction, it was found that the process steps of implementing blogging activities in the process of writing definition paragraph can be described as follows. The lecturer prepared the lesson by giving materials of producing definition paragraph based on the materials taken from the book *Introduction to Academic Writing* (Oshima & Hogue, 2007:125). The material was about paragraph structure such as how to write topic sentence, supporting sentences, concluding sentence, and how to make unified and coherent paragraph. It was specified with the characteristics of definition paragraph. To get well-prepared in blogging activities, the lecturer surely instructed to have individual website or student website for each student. For those who did not have the website should make the website by learning each other and guided by the lecturer. Finally, to be ready in writing process through blogging activities, each student informed his/her website address to the lecturer to be linked to the lecturer's and peers' blogs.

In implementing blogging activities, first, the lecturer gave instruction by posting it in the lecturer's blog. The students were assigned to write a definition paragraph of their own specific topics of the general topic recommended by the lecturer; it was the strange word to be defined in form of definition paragraph.

Second, in face-to-face learning mode, the students were suggested to explore the ideas using brainstorming technique through questioning such as *What is it? How familiar of it is for the people? Why do you think it is so popular? And write a definition in your own words for it or write a sentence using adjective clause.* Asking the students to think first together through brainstorming activity before they are doing the writing task will be a main factor in the success of writing (Harmer, 2007:120).

Third, the lecturer asked the students to make an outline of the definition paragraph they were going to write. The outline they made should be based on the ideas they had gotten from brainstorming activity in the previous stage. It means that by outlining the ideas they would easily arrange the sentences to be a paragraph. The more detail the student writers include in the outline, the easier the writing process will be (Bailey, 2011:40).

Fourth, the lecturer got the students to write first draft of their definition paragraphs. The drafts written should refer to the outline they made. The students were suggested to construct the sentences to be a paragraph using adjective clause and appositives effectively. The ideas should be organized to show the definition in terms of – *who, what, when, where, how or why*. Also, the sentences they made should flow smoothly supported by using appropriate transition signals and order of the definition paragraph. Next, the drafts they made should be posted on their own blogs via link of their website addresses in the lecturer's blog.

Fifth, in online or blogging activities, the lecturer posted the detailed instruction in his blog. The students were assigned to have conference. The goal of conference was to share their ideas each other. They could exchange their ideas and respond to writings each other. Blogging activities led the students to engage in a community of writers that generated the need for communication and interaction (Quintero, 2008). In this stage, they should give feedback by giving comments or suggestions on their peers' drafts. Blogs have the potential to trigger participants' reflections on their own process by means of interaction through peer feedback (Robertson, 2011). To do so, each student joined in their own groups (group of three or four) that were grouped by the lecturer. The students should be available and consistently stay in their own groups. The members of the student group visited their peers' blogs through the link of their website addresses in the lecturer's blog. Following the activity, they should give feedback by writing comments or suggestions on their peer's works on the comment box. When they commented on their peers' works, they should use and follow the guidelines for peer feedback using blogging activities that could be downloaded from the lecturer's blog. It was as guidelines for the comments that should be on the track to have the useful feedback on their peers' works.

The next blogging activities were revising and editing activities. This activity was conducted in the classroom. The mode of learning was face-to-face. In this activity, the students were going to revise and edit the drafts of their definition paragraphs produced in preceding stage. The students should revise their drafts having been given feedback by their peers. All members of the group paid attention to the feedback on their works. They should surely respond to the feedback on the drafts available on the comment boxes on their blogs. They revised their own drafts based on the useful feedback given on the drafts. Then they edited their drafts to make their works had minimal mistakes on grammar and mechanics such as spelling and punctuation. By encouraging the students to implement the writing process such as plan, draft, revise and edit, it will help them to be better writers (Harmer, 2007:113).

Finally, the students were asked to write revised version or their final products of definition paragraph, and post it on their own blogs. In this activity, it means that the definition paragraphs produced by the students were published. Publishing activities focused on providing the students chances to share the final product with the other students. They were then asked to print out their final products to submit for discussing and scoring.

The Improvement of the Students' Writing Abilities after Blogging Activities

Teaching writing using blogging activities with the appropriate instructional procedures can promote EFL students' abilities in writing definition paragraph. The improvement can be examined from the enhancement of the students' achievement in producing definition paragraph, and of their involvement in writing class during the implementation of the writing instruction through blogging activities.

The students' achievement in writing definition paragraph improved is shown from the enhancement of the percentage of the students achieving the score greater than or equal to 80 in Preliminary Study, Cycle I and II as shown in Figure 1.

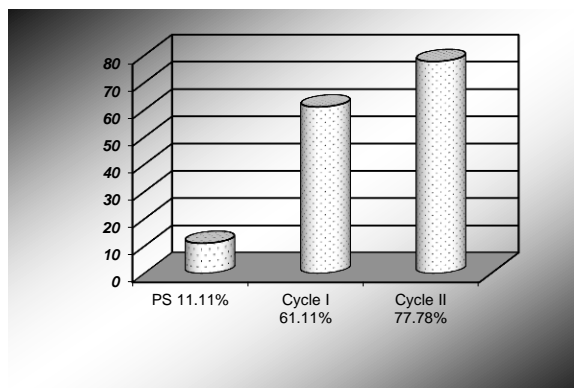


Figure 1. The Enhancement of the Percentage of the Students Achieving the Score ≥ 80

Figure 1 shows that the percentage of the students achieving the score greater than or equal to 80 in Preliminary Study was 11.11 (2 students of the class). It increased enough into 61.11% (11 students of the class) in Cycle I. Meanwhile, in Cycle II it enhanced into 77.78% (14 students of the class). This was a slight enhancement.

Dealing with the students' involvement in the writing activities through blogging activities, it is shown from the enhancement of the percentage of the students' involvement in the writing activities through blogging activities in every cycle. The enhancement of the students' involvement in the writing activities in Cycle I and II is shown in Figure 2.

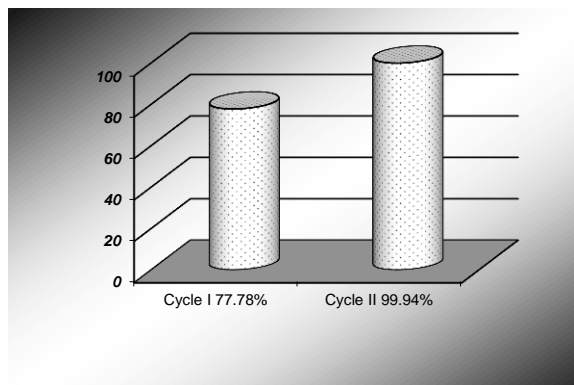


Figure 2. The Enhancement of the Students' Involvement in the writing Process through Blogging Activities

Figure 2 shows that the students implemented the activities seriously in Cycle I; about 77.78% students (14 students of the class) were involved in the writing activities. Meanwhile, in Cycle II majority of the students involved in the writing activities increased into 94.44% students (17 students of the class). It means that they were actively involved in the writing activities.

CONCLUSION

The study implies that lecturers should consider how the blogging activities can promote EFL students' abilities, and adapt to the implementation of blogging activities for the writing instruction, particularly teaching writing definition paragraph.

The students' abilities in writing definition paragraph improves, however, it should follow the instructional procedures in the process of writing through blogging activities as follows: (1) prepare the lesson by teaching materials of definition paragraph writing, (2) guide students to get ready for blogging activities by having blogs, (3) post the detailed instruction in

the lecturer's blog for a task of writing definition paragraph, (4) lead students to plan writing by exploring ideas using brainstorming through questioning, (5) ask students to make an outline of the definition paragraph based on the generated ideas, (6) guide students to write a first draft of definition paragraph based on the outline made by constructing the sentences to be a paragraph using adjective clause and appositives effectively, (7) ask students to post the draft on the student's blog via link of their website addresses in the lecturer's blog, (8) assign students to have a conference to exchange ideas and respond to writings each other, (9) guide students to do peer feedback in a group of 3 or 4 by giving comments or suggestions on peers' drafts in the comment box using peer feedback guideline, (10) assign students to revise the draft based on the useful feedback, (11) ask students to edit the draft to minimize mistakes on grammar and mechanics, (12) assign students to write the revised version or final product of definition paragraph, and (13) ask students to post the writing product on the blogs to publish.

In this study, blogging activities were not purely implemented online using weblogs; rather, it was an activity combined with face-to-face learning mode integrated with writing instruction implementing the writing process approach and peer feedback. Therefore, it is recommended that this blogging activities should be implemented in writing class with other approaches such as task based learning, project based learning, etc., so as to increase students' motivation and their writing abilities in such kinds of paragraph or essay writing. From the success of the blogging activities in this study that can promote EFL students' abilities in writing definition paragraph, however, the results might give insight to the English writing lecturers and inspire them in using blogging activities with the appropriate teaching procedures in EFL writing class.

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DEVELOPING MOLUCCAN CULTURE MATERIALS BY USING SCIENTIFIC APPROACH

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ABSTRACT

This research was aimed at developing Moluccan culture materials by using scientific approach for the tenth grade of SMK Negeri 2 Ambon. This research was Research and Development In developing Moluccan Culture Materials as authentic materials for the students to be learned, the writer uses ADDIE"s model. The steps of this study were conducting the needs analysis, developing the course grid, developing the first draft materials, materials evaluation, revising the first draft materials and writing the final draft materials. There were two types of questionnaires to collect data. The first questionnaire was the needs analysis questionnaire while the second questionnaire was the appropriateness of the materials for the expert judgement. The data obtained from needs analysis and expert judgement were analyzed quantitatively through descriptive statistics. Based on the findings from the expert judgement, the materials are categorized appropriate. The mean score of all aspects of the three developed units is 3.42 which can be categorized as "Very Good".

Keywords: *Material Development, Moluccan Culture materials, Scientific Approach*

INTRODUCTION

According to Act of the Republic of Indonesian government No. 20/2003 on National Education System, Indonesian government supports educational development based on regional potencies. It is supported by the Regulation of the minister of Education and Culture No. 81A/2013, that local culture should be integrated into learning at any subjects. This is the basic reasons for the writer to design his material using local culture.

Facts show that in the learning process of SMK Negeri 2 Ambon, the school just provides only one English textbook for compulsory subject related to K13 with the title "Bahasa Inggris for SMA/MA SMK/MAK published by the Educational and Cultural Department. This book arose many controversies between vocational teachers and the students. This fact was strengthened by Lestary (2014) in her preliminary research in implementing K13. She distributed questionnaires to 75 teachers from vocational school in Garut and Bandung concerning to the content of the English textbook that they used in the class. Eighty five points thirty three percent (85,33%) English teachers disagreed with this book. The reasons were: (1) The content of the English materials in the textbook for vocational school must be equivalent with those which are in Senior High School. This caused the English teachers' perplexity and need more time to fully understand the materials that have not been taught in vocational school (in this case: non-techniques programs); (2) There are several terms used in that textbook which are difficult to be understood by vocational teachers; (3) There are several sub-materials as well as exercises which are difficult to be applied. Moreover, the content of that textbook does not fulfill four principles underlying the orders of presentation of the materials in the curriculum. Starting from a simple thing to the more complex one, prerequisite courses and chronological events.

In lining to the fact above, the writer tries to analyze the content of the book mentioned previously. He wants: (1) to know about the content of that book whether it deserves to be used in teaching and learning process or not; (2) to find out whether it is connected to curriculum 2013 or not; (3) to find out how much does that book influences the students' need.

The result showed that: (1) the content of that book is too far from the characteristics of K13 and its approach namely *Scientific Approach* (*observing, Questioning, Exploring, Associating/analyzing* and *Communicating*, Abudarrin, 2014); (2) the skill presented in this book is only reading skill. There is no integrated skills such as mentioned in K13; (3) the reading texts in it are too long and have lots of difficult words. It poses difficulty for the students to

understand those texts; (4) students lack information because it is not related with their background knowledge. Some contents describe about the western part of Indonesia and some others describe countries like U.S.A and Canada. No references describe Moluccan content.

Based on the fact above, the writer tries his best to explore more about *Moluccan Cultures Materials (MCM)* to be developed. The basic reasons for inserting MCM in teaching students EFL are *first*, the teachers need to be aware of this issue and should accommodate it into their method of teaching and resources used. *Second*, the educational system (the school context in Maluku) or institute needs to tailor to this issue by way of the curriculum and how it is implemented (Tok: 2010). Royani (2013) adds some important points such as: (1) Local culture materials are closer to the students' life; (2) giving the texts based on local culture can make students easier in learning the materials because they have previous knowledge about it; (3) When the students are engaged in local reading text, they will be more motivated. The reading class which at the first time is seen as a boring and monotonous class will not happen anymore; (4) teaching reading using local culture text will keep the culture of the students' first language.

In developing *Moluccan culture materials*, the writer adapts some principles, they are: (1) the materials should correspond to learners' needs; (2) the materials should reflect the uses (present or future) that learners will make of the language; (3) the materials should take account students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'; (4) they should have a clear role as a support for learning (Richards:2001:258).

Through principles mentioned above, the writer takes some steps such as: (1) rendering meaningful input text related to Maluku cultures; (2) discussing content; (3) exploring and elaborating local cultures especially for productive skills; (4) using appropriate English expressions; (5) discussing content related to cultures consisting of moral values and wisdoms; (6) emphasizing moral value and local wisdoms for characters (Sukarno, 2012:202).

By implementing *Maluku Culture Materials*, Bax (2003) and Holliday (1994) believe that it is suitable approach to be applied for the students in English class. The students will have some advantages such as: (1) preserve Moluccan culture through English; (2) their own local culture (Maluku) is useful in introducing English as a foreign language; (3) the students have sense of belonging and high confidence in sharing about their surroundings; (4) the students have identity as Moluccas; (5) the students feel comfortable if the content of English textbook are related with their own culture because the textbook and topics are truly well-known by them. It will help them easily absorbed all knowledge that had been taught or read (Tamaela and Souisa: 2014).

METHOD

In this research, the writer used Research and Development model. He tried to adapt all the steps of R & D model specifically for ADDIE's model in providing his model for developing his teaching and learning materials (McGriff, 2000; Kaminski, 2007).

This research was conducted in the tenth graders of SMK Negeri 2 Ambon. It is located on Jalan dr.J.Leimena Hative Besar – Ambon City. Subject of this research was Class XB² (Accounting Program) and The total number of the subject in this research was 35 students. In gathering his data, he used quantitative and qualitative method (Miles and Huberman (1994).

FINDING AND DISCUSSION

Finding

In this finding, the writer elaborated his results based on the procedures of ADDI's model *Analyses*

In this step, the writer observes the students of SMK Negeri 2 Ambon about their style in learning English. Observation is conducted to measure how far they are interested in attending the English subject. In addition, the writer conducted need analyses, curriculum analysis and analysis of existing book that the students use in SMK Negeri 2 Ambon. Those activities have purposes to gather information of the learning and the learners' needs. The data obtained by distributing questionnaire to 35 students of XB² (Accounting program) of SMK

Negeri 2 Ambon in the second semester in academic year 2015/2016. There were 30 question arranged well to be answered. The result of the questionnaire was described as follow:

Since the materials were developed for Vocational High School which has specific needs of English, this research was started from the process of conducting needs analysis. The needs analysis was conducted on August 23rd, 2015 at SMK N 2 Ambon which is located at Jln. Dr. J. Leimena – Hative Besar Kota Ambon, by distributing questionnaires to the students. The needs analysis questionnaire was used to investigate the target needs and the learning needs of the students. The target needs cover the questions related to the students' goal of learning English, their necessities, lacks, and wants (Hutchinson and Waters: 1987). While the learning needs cover the components of tasks proposed by Nunan (2004), which include input, procedures, setting, teacher role, and learners role.

For their necessities, the students of SMK Negeri 2 Ambon - in this case the tenth graders of XB² Accounting program - want to be able to communicate in English in both spoken and written manner although they realize themselves that they current English proficiency is in beginner level but they never give up. They wanted to train their English proficiency to become advanced level so they can communicate with the native speaker in a good manner.

The difficulties that they have recently in doing the communication with either their classmate or those who are out in their school was they lack of English vocabularies. That is why they want English materials to make them speak fluently. Materials that they need were related to the culture and the society where they live. If they have background knowledge of the materials, the learning process will be easy because they can comprehend them without any doubt. Thus, four skills in English (Listening, Speaking, Reading and Writing) will be developed based on their needs.

In developing the materials based on the students' needs, the input that the students suggested for the research before developing his materials were (1) in listening comprehension, they prefer if the researcher puts the reading text in monologs and dialogues with picture. It can help them understand much and predict the content of the texts easily what the speakers are saying. The text that they need also is less than two hundred words. They still need simple texts in listening; (2) in speaking, they need the text also in dialogue and monologue accompanying by the picture. The content of the texts is less than two hundreds, too. Doing the tasks in speaking with the simple way, can help them act them out in front of the class and they can also arranging a simple dialogue before practicing it not only with their partner (in small group) but also in a large group (4 or 5 students in a group); (3) for practicing reading comprehension, before they have to understand about generic structure and linguistic features of the text, they need some new vocabularies to comprehend the text. They need a simple text which is provided by the research not more than 300 (three hundreds) words. While in (4) writing skill, they are still need new vocabularies which are related the text including the explanation with the simple instruction for them in arranging their paragraphs. Because they are still in beginner level, they need to write a simple text in 200 to 300 words.

In implementing Moluccan culture materials for the students, there are some procedures in doing their activities such as: (1) in listening activities, they are really want to identify the detail information of the text by answering the questions provided; (2) in speaking activities, they want to arrange a dialogue and practice it in front of the class; (3) in reading activities, they prefer to practice their reading by finding the detail information on the text; (4) in writing activities, they like to arrange the jumbled words to be a good sentence; (5) in teaching vocabulary, they would rather find new vocabularies on the texts and consult them with their dictionary than match the antonyms or synonyms from a word; (6) in grammar activities, they prefer to create their own sentences based on the given pattern; and (7) in pronunciation, they like to listen and repeat the pronunciation from the teacher.

When the teaching and learning process were carrying out, the students are more comfortable if the process is done in the classroom. They prefer to do the tasks in a group of three or four (cooperative learning). The reason was they like to do the discussion and involved in investigation to solve the problem and do the task together. They need the teacher to guide them during they did their activities.

Based on the results above, it became the basis upon which the materials are developed.

Design

Based on the information gathered and obtained from the analyses step, the first draft materials were ready to be developed. They were started with writing the content outline based on the results of the need analyses. In this process of writing the content outline, the English curriculum for tenth grade of vocational school was also taken into consideration. The outline was the framework to develop the materials. The considerations of the materials were chosen based on the students' background knowledge. It was indicated that the writer inserted *Moluccan Culture Materials* in his writing process. The outline was the framework to develop the materials. It consisted of core and basic competence, topic related to *Moluccan culture materials*; units, title, language function, input texts, key vocabulary; key grammar, learning tasks, and learning achievement indicators and also assessment instrument.

Development

In the development phase, the writer arranged 5 (five) units. Each unit consisted of 20-25 tasks. Those units could be described as follow: each unit has three main parts namely introduction, main lesson and reinforcement. In introduction, the writer provided a picture followed by several general questions related to the picture. This activities can force the students to have background knowledge related to the topic that they were going to be discussed. For the main lesson, the writer arranged some activities in listening, speaking, reading, writing, grammar, and vocabulary forms. Those activities were arranged by using *Scientific Approach* such as *observing, questioning, exploring, associating and communicating*. In reinforcement, the writer developed three major activities such as homework, reflection and evaluation.

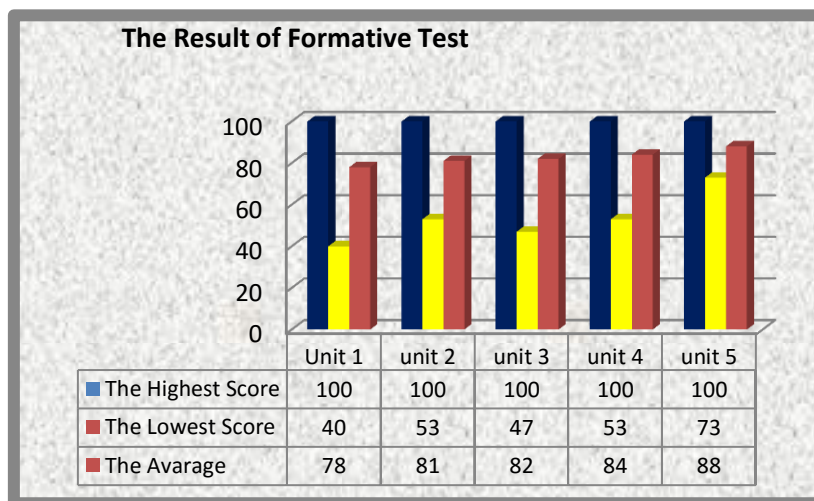
Implementation

The materials are evaluated by the experts to assess the appropriateness of the materials. The process of assessment is using expert judgment questionnaire. The questionnaire is adapted from the criteria of material development proposed by BNSP (*badan Standar nasional penilaian*). The experts are also provided some spaces to write their opinions or suggestions. The result of the expert judgment are analyzed and used to revise the first draft of the materials. The revisions are based on some categories such as the content, language presentation, layout, and *Moluccan Culture Material* based on the steps of *Scientific Approach* in curriculum 2013.

UNIT	EVALUATED ASPECTS	TOTAL SCORE	MEAN
I	The appropriateness of content	3.55	3.39
	The appropriateness of language	3.20	
	The appropriateness of presentation	3.36	
	The appropriateness of lay out	3.43	
II	The appropriateness of content	3.36	3.13
	The appropriateness of language	3.00	
	The appropriateness of presentation	2.58	
	The appropriateness of lay out	3.57	
III	The appropriateness of content	3,72	3.42
	The appropriateness of language	3,00	
	The appropriateness of presentation	3,16	
	The appropriateness of lay out	3,80	
IV	The appropriateness of content	3.55	3.57
	The appropriateness of language	3,43	
	The appropriateness of presentation	3,50	
	The appropriateness of lay out	3,80	
	The appropriateness of content	3,72	

V	The appropriateness of language	3,50	3.59
	The appropriateness of presentation	3,35	
	The appropriateness of lay out	3,80	

From the result of the expert judgment above, the writer then did his first try out for small group. He chose 4 students randomly from XB² (Accounting program) as a sample for his main field try out. He did asking them about the materials. What did they have when they got the materials? They gave good responds related to every question that he asked. They like the color, the content and the tasks in it. One of them said that it was a bit difficult for him but he enjoyed learning it along. Learning based on his culture impressed him too much to learn the materials. In small try out, he chooses 12 students randomly. He grouped them into two groups consists of six students. He did teaching them using the materials for covering their results. The writer gave them a formative test per chapter. The test consists of 15 multiple choice questions and provided in two parts. Part one is related with the reading text (10 questions) and part two is related with error recognition (5 questions). The result of their formative test was the foundation to the writer made his operational product. The result of the test can be shown in figure 2 below:



Evaluation

The writer did field try out for the whole students in XB² (Accounting Program). Before giving the treatment, the writer did the pre-test to know how well the students understand about the materials before going to be applied. The next step was the writer applied his materials for them per chapter. After the implementation, the writer gives them post-test. The result of the evaluation can be shown in the table and histograms below:

Table 2. The Result of the Pre- and Post-Test in Field Try-Out

TESTS	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
PRE-TEST	35	47	93	2456	70.1714	10.97453	120.440
POST-TEST	35	57	100	3026	86.4571	9.73273	94.726

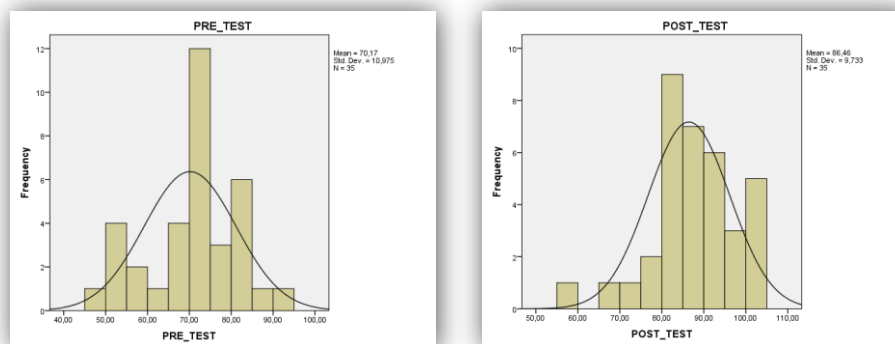


Figure 3. The histogram of Pre- & Post-Test

In lining to the result above, the writer then gave the students an attitude questionnaire after the implementation. The questionnaire was provided in 12 simple statements. They gave a thick on each option related to their agreement. The writer also provided a space for the students to fill their opinion and suggestion related the materials. The purpose of this activity was to measure how far they understand the materials that the writer applied for them. The questionnaire consists of three main points. They are: (1) goal; (2) input; and (3) Activities.

For the goal session, 91% of the students agree that materials are able to help them in increasing their ability in English. 86% of the students stated that all tasks in each unit are able to support them to know about their surroundings and 97% of the students claimed that the objectives of the materials help them to predict the material contents.

In input session, 94% of the students answered that each unit of the materials was based on their needs, 100% of them agreed that the materials were various, 77% of them claimed that the materials were understandable, 90% of them agreed that the tasks were provided in it were clear and interest and 86% of them gave their responds that the materials help students to predict what they are going to learn.

For the activities provided in this materials are various (94% of students agree), 82% of the students stated that the materials were arranged well, from the dependent tasks to independents ones, all tasks in each unit were arranged well, from easiest to the most difficult (91% of the students' answer) and 97% stated that they are easy to follow each instruction in every tasks.

DISCUSSION

The result of this research is a students' book containing learning materials for grade X students of SMK Negeri 2 Ambon based on Curriculum 2013. Through the long processes of developing the materials, finally the developed materials have been judged as appropriate for the study program mentioned previously.

The next process after conducting the needs analysis was developing course grid. Course grid was developed in order to plan, order, and organize the materials. The course grid covers the core competences (KI) and basic competences (KD) of Curriculum 2013, unit title/topic, indicators, input text, grammar and vocabulary, and learning activities which consisted of five steps of scientific method: *observing, questioning, exploring, associating, and communicating*. Then, the course grid was developed into five unit learning materials which integrated the four skills: listening, speaking, reading, and writing.

There are five units which are developed after developing course grid. Each unit consists of more than 20 tasks. Unit 1 which entitled "The Hidden Paradise in Maluku", Unit 2 which entitled "The Historical Places in Maluku, Unit 3 which entitled "Once in My Life Time", Unit 4 which entitled "They are My Heroes" and Unit 5 is "Long Time Ago". Each developed unit has unit title and unit objective description. Each unit also has three main parts which consist of introduction, main lesson, and reinforcement. The introduction consists of warm-up tasks which consist of some questions and gives opportunity to the students to have a brainstorming before studying the unit. Main lesson consists of only one cycle. The cycle has five steps of scientific approach, i.e. *observing, questioning, exploring, associating, and communicating*. Reinforcement consists of homework and evaluation which are additional tasks to be done by the students, reflection which gives the opportunity to the students to reflect on what they have

learned in that unit, summary which consists of the language functions, structure, or texts that have been learned, vocabulary list which consists of some difficult words or technical terms and their phonetic transcriptions and meanings, and fun space which is optional.

The materials which had been developed were evaluated by the expert. The expert judgment was conducted through questionnaire. The questionnaire was organized based on the criteria standard of the course book from BSNP and the minister regulation about Curriculum 2013 which applied the four-scale of Likert scale. The standard of the book are evaluated through its appropriateness of content, language, presentation, and graphic. Based on the result of the expert judgment, the developed materials are appropriate with the needs of the students of Accounting study program as a group of Vocational High School students which are also as a group of ESP learners.

CONCLUSION AND SUGGESTION

The Moluccan Culture material was developed based on the weaknesses of the existing material, the 13 Curriculum for the tenth year students of Vocational High School, and the criteria of good reading material. The material was then judged by experts, and tested in real life situation. The result of the expert judgment and the field test became the basis to further improvement and correction until the draft would be finalized as a ready use reading material. Based on the findings from the expert judgement, the materials are categorized appropriate. The mean score of all aspects of the three developed units is 3.42 which can be categorized as "Very Good".

This materials are recommended to be used for all students in vocational school in Maluku. Besides the students feel comfortable if the content of English textbook are related with their own culture because the textbook and topics are truly well-known by them. It will help them easily absorbed all knowledge that had been taught or read, they have also their identities as Moluccas.

ACKNOWLEDGEMENT

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THE USE OF DUOLINGO TO IMPROVE THE STUDENTS' VOCABULARY

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ABSTRACT

Most of the students use android smartphone in this era, and they prefer to play game and use social network. Most of them still do not understand that actually their android smartphone can be used to improve their English capability. The writer realizes that the use of online modes is becoming a tremendous activity in teaching and learning English nowadays, however the application on the android smart phone can also be an effective tool. Moreover when it uses gamification of learning. The gamification of learning is an educational approach to motivate students to learn by using video game design and game elements in learning environments. The goal is to maximize enjoyment and engagement through capturing the interest of learners and inspiring them to continue learning. One of the gamification learning that is easy to learn is Duolingo. Duolingo provides extensive written lessons and dictation, with speaking practice for more advanced users. It has a gamified skill tree that users can progress through and a vocabulary section where learned words can be practiced. This paper discusses the use of Duolingo as a useful application to improve the students English vocabulary. The data are collected from English Education Departments students, Language and Literature Faculty, University of Kanjuruhan.

Keywords: *Duolingo, Vocabulary, Media*

INTRODUCTION

Nowdays, English plays an important role in process of modernizations since it is international language. English is a language that is commonly used in the world's communication as in the international congress and gathering, we use English for making explanation, analyzing situation or discussing the relative merits of one producing and English is the language spoken by most people, although many people object to this.

In Indonesia, English is not considered as a second language but English is a foreign language. English is also called as the target language that has to be taught at school in today's Indonesian curriculum. Therefore the student is hoped to increase their ability in English. Actually, if we talk about language, especially English, we have to talk about vocabulary. It means that a language cannot be separated from vocabulary, that is why the mastery of vocabulary is the most important aspect in acquiring a foreign language. Troike (2006: 138) states that vocabulary (or lexicon) is the most important level of L2 knowledge for all learners to develop-whether they are aiming primarily for either academic or interpersonal competence or broader scope of communicative competence that spans two.

Vocabulary is also important in the process of teaching and learning language because it supports the learner's ability in language skills. Vocabulary teaching should be an integrative part of teaching language skills. The learners should master vocabulary if they want to have better language skills. Huyen and Nga (2003), and Cahyono and Widiati (2011) agree that the mastery of vocabulary plays a key role in the whole process of second language learning and is of critical importance to the learners. So, it can be concluded that the learners are not able to communicate well with each other in the foreign language if they have low vocabulary mastery. They cannot express their idea briefly because they do not have enough vocabulary.

Vocabulary is collective word owned by one language and gives the meaning if we use the language (Suyanto, 2007:114). Vocabulary is a group of words that are typically used when discussing them. Teaching vocabulary in Indonesia is considered to be the most difficult, pronunciation, structure, discourse, and the social context of culture and situation. In short, it needs the mastery of the linguistic and the cultural competence. Besides, as vocabulary is difficult, more effort are required on the part of the students and teacher. It is not enough for the

students to listen or to speech only. The teacher need to give the students' activities to practice the new speech among the four basic skills of language (reading, listening, speaking, writing).

Teaching vocabulary at second semester of English education study program is one of the main focuses in curriculum. Therefore the teachers should find out the effort on searching and creating a new model in presenting materials, in order to increase vocabulary mastery. The teacher should be able to apply a good strategy, methods, and technique which useful to encourage students in getting new vocabulary.

Introducing some kinds of media to students is a good way to encourage the students in increasing their new vocabulary. Furthermore, the researcher has some media that can be used in teaching vocabulary. From the teaching of those media, it is hoped that students are able to improve their vocabulary, besides using many kinds of media and strategy, also the teachers have to think the most important things that is about how to make students mastery English especially vocabulary. The teacher should give the students opportunities to practice vocabulary.

One of strategy that used by the teacher to improve the student's vocabulary in English is games. Through games there are so many advantages for students and teachers in learning process. The students can be more motivated and challanged. Games provide language practice in various skills of speaking, listening, writing, and reading also provide a pleasant environment which makes the students be more active in teaching and learning activities. Harris and Mayer (2010:22) state that games can provide an environment that naturally promotes lerning through structured play. So, through games can encourage students to interact and communicate in teaching learning process.

This study examines the students mastering of vocabulary through duolingo games because games have many advantages and effectiveness in learning vocabulary. Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most important of vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

One of the aims of teaching English is to enhance students to be able to understand English words which they might find in their environment. In fact, students often find problems in learning the words because vocabulary is one of the difficult subjects in school. So, there are many students are low in vocabulary mastery it was caused by innappropriate teacher's teaching strategy. In vocabulary session, the teacher just asked the students to translate and memorize every single difficult word by looking up the dictionary and it is not effective to gain the students' vocabulary mastery.

The teacher did not put the difficult words in the context which make the students get difficulty in using them in sentences or in expressing their idea. Brown (2001: 377) states that the best internalization of vocabulary comes from encounters (comprehension or production) with words within the context of surrounding discourse. In short, the teacher can uses an instructional material and instructional media in teaching vocabulary to support the teaching learning process.

Furthermore, the teacher of English must be creative to teach the material, so that student can study the material easily. The teacher needs media in order to help the students to enjoy the vocabulary learning. The instructional media such as games are able to help the teacher to vary her teaching strategy. Botturi and Loh (2008:2) state that when used within a classroom setting, games function as teaching aids in helping to explain or reinforce a learning concept. Games also make the students more relax during the teaching and learning process. From those statements, it can conclude that the way of teacher teaching the class really influences the student achievement in their learning, in this case vocabulary learning.

In teaching learning process, there must be variation. There are so many kinds of strategy which can be used to help students learning the material. One of them is guessing word strategy in duolingo games. The use of duolingo game can give a great help to the teacher in the class. It can used by the teacher during teaching-learning processes to support the presentation of the material by emphasizing the student's vocabulary sense. By giving duolingo game in teaching vocabulary, the students can interest, feel more fun and relax when following the material in the class.

VOCABULARY

According to Oxford English Dictionary (2008), vocabulary is: (1) A list of words, sometimes, phrases, usually arranged in alphabetical order and defined, (2) All the words of a language, (3) All the words used by particular person, class, and profession all the word.

Suryana (2003 : 3) also states that vocabulary divided into: (1) Vocabulary skills involved deducing meaning from the context, use of dictionary, word formation coining, and ignoring unfamiliar words. (2) Vocabulary activities, involved word guessing, word association, crossword puzzle, cline, word classification, and rid dies.

From the definition above, it can be concluded that vocabulary is the number of words that supossed by one and used to arrange sentences in his/her communication and it has cultural meaning of a speech community both in the active form (used by person to decode his idea) and passive form (known to a person to decode into his mind).

According to Hatch (1995 : 218), "Vocabulary in English can be divided into two groups. Those are large vocabulary like noun, verb, adjective, and adverb and small vocabulary such as preposition, pronoun, conjunction, and interjection article."

In this research only focuses on large vocabulary which are noun and verb as follows :

- a. Noun is a word that refers to a person, a place or a thing, a quality or an activity (Oxford Learner's Dictionary, 2008 : 298). For example, house, table, bedroom, etc.
- b. Verb is a word or phrase that expresses and action, an event or a state (Oxford Learner's Dictionary, 2008 : 492). For example, eat, sleep, go, study, etc.

Teaching vocabulary through routine activity has been promoted as one of approach in teaching of foreign language to young learners (Cameron, 2001). Finnochiaro (1974) suggested the following principle when taught vocabulary should be taught in normal speech, vocabulary should be introduced in right structure, and vocabulary should be taught using any appropriate media or method.

The writer has assumption to fit explanation on some principles of teaching vocabulary, there are:

- 1) The teaching of vocabulary should be based on the students' ability.
- 2) The teaching of vocabulary should be suitable with student's capability.
- 3) The words are taught from easiest to the difficult.

The key in all, vocabulary teaching is to keep motivation high while encouraging students to develop strategies that they can continue to use once they leave the classroom.

Based on the explanation above, actually teaching vocabulary for the beginner needs appropriate ways. We have to know how far the competence is and what the right technique is. We cannot teach just once. Students need practice by knowing words that had been made by student, the teacher should review it. So, the student can understand what mistake the students have done.

Vocabulary is an important thing in learning English. According to Lado (1972:1), there are several ways to learn English vocabulary, namely:

- a. The dictionary

Obviously, a language student has to have a good dictionary. When she has a trouble in catch the meaning of words, dictionary can be used effectively if she is aware of words limitation and consult them only to find a quick definition.

- b. Educated guessing

Often especially in reading, you will find words whose exact meaning, is not absolutely necessary for you to know in order to understand the sentences. Therefore, do not run to dictionary every time you meet a strategy word. Wait and see if something else in the context becomes a clue to its meaning.

Guessing words will always be coming across familiar words in the reading and listening. It is happened because students' vocabulary mastery is limited.

One of important things in learning language is vocabulary, without mastery the vocabulary we can not understand the meaning of the word or sentences. According to Oxford Advance Learner's Dictionary (1995 : 133), "Vocabulary is a list of word with their meaning especially one of that components a text book in foreign language".

Hornby (1995 : 133) further says that "Vocabulary means a number of words with which rules them to make up language". So, it can be concluded that vocabulary is a list of

words with their meaning to make the language. Students' vocabulary achievement in this research means the students score that is gained by test after the teaching learning process conducted using games which covers guessing game by English teacher.

Teaching English vocabulary is an important area worthy of effort and investigation. (Harmer, 1991: 154). In Addition, Harmer, (2007:229) stated that teaching vocabulary is a major part of the teachers' art.

According to Huyen and Nga (2003: 2) in learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Harmon et al (2009) (in Bintz, 2011: 1) said that "Learning vocabulary is an important instructional aim for teachers in all content areas in middle grades schools. Vocabulary learning is a continual process of encountering new words in meaningful and comprehensible contexts."

From the explanations above, it can be known that there are many experts explained their theory about the importance of mastering vocabulary for language learner. So, there is no denying for every student to master vocabulary if he or she wants to master a language.

According to Indarika (2012 : 15) because English is not our mother tongue , so there are some difficulties in learning new vocabulary as follows:

1. Less reading activities: Mostly students are seldom read some passage that built with the new vocabulary. They consider that it is quite difficult and need much time to open the dictionary.
2. High level of new vocabulary will make the students uninterest to continue their reading activities.
3. Students feel down first when they hear their English teacher using English all the time in their class because they are difficult to understand without translation before.

Vocabulary is considered as an important aspect in learning language, so the technique of teaching vocabulary is needed to make meaningful learning process. Redman (1986, cited in Ersan, 2000 : 5) classifies the technique of vocabulary teaching into three classifications.

1. Visual technique (picture, photographs, mime/gesture, realif).
2. Verbal technique (definition, synonym, antonym, explanation).
3. The use of dictionary to find out the meaning of unfamiliar words.

As Brown (2001 : 77) affirms that the best internalization of vocabulary comes from encounters (comprehension or production) with words within context of surrounding discourse. The statement is supported by Thornbury (2004 : 53). Nowadays, tendency of vocabulary learning is to present vocabulary in texts. Short text are ideal or classroom use, since they can be subjected to intensive grammatical and lexical study. So, the student will associate new word with a meaningful context to which they apply.

GAMES

Game is an activity or a sport with rules in which people or terms compete against each other. (Hornby in Oxford Advanced Learner's Dictionary.(1995:553). The aim of that games is to serve a joy in learning language. Games can be used to practice communication, structure, vocabulary, encourage competition or cooperation, to motivate and make them enjoyable. Games have many uses and great deals of value in language learning.

In teaching vocabulary, we need some media or games because game is more interesting and ease the students to recall or memorize English vocabulary.

According to Suyanto (2007:118) games of communicative language has six characteristics as follows:

- a. Player has to interact
- b. Player has to comprehend existing order in game
- c. That game has clear target
- d. Game is clear activity
- e. Player has to involve actively
- f. Player gets special order in game

DUOLINGO

Most of the students use android smartphone in this era, and they prefer to play game and use social network. Most of them still do not understand that actually their android smartphone can be used to improve their English capability. Then the writer realizes that the use of online modes is becoming a tremendous activity in teaching and learning English nowadays, however the application on the android smart phone can also be an effective tool. Moreover when it uses gamification of learning. The gamification of learning is an educational approach to motivate students to learn by using video game design and game elements in learning environments. The goal is to maximize enjoyment and engagement through capturing the interest of learners and inspiring them to continue learning.

One of the gamification learning that is easy to learn is Duolingo. Duolingo provides extensive written lessons and dictation, with speaking practice for more advanced users. It has a gamified skill tree that users can progress through and a vocabulary section where learned words can be practiced. Duolingo is a free language-learning and crowdsourced text translation platform, currently offering 5 language courses to English speakers (Latin American Spanish, French, German, Brazilian Portuguese and Italian), as well as a variety of other courses (mostly American English, but also Spanish and French) to native speakers of other languages, such as Spanish, French, German, Portuguese, Italian, and many more.

Duolingo launched for the general public in mid-2012, and as of early 2014 it has a whopping 25+ million users. The program is completely free to use, with no ads or hidden fees. Duolingo can sustain itself by letting its users translate real-world documents while they're learning languages.

RESEARCH METHOD

Research Design

The research aimed at knowing the use of duolingo in teaching vocabulary. this research was categorized as classroom action research. Action research is a social research carried out by a team encompassing a professional action research and members of an organization or community seeking to improve their situation.

2. Setting and Time of the Research

This research was conducted at Kanjuruhan University of Malang, East Java. It was conducted between March to April 2016.

3. Subject of the Research

The subject of the research was the students of the 2nd semester in academic 2015-2016. The class totally comprised 25 students.

4. Data Collection Technique

This research used triangulation technique to get the data. The aim is to obtain the consistent data, more completed and determined. Through triangulation the writer can build the strength of each type of data collection while minimizing the weaknesses in any single approach.

The data in this paper consist of qualitative and quantitative data. In obtaining quantitative data, the writer used :

a. Pre-test

In pre-test the students were given the vocabulary tests according to the previous topics. They needed to answer the questions. The aim at knowing the students capability in vocabulary.

b. Post-test

The post-test were given to know the impacts of using duolingo to improve the vocabulary mastery. The post test were given two times in cycle 1 and cycle 2..

Meanwhile, in finding qualitative data, the writer used :

1) Direct observation

The data gained in the observation was explained in the form of description form, the field note and writer's diary. The observations were done before the research and ongoing research implementation.

2) Questionnaires

The questionnaires was to gain students' responses in of certain issues, such as the teachers' and students' responses on vocabulary subject, using duolingo in learning

vocabulary. Questionnaires data were given before the research and after the research implementation.

5. Kriteria of Success

Students achievement in vocabulary mastery is increased. The strategy can be called success if the students can increase their vocabulary. The writer target to the students' score must be 75 and the students give positive response and they are active in the class. At least 70% of students gave positive response during the teaching learning process by using duolingo, the students are expected to be active and creative. To know whether the students were active or not, the writer used the observation sheet.

In this study, the researcher analyzed based on the result of student's vocabulary test. Then, the data analysis is compared with the criteria of success to see whether the strategy successful or not. There are very good, good, fair, poor, very poor.

6. Data Analysis Technique

To know whether there were some progress of the students vocabulary or not after applying duolingo, the writer conducted pre-test and post-test. Then the writer analyzed at using descriptive statistics. According to Sugiyono (2009:54) in describing qualitative data the formula used is :

$$\bar{X} = \frac{\sum X}{n}$$

\bar{X} = Mean score

$\sum X$ = Total score

N = Total student

RESULT OF THE RESEARCH

Findings

Analyzing the data of this research, the writer found several findings to answer the problems of the research, which are 1) can and what extend Duolingo improve students' vocabulary, and 2) how is the classroom situation when duolingo is implemented in vocabulary. The findings are summarized on table 1

Table 1. Summary of the Research Finding

Research Findings	Before Action Research	After Action Research
A. Improvement in students' vocabulary :	Mean of pre-test : 60.6	Mean of cycle 1 : 72 Mean of cycle 2 : 85
1. Noun		
2. Verb		
3. Phrase		
4. Sentence		
B.Improvement of the situation of the classroom in terms of :		
1.Improvement of confidence, motivation and involvement.	Low confidence, low motivation, passive in discussion	High confidence, high motivation, active in discussion.
2. Atmosphere	Passive	Active, enjoyable, interesting activities.

The discussion of the research findings is showed in the following section.

a. Improvement of students' vocabulary ability

Before conducting the research, the writer found that the students had low score in vocabulary. The improvement of vocabulary mastery could be seen from the improvement of the students' achievement in each cycle. The improvement of students' vocabulary is showed on

graph 2. The graph showed that the students' vocabulary score was increased since the implementation of duolingo. The mean score in pre-test was 60,6, the mean score in cycle 1 was 72 , and the mean of cycle 2 was 85.



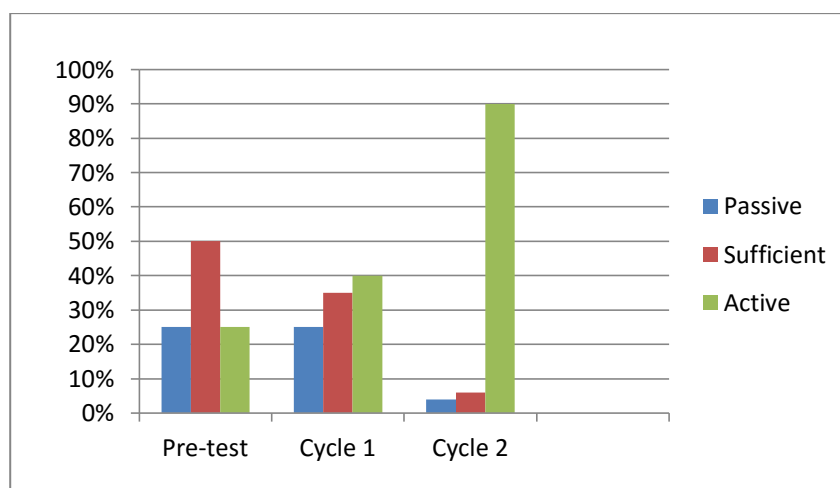
Graph 1. Vocabulary Score

b. Improvement of classroom situation

The result of the research showed that the use of duolingo in teaching vocabulary could improve the students' vocabulary mastery.

The questionnaire was intended to get the data about English teaching and learning process from the student. It was very simple and to get easy in answering question given in the form of multiple choice. The data obtained from the questionnaire used to support the data from the interview and observation. There were 10 items in the list for the students. Based on the questionnaire, almost the students got more motivation and enthusiasm to study vocabulary and they could enjoy this strategy.

In implementing duolingo there was an improvement in the activeness of the students in learning vocabulary. In pre-test were only a few students were active (25% was active, 50% was sufficient, and 25% was passive). Meanwhile, in cycle one the score was increasing (40% was active, 35% was sufficient, and 25% was passive). Satisfying score was obtained in cycle two 90% was active, 6% was sufficient, and 4% was passive.



Graph 2. Improvement of Students Activeness

DISCUSSIONS

In Indonesia, English is not considered as a second language but English is a foreign language. Actually, if we talk about language, especially English, we have to talk about vocabulary. It means that a language cannot be separated from vocabulary, that is why the mastery of vocabulary is the most important aspect in acquiring a foreign language.

Vocabulary is one of the most important thing in the process of teaching and learning language because it supports the learner's ability in language skills. Vocabulary teaching should be an integrative part of teaching language skills. The learners should master vocabulary if they want to have better language skills. Another reason why it is important to learn and master vocabulary is that learner use vocabulary to communication, wether it is written or spoken. Besides, people need vocabulary in their daily activities such as expressing their ideas, making composition, or persuading other people. So, it can be concluded that the people are not able to communicate well with each other in the foreign language if they have low vocabulary mastery. They cannot express their idea briefly because they do not have enough vocabulary.

As stated before, the writer found that sudents were felt difficult to memorize the vocabulary that giving by the teacher, less motivation of the students in English lesson because the method that giving by the teacher is monotone and make the student bored in joining class. Besides, the score of the students is under the average and have low ability in mastering vocabulary. As the effect, the teacher should use a strategy in teaching learning process to help the students mastery vocabulary.

Based on the research finding and discussion showed that the use of duolingo conducted to solve those problems of vocabulary mastery in English education study program, academic 2015-2016 was effective in improving the students' vocabulary mastery especially in guessing the word based on the clue and picture, finding the meaning of words, and also clasiffy the noun and verb correctly. Besides using duolingo helps the students memorized the vocabulary easier. The improvements of the students' vocabulary mastery could be indicated from the improvement of the post test score in cycle 1 and cycle 2. In cycle 1 the score of post-test was 72. While in cycle 2 the score of post test with mean score was 85.

Furthermore, the implementation of duolingo gives positive effect to the students' attitude in teaching and learning process. When the teacher implemented duolingo in the teaching learning process, the students were observably interested in the lesson and motivated to learn. They became more actively involved in teaching and learning process. The students were eager in answering questions, especially guess the word and doing exercises. The students were also willing to ask the teacher when they did not understand the material. The students were more enthusiastic in joining the class, so that the teaching learning process became more effective.

CONCLUSION

The classroom action research used by the writer brought feeling of satisfaction both of the improvement of students' vocabulary mastery. The conclusion showed that there were some improvement in two major points as follows:

- (1) Duolingo can improve students' vocabulary mastery The finding of the action research showed that duolingo can improve students' vocabulary mastery. Because duolingo offers better opportunity for learning vocabulary. Besides, duolingo has a gamified skill tree that users can progress through and a vocabulary section where learned words can be practiced.
- (2) Duolingo can improve classroom situation. The use of duolingo could made the students's fun in learning activity and could motivate the students in learning English.

SUGGESTION

1. For the Teacher

Teacher could select the appropriate technique in teaching vocabulary for students. English teacher needs to create good atmosphere in the class so that teaching learning process becomes interesting, easy and enjoyable. Therefore, these are expected teaching learning process become more effective. One of teaching startegy that can be implemented by the teacher is a game.

2. For Students

The students must be active in learning English. The students should not depend on other people in learning English. They should also learn English intensively and continuously. The students can draw the things around them and make clue about that thing, then another friends must guess it. Therefore, it can treat the students to be more creative and they will remember the words dealing with the thing in English. Besides, the students can try to implement this strategy out class as alternative way in learning vocabulary in order they can improve their vocabulary by themselves or practice this method with their friends because this strategy is easier and fun.

3. For Another Researcher

This research studies about the implementation of duolingo to improve students' vocabulary mastery in University student can be reference for another researcher or the next researcher who wants to conduct the same research in order to get saome relevance data to decide the next treatment. It is hoped that the result of the study could be useful as the additional reference to develop more rigid and explorative on the potency of duolingo in teaching English on other topics and levels. Considering some difficulties found during the implementation of this research, so it is suggested for the next researcher to make detail preparation before conducting the research in order to get real innovative strategies of classroom problem.

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BENEFITS OF INDONESIAN GAMES IN BOOSTING UNIVERSITY STUDENT' ENGLISH GRAMMAR COMPETENCE: A CASE STUDY

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ABSTRACT

English grammar has been considered a difficult subject for many Indonesian university students. Both lecturers and students face the difficulties of understanding grammar rules in an enjoyable way. Therefore, games are needed in grammar class to create more enjoyable classroom atmosphere, thus, it is easier for students to comprehend it. This study shows the university students' opinions about the benefits of playing Indonesian games in comprehending English grammar rules. The purpose of this study is to find the opinions of the university students on their experiences of using games in their previous English grammar learning experiences and their positive and negative views on the use of Indonesian games in understanding English grammar. The data were collected from two questionnaires given to 17 Indonesian university students in Grammar: Verb Patterns class, class observations, and also the students' quiz results. From the findings, it can be seen that the students are benefited from the use of Indonesian games in comprehending English grammar rules. The use of games have made them learn those rules more easily and enjoyable. The findings can be used for any English grammar lecturers to apply the use of Indonesian games in teaching grammar to their university students.

Keyword: *Indonesian games, grammar comprehension, benefits*

INTRODUCTION

Learning a foreign language means knowing the knowledge of the language as well as its usage in the society where the language is used. Learners need to apply their knowledge of a language that they have learnt in order to be able to communicate with the speakers of that language. English as one of the mostly spoken languages in the world is classified in three circles by Kachru (1982) and Crystal (1997): "inner circle which refers to nations using the language as their mother tongue, outer circle which includes those from some 55 ex-British colonial countries, and expanding circle which includes the nations that recognize the importance of English as an international language" (as cited in Jazadi, 2004, p. 5). In Indonesian context, English is considered a foreign language as Indonesia is included in the expanding circle.

Besides studying English vocabularies, learners also need to learn the grammatical rules to be able to apply the language correctly. As Thanasoulas (2001) states that there are several components in foreign language learning including the competence of grammar, communication, the ability to use the language, and the change of the learner's attitudes concerning one's own or another culture (p. 1). Ur (1991) defines grammar as "the way language manipulates and combines words (or bits of words) in order to form longer units of meaning" (p. 4). Moreover, Crystal (2004) defines grammar as "the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English." In line with the above views on grammar, it can be concluded that grammar is very important for foreign language learners in which they cannot rely on their intuition to form words into sentences that result in meaningful ideas for communicating with speakers of the target language.

However, studying grammar is commonly considered boring as it deals with various structures that need to be memorized. Learners also often think that grammar is difficult especially if the target language grammar is far different from the grammar of their native language. Ahmad (2009) states that in teaching grammar, teachers usually "think of drilling methods and dictation of rules but this is not sufficient for acquiring a language effectively as a

language can be learnt only by using it.” Based on Ahmad’s point of view, teachers usually drill students with some sentences or rules to make their students understand those rules. Nonetheless, this method is not enough to help students master the language. Students need to try the language in order to acquire it. Therefore, teachers need to implement games in teaching grammar to their students as Tuan and Doan (2010) states that games are amusing activities that can be used as a technique to give assignments to learners; and learners will be motivated to practice the language that they have studied by playing games; therefore, they learn the language at the same time they play the game. The use of games is also meaningful as Hadfield (1999) further adds that games can be used for diagnosing learners’ difficulties and for assisting them in dealing with language problems and teachers need to include games in the language syllabus. Besides, Deesri (2002) argues that teachers need to provide games to decrease students’ anxiety in learning unfamiliar rules of grammar. Based on Deesri’s point of view, it can be concluded that students will feel less stressful in studying new grammar rules if they are playing games at the same time.

There are several theories that classify language games. McCallum (1980) classifies games into seven types: “structure, vocabulary, number, spelling, conversation, writing, role play and dramatics” (cited in Tuan&Doan, 2010, p. 69). Hadfield (1999) divides games into two types: linguistic games which puts accuracy into focus and communicative games that put emphasis on “successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar but not exactly alike” (cited in Tuan&Doan, 2010, p. 68). Between the two types of games, Hadfield (1999) mentions that the communication is more important than the language correct usage. Whereas Lee (2000) classifies games into 10 types: “structure games, vocabulary games, pronunciation games, number games, listen-and-do games, games and writing, miming and role play, discussion games” (cited in Tuan&Doan, 2010, p. 69).

The positive impact of the use of games have been argued by Hansen (1994), Thiagarajan (1999), Rinvoldi and Davis (1995), Nguyen and Khuat (2003), Wright, Betteridge & Buckby (2005), Riedel (2008), and Tuan & Doan (2010). Hansen (1994) mentions that games could make students motivated as well as entertained, especially shy ones; they will share their opinions and feelings more at the moment they play games. Moreover, Rinvoldi and Davis (1995) argue that a pair or a group of three learners who do competitive activities are great for “fostering collaboration and mutual help within each team”. Thiagarajan (1998) states that “games add interest to what students might not find interesting” (cited in Tuan&Doan, 2010, p. 70). Nguyen and Khuat (2003) state that learners commonly learn better when they play games because they are not stressful. Riedel (2008) further adds that teachers need different and new methods in teaching as they teach “a new generation of students”. He also states that by playing games, learners will study more, share their ideas, and get better grades. Tuan & Doan (2010) states that “games employ meaningful and useful language in real contexts...can be used to give practice in all language skills and grammar points” (p. 70).

The use of games in teaching grammar have been researched by several researchers as follows: Nguyen’s (2005) research was focused on the use of games in teaching grammar to 100 students and 10 teachers in Nong Lam University, Vietnam. His idea was having the students learn grammar and feel the enjoyment of it at the same time. Based on his research, he concluded that it is essential to have games in class as they result in enjoyment. Luong (2009) focused on using games in sixth graders grammar classroom in Vietnam. He/she used survey involving eight teachers and 225 students from three schools. He/she also did experimental project to 82 students in three months. He/she concluded that the grammar ability of the students increased immensely in oral and written tests. In Hamzah and Dourado’s (2010) research, they examined 56 lower secondary level students in SMK Damai Jaya, Malaysia in the impact of games for these students in learning simple present and simple past tense. These students were divided into experimental and control groups. They also interviewed four English teachers to discover their opinion about the use of games in the classroom, observed the classes, and conducted pre and post-tests to check the participants’ result. From the data, they found that from the teachers’ perspective, games contributed to positive grammar teaching and the students who used games in learning grammar were more motivated and interested. Yolageldili and Arikan (2011) focused on 15 Turkish EFL teachers’ perspectives in using games to teach

grammar to young learners in six different primary state schools. It was found that games are helpful in teaching grammar; however, the use of games were quite seldom in the classroom. Hartani (2012) focused on the benefit of mime game in teaching present continuous tense. The participants were 30 fifth graders aged 11-12 years old in Samarinda, Indonesia. She divided the students into experimental group, who played games in learning the tense, and control group, who only received oral and written exercises. After three classroom meetings, these students were tested. She also observed and interviewed them. From the data, she discovered that the students were benefited from playing games. They had fun and comprehended the tense more. Maryani (2015) did a research on the use of Indonesian games in teaching Grammar: Verb Patterns class. Her participants were 43 Indonesian university students in Bandung, Indonesia. She gathered the data from two questionnaires given in two different meetings (before and after playing the games) and observation in four classroom meetings. All the students played Indonesian games for four times related to the grammar rules discussed in the class. Based on the data, she found that the students enjoyed the games whereas at the same time they understood the grammar rules.

Based on recent studies above, it can be seen that games are useful in teaching grammar to students, who most of them are in elementary and junior high schools. Only one study done by Maryani (2015) that discussed the use of Indonesian games in teaching university students. However, her study only based on questionnaires and observation. Therefore, it is needed to do a reduplication study that not only uses questionnaires and observation as a source of data, but also uses post-test to check the relevance of students' opinion on the use of games in learning grammar and their grammar score on the written quizzes.

The purpose this study is to discover the students' perception on their grammar learning experiences, the use of games in their previous grammar classes, the use of Indonesian (L1) games in studying English grammar, and their preferences of playing L1 games in the future meetings. In order to answer the purpose of the study, there are two research questions regarding this research. First, what are the students' perception on grammar learning and using games in their previous and recent grammar classes? Second, are the students' benefited from the use of Indonesian games in comprehending grammar rules?

By conducting this research, it is hoped that teachers, especially university lecturers who teach grammar, will be enlightened by the result and they could apply L1 games in their teaching as well in order to help their students' grammar comprehension.

METHODOLOGY

Participants of the Research

The participants in this research are 17 students of English Department, Maranatha Christian University, Bandung, Indonesia. These students were in Grammar: Verb Patterns in the third semester. The class is every Monday at 1-2.40 p.m. Each meeting lasts for 100 minutes. All participants are Indonesians. Most of them are Bandungnese. Only a few participants are from outside Java island. They are from Sulawesi and Sumatra.

Data Collection Procedure

The data were collected in two ways: first, from the two questionnaires distributed to the students; second, from the class observation in four consecutive meetings; and third, from the post-tests in the form of written quizzes. The first questionnaire was distributed on the first meeting of the class which was on Monday, February 15, 2016. The second questionnaire was distributed on Wednesday, March 30, 2016 which was the day of the mid-term examination. At this time, the students had played the games for four times. The first questionnaire contains four questions regarding students' perception on grammar in general, games usage in their former grammar classes, positive impact of games in comprehending grammar rules, and preferences on playing games in their on going grammar class. The second questionnaire contains three questions regarding students' perception on the benefit of using L1 games in grasping grammar rules, the use of Indonesian (L1) in understanding the rules, and the preferences on playing the same game in the subsequent meetings. The class observation happened in four consecutive meetings: from the second until the fifth meetings. As the lecturer of the participants, I monitored the students when they were playing the games. I went around the classroom and

listened to the students' ways of explaining the grammar rules. This was done to check how the students played the games. The post-test, which is in the form of written quizzes, were given in meeting three (Monday, February 29, 2016) and meeting four (Monday, March 7, 2016). There were two quizzes in meeting three and one quiz in meeting four. Score 55 is the standard for passing a subject in the English Department. Therefore, the data related with students' post-test result were categorized into two groups: below 55; also 55 and above.

Description of the Game

The participants were asked to play a game called "Grammar Master of the Day" for about 10-15 minutes after they received some explanation of grammar rules from the second (February 22, 2016) until the fifth meetings (March 14, 2016). Most students were paired for the game, only one group consisted of three persons as the total number of students were 17. The group members were sometimes selected by the lecturer by pointing to student A with B and C, etc.; but most of the times were chosen by the students themselves. Afterwards, each group decided who would be the grammar master of the day. This means that the grammar master acts as a private teacher in the group. The task of the grammar master is to explain the grammar rules, the grammatical sentences, and the exercises that had been discussed in the particular meeting by using only Indonesian. If the other members of the group were not clear about the rules explained, then they could ask questions to the grammar master. Therefore, he/she should re-explained the rules as clearly as possible until his/her friends comprehended them.

FINDINGS

The following findings are arranged based on the students' perception in the first and the second questionnaires, and also from the class observation result.

The students' perception in the first questionnaire

Students' perception on grammar in general

Table 1

Students' perception on grammar

Perception	Number of Students
Difficult	7
Medium	9
A bit difficult	1

The first question in the first questionnaire was about the students' perception on grammar in general, whether it is difficult, medium, or easy. They were also asked to explain the reason for their opinion. From table 1, it can be seen that out of 17 students, seven students considered grammar is difficult, nine of them said it is medium, and one student claimed that grammar is a bit difficult. The reasons for grammar being difficult for those seven students are there are too many patterns in learning grammar and they have difficulty in remembering the patterns. The reasons for grammar being medium for nine students are grammar has both difficult and easy parts and it depends on the way the teacher or lecturer teach them. One student who mentioned that grammar is a bit difficult because he/she did not learn at his/her best.

Students' experiences of using games in grammar classes

Table 2

Students' experiences of using games

Experiences	Number of Students
Yes	5
No	12

The second question was about the students' experiences of having games in their previous grammar classes from elementary school until university. From table 2, it can be seen that out of 17 students, 12 students have never had any games in their previous grammar classes. However,

five of them have experienced playing games in their former grammar classes, such as puzzles, making sentences, and being a teacher for other friends. Three of these five students who answered being a teacher for other friends were the ones who also participated in the previous study of grammar master of the day.

Students' perception on the benefit of games in comprehending grammar rules

Table 3

Students' perception on the benefit of games

Perception	Number of Students
Helpful	11
Maybe helpful	3
Not helpful	3

The third question was about the students' perception on the benefit of games in comprehending grammar rules. From table 3, it can be seen that out of 17 students, 11 students agreed that games will be helpful for them to understand grammar rules, three of them mentioned that games may be beneficial in understanding the rules, whereas another three students disagreed because one said he/she did not like games, one mentioned he/she felt nervous in playing games, and one stated that he/she understood grammar by studying the rules, not by playing games.

Students' preferences on playing games in their on-going grammar class

Table 4

Students' preferences on playing games

Preferences	Number of Students
Yes	13
No	4

The fourth question was about the students' preferences on playing games in their on-going grammar class. From table 4, it can be seen that out of 17 students, 13 students preferred to have games in class, but four of them refused it. One of them who refused stated that since the lecturer already taught him/her well, so he/she does not need any games. The other three students mentioned that games is a waste of time, they do not like games, and games are noisy. These three students were the same students who claimed that games are no benefit in comprehending grammar rules (see table 3).

The students' perception in the second questionnaire

Students' perception on the benefit of games

Table 5

Students' perception on the benefit of games

Perception	Number of Students
Useful	13
Quite useful	2
Sometimes	1
Uncertain	1

The first question in the second questionnaire was about the students' perception on the benefit of L1 games that they have played for four consecutive meetings. From table 5, it can be seen that out of 17 students, 13 of them agreed that games are useful to help them comprehend

grammar rules, two of them said quite useful, one of them mentioned games were sometimes useful, but one student stated that he/she was uncertain because both he/she and his/her partner in the game could not explain anything about the rules. Those who felt the benefit of games admitted that by playing games, they felt relax and it was easier for them to understand the grammar rules. They also stated that their friends explained the rules in a simpler way than the lecturer; therefore, they could easily comprehend the rules. Moreover, they also mentioned that by playing games (re-explaining the rules in the group) have made them understood the grammar rules.

Students' perception on the use of Indonesian language in the games

Table 6

Students' perception on the use of Indonesian

Opinion	Number of Students
Helpful	15
Sometimes	1
Not helpful	1

The second question was about the students' perception on the use of Indonesian in the games. From table 6, it can be seen that out of 17 students, 15 of them agreed that Indonesian language have helped them understand the grammar rules. They felt easier to explain the rules to their friends in Indonesian and to comprehend them. One out of 17 mentioned that the use of Indonesian sometimes helped him/her to understand the rules, but it is worth to try using English in the games. However, one student out of 17 disagreed that the use of Indonesian has contributed to his/her grammar understanding due he/she had difficulty in explaining the rules.

Students' preferences of keeping the L1 games in the following meetings

Table 7

Students' preferences of keeping the games

Preferences	Number of Students
Yes	14
No	2
Maybe	1

The third question was about the students' preferences of keeping the L1 games in their following grammar meetings. They will have six more meetings after their mid-term examination. From table 7, it can be seen that out of 17 students, 14 students wanted to play the L1 games, two students refused the game, and one student was uncertain of keeping the game or not in the future meetings. Those who agreed stated that L1 games helped them in understanding the rules more since they received double explanation, one from the lecturer, and the other from their friends. Two who disagreed said that playing games were noisy and it depended on the grammar master who explained the rules and also the materials. One student who was uncertain mentioned that not all students could be a good grammar master, some of them had difficulty in explaining the rules.

The result of the observation

After observing the students in playing L1 games for four consecutive meetings, the lecturer found several things. First, for the first time when the students were asked to be the grammar master, several of them laughed. They were confused of how to explain the grammar rules. However, they still tried to explain the rules. Second, for the second until fourth times of playing the games, all students were used to the games and they felt the enjoyment of playing the games. Third, when the lecturer went around the classroom to monitor the way the students

played the game, there were four students asked the grammar rules. They did not ask it to the lecturer when she was explaining the rules in front of the class, but they asked it when the lecturer was near to them.

The result of the post-test

Students' quiz results

Table 8

Students' quiz results

Quiz	Absent	Below 55	55 and Above
1	3	10	4
2	3	1	13
3	1	1	15

Regarding the post-test, the students were given three written quizzes related to the grammar rules that they have learnt in meeting three and four. The quizzes were in the form of applying the suitable rules into correct grammatical sentences. The students have just played the L1 games before they did the quizzes. From table 8, it can be seen that in the first quiz, there were 10 students who got below 55, only four students who reached 55 and above, and three students were absent. In the second quiz, there were only 1 student who got below 55, 13 students reached 55 and above, whereas three students were absent. In the third quiz, only 1 student whose score was below 55, 15 students were 55 and above, whereas 1 student was absent. Comparing the first, second, and third quizzes, it is clear that the students' competence have improved by the use of L1 games that they played. More and more students reached better scores after playing the games more than once.

DISCUSSION

As can be seen from the data gathered from the first questionnaire (see table 1-4), none of the participants has the opinion that grammar is easy. Most of them considered grammar as either a medium or difficult subject. Moreover, most of them also have never played games in learning grammar. However, they considered that games will be beneficial in helping them comprehend grammar rules and they preferred to play games in their on-going grammar class. From the second questionnaire (see table 5-7), it can be concluded that most participants felt the usefulness of playing the games; therefore, they would like to have similar games in their following grammar meetings after the mid-term examination. The use of Indonesian in the games was helpful for the participants in explaining the grammar rules. They even comprehended the rules more. They also felt easier and relaxed in trying to understand the rules by using their first language. From the post-test (see table 8), it can be seen that by playing L1 games more than once, more students reached 55 and above. This means that their grammar competence have developed as their scores were improved.

The findings are in line with several theories discussed above. First, with Ahmad's (2009) view on traditional way of teaching grammar as most participants have never played games in their grammar class. They learnt grammar by drilling and rules explanation. Second, with Deesri's (2002) also Nguyen and Khuat's (2003) statement that games are needed to lessen students' stress level in order to help them learn grammar rules. The participants admitted that by playing games, they have been helped in comprehending the rules. They enjoyed the games as well as they understood the grammar rules. Third, with Hadfield's (1999) and Hansen (1994) view on diagnosing students' difficulties through playing games and assisting their language problems. From the observation result, it can be seen that several learners, especially shy ones, asked questions to the lecturer when she was near them at the moment when they were playing the games. By playing games, the lecturer knows her students' individual problems related to the grammar rules learnt. Fourth, the findings are also in line with Riedel's (2008) opinion on better grades will be achieved when learners play games. From the post-test result, it is proven that by playing games, more students achieved better grades.

CONCLUSION AND SUGGESTION

The findings, both the students' perception and scores, have shown that the use of Indonesian games have boosted the participants' English grammar competence. They understood more the grammar rules when they were playing games. The use of Indonesian also has helped them in explaining the rules; thus it also supports them in comprehending the rules more easily. As a conclusion, Indonesian games have benefited the students both their competence and motivation.

Regarding the benefits that the participants have experienced by playing Indonesian games in learning grammar, I am of the opinion that games are needed to boost students' grammar competence, especially for shy learners who are willing to share more ideas or language problems while he/she is playing games. Therefore, it is important for language teachers or lecturers to provide our students with opportunities of playing games in learning grammar. This Indonesian games can be applicable with any language subjects as by playing games, it is proven that learners are more relax and they tend to learn the material more easily. As the students only played the games for four times and the post-tests were only done three times; thus further research is needed to find more in-depth findings.

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APPENDIX

Questionnaire 1

Answer the following questions as clearly as possible.

No need to write your name.

1. What do you think of grammar in general? Is it difficult, medium or easy?
2. Have you had any grammar classes with the use of games? If yes, what games were used?
3. Do you think games can help you to understand grammar rules? Why?
4. Do you want games in your Grammar: Verb Patterns class? Why?

Questionnaire 2

Answer the following questions as clearly as possible.

No need to write your name.

1. How useful is "Grammar Master of the Day" for you in understanding the grammar rules?
2. Does the use of Indonesian in the games help you understand grammar rules explained? Why?
3. Do you want to keep the L1 games in the future grammar meetings? Why?

EVALUATING DEVELOPED LANGUAGE TEACHING MATERIAL

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ABSTRACT

This research purposes to explain how to evaluate the developed language teaching material, specially for Curriculum 2013. It concerns on the elements in evaluating the developed language teaching material. Those are curriculum, syllabus, indicators. there are three things that have been found. First, all the material presented teachers and learning process (PBM) already is in accordance with the curriculum of 2013. Second, the material provided in accordance with the teaching indicator. Third, based on the indicators according to experts; Nunan, and Maley, 90% indicator is found in the teaching materials used by teachers - teachers in junior and senior high schools in and outside the city of Padang (West Sumatra). Finally, the researcher construct a model which represents the cycles of teaching material evaluation.

Keywords: *evaluating, the developed language teaching material*

INTRODUCTION

Teaching material is one part of a Lesson Plan. Moreover, it is needed to be concerned. Choosing teaching material influences the completeness of the Base Competences that have been stated on the syllabus. It can be seen on Curriculum 2013 which asks the English subject to integrate all four language skills (listening, speaking, reading, and writing) while doing the learning process. Hence, teachers are required to over the teaching material which can activate those four language skills.

The problem of this research is limited into the concept of the teaching material. The teaching material is the material that is proposed in English subject. Researcher analyzed the conformity between the the teaching material used by the teacher and the learning indicators, students' needs and characters, and the indicators of choosing appropriate teaching material. The researcher limited the problem in case of teaching material because the key of the completeness of the indicators, the learning process, and the evaluation is the appropriateness in choosing the teaching material. Base on the analysis process, the researcher constructed the flow of evaluating developed teaching material

METHOD

It is a qualitative research. The subject of this research is English teaching material that is used by the teacher in Middle Schools and High School of West Sumatera under Curriculum 2013. Some middle and high schools which apply Curriculum 2013 are chosen randomly to collect the data. The instrument of this research is the researcher herself because she does all the steps of the research and collects the data by herself directly. Moreover, a document checklist is used to guide the researcher in analyzing the data.

FINDINGS AND INTREPRETATION

The Consistency of English Teaching Material with Curriculum 2013

The result of the analysis shows that the teaching material that is developed by the teacher is related with the goal of Curriculum 2013. All data prove that the teaching material given very concern on the base competences that are stated on that curriculum. It is because of the teacher adopt the material from the guideline book published by Indonesian government. Event some of material is taken from other sources, it is still related with that curriculum.

The Consistency of Teaching Material with Learning Achievement Indicator

Learning indicators are also as one of the requirement in deciding the teaching material. It means that the cohesion between the teaching material and the indicators must be concerned. The data shows that the teaching material that is developed by the teacher is really related with

the learning indicators. It can be proved by following example:

The first semester of the seventh grade students are asked to gain some learning indicators. They are:

- a. Showing respectful in stating and asking abilities*
- b. Showing care-ness, togetherness, and peaceful while communicating with friends and teachers.*
- c. Using correct structure of a text which relates with asking and stating abilities.*
- d. Using correct language components (intonation, pronunciation, tone).*
- e. Using the expressions of asking and stating abilities.*
- f. Using the expressions of responding asking and stating abilities.*
- g. Producing the expressions of asking and stating abilities in the written form.*

In order to achieve those indicators, teachers provides the following teaching material:

The social function: *Showing the personal ability in doing an action.*

The teacher provides a video that shows a dialogue about stating and asking abilities. (What can you do by pumkin.com.-youtube.webm)

The text's structure:

Expressions and responds of stating abilities:

- a. Can you help me?*
- b. Yes, I can*
- c. I am sorry I can't*
- d. I am sorry I can't answer the question*
- e. My uncle can run very fast*
- f. others.....*

Expressions and respond of asking abilities:

- a. Would you come to my birthday party?*
- b. Will you marry me?*
- c. Yes, I will*
- d. No, I won't*
- e. Allright*

<i>Expressions of asking ability</i>	<i>Expressions of stating ability</i>
<i>a. What can I do for you?</i>	<i>a. I can</i>
<i>b. Can you?</i>	<i>b. I am able to</i>
<i>c. Could you?</i>	<i>c. I am not sure I am able of doing it.</i>
<i>d. Are you able to?</i>	<i>d. I am not sure I can.</i>

There is a a simple text that relates with the topic as follow:

Delia is a students of Junior High School. She studies at SMPN 1 Painan. She is in the eight grade now. She is fourteen years old. Her hobby is cooking. She can cook kinds of food. She usually practices cooking on Sunday. The food that she cooks tastes so nice. She is also able to make cake. She often makes spongecake and muffin. The cake that she makes is always delicious. Her parents and sister like her cake very much.

Language features:

Modal: will, would, can, could

Some vobularies in context of home, class, school, and society.

Based on the previous data, it can be seen that the teaching material relates with the goal of Curriculum 2013 where the students are asked to have the ability in spoken and written on the use of speech acts states and asks a person's ability and willingness to perform an action. In addition, that teaching materials aligned with indicators of achievement set by teachers based on basic competency that has been presented to the curriculum. It can be seen in the indicators stated that students are able to use the speech act both orally and in writing with respect to some

aspects such as text structure, social function, a certain context, intonation, and others. Teaching materials are presented by teachers can cover it. This is evidenced by the teaching materials are presented clearly spelling out the phrases that can be used both to ask and express the ability and willingness in performing an action. Every utterance and its function have been explained clearly. In addition, teachers also presents examples of the use of speech acts in the form of oral (conversation) complete with suppression material to intonation, pronunciation and other elements in a variety of language spoken. Then, teaching materials presented also demonstrate the use of the English repertoire of speech acts that have been established in the form of written language diversity. Description of the material presented showing the use of speech act itself, grammar, and writing a standard element in the English language. Thus it can be concluded that the data show their alignment with the curriculum teaching materials and learning achievement indicators.

The Consistency of Teaching Material with Content Selection Criteria

There are 10 criteria in selecting teaching material that must be considered in developing teaching material. Based on the criteria, the researcher evaluated the developed teaching material used by English teacher in applying Curriculum 2013.

Contextual (Nunan : 1991).

Contextual means the teaching material should be in accordance with the curriculum and syllabus. The previous data answered that the teaching materials are selected by the teacher is in conformity with the demands of the Curriculum 2013 as a reference at the time of the material presented. Then, contextual can be defined as teaching materials should be related to the socio-cultural experiences as well as learners. The obtained data show that teaching materials presented are in accordance with Indonesian culture, but if you want to relate the sociocultural and students' experiences more closely, it is suggested to present their local culture context. For example, the captured data is representing West Sumatra, on teaching material indeed have presented the material that contextual Indonesia such as Bandung Bondowoso, Monas and others. However, in terms of their experience, they are more familiar with Malin Kundang, and *Jam Gadang*. It is permitted for the teachers to adapt the material by providing more familiar and valid material. The closer the material with their experience, the easier they are absorbing knowledge. Although the handbooks have been standard by the government, the teachers are possibly to adapt the material.

Stimulate interaction and generative in language contexts (Hall : 1995).

Teaching materials should facilitate learners with the same situation with the demands of a real situation faced by learners while interacting with other learners outside the learning process. This is already done by teachers. From the data found the teacher tries to set up the real context of the teaching situation like the real context faced by the students. For example, students study the description text of the person, the material presented by the teacher is a description of the people around them including the students themselves. This is because that in real life, they have to know what kind of description about themselves if it is they should do when introducing themselves to others. Then, teaching materials should be assured that the materials studied allowing students flexibility to blend with what it needs while generating new languages and to increase understanding and confidence. This means that the teaching materials to equip students with the knowledge to enable them to produce the language itself. This method can be seen from the data found that the explanation given on each praised the speech acts such as when and how to use the speech act itself. Teachers do not just write examples but also give an overview on how the utterances can be used in the term of appropriate context and English rules.

Improve students' ability and learning strategies (Hall : 1995).

Teaching materials that should give knowledge to the students how to learn, and help them to gain some benefit from the opportunity to learn the language outside the learning process. This indicator is still weak in the teaching materials that delivered. This is because the teaching materials is still too focused on the cognitive abilities of language itself as the accuracy of

grammar, spelling, writing and more. Thus, it makes students' independency ability still far from the expectation.

Furthermore, teaching materials can present an opportunity for learners to perform a self-evaluation or self-evaluation to facilitate their activities that increase the ability of learners to assess their own learning progress and the language that they are learning. This indicator was found in the following data which students are given incomplete information about the study topic to be studied. Then, students are challenged to complete the material to equip them with some references. Thus, they can judge for themselves whether they understand the material presented.

Balance between language rules and functions (Nunan : 1991).

Teaching materials are not only focusing on the rules of language use. Teaching materials help learners to increase their sensitivity to the grammatical rules by giving them the opportunity to practice the language freely with creative expression. The data show that the teaching materials focused on the rules of language use. Every language has its own rules in order of use. Therefore, the language learning materials must focus on the rules of the use of language itself. Teaching materials also provide an opportunity for students to be able to use them in the communicative context. This can be seen with the presentation of the visualization of the use of language in a variety of spoken and written language. Then, students are given the full right to use the language creatively to the context and the intended use of the language itself. As an example, by providing the material, students are able to produce a series of their own language in accordance with the text studied either orally or written.

Provide an opportunity for the learners to integrate with the language used (Bell & Gower : 1998).

Teaching materials should give the opportunity to students to integrate all language skills in an authentic and competent action when integrating external factors of language. Curriculum 2013 drills students' ability to speak English to integrate the four language skills (listening, speaking, reading, and writing). The four capabilities are processed simultaneously. Therefore, the material presented by the teacher is seen guiding students to master the four capabilities simultaneously. Teaching materials are described by teachers in each meeting make students listen, speak, read, and write integrated. It also looks at the assessment sheet presented at the Lesson Plan which assesses the overall ability of these languages at the same time.

Authentic (Nunan : 1991).

Teaching materials provide students with the real situation in the use of language learned. It is not recommended to present an artificial material. The authentic teaching materials are presented in written and oral form because the learners need to watch, listen, and read how native speakers communicate naturally. It can be stated that the material chosen by the teacher is authentic. Authentic means the teacher presents material that happen in students' real life. For example, they were asked to introduce themselves or others according to their identity or that other person really is. Another example of the data obtained to express this is when students study the procedure text, the teacher presents the text with topics known by the students. Teachers prefer to present text of how to make fried rice not spaghetti. This is because rice is the Indonesian staple food. Majority of them had ever eaten and cooked fried rice. Rarely of them had ever eaten or cooked spaghetti which is a foreign food which is not all Indonesian ate.

Improve skill, understanding, and language components (Nunan : 1991).

Teaching materials present the knowledge which is coherent with specific learning objectives. Good teaching materials are materials that enhance the ability of learners. It is found in the data. For example, in English, there are 16 grammar rules that must be mastered, one of which is the Past Tense. The grammar rules require students to be able to assemble the right language in stating something that had happened. They should make use of both verbs and adverbs of time for the past. Therefore, teachers provide materials such as Recount Text to learn grammar because the text uses Past Tense in a series of text.

Attractive (Nunan : 1991).

Theoretically, it means the teaching material should be interesting such as the text location, font size, and the linkages between pages. According to the researcher, attractive deals with easy to read in terms of structuring the text tidy, size of the letters balanced by the paper, and the every page has been linked by material. The materials have concerned on that indicators. The teaching materials are typed neatly by focusing on font size, page margin, and the relevancy of knowledge that make students do not confuse because they are on the same topic. That teaching materials also helps students to accomplish their assignment. This is because teachers not only provide theories but also a practical guide to how to use the language itself communicatively. Other attractive nature of the teaching material selected by the teacher is able to be used for different learners.

Have a clear instruction (Jolly & Bolitho : 1998).

An instruction becomes an important part in choosing teaching materials. Students are hoped to understand the intention of teaching materials. These are some examples found in the data:

The following expressions used to inform a person's name (fill the blank with your name)

a. My name is

b. Call me

c. I am

The following expressions express nationality (fill the blank with your originally from)

a. I come from

b. I am from

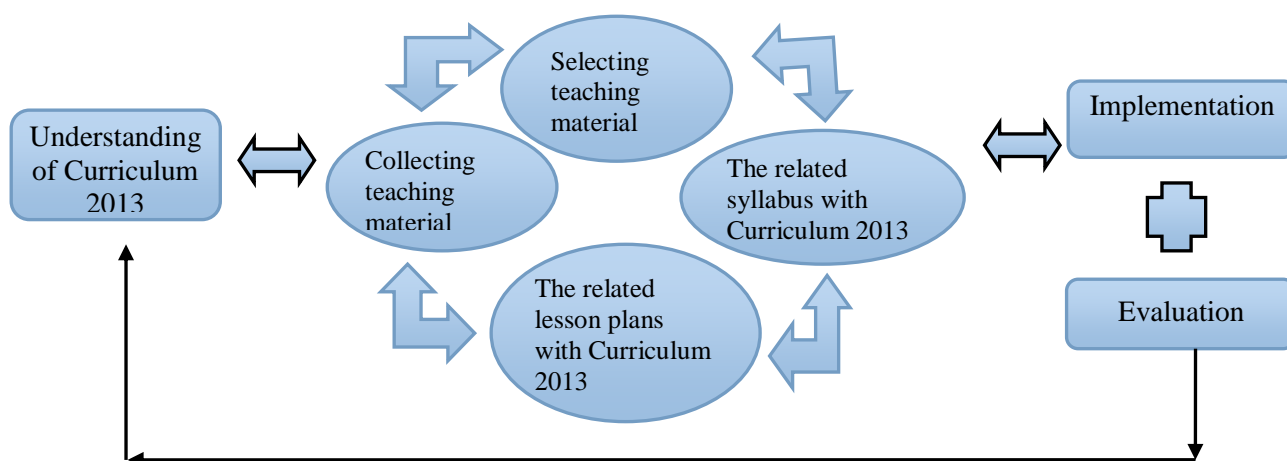
c. I am originally from....

Flexible (Maley : 2003).

Teaching materials allows teachers and learners to choose the material that will be studied, the way to learn the material, and exercises that will be done by learners. In other words, there are several variants of the material offered. Its intention is to give more than one variant of the material in the same topic. It can be found on the data collected where teachers choose some materials to study the same topics and make it systematic as breaks from easy to more complex, so that students can choose the material that is more easily understood. Likewise, the exercises given are also varied, not only provide one type assignment, but also some group assignments with varying levels of difficulty.

The Model or Cycle of Evaluating Developed Teaching Material

By paying attention to the process of evaluation of the teaching material that has researchers did, the researchers tried to pattern the evaluation cycle of teaching materials. This is because in evaluating the teaching materials there are several steps that must be done. Therefore, researchers create a model that shows the cycle in evaluating teaching materials in general and the curriculum in 2013 in particular as follow:



CONCLUSION AND SUGGESTION

There are three conclusion can be stated. First, all English teaching material are related with the goal of Curriculum 2013. Second, learning achievement indicators become another factors in choosing the teaching materials. Third, majority of content selection criteria have been applied by the teacher in developing their teaching materials.

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USING READING LOG TO START AN EFFECTIVE READING HABIT

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ABSTRACT

This paper focuses on why Reading Log was used and how it was implemented in facilitating the habituation of applying the pre-reading, while-reading, and post-reading activities within the syllabus for Active Reading Class as a part of the curriculum of the English Reading Matriculation Program. The finding from the students' Reading Log Portfolio, their Final Test scores, as well as their feedback in the online questionnaire at the end of the semester shows that the use of Reading Log helps them apply the reading techniques in developing their individual reading habit even though the teacher recognizes that a new form of Reading Log is required for better implementation in the future.

Keywords: *Reading Log, Teaching Effective Reading*

INTRODUCTION

This paper intends to report on a part of a systematic effort to design and implement a comprehensive syllabus of a two-credit reading class. Triggered by the comprehensive change of the program in the Department of Theology, starting from the Academic Year of 2014 the English Reading Matriculation Program was cut down from two semesters 4 credits each into 3 semesters 2 credits each—in spite of retaining the goal—and thus modification was carried out. As the first class experienced this change for a year, however, it was observed that the progress was far from expected. Students of this class were already taught the reading techniques such as Scanning, Skimming, SQ3R (Survey-Question-Read-Recite-Review), KWL (Know-Want-Learned), and DRTA (Directed Reading and Thinking Activity: Prediction-Read-Check-Reasoning). However, in spite of their ability to cognitively acquire these techniques, they do not seem to apply them in their reading tasks and assignments. Instead, it is apparent from their reading time and their response that their way of reading was inefficient and ineffective. This was really disturbing, so that the program was to be remodified.

The second adjustment, then, was conducted for the Academic Year of 2015 with a different approach. Instead of merely reducing the covered material and the number of texts being read, this reading class was modified with the hypothesis that in fact teaching effective reading skill can be treated as starting a new habit in the students' part. Therefore, a more comprehensive theoretical orientation was applied, such as adopting a more empowering teaching methodology, improving the selection of learned material and selecting the assessment techniques.

Two things inspired the teacher in modifying the teaching strategy for this reading class. First, in <https://www.mindtools.com/speedrd.html> it is stated that

Speed reading is a skill that can be learned. It mostly involves breaking poor habits that you may have developed since you learned to read.

This statement implies that there are good and bad habits in reading, and therefore—just as you need to break poor habits in reading—an effective reading habit can be started. Second, Bean (2011) in his chapter about Helping Students Read Difficult Texts suggests some teaching strategies to help students with poor reading process, i.e. showing students your own reading process, requiring marginal notes, giving tests on reading that is not covered in class, assigning summary writing, and requiring reading logs and summary/response notebooks.

From these thoughts and suggested strategies, came an idea of using reading logs to record students' own reading process as a means to facilitate the application of the reading techniques learned by the students. Since they have to read several texts in a semester, it is hoped that they acquire the habit of using an effective reading strategy by the end of the semester. Thus, the classroom research is launched. This paper reports on how reading logs are used in this reading class so as to facilitate the formation of an effective reading habit and what

the result is at the end of the semester. The subject of the research is a class of Active Reading comprising 25 students.

METHOD

As this classroom research is intended to find out if the use of reading log can facilitate the application of the learned reading techniques by the students, in the beginning of the semester they learn Scanning, Skimming, SQ3R, KWL, and DRTA through the jigsaw learning technique (Barkley, 2010; Meng, 2010). Afterwards, they are conditioned to conclude that the whole process of reading requires pre-reading, while-reading or during-reading, and post-reading activities (Cohen, 2009). They are also guided then to identify the techniques they can apply in each reading stage. For example, prediction, survey, activating background knowledge, and asking questions can be applied in pre-reading; scanning and skimming are used during reading as well as before reading; reciting, reviewing, and checking for answers to pre-reading questions are post-reading activities. Two passages are used for drills to help the students experience and identify each technique in the whole reading process so as to develop their familiarity to the techniques.

The next step then is to introduce the use of reading log. Unlike Benton and Fox (1985)—whom Carlisle (2000) referred to—who used reading log as a tool to encourage and tap into learners' individual responses to a novel, and Bean (2011), who recommended reading log to engage students in what they are reading by summarizing the text, connect it to personal experience, or argue with and evaluate it, this research experiments with a different use of reading log. Aline with the purpose of using reading log to facilitate a new reading habit, the students are taught how to be aware of and identify their activities in reading a text, and then write them on their reading log. At first, the students are given examples and guidance through individual sharing, as well as through pair and class discussions about how to write their entry for each stage of the reading process. Then, they are instructed to write their own entry in reading log every time they read a text, be it in class or when reading an assigned text outside the class. Their entry should include what strategy they apply in what stage of the reading process and what information they find as the result. Reading Log Portfolio Rubric is also shared to the students at this stage to refer to.

During the semester, several assessment techniques are implemented to check their ability in applying the learned reading techniques as well as in observing and identifying their own techniques. First, adopting Anderson's tool to identify, classify, and measure L2 strategy (2005), Think Aloud Protocols or Verbal Reports are used. In its implementation in class, students are asked to either blurt out their strategy in reading a text or read aloud their entry in their reading log after they read a text. Another assessment technique is checking the reading logs occasionally and giving written feedback there. At the end of the semester, the students collected all their reading logs in portfolio to be assessed using the informed rubric as seen in Figure 1. In this way the teacher can see the students' inconsistency or consistency, progress, as well as effectiveness in applying the reading techniques. The third assessment technique, the academic achievement, is less direct, as formative assessment techniques are applied (Gabriel, 2008). Through deliberately designed written quizzes, mid and final tests, students are assessed whether they apply reading strategy effectively or not. Lastly, at the end of the semester, students are required to fill out an online questionnaire to check what they say about the use of reading log in relation to starting a new habit of reading effectively. The results of the assessment are reported below.

FINDINGS AND INTERPRETATION

Think Aloud Protocols or Verbal Reports

From the second meeting to the mid semester, students were guided to read a text through instructions and pre-reading or post-reading questions, through discussion and checking answers, before they were asked to look back and identify the instructed activities or their own efforts in finding answers to the questions or to make sense of the text. This was the time when Think Aloud Protocols or Verbal Reports took place, which was not always easy for them despite the fact that it was allowed to be done in the Indonesian language instead of

English. This difficulty was predicted, actually, since metacognition is not familiar to these freshmen. Never before had they been taught to practice this “transcending knowledge” (Armbruster et al., 1983). At least, that was their acknowledgement. This anticipated difficulty was tackled in such a way that in the beginning, they were more guided than later on after the mid test, when Think Aloud Protocols were done less.

Below are the class activities that the teacher wrote in her journal entry for the fifth meeting on September 22, 2016:

1. Stick on the walls 3 sentences from the text for discussion: These sentences are from the text. What questions do you have about the text?
2. Elicit what the students scan and skim for survey, predict, or question steps (Pre-reading). Use the cue “A simple gift set off a chain reaction that changed our lives” to invite questions that they need to check in the text.
3. Give them 10 minutes to read individually. Encourage them to write in their reading log what they do for pre-read and while-read. Invite them to write an answer they find on the board next to the related question.
4. Ask them to share by reciting the text in groups of 3 to compare their comprehension.
5. Class discussion on content: check if they find the answers set in pre-reading.

To compare, the following is a student’s entry on the reading log on that particular day. On the right coloumn is the teacher’s encouraging comment, written while checking the reading log during the mid semester.

Table 1. Sample Entry of Reading Log

Activity	Description	Teacher’s comment
Pre-Reading	Melakukan scanning dengan melihat judul dan kata-kata penting, sehingga dapat menimbulkan pertanyaan (<i>Scanning the title and keywords in order to make questions.</i>)	Good use of reading log! Be more detailed with what you find.
While-Reading	Melakukan scanning dan skimming: membaca kalimat pertama per paragraf lalu menarik kesimpulan (<i>Scanning and skimming: read the first sentence per paragraph, and then make conclusion</i>)	
Post-Reading	Diskusi dengan teman, bertanya kalimat-kalimat yang didapat dari membaca bacaan tersebut, menceritakan kembali. (<i>Discussing the questions with friends, reciting</i>)	

Checking Students’ Reading Logs

Even though the teachers had asked several students in each meeting to read aloud their entry to have it checked, during the mid test all reading logs were collected to be read through and reviewed by the teacher. In this ninth week, or two months after the drills on metacognitive reading, it was found that 8 out of the 25 students could not write appropriate entries in their reading logs. Instead of writing down their activities, these students wrote what they found as a result of what they did. Some students showed unstable successes in writing their entries. The teacher’s reflective note said, however, that this mid-way checking showed a quite promising result of the reading strategy application. The teacher wrote encouraging notes on the students logs in the hope that they would either start or continue using their reading logs appropriately to record their activity and to see how it worked. Figure 2 above also captures the teacher’s written comment about a real entry in a student’s reading log after reading a text entitled *From a Music Lover* (Reader’s Digest article) in class in the fifth meeting on September 22, 2015.

At the end of the semester, Reading Log Portfolio was turned in and reviewed by using the following rubric:

Table 2. Reading Log Portfolio Rubric			
QUANTITY	Complete	Most	A few
QUALITY	5 points Reading activities are detailed	4 points Reading activities are general	3 points Only results and findings
	10 points	8 points	6 points

The result was very satisfying. As much as 80% of them (20 students) reached the maximum points of 15; 12% (3 students) got 13 points, 4% (1 student) got 11 points, and 4% (1 student) did not turn in his portfolio. This meant that almost all of them made use of the reading log for all the reading texts discussed in class and assigned at home, which fulfilled the Quantity criterion in the rubric. In addition, the majority did well in the Quality criterion. Only a very small percentage of the class did not detail the reading activities as required, even though they were able to identify their activities in general, e.g. asking question (without specifying what it was). It was also observed from the turned-in entries that their ability in observing their own reading activity improved after the mid semester check.

However, as the teacher checked the reading log portfolio, it was recognized that the form of the reading log needs revising. Its form was prepared to monitor the students' ability in identifying their reading techniques in each separate phase: pre-, or while-, or post-reading. This form turned out to be ineffective, as it became unpractical for writing the entries as well as for checking. Therefore, a new form was immediately designed to replace it. In this revised form, each form is used to record entries for one article or text, which consists of the whole three phases in the reading strategy: pre-, and while-, and post-reading activities. In this way, the effectiveness of the reading techniques used for that particular article is more apparent. If the teacher needs to monitor the progress of each phase in reading several articles within a certain period of time, the forms can be compared too.

Grades

The following table shows all the grades consisting of 4 quizzes, Mid Test, reading Log Portfolio, and Final Test for the total of 100%.

Table 3. Final Grade

No	Quiz 1 10%	Quiz 2 10%	Quiz 3 10%	Quiz 4 10%	Mid Test 20%	Reading Log 15%	Final Test 25%	Total 100 %	Final Grade
1	6.50	10.00	10.00	10.00	13.50	13.00	23.00	86	A-
2	9.00	9.00	10.00	10.00	17.00	15.00	25.00	95	A
3	5.00	6.00	10.00	8.00	16.00	15.00	13.50	73.5	B-
4	4.00	5.00	10.00	7.00	12.00	15.00	24.00	77	B
5	4.50	6.00	9.00	7.00	8.00	15.00	15.50	65	C+
6	10.00	9.00	10.00	9.00	17.50	15.00	25.00	95.5	A
7	7.00	8.00	10.00	10.00	20.00	15.00	24.00	94	A
8	8.00	10.00	10.00	7.00	12.00	15.00	25.00	87	A-
9	10.00	10.00	10.00	8.00	17.50	15.00	24.00	94.5	A
10	10.00	9.00	10.00	10.00	18.00	15.00	24.00	96	A
11	10.00	9.00	10.00	10.00	14.00	15.00	24.00	92	A
12	6.50	10.00	8.00	6.00	19.00	11.00	24.00	84.5	B+
13	8.00	10.00	7.00	6.00	17.50	15.00	16.00	79.5	B
14	8.00	7.00	10.00	7.00	12.50	15.00	24.00	83.5	B+
15	9.00	9.00	9.00	8.00	12.50	15.00	18.00	80.5	B+
16	7.00	9.00	9.00	10.00	13.00	15.00	22.00	85	A-

No	Quiz 1 10%	Quiz 2 10%	Quiz 3 10%	Quiz 4 10%	Mid Test 20%	Reading Log 15%	Final Test 25%	Total 100 %	Final Grade
17	10.00	10.00	10.00	8.00	11.50	15.00	20.00	84.5	B+
18	10.00	8.00	10.00	7.00	13.00	15.00	23.00	86	A-
19	8.50	7.00	10.00	10.00	18.00	13.00	22.00	88.5	A-
20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	E
21	10.00	10.00	9.00	9.00	14.00	15.00	23.00	90	A
22	7.00	9.00	9.00	6.00	14.50	15.00	22.00	82.5	B+
23	10.00	10.00	8.00	9.00	17.50	13.00	25.00	92.5	A
24	5.00	9.00	10.00	7.00	18.00	15.00	25.00	89	A-
25	9.50	10.00	9.00	7.00	18.00	15.00	20.00	88.5	A-
Mean:	7.70 (77%)	8.36 (84%)	9.08 (91%)	7.84 (78%)	14.58 (73%)	14.00 (93%)	21.24 (85%)	82.8	

It is interesting to note that instead of going up to indicate reading skill improvement, the grades of quizzes 1-4 are up and down. Excluding 4% (1 student) who dropped out, there are 40 % (10 students) with the increasing trend of grades for Quizzes 1-3, 44% (11 students) decreasing, and 12% (3 students) stable. As we continue the checking, 32% (8 students) have the lowest in Quiz 4 and only 20% (5 students) show the steady improvement from Quiz 1 until Quiz 4. The mean scores of these 4 quizzes also show how the students' performance drops in Quiz 4, after improves steadily from Quiz 1 until Quiz 3. Further investigation reveals that some students did not do the assignment to read the three-page-text from the Reader's Digest Asia Edition before the quiz, and—at this stage—they were not capable of working with a new text of this length in merely 30 minutes. However, when a similar new text was used for the Final Test, they were capable of reading this new text and finishing the task in 90 minutes. The mean score of the Final Test, 21.24 out of 25 (93%), is very high, indeed. Therefore, as far as academic achievement is concerned, it is concluded that their reading skill improves.

End-of-Semester Online Questionnaire

The class was completed after the total 14 meetings, excluding 2 others for the mid and final tests. By the end of the semester, the students had already been asked to fill out an online questionnaire which assessed the use of reading log with the following result from 23 students:

1. In scales 1-5, how much reading progress do you have after learning for one semester?

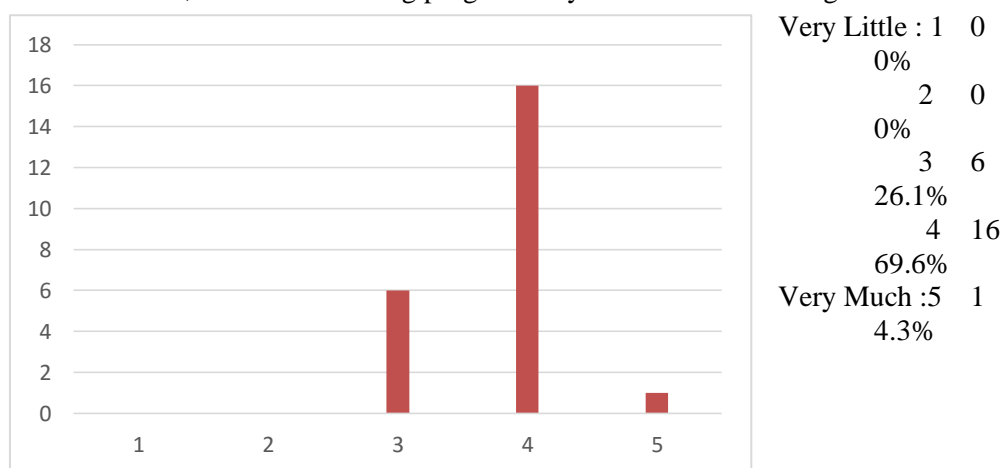


Figure 1. Students' Reading Progress in a Semester

2. What contributes most to your progress?

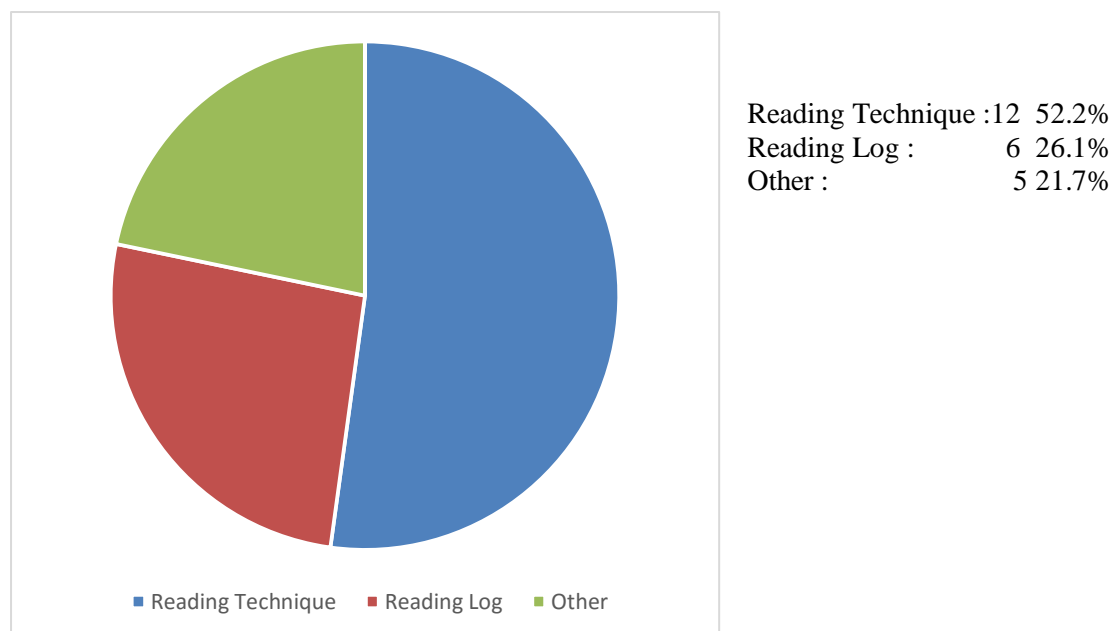


Figure 2. Key Success Factor of Reading Progress

3. Which statement best describes what you think about the use of Reading Log? More than one answer is allowed.

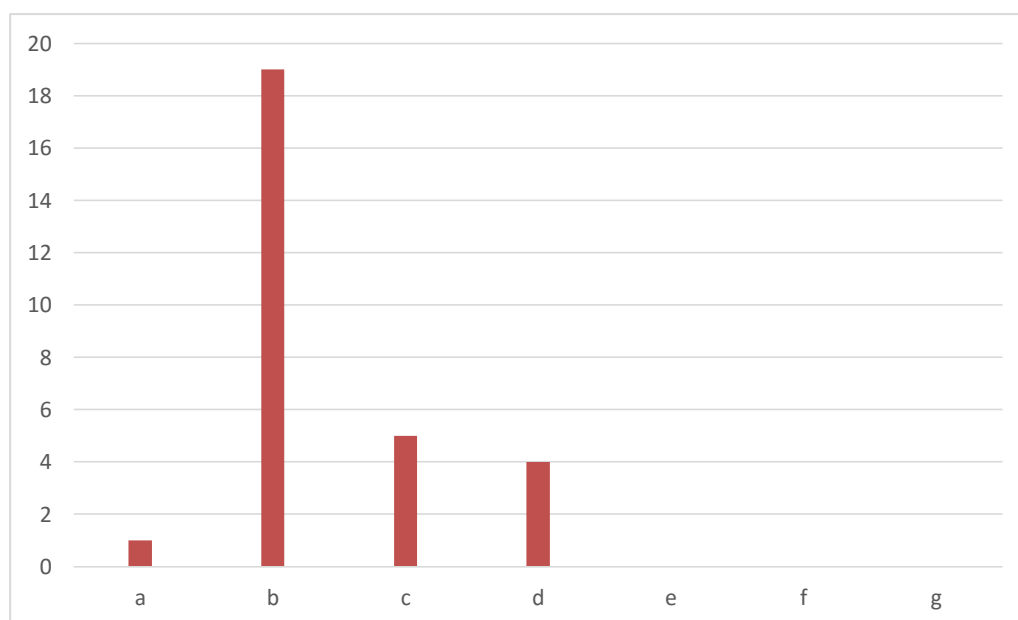


Figure 3. Students' Perceptions of Reading Log

a. Reading log is confusing and a lot of work.	1	4.3%
b. Reading log helps me start an effective reading habit.	19	82.6%
c. Reading log encourages me to do pre-, while- and post-reading activities.	5	21.7%
d. I will continue using it because it helps ensure the use of reading strategy	4	17.4%
e. I use reading log because it contributes to my grade.	0	
f. I take it easy when writing my entry.	0	
g. I don't mind about it.	0	

First of all, the result of the questionnaire confirms the academic achievement showed earlier, that most students self assessed their reading progress as a lot (scale 4 out of 5). Then, even though only 5 students (21.7%) stated that reading log contributed to their reading progress

compared to 12 students (52.2%) who gave credit to reading techniques, 19 students (82.6%) affirmed that the use of reading log help them start an effective reading habit, indeed. This is a strong finding from this questionnaire, which was cross-checked with a following essay question of “What is the benefit of using reading log?”. Varied as predicted, their answers can be summed up as the following when searched and classified using the italicized keywords:

Table 4. The Benefit of Reading Log

Benefit of using Reading Log	Number of response
Making it <i>easier and faster</i> in comprehending texts	10 students (43.5%)
Helping to start a new <i>habit of applying</i> reading technique	7 students (30.4%)
Accustoming the students to read in 3 <i>phases: pre-/while-/post-</i> reading	4 students (17.4%)
Others (monitoring reading progress, facilitating the summary making)	2 students (8.7%)

While only 7 students (30.4%) literally stated that the use of reading log helps them start a new habit of applying reading techniques—putting ourselves into the students’ shoes—it is apparent that most of them (14 students or 60.9%) were in fact also referring to the benefit as accustoming themselves to apply the reading strategy so that their reading became easier and faster. Therefore, to conclude, the majority of the students confirmed that the use of reading log help them to start an effective reading habit in which they apply the learned reading techniques in their 3 phase reading strategy

Lessons Learned

Reflecting on the objective of this research and its finding that the use of reading log can help start a new effective reading habit, several lessons learned are worth mentioning. The first lesson is the fact that teaching metacognitive skills contributes to the learning progress. As Barkley (2010) puts it:

Students who reflect on their learning are better learners than those who do not. Being aware of oneself as a learner and constantly monitoring the effectiveness of one’s learning involves *metacognition*, a term used by cognitive psychologists to describe the “executive function” of the mind. (p. 30)

By writing reading log entries, the students are trained to practice metacognition, since they are made to reflect on or look back to what reading techniques they use in each step of the reading phase and write them as well as their findings. Then, as they are also encourage to assess the effectiveness of their techniques after each text discussion, they continuously monitor the progress of their learning. In this way, they grow into better readers. To sum up, the use of reading log can help students become better or more effective readers—when implemented in such a way to guide and train the students to practice metacognition, which refers to both the knowledge and the control an individual has over his or her own thinking and learning according to Armbruster et al (1982).

Another lesson is that the use of reading log to record the reading techniques or activities in order to assess and monitor the application of the learned reading techniques can help start an effective reading habit, indeed. This is in line with what Lieberman (2000) describes about habits and expectations in human behavior. It is explained on pages 347-348 that knowledge can be stored in the brain in two distinct forms. The first is as a stimulus-response habit, in which the occurrence of a stimulus automatically calls for a response without any anticipation of the consequences, while the other is as cognitive learning, in which knowledge is stored in the form of expectation that can be recalled as needed to plan behavior. In clarifying these forms of knowledge storage in the human brain, the writer exposes two examples: learning a motor skill such as driving a car, and perceptual learning such as identifying a particular letter in a long list of randomly chosen letters. In doing both tasks of motor and perceptual skills, learners go through a controlled processing first before an automatic one. At first, learners have to think carefully of what they are expected to do, paying close attention to what they are doing, and

proceed relatively slowly. By practice, however, their performance will improve until finally they can do the task automatically. Likewise, returning to this research context, the reading techniques learned by the students have become the knowledge which is stored cognitively and in the form of expectation. This knowledge is recalled as the students think of what entries to write in their reading logs. At first, this process of recalling information of the reading techniques is relatively slow and inaccurate, but by practice, a new habit of reading effectively is better managed.

CONCLUSION AND SUGGESTION

To conclude, this research shows that using reading log can successfully start an effective reading habit in which students apply the learned reading techniques in pre-, while- and post-reading strategy. Key success factors include several things. First, the teacher's guide in the beginning is needed as the students are learning to sharpen their metacognitive skill to understand and monitor their reading activities and write these in their reading logs. Second, continuous reading practice and use of reading log are absolute to ensure the transition of controlled processing to the automatic processing of applying the new way of reading. Next, immediate and constant feedback concerning the effectiveness of their techniques and strategy should be provided by the teacher, peer students, as well as the students themselves to retain the motivation in doing it and to sharpen their skill.

The bottomline of the finding is an important thing to suggest: teach metacognitive skill to the students when teaching reading—especially reading to learn. When they have the knowledge of and mastery over their own way of thinking and learning, they can become better readers.

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IMPLEMENTING ENGLISH IS A TEACHER HERE (ETH) STRATEGY TO ENHANCE SPEAKING SKILL FOR THE EARLY SEMESTER STUDENTS OF ENGLISH DEPARTMENT

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ABSTRACT

Speaking learning is one essential skill in learning English since Speaking is considered as the most difficult and challenging skill to be mastered. It is also considered as a very crucial skill because it is one of the basic keys of communication. Many strategies are generated in order to create fun and enjoyable situation in learning Speaking, and the application of English is a Teacher Here (ETH) strategy is proposed in the teaching of speaking. This research investigates the implementation and the benefits of ETH strategy in enhancing speaking skill among students of English Department IKIP PGRI Bojonegoro in the early semester. The problem formulation in this research are: First, can the use of ETH strategy enhance students' speaking skill? And second, how is the situation of the class when ETH strategy implemented? The objectives of this research are to identify whether ETH strategy can enhance students' speaking skill and to describe the class situation when ETH strategy is implemented in teaching speaking. Classroom Action Research would be employed in conducting this research. The procedure included planning, implementing, observing, and reflecting. The results show that Everyone is a Teacher Here (ETH) strategy successfully enhance speaking skill for the early semester students of English Department.

Keywords: *Everyone is a teacher here (ETH) strategy, speaking*

INTRODUCTION

Speaking is one of main subjects in English Education Study Program at IKIP PGRI Bojonegoro. This subject is available at the first to fourth semester. This aimed the students will be producing some English pronunciation well, mastering to express their ideas and thoughts in English, and mastering to communicate others. And as the first semester students of English Department, it is the significant time for the students to adapt and socialize with the activities and campus routine. For some new students who are not accustomed to be active or those who are

lack confidence, speaking is one of the scariest subjects. In speaking class they are supposed and forced to participate speaking English actively. Therefore, English lecturers play important role in the success of teaching and listening process. English lecturers must focus on the four basic skills; listening, speaking, writing and reading. Speaking is one of the most essential skills to be developed as means of effective communication.

According to Ur (1996:120), speaking seems intuitively the most important: people who know a language are referred to as "speakers" of that language, and many foreign language learners are primarily interested in learning to speak. In addition, Nunan (1999) claims that the ability to function in another language is generally characterized in terms of being able to speak that language. People measure the mastery of a language by seeing whether one are able to speak the language or not. Hall and Verplaetse (2000) also explain that students should be given time and encouragement to speak extensively without too much control or too much stress on accuracy. He supports some teachers who believe that the skill of fluent speaking can be built by giving confidence, a sense of purpose and an emphasis on meaning rather than on formal accuracy. Getting students to have a free discussion, like having them take part to share their idea will bring the students into new situation.

In real condition, most students of 1B grade students of IKIP PGRI Bojonegoro have some difficulties in learning speaking. The reseacher found 70% students at the second semester in 2015/2016 were still less capability in speaking. Most of their difficulties are pronunciation,

grammar, and fluency. They are unable to produce simple utterances properly, they tend to be passive, they are afraid to express their ideas in front of the class, they do not know how to share with others in English, and they do not have strong motivation to learn English. The researcher believe that the students will be more difficult to express their ideas if there is no solution.

The effective teaching and learning process requires a two-way interaction between lecturer and students. In one hand lecturers should be creative in creating an enjoyable classroom atmosphere and in the other hand students have to be involved in teaching learning activity. One of the strategy that can be used by lecturer in teaching speaking is by applying Everyone is a teacher here strategy to cope this problems because the researcher assumes that the students need to be more relax in their classroom to express their ideas.

Everyone is a Teacher Here (ETH) is learning strategy which allows learners to be able to learn in a fun way. Everyone is a Teacher Here (ETH) is a strategy which is very appropriate to get class participation. This strategy provides the opportunity for each student to act as a teacher for his/her friends. Everyone is a Teacher Here (ETH) is one of strategy that emphasizes the ability to analyze problems, the ability to express opinions and ability to make conclusions by using question cards. According to Silberman (1996: 113), Everyone is a Teacher Here (ETH) is an easy strategy for obtaining classwide participation and individual accountability. It gives every student the opportunity to act as a “teacher” for other students. In addition, Nuraida in Silberman (2012: 1) says that Everyone is a Teacher Here is a strategy that students can get the material or knowledge from their own friend by taking 18 turns explaining what they have read from a book.

The implementation of Everyone is a Teacher Here (ETH) begins the teacher provides materials appropriate to the subject to be taught. Students are assigned to create a question. After the students finished making question, question cards are distributed to the student randomly. Furthermore, the student is given the task of doing a presentation by reading the questions and answer them, while other students are given the opportunity to respond. The teachers at this stage can evaluate.

Based on the explanation above, it can be concluded that Everyone is a Teacher Here (ETH) is a teaching strategy which can provide opportunity to the students to act as teacher for their friends. It provides opportunity to the students to participate actively in the teaching and learning process. This strategy can change the atmosphere of learning.

METHOD

The design of this study is Classroom Action Research (CAR) which aims to improve the process and learning outcomes in the class. The subjects are the 30 students of English program in the academic year 2015/2016 which consists of 18 female and 12 male students. Here, the researcher accompanied by the collaborator in designing the lesson plan. The implementation of the research consists of two cycles.

In this research, they are four basic components of CAR applied, those are planning, acting, observing and reflecting (Kemmis in Hopkins, 1975). Its explanation is as follows:

- a. Planning is a stage in which the researcher plans or designs a research based on his prior observation of a teaching and learning process. Here, the researcher’s activities can be observing the teaching practice to find related data to the research, preparing interviews, preparing queationnaire, designing pre test, designing treatment, etc.
- b. Acting, the researcher carries out a number of activities which she has prepared or designed. The teaching and learning activities are undertaken in a series of systematic cycles related to the design
- c. Observing, the researcher observes the whole teaching and learning practice to identify meaningful and useful data concerning the teacher’s activities and the students’ participation during the teaching process itself.
- d. Reflecting, the researcher evaluates and learns the treatment she has undertaken and identifies the strengths and weaknesses with which she can design a treatment in the next cycle of the research.

The researcher used documents, observation, questionnaire, and speaking test to collect the data. The data were classified into qualitative and quantitative. Qualitative data was taken from the result of observation and questionnaire. And the quantitative data was taken from the result of the students' test in each cycle.

To analyze the data gathered from the observation and questionnaire, table of percentage was used. Then the data of the students's test in each cycle were put into table and calculated in quantitative data analysis.

FINDINGS

The overall implementation of the research can be seen in the table below.

Table 1. Research Findings

Solution	Everyone Is a Teacher Here Strategy	
Learners	Second Semester of English Dept. Students	
No of cycle	2	
Planning	<ul style="list-style-type: none"> - Arrange lesson plan, the objective and the planned schedule - Prepare teaching material, provide the topics and prepare the materials of index cards 	
Acting	Meeting 1 Teacher's activities <ul style="list-style-type: none"> - Say greeting to the students - Gives questions about the previous lesson - Explain the topic and its examples - Divide the students into groups - Handout an index cards to each students and ask students to write down a question they have about the learning material being studied in the class - Collect the cards, shuffle them and distribute one to each student Meeting 2 <ul style="list-style-type: none"> - Say greeting - Gives questions about the previous activity - Asks the students to continue the previous activity - Regroup the students - Ask volunteers as "a teacher" who are willing to read out loud the card - Ask the other students in the class to add what the "teacher" has contributed Meeting 3 <ul style="list-style-type: none"> - The researcher gives speaking test (post test) 	
	Students' activities	<ul style="list-style-type: none"> - Answer greeting - Respond and remember the previous lesson - Pay attention to the teacher's explanation - Students make groups - Students write question or specific topic they would like to discuss in the class. - Submit the index cards and take another cards from the teacher - Answer greeting - Respond and remember about the previous activity - Each group discussed and prepared material by discovering the important key ideas about their topic. They provide research material, information, ideas for demonstration. - The students were regrouped from other groups - Students act as "a teacher" to read the questions they obtained and give response - Add some additional response, information and ideas - The students do post test individually

Observation	Students :
	<ul style="list-style-type: none"> - Improvement of students' speaking skill - Improvement of students' motivation and participation in learning speaking - Improvement of students' critical thinking skills - Improvement of ability in delivering opinion
	Classroom :
	<ul style="list-style-type: none"> - Alive - Enjoyable - Group work was more effective - Pleasure
Reflection	<p>The strengths of Everyone is a teacher strategy</p> <ul style="list-style-type: none"> - The students are able to ascertain whether they have understood that things learned are correct. - It gives students' the opportunity to answer questions made by their friends. - It can develop students' ability to solve the problem. - It can improve students' ability to present and act as a teacher in front of their friends. - It can improve the students' ability in expressing opinion and making conclusion. - The students will master the material indirectly. By asking individually about what they have learned, each individual can compete to answer questions. - The teacher can determine the students mastery of the material explained.

Cycle 1 and two was conducted in three meetings. The planning, the implementation, the observation, and the reflection of this cycle are presented in this part. The activities of the students in Cycle 1 can be seen clearly in table. Some improvements were shown during the teaching and learning process. On the last meeting of the first cycle most of the students had tried to speak. Based on the observation, it also indicated that the students had started to express the idea by using some new vocabularies and produced more than 12 sentences, even in communicating with their friends in group.

Besides the improvement shown by the students, some problems needed special attention and solution. Some of the students were still shy to talk in English and they preferred to talk other things while sitting in their groups. Sometimes whispering was better way than speaking loudly. This happened when they tried to formulate long sentences. The lack of vocabulary made them give up easily in speaking English. After analyzing the teaching and learning process and the students' learning result in speaking skill for three meetings, based on the result of the observation checklist, the field note and the interview with the students, the researcher and her collaborator drew a conclusion that the strategy needs to be improved on the next cycle.

All activities in the first meeting, cycle 2, were in order to make students were able to respond the questions with different topic from cycle 1. Here the teacher gave the interesting topic. The purpose of this is to get the students' interest in reading and discussing about the text. Hence, they could more expressive and creative in developing their critical thinking skills or idea.

The reflection in cycle 2 is similar to cycle 1. Based on the result of the observation checklist and the field notes, it was identified that after being treated with the improved strategy, the teaching-learning process became much better and brought a good impact to the improvement of the learning result of the students. In terms of the students' participation in the learning process, it turned out that the activities applied in cycle 2 have worked well in motivating the students to speak.

In relation to the students' attitude which was shown from their response in questionnaire, most of the students gave positive points in response to the effects they felt after experiencing speaking using Everyone is a teacher here strategy. Therefore, their answers in the questionnaire were dominated by item a and item b, it means that they strongly agreed that Everyone is a teacher here strategy brought positive influences in terms of raising their interest, confidence, and motivation in speaking. Related to the speaking aspects, most of the students also showed the same perception for the good effect of Everyone is a teacher here strategy in assisting them in speaking.

In order to assess students' speaking, the researcher used a scoring rubric. The scoring rubric was developed based on the need in scoring of speaking. The consideration of using analytic scoring adapted from Hughes (2003: 130).

Table 2. Scoring rubric of speaking skill

Criteria	Excellent A (4)	Good B (3)	Fair C (2)	Needs improvement D (1)
Pronunciation	Native pronunciation	Speaking with several incorrect pronunciation	Speaking with incorrect pronunciation but still understandable	Speaking words incomprehensibly
Grammar	Grammar and usage were correct and contributed to clarity, style.	Grammar and usage were typically correct and errors did not distract from the topics.	Grammar and usage were typically correct but errors distracted from the topics	Repeated errors in grammar and usage distracted greatly from the topics.
Vocabulary	Unknown words circled on nearly ever page with definition. Perhaps synonym and a comprehensive vocabulary chart included.	Unknown words circled and defined on many pages	Some unknown words circled and defined, perhaps inconsistent definition	No vocabulary mark
Fluency	Speaking fluently	Speaking generally at normal speed	Speaking too slowly	Speaking with many pauses
Content	All the ideas the students presents, regarding his/her opinion are supported by additional information or explanation	Most the ideas the students presents, regarding his/her opinion are supported by additional information or explanation	Some ideas the students presents, regarding his/her opinion are supported by additional information or explanation	The ideas regarding his/her opinion are not supported by additional information or explanation

The formula for obtaining individual score is as follows:

$$\text{The students' score} = \frac{\text{Total score}}{20} \times 100$$

The following was the result of test

Table 3. The students' scores of pre test, post test of cycle 1 and post test of cycle 2				
No	Explanation	Students' score		
		Pre test	Post test 1	Post test 2
1	Highest	75	85	95
2	Lowest	55	65	75
3	Average	65	70	85

Table 4. Recapitulation of Students' Speaking Level

LEVEL	PRE-TEST		CYCLE 1		CYCLE 2	
	NO	%	NO	%	NO	%
Under average	18	60	7	23	2	6.5
Average	8	27	10	33	13	43
Above average	4	13	13	43	15	50

Under Average : Students with speaking score 55-74

Average : Students with speaking score 75-84

Above Average : students with speaking score 85-100

CONCLUSION AND SUGGESTION

Based on the result of the research, it can be concluded that Everyone is a teacher strategy proves to be a good and effective way to improve speaking skills of the students of English Education Department, IKIP PGRI Bojonegoro. The improvement covers both quality of the learning process in the classroom and quality of the students' speaking ability which consist of vocabulary, pronunciation, grammar, fluency, and content. It is known that Everyone is a teacher strategy implementation can improve the class situation in which students become more active and participate in classroom activities. So it can be said that the students' good participation reflects a joyful learning and conducive teaching process.

Considering that Everyone is a teacher is proved effective to help improve the students' speaking skills, the researcher strongly suggests teachers or lecturers, especially in teaching speaking, to implement the strategy in speaking class. During implementing Everyone is a Teacher Here (ETH) strategy, the teachers should give clear instructions and also examples in order that the students can follow the teaching procedures and get the complete benefit of Everyone is a Teacher Here (ETH) strategy.

There are three suggestions for the next researchers who want to conduct research about Everyone is a Teacher Here (ETH) strategy. Those suggestions are: (1) Other researchers can use the result of this research as the starting point and also as reference for the future research; (2) If the next researchers want to use the result of this research as additional reference to conduct the similar research, they should also consider the weaknesses which occur in this research. After they know the weaknesses of this research, they can create better research

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THE IMPLEMENTATION OF READING ENGLISH NEWSPAPER TO IMPROVE THE STUDENTS VOCABULARIES IN SMA UNGGUL DEL

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ABSTRACT

This study presents the implementation of reading English newspaper to improve the students vocabularies in SMA Unggul Del. The aim of this research is to find whether authentic material such as English newspaper can improve the students' vocabularies. The study design is based on writing experiment, which has been the final assignment of grade XII in SMA Unggul Del as a consequence of Genre Based Application. In carrying out this research, the researcher use quantitative method where the data was obtained from twenty students of SMA Unggul Del grade XII. In this study, the researcher made a pre-test of how the students in grade XII write a discussion text without any realia or authentic material as references to make up a well-organized text with appropriate words. After a pre-test, there will be post-test where students will refer to authentic material. The result is, all the students enrich their vocabularies by reading English newspaper through some technical terms, which are necessary for the students to write a discussion text. Thus, based on the findings, the researcher suggest English teachers to maximize their teaching process through authentic material such as English newspaper as references to write some texts with some technical terms and appropriate words.

Key words: *Realia, Newspaper Reading, Vocabulary Improvement.*

INTRODUCTION

In a few decades, English language teaching in Indonesia experienced various changes when the curriculum changed, from education unit level curriculum (KTSP) which focused on Genre Based Approach until the new Curriculum (Curriculum 2013) which focuses on speaking ability. Both are good since the students in school have finally reached the learning objectives and applied what they have got in their daily activities. In either KTSP or Curriculum 2013, reading has always been one of the indicators for teaching-learning process in EFL class. Therefore, EFL teachers should try to attract the students' interest in reading some English texts by understanding the vocabularies in the earlier stages. Bacon and Finemann (2014, 249) state that teachers need to find ways and means of exploiting authentic materials in classroom instructions. This means the teacher should be creative in delivering the lesson by using realia such as English songs, English movie and English newspaper. Despite these myriad resources, the teacher actually needs to choose the more efficient realia to focus on.

Authentic material has been applied by most of EFL teachers in classroom realities since some researchers have proven that it works in all time. According to Kilickaya (2004, 249), nowadays there are a lot of voices suggesting that English language presented to the learners in the classroom, should be authentic in order to enhance learners' learning process. In addition, authentic material can stimulate the communicative approach, which has been an indicator in teaching-learning process. Al Azri and Al-Rahsadi (2014) had once carried out a research about the effect of using authentic material in teaching which finds that it is actually more useful because it can get the students interests in learning English.

Tanti and Yusuf (2010) conducted another research about the use of authentic materials in a vocational high school writing class. They expose the use of realia in writing procedure text by using instant coffee packages in the first meeting, instant noodle packages in the second meeting, a recipe in the third meeting, and two videos in the fourth meeting. The result of this study is that the teachers have finally found a creative teaching method, which can ease the students to understand the lesson. Berardo (2006) carried out a research about the use of authentic materials in the teaching of reading. The aspect that proved positive when using authentic materials is that the students are highly motivated. Besides knowing the current issue of the day, they also find that their vocabularies increased.

Since authentic material has worked in some schools, it deserves to another school to work with it. If it inspires and motivates students to understand English in a wide-range, the teachers can manifest it in teaching-learning process. Consequently, this article is trying to elaborate the use of English newspaper as an authentic material to improve the students' vocabularies in SMA Unggul Del. However, the use of English newspaper in SMA Unggul Del is limited because the students are not allowed to take it home. For this reason, the students find abundant resources and print them every Saturday and Sunday.

Through this research, teachers are expected to develop their teaching method in delivering their lesson. For the students, they are expected to have more vocabularies to state their own mind especially after reading English newspaper. In addition, the use of authentic materials such as English newspapers can also develop the students' ability to update their knowledge about the current issue in their neighborhoods.

METHOD

Participants

The participants of this research were 20 students who sat in grade XII academic year 2014/2015 in SMA Unggul Del Laguboti, North Sumatera, Indonesia. As the teacher has applied Genre Based Approach in teaching-learning process, the students are expected to write a well-organized text at the end of the process. How can they write a well-organized text? They absolutely need an effective and engaging use of word choice or some vocabularies, which are appropriate to build the text.

Study design

The design of this study is based on writing experiment, which is implemented for grade XII in SMA Unggul Del through a discussion text. In this study, the teacher made pre-test for the students to measure the students' ability and after that, there would be a post-test which shows the result of the students to use the appropriate vocabularies to build a text. In addition, the research is conducted using quantitative design.

Data Collection Procedure

Donald, Lucy, Chris & Ashgar (2010) stated that before collecting data, you should know why you are collecting data, what exactly you are collecting, where and when you will collect the data and for how long, who will collect the data, and how the data will be analyzed and the findings shared. The collection of data aimed at assessing the students' vocabularies before and after reading English newspapers. In this paper, the researcher is collecting 20 samples of discussion text, which are written by grade XII during two weeks before final term test in December 2015. As it is a standardized test, the researcher is using quantitative research to find out the results.

Data Analysis Procedure

According to Donald, Lucy, Chris & Ashgar (2010, 530) data analysis involves reviewing the data while they are being collected and attempting to synthesize and make sense out of what is observed. In this research, there will be statistic data which shows the result of the research. The data will be analyzed through a rubric created by NCTE/IRA (2004) with the following details:

	<u>1</u> Does Not Meet	<u>2</u> Partially Meets	<u>3</u> Does Not Fully Meet	<u>4</u> Meets	<u>5</u> More Than Meets	<u>6</u> Exceeds
CONTENT/IDEAS	Writing is extremely limited in communicating knowledge, with no central theme.	Writing is limited in communicating knowledge. Length is not adequate for development.	Writing does not clearly communicate knowledge. The reader is left with questions.	Writes related, quality paragraphs, with little or no details.	Writing is purposeful and focused. Piece contains some details.	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.
ORGANIZATION	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is brief and underdeveloped with very weak transitions and closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong beginning, middle, and end, with some transitions and good closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.
VOCABULARY/WORD CHOICE	Careless or inaccurate word choice, which obscures meaning.	Language is trite, vague or flat.	Shows some use of varied word choice.	Uses a variety of word choice to make writing interesting.	Purposeful use of word choice.	Effective and engaging use of word choice.
VOICE	Writer's voice/ point of view shows no sense of audience.	Writer's voice/ point of view shows little sense of audience.	Writer's voice/ point of view shows that sense of audience is vague.	Writer uses voice/point of view. Writes with the understanding of a specific audience.	Writer has strong voice/ point of view. Writing engages the audience.	Writes with a distinct, unique voice/point of view. Writing is skillfully adapted to the audience.
SENTENCE FLUENCY	Frequent run-ons or fragments, with no variety in sentence structure.	Many run-ons or fragments. Little variety in sentence structure.	Some run-ons or fragments. Limited variety in sentence structure.	Uses simple compound, and complex, sentences.	Frequent and varied sentence structure.	Consistent variety of sentence structure throughout.
CONVENTIONS	Parts of speech show lack of agreement. Frequent errors in mechanics. Little or no evidence of spelling strategies.	Inconsistent agreement between parts of speech. Many errors in mechanics. Limited evidence of spelling strategies.	Occasional errors between parts of speech. Some errors in mechanics. Some evidence of spelling strategies.	Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade level spelling.	Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. Consistent use of spelling strategies.	Uses consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies.

The rubric consists of six categories:

1. Content/ideas :

This refers to what the writer says in the text. It enables the writer to communicate to the readers through the content and ideas he/she made. A very good content/ideas should flow based on the current issues so it can hold the readers' attention.

2. Organization :

Organization is the structure of writing. Just as a house has an entrance, an exit, hallways that connect, and a sensible layout, so does a piece of good writing. Blueprints are drawn before a house is built; writing should be "blue-printed" too. As the writer has practiced before students write well-organized text, she always draws blueprints to guide the students' writing. This also enables students to avoid the repetition and disorganized text. So organization can also be generic structure in writing which helps the students to get their focus in exposing the ideas in the text. Based on the rubrics above, a very good organization includes a strong, beginning, middle and end with clear transitions and a focused closure.

3. Vocabularies :

Vocabularies have been trusted as the most important elements in writing context. Blachowicz (2004) states that developing a strong vocabulary not only promotes reading comprehension but also enables us to actively participate in our society. People often consider a strong vocabulary as the hallmark of an educated person. It shows that the use of vocabularies is absolutely important as it indicates the success of its writing.

For this research importance, the writer focuses on assessing the vocabularies or word choice on the students' writing. By assessing the students' writing with this rubric, it is clearly seen that vocabulary is influential in building a well-organized text. As a matter of fact, teachers guide their students to read English newspapers or books to enrich their vocabularies. Brynildssen (2000) also states that helping students become aware of and look for interesting words. This can take many different forms. For example, students could pair up and look through books for

words that catch their attention, then write down common words that the author could have used instead. It is believed that through reading English newspapers, students will get more vocabularies to build a well-organized text which is effective and engaging use of word choice.

4. Voice :

Based on the rubric above, a very good voice of writing is when it was written with distinct, unique voice/points of view. Writing is skillfully adapted to the audience/readers. Writing text should consider voice or tone to whom it may address: kids, students, professionals, and many other. By considering the voice, it can also grab the readers' attention.

5. Sentence fluency :

Writing a very good text, you should avoid simple sentences as possible. Do not let simple sentences dominate the whole writing text as it can cause incoherent sentences. It is better to involve some of compound and complex sentences to make up paragraph through the use of conjunctions and connectives which are believed to make coherent writing context.

6. Conventions :

Anyhow conventions and mechanics are quite similar. Mechanics are the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphs. In conventions, there must be consistent agreements between parts of speech which consider the effective writing text.

FINDINGS AND DISCUSSION

The data were collected from twenty students of grade XII in SMA Unggul Del. At the end of their study, the students were expected to be able to write a discussion text. Table 1 provides the information about how students use vocabularies in their writing.

Table 1. Data before reading newspaper as a reference for writing text.

No	Names	1	2	3	4	5	6
1.	Cindy A.Tampubolon			√			
2.	Cindy Lumbantobing				√		
3.	Daniel Lumbantobing					√	
4.	Daniel Simbolon			√			
5.	Dora Lumban Gaol				√		
6.	Elisa Banjarnahor			√			
7.	Abraham Saragih				√		
8.	JonathanKevin		√				
9.	Mien Shavero Purba					√	
10.	Martha Saragih				√		
11.	Maruli Ambarita	√					
12.	Renny Hutapea			√			
13.	Rudini Silitonga			√			
14.	Ruth Ulio		√				
15.	Susan Damanik		√				
16.	Vlans Reso Sinaga		√				
17.	Yani					√	
18.	Yosepri		√				
19.	Sant Jakob					√	
20.	Wilfrida Brunouli				√		

Description:

1. Careless or inaccurate word choice, which obscures meaning.
2. Language is trite, vague or flat.

3. Shows some use of varied word choice.
4. Uses a variety of word choice to make writing interesting.
5. Purposeful use of word choice.
6. Effective and engaging use of word choice.

Table 1 shows that from twenty students, there is one student who is really bad at using some vocabularies because he does not understand to use some technical terms in his text due to the word choice which was careless, inaccurate which obscure meaning. He has no ideas of translating some of Indonesian terms such as *DPR (Dewan Perwakilan Rakyat)* as House Representatives and many other terms.

For the students who got point two, the use of the language is trite, vague and flat because they commonly use the very simple language and they do not use some technical terms to finish their text. There are five students who obtain point three because they commonly use some of varied word choice. There are five students get point four because they are able to use various word choice to make their writing interesting. There are four students who obtain five point because they actually can use purposeful writing text by using some appropriate words. No student could reach point six where the category students should be able to use effective word choice. However, as the previous explanation, vocabularies can be hallmark of an educated person. Since students do not get used to English reading newspaper or books, it will be very hard to help them grow with an excellent writing text.

Table 2 will show the effects of students view and vocabularies improvement after reading English newspaper as authentic materials which can enrich their vocabularies or word choice.

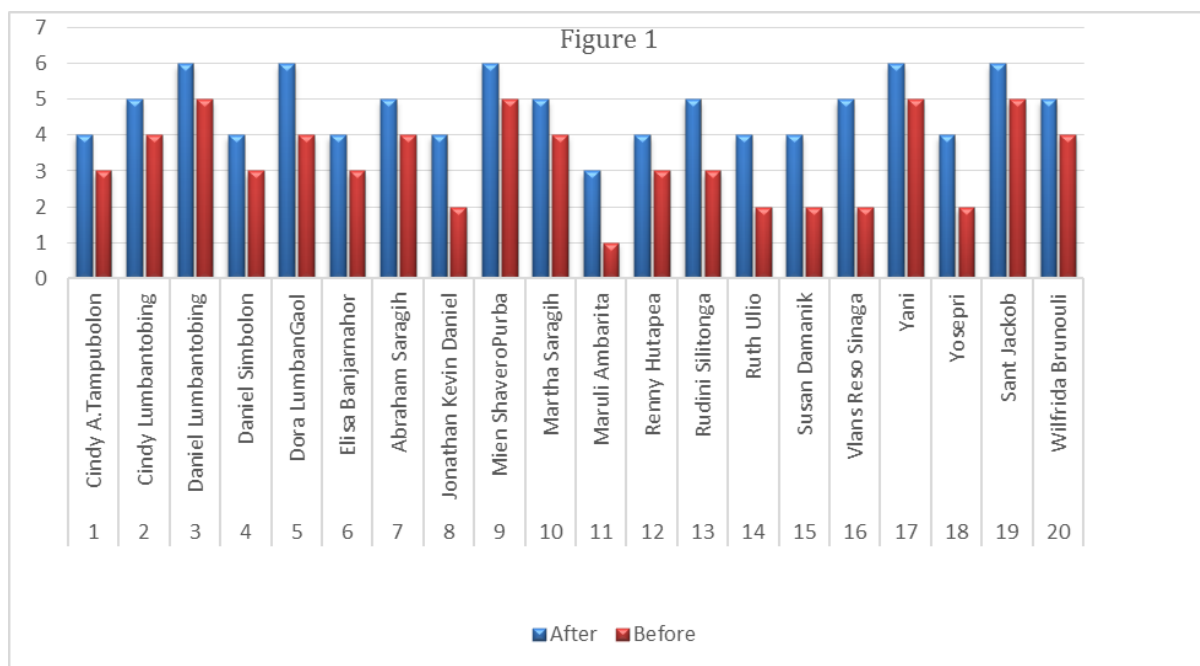
Table 2. Data after reading English newspaper as reference.

No	Names	1	2	3	4	5	6
1.	Cindy A.Tampubolon				√		
2.	Cindy Lumbantobing					√	
3.	Daniel Lumbantobing						√
4.	Daniel Simbolon				√		
5.	Dora LumbanGaol						√
6.	Elisa Banjarnahor				√		
7.	Abraham Saragih					√	
8.	Jonathan Kevin Daniel				√		
9.	Mien ShaveroPurba						√
10.	Martha Saragih					√	
11.	Maruli Ambarita			√			
12.	Renny Hutapea				√		
13.	Rudini Silitonga					√	
14.	Ruth Ulio				√		
15.	Susan Damanik				√		
16.	Vlans Reso Sinaga					√	
17.	Yani						√
18.	Yosepri				√		
19.	Sant Jackob						√
20.	Wilfrida Brunouli					√	

Based on the table 2, it is clearly seen that the twenty students have progress in using the vocabularies after reading English newspaper. English newspaper as an authentic material, which is used by the teacher to improve the students' vocabularies, has finally showed better influence to the students who are writing discussion text. It can be seen based on the table 1, which shows that one student has made progress because he has been able to show some use of

various word choices. Eight students who have been already able to use a variety of word choice to make writing more interesting, six students have used purposeful use of word choice in their text and five students have finally reached effective and engaging use of word choice.

Figure 1 shows the comparison of students' progress in using vocabularies before and after reading English newspaper.



When compared to previous research conducted by Zoghi.M, Zardak.M.F, Kazhemi.A.S (2014) for students of Kimiya -e- Danesh Institute in Yasuj, Iran, this research has similarity in which they have proven students' progress in their vocabularies since they read English newspaper or authentic materials in their English learning in classroom realities. However, there must be differences such as language test used by Zoghi and friends. They used IELTS test as the resource while in this research, the researcher used discussion text to measure the students' progress in writing a well-organized text. In addition, Zoghi.M, Zardak.M.F, Kazhemi.A.S (2014) intended to investigate the effects of authentic materials on vocabulary acquisition in International English Language Testing System (IELTS) students of Kimiya -e- Danesh Institute in Yasuj, Iran while in this study, the researcher made grade XII of SMA Unggul Del Laguboti as the participants.

Within a period of time, Saeed Saman, Uzair Muhammad, Mahmood Arhad (2012) in their research "Teaching Thematically Related Vocabulary Through Authentic Material" states that authentic materials are successfully used by language teachers as they serve as very affordable, effective, and interesting tools in the language classes, especially for vocabulary teaching. As authentic materials bring the real world in the class and they also provide contexts to learners, they are found very helpful in effective language teaching.

CONCLUSION AND SUGGESTION

Authentic materials or realia has proven to work on some implementations of English learning. In SMA Unggul Del, mass media like *The Jakarta Post* has been the most favorite reading for students in improving their English skills. The students state that by reading English newspaper, they do not merely get new vocabularies or some technical terms in their learning contexts but also they can widen their perspectives about their culture, politics, economics or other aspects that stimulate their critical thinking in learning.

Larsen – Freeman (2000,129) states that one of the characteristics of communicative language teaching is using authentic materials. Based on the findings, the researcher draws a conclusion that authentic materials have made a huge progress not only for helping students to

write a well-organized text through the use of myriad vocabularies but it can also help students to be more communicative through all the issues they read in English newspapers.

As a result, the researcher suggests all the teachers of foreign language to use authentic materials such as newspapers, magazines, videos and other media in their classroom realities. It is proven that it really practically works a theoretical implication.

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THE EFFECTIVENESS OF CLIL IN TEACHING VOCABULARY: A CASE STUDY

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ABSTRACT

Content Language Integrated Learning (CLIL) is applied to teach both 'content' subjects and the foreign language, which is mostly English. Different from the common approach of English as the Medium of Instruction (EMI), CLIL is popular in Europe, yet it is not well acknowledged in Indonesia where the common approach of EMI is mostly applied. Consequently, there have been very few studies of CLIL conducted in Jakarta regarding improvements in students' foreign language mastery, while various studies have been conducted in Europe and a lot of improvements have been reported. In order to see if CLIL can benefit Indonesian students, this study intends to discover the effectiveness of the CLIL approach in teaching English vocabulary in a business subject in a university setting in which English is the medium of instruction. It is a quantitative study and an English language test will be employed as the measuring instrument. The result of this study shall provide some insight to academic institutions where English is used as the medium of instruction if CLIL can be the best approach used to teach both content and foreign languages.

Keywords: *CLIL, vocabulary, teaching approach*

INTRODUCTION

Learning the English language is not only about learning the four skills, namely reading, listening, speaking and writing. English language is also about the comprehension and mastery of the vocabulary, and all of the inherent grammar and semantics that go with it. Vocabulary has been widely regarded as the most important aspect of learning the English language (Folse, 2004; Hwang, 2002). According to Krashen (as cited in Folse, 2004), learners need to get comprehensible and meaningful input in order to understand and acquire what they hear or read. This is also supported by Wilkins (as cited in "Vocabulary and its importance", n.d.) who stated that learners can understand very little without grammar, but they can understand nothing without vocabulary.

These points by Krashen and Wilkins indicate the necessity of acquiring a strong vocabulary. In addition, a robust vocabulary also accounts for academic success. When learners have strong vocabulary skills, they will be good not only at reading but also at writing and speaking (Hwang, 2002).

To answer the need for strong vocabulary skills, many schools or universities in Indonesia offer English as the medium of instruction (EMI). According to Dearden (2015, p. 4), EMI is defined as "the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English." It is then expected that learners will master the language and the content. The more learners are exposed to the language, the more words they are expected to comprehend.

However, English as the Medium of Instruction may not guarantee that learners will be able to master both the language and the content because EMI may not aim to improve both as stated by Dearden (2015). On the other hand, she adds that Content Language Integrated Learning (CLIL) aims to improve both the language and the content. Therefore, it makes CLIL the best answer to teach both the content and the language together.

CLIL is then defined as an educational approach which applies an additional language to teach both the language and the content (Coyle, Hood, & Marsh, 2010). This means that teachers teach content courses, such as history or geography, through a language which is not the learners' mother tongue. Marsh (n.d., p2). said CLIL "can be very successful in enhancing the learning of languages and other subjects". Thus, CLIL can really help learners improve their language skills, including vocabulary, whilst embedded in a content-based lesson. Vocabulary is

better to be taught through direct instruction as it will encourage students to learn and understand the words better ("The research behind", n.d.).

Since CLIL is less popular than EMI in Indonesia, studies regarding the effectiveness of CLIL are very limited. Therefore, this study is to investigate if CLIL is a better approach to teach vocabulary compared to EMI. This study will then be beneficial for policymakers and schools or universities implementing EMI to consider applying CLIL.

METHOD

This research was conducted at BINUS UNIVERSITY INTERNATIONAL, Jakarta, where English is used as the medium of instruction. The subjects of this research were fifty second-semester students who were in two different classes studying the same subject. To ensure the reliability of this research, the two classes were taught by the same teacher. One class was treated as the control group in which EMI was applied while the other class was treated as the experimental group in which CLIL was used as the approach. The instruments used in this research were a vocabulary test and a questionnaire. The vocabulary test was given to see the effectiveness of CLIL to teach vocabulary in a content class and the questionnaire aimed to determine the subjects' perception of the approach they experienced in their classes.

The vocabulary test was given twice, as a pre-test and a post-test. This vocabulary test consisted of twenty questions. For the first fifteen questions, the subjects were asked to define the target words in their own words. The last five questions required that the subjects try to put the words into their contexts. The pre-test was given at the beginning of the research. Then, the treatment was given during the next three meetings to the experimental group while the control group was taught by using EMI.

The treatment given was a CLIL teaching approach. Aside from just teaching the content, which is mostly a typical practice of EMI, the teacher spent ten to fifteen minutes of a fifty-minute teaching period to discuss ten words or registers used in the content materials. The teacher did not directly explain the definitions of the difficult words in the materials. The subjects were put into five groups and they had to discuss the ten words or phrases within their groups. Then, each group was asked to present the definitions, the context and the sentences where these terms were used. It was followed by a discussion among the subjects, and the teacher finally wrapped up the whole discussion. This treatment was repeated for the next two meetings. There were thirty words or phrases discussed in total. At the end of the treatment, the post-test was given to all subjects without prior notice.

After the post-test was administered, a questionnaire was distributed to be filled in by all the subjects. The questionnaire had two sections. The first section was to ask for the subjects' general information, such as their names, student's ID, batch and class. The second section asked the subjects' perception about the approach applied in their classes. This section had four dichotomous scale questions.

This study was conducted with some limitations. The first limitation was the number of the subjects. This study only involved fifty subjects which may not be enough to generalize the findings. The second limitation was the length of the study. This study was only conducted over three meetings, conducted in less than a month.

FINDINGS AND INTREPRETATION

The findings which are presented are the results of the pre-test, the results of the post-test and the results of the questionnaire.

The pre-test was a written vocabulary test with twenty questions. Fifteen questions required the subjects to define the target vocabulary, while the last five questions asked the students to put the target language in context. All the target language was later found in the materials which were studied in the class. The pre-test was conducted in thirty minutes.

The results of the pre-test conducted in both the control group and the experimental group are summarized in figure 1. It shows that the subjects shared a similar ability in vocabulary skill. Most of the subjects, 20 subjects from the control group and 19 subjects from the experimental group, scored in the range of 40 to 59. Only four subjects from the control group and five subjects from the experimental group scored in the range of 60 to 79. In addition,

only one subject from the control group and two subjects from the experimental group scored below 40. However, none of the subjects from both groups scored more than 79.

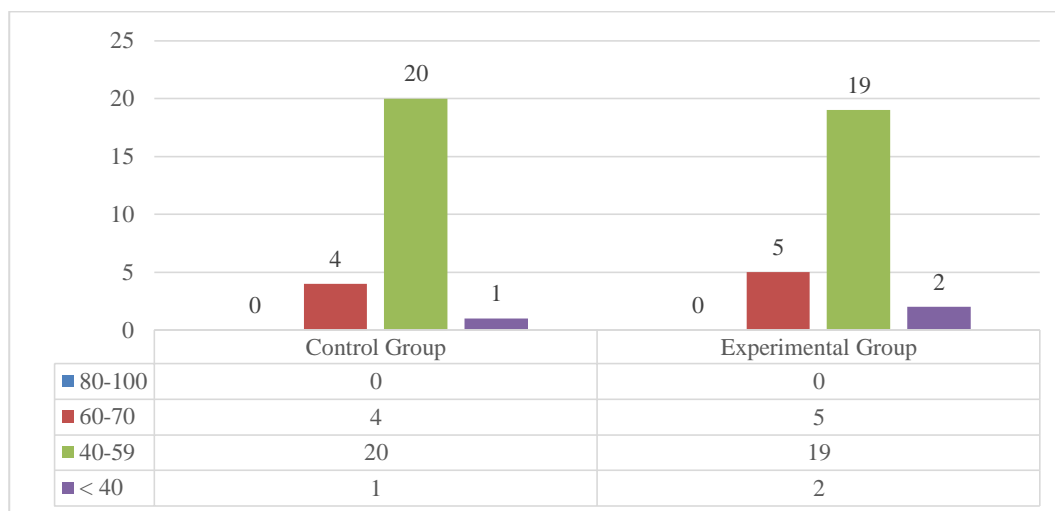


Figure 1. The Results of the Pre-test

After being taught with a CLIL approach for three meetings, the subjects were given the post-test to see if CLIL had more efficacy than EMI in enabling the subjects to comprehend the target found in the materials. The instructions and the questions on the post-test were the same as those on the pre-test. The time to do the post-test was also thirty minutes.

The results of the post-test of both the control group and the experimental group are summarized in figure 2. The graph shows that while none from the control group scored in the range of 80 to 100, three subjects from the experimental group did. Six students from the control group scored in the range of 60-79, and so did eighteen subjects from the experimental group. Fifteen subjects from the control group got their scores in the range of 40 to 59 while only four students from the experimental group did. Moreover, only four subjects from the control group scored below 40.

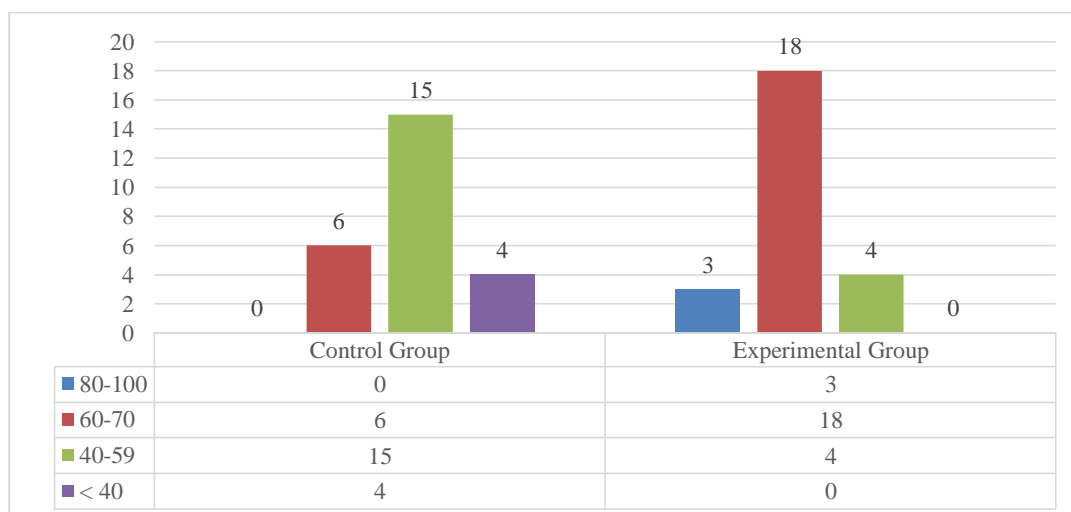


Figure 2. The Results of the Post-test

The results between the pre-test and the post-test of both the control group and the experimental group have shown some early improvement on the vocabulary skill of the subjects from the experimental group. The result after three meetings with a CLIL showed an improvement in the overall number of subjects scoring in the range of 60 to 100 and a decrease in the number of subjects who scored below 60. There were three subjects who obtained 'excellent' scores in the range of 80 to 100 while none did on the pre-test. Furthermore, the number of subjects who scored in range of 60 to 79 increased significantly from five subjects to

eighteen subjects. That represents a 72% increase. The number of subjects scoring in range of 40 to 59 decreased from 19 subjects to 4 subjects. Lastly, none of the subjects got below 40 while there were two on the pre-test.

On the other hand, the results of the post-test of the subjects from the control group showed some decrease overall. Only six subjects showed a little improvement by getting their scores in range of 60 to 79, from four subjects on the pre-test. There was a decrease by five subjects on the group of subjects scoring in the range of 40 to 59, from twenty subjects on the pre-test to fifteen subjects on the post-test. However, there were more subjects who scored below 40 in comparison with the number of subjects getting the same scores on the pre-test. There were four subjects who scored below 40 while there was only one on the pre-test. That represents a 75% increase in the number of students scoring below 40.

Having done the post-test, the subjects were given questionnaires to fill in. The questionnaire consisted of two sections. The first section related to the subjects' personal information. The second was comprised of multiple choice questions. There were four dichotomous scale questions asking about the subjects' perception about the approach.

The first section asked for the subjects' personal information, such as their name, student ID, batch and class. All of the subjects stated that they were from the same batch. This was important to ensure that they had not yet studied the content or the materials.

The first question asked the subjects if they thought that the approach used to teach them helped them understand English language better. They could choose either 'Yes' or 'No' as their answer.

The results of the first question are summarized in figure 3, showing that almost all of the subjects from the control group, twenty-one subjects, did not think that the approach helped them understand English language better, and only four subjects felt that it was helpful. In contrast, all twenty-five subjects from the experimental group felt that the approach really helped them understand English target language better than before.

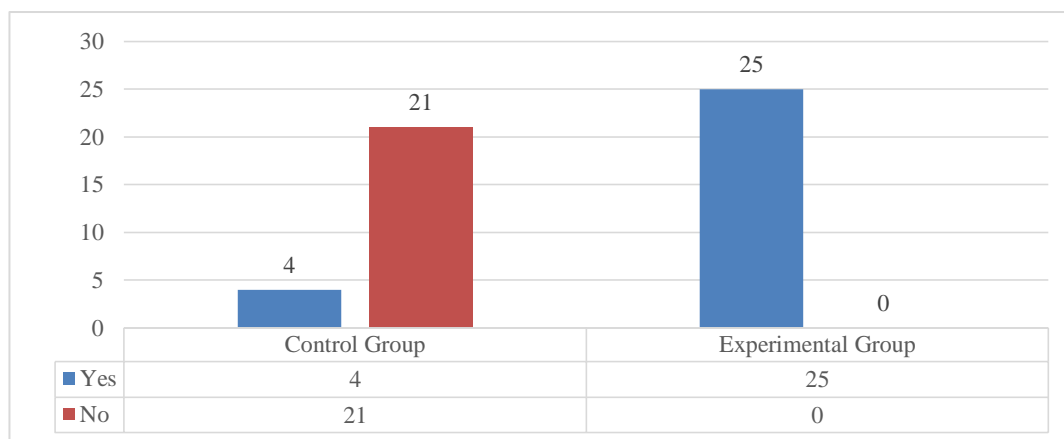


Figure 3. The Results of the Approach to Help Understand English Language

The second question asked the subjects if the approach used to teach them helped them understand the difficult words they found in their materials. The subjects could answer either 'Yes' or 'No'.

The results which are summarized in figure 4 show that only three subjects from the control group felt that the approach applied in their class helped them understand the difficult words while twenty-two subjects felt they did not understand the difficult words despite the use of English as the Medium of Instruction. In contrast, all subjects from the experimental group stated that the approach used in their class could help them comprehend the difficult words.

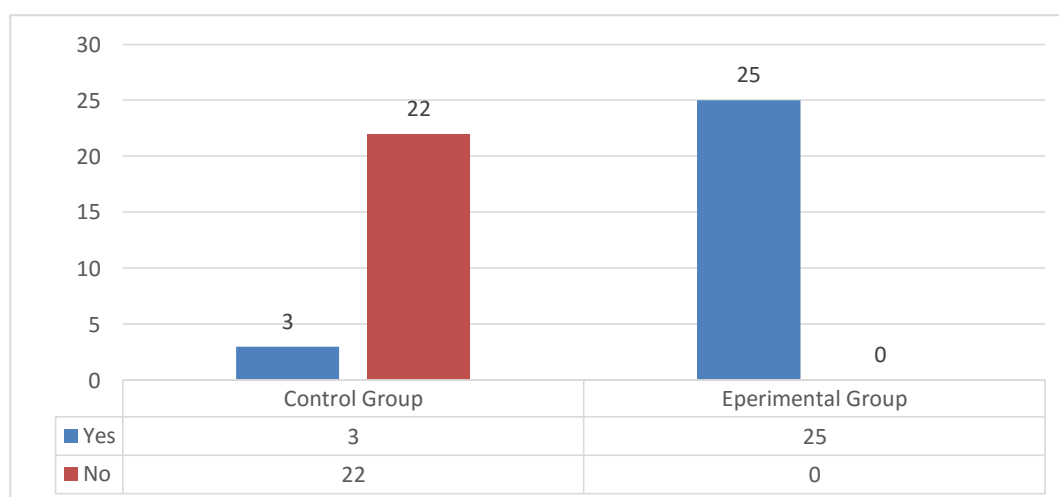


Figure 4. The Results of the Approach to Help Understand Vocabulary

The third question asked if the approach helped the subjects understand the materials they studied. The options for this questions were 'Yes' or 'No'.

The results summarized in figure 5 show that seven subjects from the control group understood the materials, but eighteen subjects from the same group claimed that they had difficulty understanding the materials. The results from the experimental group were different with twenty-three subjects stated that they had no difficulty with the materials and only two subjects struggled to understand the materials.

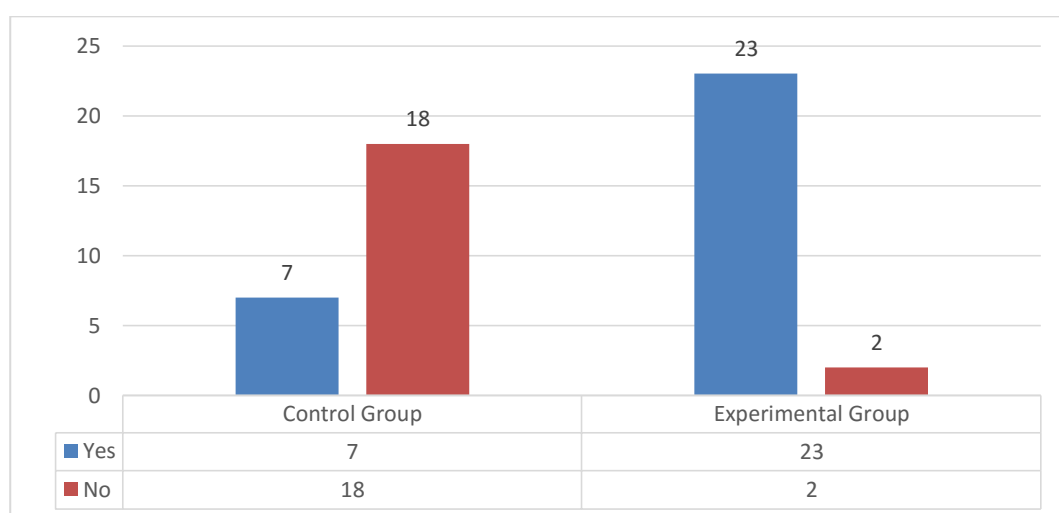


Figure 5 The Results of Materials Comprehension

The fourth question in section two asked the subjects what they felt towards the approach used to teach them regarding their English language improvement. The choices given to answer the question were 'Satisfied' or 'Dissatisfied'.

The results of the fourth question are summarized in figure 6. It shows that more than half of the subjects from the control group, nineteen subjects, were dissatisfied and six subjects from the control group were satisfied. On the other hand, twenty-three subjects from the experimental group reported that they were satisfied with the approach used in their class while only two subjects were not satisfied.

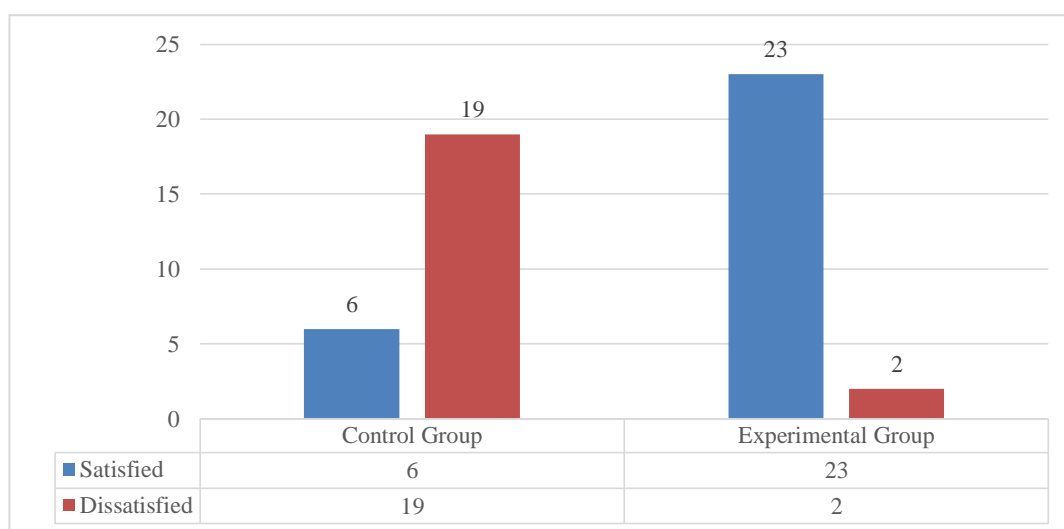


Figure 6. The Results of the Subjects' Satisfaction Towards the Approach.

All the answers from the questionnaire show that the subjects from the experimental group claimed that CLIL helped them understand the target language better. They also believed that the approach helped them understand the materials.

CONCLUSION AND SUGGESTIONS

Vocabulary as one of the most important aspects in English language plays a crucial role in mastering the English language. In order to learn well, an appropriate approach should be implemented. While EMI is a popular approach in Indonesia, CLIL may be a better approach to be implemented. This study aimed to investigate the effectiveness of CLIL in learning vocabulary.

This study then found that CLIL could be seen as effective. After getting the treatment, the subjects showed improvement in their vocabulary understanding. They could define the target words and put them into contexts. On the other hand, those in the group where EMI was applied did not feel the improvement, therefore, they were not fully satisfied with the approach.

This research can be seen as an early indicator that CLIL is an appropriate approach to be used to teach both the content and the language, without sacrificing either one of them. To strengthen the result, further research with more subjects and a longer time period should be conducted.

ACKNOWLEDGEMENT

I thank all the subjects who participated in this study. I express my gratitude to my colleagues at English Language Services for supporting this research.

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BUILDING WRITING HABIT BY TELLING STORY ON DIARY

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ABSTRACT

This study is classroom action research where the participants were the third semester students of English Education Department of STKIP Muhammadiyah Pringsewu in academic year 2015/2016. The instruments used in collecting data were observation, questionnaire, and documents. Observation was to know what is really happening in the class and to know the condition when the class activity is taking place. Questionnaire used to know the students' perception towards an approach of telling story on diary in building their writing habit, and documents used to get students' written texts. In analyzing the data, the writer did some steps: 1) assembling the data, 2) coding the data, 3) comparing the data, 4) building meanings and interpretations, and 5) reporting the outcomes. The result of the study showed that in cycle 1, there were only 23 % students who active in class activity and 12 % students got good score in writing ability. Meanwhile, in cycle 2 there were 27% students who active in class activity, and 23% students got excellent to very good score. Then, in cycle 3 there were 66 % students who active in class activity, and 48% students got excellent to very good score.

Keywords: *Diary, Telling Story, Writing Habit*

INTRODUCTION

Most of English teachers expand their students to be able master all of skill of English, especially writing skill, because writing is a way where students can express their mind, and their feeling (Barkley, Cross, & Major, 2005). Writing (as one of the four skills of listening, speaking, reading, and writing) are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing is a way where students can express their mind, and their feeling. Richards (2003) states that learning how to write in a second language is one of the most challenging aspects of second language learning. Boardman & Frydenberg (2008), point out that students who want to study in a college or university need to learn how to write a paragraph because all other types of academic writing, such as essays, reports, compositions, and research papers are based on the paragraph. Writing, like Harmer (2004) says, it encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

Many students get difficulty in writing. Hidi and Boscolo (2007) argue that a major problem in writing instruction is students' lack of motivation to write. This problem may be due to both the difficulty and the limited attractiveness of certain demanding academic genres and writing tasks. Besides, Harmer (2004) also argues that some of students are extremely unconfident and unenthusiastic writers. There may be reasons for this: perhaps they have never written much in their first language. Perhaps they think that they do not have anything to say and cannot come up with ideas. He adds that with students like this who lack familiarity or confidence with writing (or indeed enthusiasm for it) the teacher needs to help such students build the writing habit so that they recognise writing as being a normal part of classroom practice and they come to writing tasks with as much enthusiasm as they do other activities. The teachers need to be ready with enough suggestions to make sure the students can never say *I can't think of anything to write*.

There is no an excellent writer. Writing clearly takes more effort than speaking clearly, and it can be a more intimidating experience. Muschla (2011), says that good writing begins with a good idea. Without an interesting idea, even the most skillful writing will result in a weak piece. Moreover, according to Sova (2004), getting an idea across requires writing that is well organized, specific in expression, and appropriate for the recipient or audience. Then, Gurman (2000) stresses that writers have to do more; however, they should decide WHAT they should write than HOW they should write it.

So, If students are to write well they need to know (as well as they can) what they are talking about. That is a reason why this study is intended to build students' writing habit by telling story on diary. It is teaching in context. By telling their own stories, students are able to know what they are talking about, therefore they could write well. It is like Schneider & Crowell, (2008), who says that telling our stories is how we construct meaning from memory, but the process is selective and many factors influence how we tell stories and why we choose to retell certain stories. By telling every stories they had on diary, students were building their habit in expressing their mind, their feeling and their idea in written form.

METHOD

This is a classroom action research, which is intended to build students' writing habit by Telling Story on Diary. According to Burns (2010), Action Research (AR) can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students. (Creswell, 2008) states that action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students' learning.

The participants of this study were the third semester students of English Education Department of STKIP Muhammadiyah Pringsewu academic year 2015/ 2016 that has 56 students. Most of the students have the difficulties in writing skill. Therefore, all students were expected to build writing habit in English written form so that they could improve their writing ability.

There were three cycles in this study, and each cycle had same procedure when conducting the action in the class, they were *plan, act, observe, and reflect*. In planning the action, like Burns states that the researcher was considering the resources and materials that researcher need, such as access to literature the researcher wanted to read or participants the researcher wanted to include.

Talking about action, it means the researcher was looking at ways of collecting information (data). Burns (2010) says that in teaching aspects of writing, the action research data collection is collect students' texts over a set period of time and monitor the improvements and gaps in their writing. In this study, the instruments used in collecting data were observation, questionnaire, and classroom documents. This study used the observation to know what is really happening in the class, and to know the condition when the discussion activity is taking place. Questionnaire used to know the students' perception towards an approach of telling story on diary in building their writing habit, and to get students' written texts, it was used classroom documents as the last method of collecting the data.

Then, in observing the results of the plan, the researcher looked at what was involved in collecting data as adapted from Burns, like *assembling the data* (collect all data as well as any ongoing reflections we have made about them, review the initial and/or the revised questions, and start going through the data and look for broad patterns, ideas or trends that seem to answer our questions), *coding the data* (based on the broad picture we have developed, start refining it by coding the data into more specific patterns or categories, and identify which of the data sources we can code qualitatively and which we can code quantitatively), *comparing the data* (compare the categories or patterns across our different sets of data (e.g. interviews compared with surveys) to see whether they say the same thing or whether there are contradictions that we can highlight and develop tables, bar/pie charts or sets of quotes to set the data out and display them in a concise form), *building meanings and interpretations* (think deeply about what the data are saying by reflecting beyond the immediate surface details, look for more abstract 'big picture' concepts and not just step-by-step descriptions of what we have found, then, pose questions, identify connections, and develop explanations about what the research means at the broadest level of our understanding of it, and finally refine our own 'personal theories' about the meanings of this research), and the last step was *reporting the outcomes* (think about how we can present our research and what we have found to tell others, and consider how we will organise the whole 'story of our research' from beginning to end and not just the analysis and findings).

To identify the main improvements that the students had made, this study used scoring rubric and scoring system quoted from Hughes, (2003):

Content	: 13-30
Organization	: 7-20
Vocabulary	: 7-20
Language use	: 5-25
Mechanics	: 2- 5
TOTAL	: 100

Eventually, in reflecting and planning for further action, the researcher drew out the overall conclusions and interpretations, and make statemens about the research as a whole.

FINDINGS AND DISCUSSION

Cycle 1

The results of the study found that in cycle 1, most of the students still had fuzzy writing which proved that they had not a habit of writing yet. The following is one the example of the student's paragraph:

In satnight we were gather in yasinan event, I as risma leader but I want to resign because I relaize I not like leader. but like asistence and from there I get bad opinion there are hostile scold me, and then there are want keep away me, my about they just like ignored it my decition,...

From the example of student's paragraph above, it can be seen that students made errors on language use. They virtually no mastery of sentence construction rules, had frequent errors on pronouns and articles, and sometimes their sentences did not communicate. They also made frequent errors on mechanics. Then, the students' writing ability can be seen also by their score (see Chart 1).

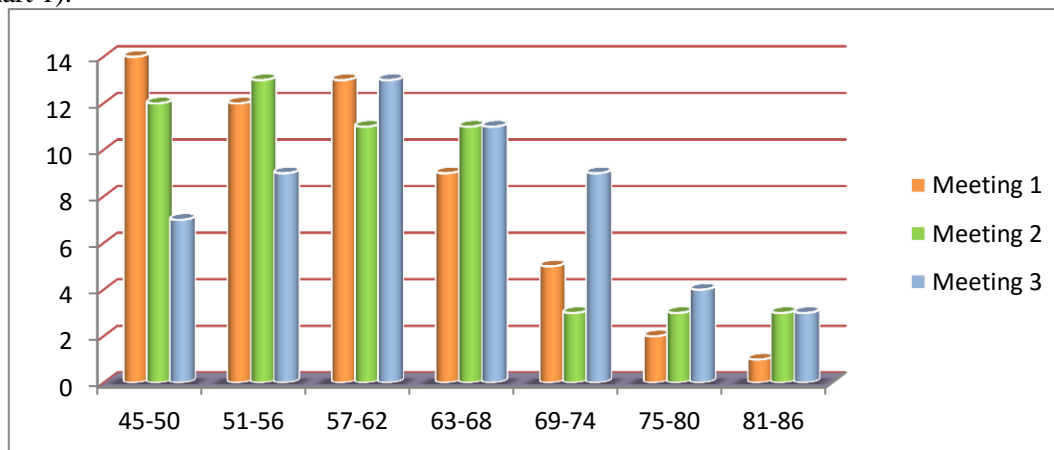


Chart 1 The Students' Score of Cycle 1

The chart displays that there are 14 students who got score 45-50 in the first meeting, 12 students in the second meeting, and there are seven students who got that score in the third meeting. When joining in group discussion, they looked relax in learning without burden and anxiety, but there were some mistakes made by students standing on these score, like their vocabulary use was too limited. They Frequently made mistakes language use and mechanics, and consequently, their writing dominated by hesitation, pausing and non verbal expression.

Then, there are 12 students who got score 51-56 in the first meeting, 13 students in the second meeting, and nine students for the third meeting. The mistakes made by students in these score were almost the same as the students who got score in range score of 45-50. They had also poor handwriting actually, but their motivation and confident in learning writing activity was good. They wrote hardly because they lacked vocabulary, but they tried to construct their

writing well. Their motivation in learning activity made their members in group discussion felt enjoyable and comfortable.

For range of score 57- 62, there are 13 students for the first and the third meeting, and 11 students in the second meeting. The mistakes made by students in these score were they had limited knowledge of language use (grammar), often made mistake on mechanics especially on capital letter and punctuation “full stop”. They sometimes used inappropriate vocabulary, but after all, her writing content was good. Their writing could be understood because they had good organize. They tried hardly to build their ideas to be paragraph. In group discussion, they always helped each other.

Nine students in the first meeting, and 11 students for the second and the third meeting for the range of score 63-68. The students in these score were the students who had good enough writing of story. They could use appropriate vocabularies to express their ideas. There were no errors in mechanics, except in capitalizing, they made error ocasinally in capitalization. They had comprehended the use of articles and pronouns, but in preposistions they still made error occasionally. Nevertheless, frequent errors in grammar were still found in their writing, but they had some knowledge of their subject that they wanted to write, and they also had fluent expression.

Five students in the first meeting, three students in the second meeting, and nine students in the third meeting were standing on range of score 69-74. Then, two students in the first meeting, three students in the second meeting, and four students in the third meeting were standing on range 75-80. For range score of 81-86, there were only one student in the first meeting, and three students for both of the second and the third meeting. The students who got these score were the students that cooperative in learning because all of them participated in group activity. The major problems faced by them were they still confused in using tense costantly for their writing, but in using prepositions they made occasional errors. They also made occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured. Then, their writing was loosely organized but main ideas stand out, and also they had some knowledge of subject, mostly relevant to topic but lacks detail.

Cycle 2

In cycle 2, the students were enthusiastic in learning. Most of them involved their self in group activity. They were giving help each other. Sometimes they giggled when they felt that they could not make sentence. The following chart displays students’ improvement in writing.

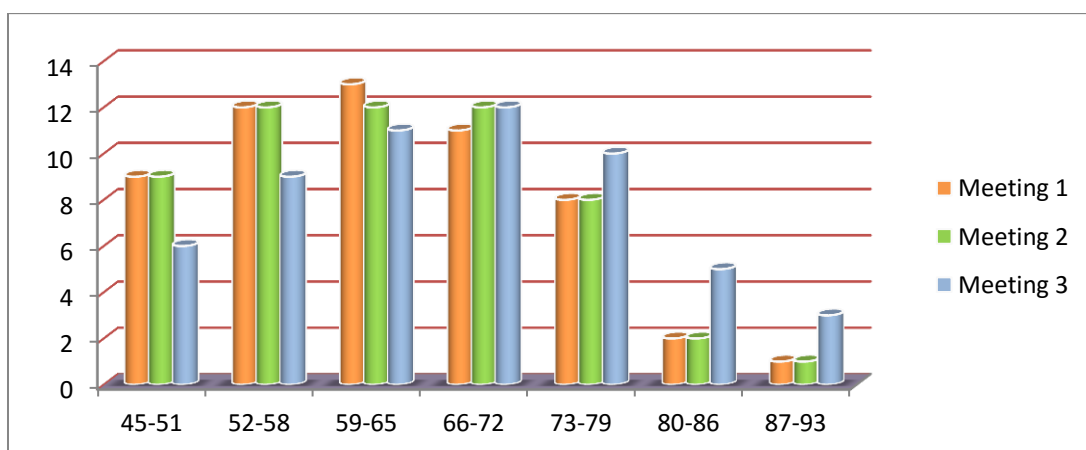


Chart 2 The Students’ Score of Cycle 2

It can be seen from the chart that students had little improvements of writing. It means that they succedd build a bit habit of writing. In this cycle, there were nine students got score in range of 45-51 in the first and the second meeting, and six students in the third meeting. On range of score 52-58, there were 12 students in the first and the second meeting, and nine students in the third meeting.

Then, for range score of 59-65, there were 13 students in the first meeting who got those score, 12 students in the second meeting, and in the third meeting there were 11 students. Students who got score on range 66-72, there were 11 students in the first meeting, 12 students for the second and the third meeting. Eight students in the first and the second meeting, and ten students in the third meeting who got score on range 73-79. Then, there were only two students in the first and the second meeting who got score on range 80-86, and five students in the third meeting.

In this cycle, there were an addition of range of students' score, it was 87-93, and there were only one student who got score in this range in the first and second meeting, and three students in the third meeting. Errors generally made by students in this cycle were still in mechanic and language use, but they were enough to evaluate. Here is the example:

*In the sunny morning, when I woke up I checked my phone
and saw some example couple shirt I want to bought because I
like it. and then tried to order the prize does not exspensive I
hope the shirt can be mine*

Researcher assumed that there was a bit improvement of students' writing in this cycle 2 which had a meaning that students succeed in buiding their writing habit, but it was not significant yet. So researcher decided that the study would do the further action.

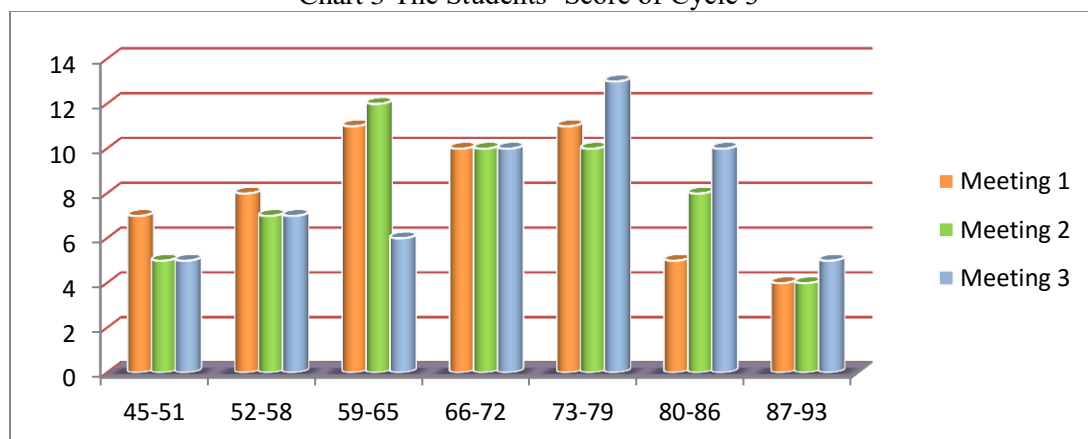
Cycle 3

In cycle 3, students had significant improvement. All of the students were pleasure in making sentence, and almost all of them were active in group discussion. They worked eagerly and they had good cooperation. In this cycle, they had occasional error in mechanics. The content and organization of their writing were very good to excellent. Now, they were able to use appropriate vocabularies. Another mistake of them was still in language use (tense and prepositions). Errors dominated by them were major problems in simple/ complex constructions, and tense application. Sometimes they made sentence meaning confused or obscured but their ideas clearly stated. They had mostly relevant to topic but lacks detail. Over all their writing was knowledgeable. Paragraph below is one of the example made by students:

*I like spinach because I think it is very healthy for our
body and skin. Other that in my garden behind my house there
spinach plants, so never buying again. Sometimes my
neighboard take my plants without firstly said with my family. I
often annoyed but how to say with they?*

Generally, students' writing in cycle 3 was better than the cycle before. In the first cycle, almost all students had poor handwriting where there were so many errors in mechanics (spelling, punctuation, capitalization, and paragraphing). In the second cycle, the students were enthusiastic in learning. Most of them involved their self in group activity. The major mistakes made by them were several errors on using language use, but meaning seldom obscured. They had loosely organized, but main idea stands out, and their content mostly relevant to topic but lacks detail. In this cycle, all of them had revised their errors in mechanics. Their mastery in using appropriate vocabulary was also increased. Their content was adequate range, ideas clearly stated, and they had few errors in using tense. The following chart displays students' improvement on writing.

Chart 3 The Students' Score of Cycle 3



The chart shows that students had significant improvement on their writing ability after they had become accustomed to write the story on diary. In cycle 3, there were 22 (39%) students had excellent score (≥ 76), while in the first cycle only 4 (7 %) students who got excellent score (≥ 76), and in cycle 2 there were 11 (19 %) students who got excellent score (≥ 76). The table below displays the data analysis of students' writing ability improvement in cycle 1, cycle 2, and cycle 3.

Table 1 The Data Analysis of Students' Writing Ability

Data Description	Scores		
	Cycle 1	Cycle 2	Cycle 3
Number of Subjects (N)	56	56	56
Mean (M)	62,71	66,75	70,62
Standard of Deviation	9,97	11,64	12,44
Ranges	39	47	47

Interpreting the observation and classroom documents data, the writer analysed the questionnaire data. Questionnaire used to know the students' perception towards an approach of telling story on diary in building their writing habit. The following table is the students' perception of telling story on diary to build their writing habit.

Table 2 The Students' Perception towards Telling Story on Diary

No	Items	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	I enjoy my writing lessons	46 %	32%	5%	13%	4%
2.	I enjoy learning writing	50%	27%	0%	12%	11%
3.	using diary	48%	37%	9%	5%	1%
4.	Building writing using diary is challenging and interesting	53%	32%	3%	12%	0%
5.	Writing on diary encouraged me to write the text	60%	23%	0%	10%	7%
6.	Writing on diary help me to build a habit on writing	55%	41%	0%	4%	0%
7.	Writing on diary help me to improve my writing ability	75%	20%	0%	5%	0%
	I am responsible to the task					

8.	which are given to me for	75%	17%	5%	3%	0%
9.	making a text	89%	7%	0%	4%	0%
10.	I enjoy when learning in group	48%	32%	0%	16%	4%
	All of the members of the group have chance to counstruct our text					
	I also enjoy learning writing individually					

Based on the analysis of the questionnaire above, it could be concluded that most of the students have positive perception toward telling story on diary. Positive perception was presented when they chose the statements: *strongly agree* and *agree*. While negative perception was represented when they chose *strongly disagree* and *disagree*. It could be seen from the presented data, most of the students felt that they enjoyed learning writing using diary. It helped them to construct text easily. Because of that they had built their writing habit which resulted in their increased ability to write. Next, all of the students had positive perception that this approach was challenging and interesting. It enabled them to gain equal chance to write their text, because all students responsible to the task on writing diary.

CONCLUSION AND SUGGESTION

This is a classroom action research, which is intended to build students' writing habit by Telling Story on Diary. There were three cycles in this study, and each cycle had same procedure when conducting the action in the class, they were *plan, act, observe, and reflect*. In planning the action, the researcher was considering the resources and materials that researcher need, such as access to literature the researcher wanted to read or participants researcher wanted to include. Then, in observing the results of the plan, the researcher looked at what was involved in collecting data, like assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes. Eventually, in reflecting and planning for further action, the researcher drew out the overall conclusions and interpretations, and make statements about the research as a whole.

In this study, the instruments used in collecting data were observation, questionnaire, and classroom documents. This study used the observation to know what is really happening in the class, and to know the condition when the discussion activity is taking place. Questionnaire was used to know the students' perception towards an approach of telling story on diary in building their writing habit, and to get students' written texts, it was used classroom documents as the last method of collecting the data.

Having analyzed the result of the research from cycle 1 to cycle 3, it was found that by telling story on diary, students were able to build their writing habit, which made their writing ability had improved. In cycle 1, most of the students still had fuzzy writing which proved that they had not a habit of writing yet. In cycle 2, the students were enthusiastic in learning. Most of them involved their self in-group activity. They were giving help each other. Sometimes they giggled when they felt that they could not make sentence. In cycle 3, students had significant improvement. All of the students were pleasure in making sentence, and almost all of them were active in-group discussion. They worked eagerly and they had good cooperation. In this cycle, they had no error in mechanics. The content and organization of their writing were very good to excellent. Another mistake of them was still in language use (tense and prepositions). Errors dominated by them were major problems in simple/ complex constructions, and tense application. Sometimes they made sentence meaning confused or obscured but their ideas clearly stated. They had mostly relevant to topic but lacks detail. Over all their writing was knowledgeable.

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SEMANTIC RELATION ANALYSIS FOR VOCABULARY ENRICHMENT IN EFL CLASSES

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ABSTRACT

This paper reports a study on the benefits of semantic field analysis and cohesion analysis in helping language learners for their vocabulary enrichment. His paper scrutinizes five separate but similar smaller studies on types of semantic relations carried out by five students of English at UNTAG Surabaya for their final projects. The data sources in the five studies were both fictional and nonfictional texts. The focus of this paper is how semantic analysis on types of semantic relation may help English language learners widen and enrich their vocabulary network in conjunction with their reading activities of literary works. This study shows that a language learner can build their wide and complex vocabulary network by identifying lexical items that show different semantic relations with one selected keyword that may be taken from the main idea or the theme of a literary work. This paper also discusses the analysis stages and how each stage may gradually and practically help learner's vocabulary enrichment.

Keywords: *semantic relation types, language learner's vocabulary enrichment*

INTRODUCTION

The growing vocabulary enrichment in context of use has been particularly important for foreign language learners. This is particularly true also for learners of language and literature, that their need for vocabulary acquisition with range of denotative and metaphorical meaning nuances that they are able to understand the spectrum of meaning in the diction of the texts more fully.

An English language learner, for instance, will have to face approximately half a million words in the *Webster's Third New International Dictionary*, in addition to so many technical terms that are provided only in specialized dictionaries for specific fields and new neologism, including the changes in the noun, verb forms and derivation from words in the dictionaries (Denning, et al., 2007: 3).

However, dealing with a huge number and range of vocabulary may become a disadvantage for learners, particularly when a language learner has to keep checking the dictionary for the words s/he does not know the meaning or use. A language with a great amount of vocabulary like English may become an extra burden for a learner on where and how to start learning the words and their meanings. Whether or not the great amount of vocabulary is an advantage or a burden for a learner, but a language learner with a wide range of vocabulary will have in his/her disposal an ability of communicating his ideas and thoughts with choices of words and expressions in such a way that shows subtle meaning differences (Denning, et al., 2007: 4). Besides, sufficient vocabulary will contribute to a person to become an interesting or boring speaker/writer, and may also contribute to his or her success in a test or interview of job placement. Here, one's success or failure can often be due to his or her ability to speak, understand and reading and writing.

A number of learning methods and strategies have been promoted to improve learner's vocabulary, both for word mastery in student activities (for examples, Molinsky dan Bliss, 2007; Hunter et al., 2005) and with/without contexts of use (for example, the series of *English Vocabulary in Use* (McCarthy and O'Dell, 1994, 1999).

A number of online sites have provided devices for vocabulary learning, for example, *Wordnet*, *Framenet Data*, and *Visuword.com.*, *Wordnet* for example, are designed as an online

system of lexical referencing based on psycholinguistic approach on human lexical memory ability. In this system, lexical items of nominal, verbal and adjectival categories referring to a lexical concept are designed in a synonymy relation, while other types of semantic relations are connected with the synonymy group (Miller, et al., 1993:1). The working principles of this Wordnet system are described with its implementation as a software for data search (Miller, 1993; Fellbaum, 1993; Fellbaum et al., 1993; Beckwith et al., 1993). The Framenetsite, for example, provides an online Framenet Index of Lexical Unit (http://framenet.icsi.berkeley.edu/findupal/reading_activity) in the form of a list of lexical items and their definitions, illustration of literal and metaphorical usage. From such sites as <http://www.visuword.com>, a link to many other sites are available for dictionaries of synonyms, thesaurus, vocabulary dictionary, and electronic dictionary. All of them are expected to help support vocabulary mastery in a fast, practical, accurate and effective way.

This paper discusses part of an ongoing study on how the semantic notion of lexical field, particularly the analysis of types of semantic relations may help not just vocabulary mastery in text and semantic relations between words, but more importantly on the richness of meaning and the purpose of choice of particular diction. This study was initiated by a number of students' final projects in linguistics on semantic relation analyses in fictional and non-fictional texts that are based on the semantic field theory (Kreidler 1997) and cohesion theory (Halliday and Hasan, 1976).

The focus of this paper is to discuss how the analysis on the classification of semantic relations may help English language learners not only to discover particular semantic relation types, but also to further identify the relationship between the semantic relation types and their functions in the text. The study also discusses how the types and nuances of meaning build a vocabulary enrichment network.

Semantic relation is a basic concept in the description of meaning between words or groups of words in the semantic study. Within this concept, word's meaning may be identified not (only) by its innate semantic features, but more by the kind of meaning relation it displays with other words, for instance, the relations of synonymy, antonymy, polysemy and collocation (cf. Halliday dan Hasan, 1976; Kreidler, 1997). Information on such a meaning relation between words may add, quantitatively and qualitatively, to language learner's vocabulary mastery. Moreover, when words that are identified are part of a whole text with a particular message of theme, then the description and classification of the types of meaning relations may be used to further understand the function of the choice words and the types of semantic relations to the message or the theme.

This paper focuses the discussion on two basic questions:

- (1) What are the semantic relation types that hold between words in a text with a particular topic or theme?
- (2) How do the semantic relation network help English language learners build extended and complex vocabulary?

This discussion is expected to give some additional view and insights, especially to English language learners and instructors, on some alternatives of taking advantage of linguistic analysis for learner's vocabulary enrichment, and text comprehension in general.

METHOD

The study develops from several separate studies from students' final projects on the analysis of semantic relations to understand the themes in both fictional and nonfictional texts. The studies comprise Firdaus Ma'wa (2011, FM), Ayu C. Irnanda (2014, ACI), Danang T. Hutomo (2014, DTH), Fauzan D. Rahman (2014, FDR) dan Vinessa Ravinda, (2014, VR). These studies display similarities in the area of study, i.e. semantic field analysis and lexical cohesion analysis, but they show differences in the types of data source. The present study develops these studies to examine how semantic relation analysis helps not only the understanding of themes or the message of both fictional and nonfictional texts but also the enrichment of learners' vocabulary through a step-by-step process.

RESULT

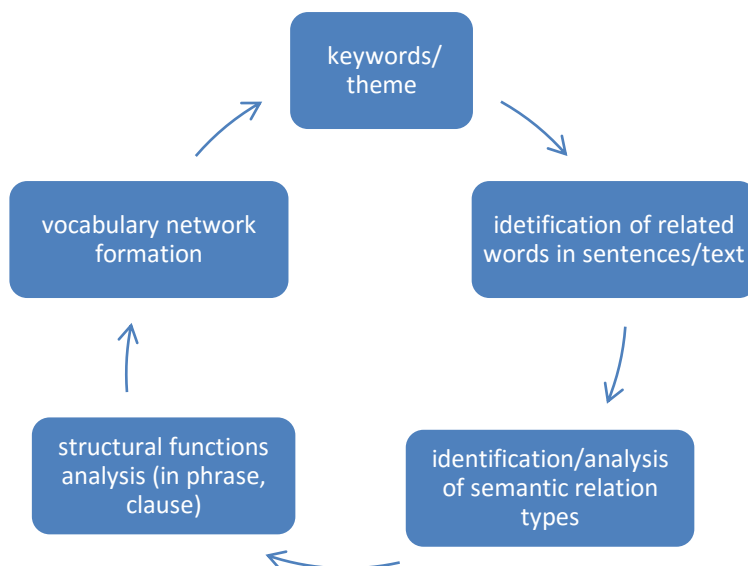
The separate semantic relation studies provides descriptions of semantic relation types between words. These studies began the research process by determining the keywords, which are the general concepts or mostly the themes of the texts. The early identification of the general keywords or the themes enable identification and collection of words in the texts that are semantically related with the concepts. In the studies being developed as the model of the present study, the keywords are *leadership* (ACI), *racism* (DTH), *survival* (FDR) and *health* (VR).

From the keyword *leadership* (ACI), 259 repetitions (both full and partial repetitions), 30 synonyms, 135 antonyms, 243 hyponyms, 6 general words, 422 collocations were collected. From the keyword *racism* (DTH), 14 synonyms, 4 antonyms and 21 hyponyms were collected. From the keyword *survival* (FDR), 77 verbs were collected with 34 hyponyms, 13 synonyms, 21 antonyms, and 14 collocations. From the keyword *health* (VR), 55 adjectives were collected, with 20 hyponyms, 4 synonyms, 16 antonyms, and 15 collocations. The last study (FM) identifies types of semantic relations such as repetition, synonymy, hyponymy, general words, collocation, complementary, and proximity.

How semantic relation analysis helps vocabulary enrichment

How does semantic relation analysis help language learner's vocabulary enrichment? The following stages of learning may be illustrated in the following chart.

Chart 1. Semantic Relation Analysis and Vocabulary Enrichment Process



First, lexical field and semantic relation types analysis may be conducted as classroom activity by identifying and collecting words in the text. The identification may be either based on a foreknown or predetermined keywords or with the purpose of finding the keywords of themes. This activity may be part of a reading class or literary analysis. The activity may be focused on identifying words in sentences that display repetition and such semantic relations as synonymy, antonymy, hyponymy and collocation with the keywords. This activity helps language learners identify meaning relations of words in their context of use. The text choice may be adjusted to the learning levels, text types and structural and information complexity. This model of lexical field analysis may be integrated in the learning materials for skills classes and text or literary analysis. This first stage may be illustrated with the first stage of analysis with keywords:

Keywords: *leadership*

- (1) **Repetition:** These are *classic pictures of leadership*: William Wallace leading the charge of his warriors against the army that would oppress his people and him (ACI, 1.1.1).

- (2) **Synonyms:** Instead of working to *build relationships* with others on the team and to *gain influence* naturally, they wait for the positional leader to *invest them with authority* and give them a title (ACI, 3.3.3).
- (3) **Antonyms:** If you don't try out your leadership skills and decision-making process when the stakes are small and the risks are low, you're likely to *get into trouble* at higher levels when *the cost of mistakes* is high, the impact is far reaching, and the exposure is greater (ACI, 6.5.4).

Second, semantic relation analysis may be conducted, beginning with identification of repetition, synonyms, antonyms, hyponyms and collocation. The analysis may also be conducted with the easiest level, for example, by identifying the repetitive lexical items (e.g. *leadership: leadership, lead, leader, leading*), followed by identifying synonyms, thus the keyword *survival* is in synonymous relation with verbs *sprint, run, struggle, defend, hurdle, keep moving, gather courage, would live, and stay alive*; keyword *racism* with *segregation, humiliation, bigotry, degradation, slavery*. The next relation would be antonymy, thus the antonyms of *racism* would be *liberating, respect, integrate*; the antonyms of the keyword *health* include some adjectives used in cosmetic product advertisements such as *weak, damaged, fragile, coarse, thick, unmanageable, thin, stubborn, dark, pigmented, dull, dry, scaly, harsh, tired, and cracked*. Then, the hyponymy analysis of *health* would include such adjectives as *glossing, smooth(-er), soft(-er), luxurious, even, radiant, gorgeous, supple, mild, gentle, beautiful, rich, cool, dewy, delicate, balanced and luminous*. Finally, the collocation analysis of the keyword *health* would include such adjectives as *silky, shiny, stronger, shinier, natural, age-defying, younger, sparkling, brighter, thick, thin, even-toned, youthful, ageless, and glowing*.

The third stage of vocabulary development is identifying structural functions, such as word class, phrase structure, and functions in clauses. The keyword *leadership*, for example, shows certain semantic relation with various phrases:

Keywords	Relation types	Phrases
L E A D E R S H I P	repetition	NP: <i>a good leader, leadership skills, real leadership</i>
	synonyms	NP: <i>a winning coach,</i>
		VP: <i>to gain influence, to invest with authority, have some power and authority, delegate</i>
	antonyms	VP: <i>to oppress, to beat your peers, shrink their influence down, rarely get it, lack power, ...</i>
	hyponyms	NP: <i>Leadership characteristics, leadership ability, a great leader, the top leader, ...</i>
	general words	NP: <i>the top person, the busiest people, the boss</i>
	collocation	NP: <i>organization and team, the desires to innovate,</i> VP: <i>continually growing, empower them to succeed, direct them in their work</i>

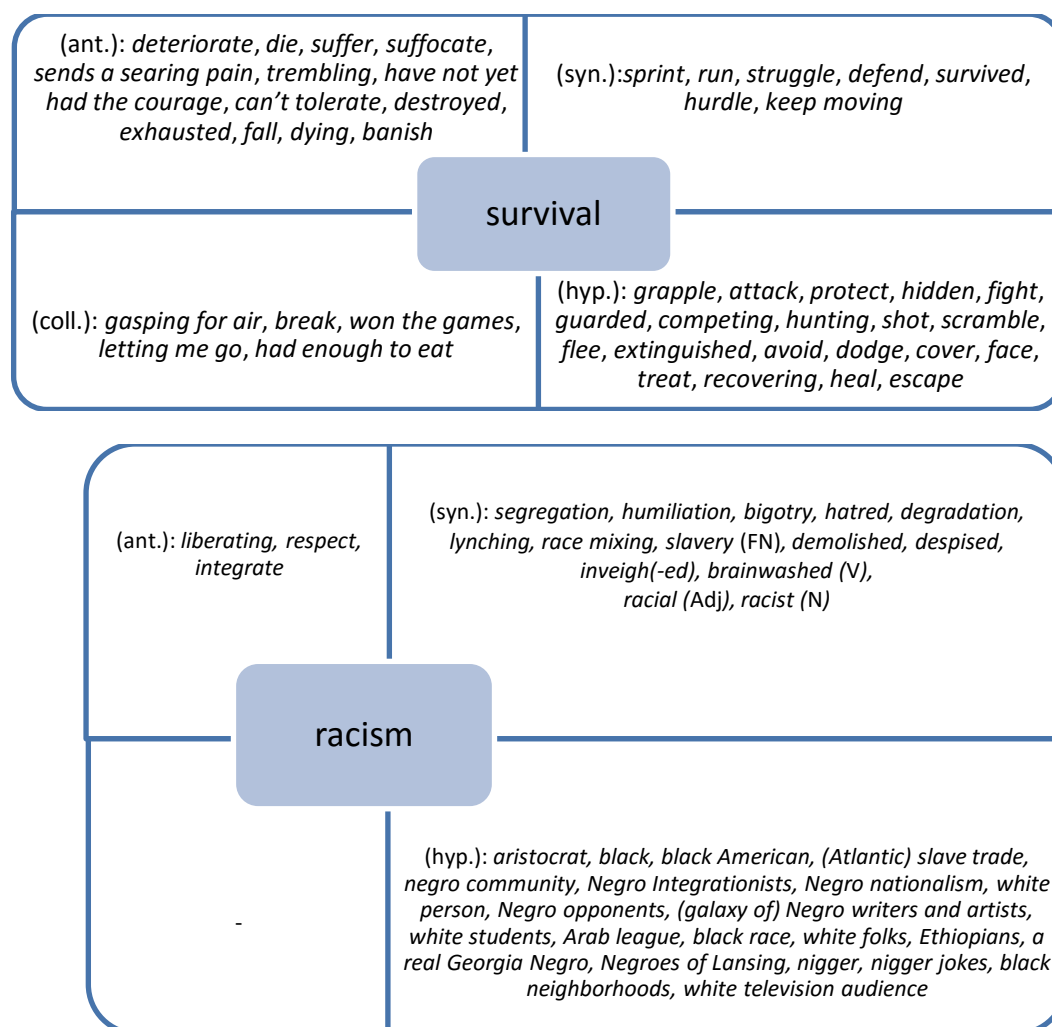
Similarly, from the keywords *racism* are developed the synonymy relations with such words as *segregation, humiliation, bigotry, hatred, degradation, lynching, race mixing, slavery* (FN), *demolished, despised, inveigh(-ed), brainwashed* (V), *racial* (Adj), *racist* (N); antonymy relation with such phrases as *liberating, respect, integrate*; hyponymy relations with such phrases as *aristocrat, black, black American, (Atlantic) slave trade, negro community, Negro Integrationists, Negro nationalism, white person, Negro opponents, (galaxy of) Negro writers and artists, white students, Arab league, black race, white folks, Ethiopians, a real Georgia Negro, Negroes of Lansing, nigger, nigger jokes, black neighborhoods, white television audience*.

The next part of the third stage is the identification of the phrase functions in clauses. This discussion can be conducted to phrase structure elements, that the keywords may take the functions as head and modifier, and the structural function these phrases may take in the clauses such as the subject, predicate, complement, and adjunct. Full repetition of the keyword as a modifier

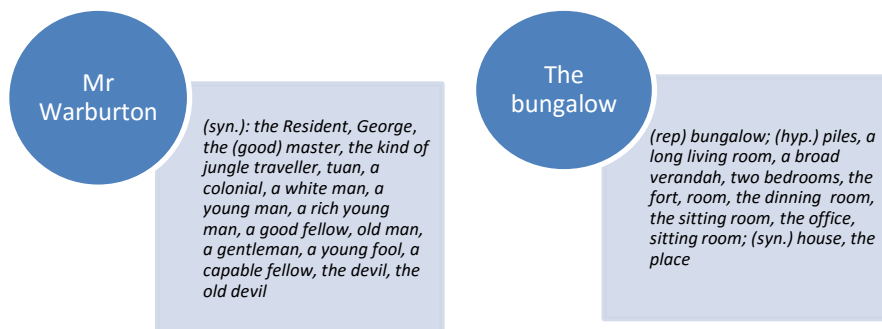
(e.g. *leadership*)

skills) means that the head word is given further information of the kind of skills being discussed. The partial repetition of the keyword *leadership* (e.g. *a good leader, lead, leading*) tells about a figure and act of leadership. Synonyms of the keyword *leadership* generally add more vocabulary on acts of leadership. Antonyms of the keyword *leadership* may describe the challenges and difficulties faced by a leader. Hyponyms of the keyword *leadership* describe the aspects of leadership itself. General words of the keyword *leadership* add other more general terms or reference of a leader (*the top person, the busiest people, the boss*). While collocation of the keyword *leadership* describe characteristics and activities of a leader. Similar analysis may be conducted to the other keywords. It is obvious that one key word may link to different semantic relations and hundreds of vocabulary relevant to each semantic relation type.

Fourth, vocabulary network formation. The previous three processes of vocabulary development will ultimately be completed with the construction of the learner's vocabulary network within their knowledge. The network may be illustrated as follows, using the keywords as the core vocabulary.



In the analysis of the main character(s) in a short story, the character named Mr. Warburton is being referred to in various ways, indicating the roles he has in the story, as well as a bungalow being the setting of the story. The vocabulary network with this figure as the keyword may be illustrated as follows:



Further investigation to the meanings of each lexical items and their various use in contexts will add to the breadth and depth of language learner's knowledge on the meaning and use of words. Such investigation will continue to add to language learner's vocabulary network.

CONCLUSION

Studies on lexical field and semantic relation between words with fictional and nonfictional texts as the data source may help language learners in their attempt at vocabulary enrichment through identification of semantic relations that exist between one keyword and a number of words in the texts. From one keyword is identified a great number of words or phrases with particular semantic relation types in their contexts of use. The identification also indicates functional relations between one lexical item with its keyword. The advantage of this analysis is vocabulary enrichment for language learners through vocabulary network that is built from their reading process and the development of learner's understanding of meaning nuances and use in contexts.

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REFLECTION OF STUDENT-TEACHERS ON THEIR TEACHING PRACTICUM IN THE GRADUATE PROGRAM OF ENGLISH LANGUAGE TEACHING, UNIVERSITAS NEGERI MALANG

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ABSTRACT

In the Master's Degree program in ELT, Universitas Negeri Malang, 3rd semester students are to take the Teaching Practicum (PPL) as a compulsory subject. This course is aimed at giving the experience for the graduate students to teach at the Tertiary undergraduate level (S1). This paper describes the reflections of the 37 students who did the teaching practicum under the researcher's supervision. At the beginning of the semester they were asked to state their expectations on what to get and learn from the course. At the end of the course each of them wrote a page-length reflection on what they got from the course; their experiences and hopes for a better PPL course for the next cohorts, and the lessons they learned during the semester. Analysis of the reflection papers yields the statements that the graduate student-teachers have similar feelings and attitudes. At the beginning of the Teaching Practicum they never thought that teaching at the Tertiary level was hard, but at the end they realized that they still had many things to improve, e.g time management, and classroom management. However, all of them (100%) mention that the course is very beneficial as they learn a lot both from the feedback given by the lecturer and their student-observers, as well as from actually observing their classmates doing the practice. Using the analyses from the student-teachers the writer then proposes the materials to equip them with the necessary knowledge and skills to select materials and methods suitable for teaching at the Tertiary Level.

Keywords: *teaching practicum, tertiary level, student-teachers, reflection*

INTRODUCTION

Graduate students taking the English Language Teaching (ELT) Program in the Graduate Program of State University of Malang have to take the Teaching Practicum Course in their third semester (Catalogue of The English Department, Faculty of Letters, *Universitas Negeri Malang*, 2015). The course aims at equipping students with practical teaching skills to teach at the undergraduate level (S1) in colleges/universities. For this course, students in one class/offering are split into 2 classes, each consisting of 9 to 10 students.

In the Odd semester of academic year 2015-2016 the writer was given 4 classes of Teaching Practicum, namely class A1, A2, C1, and C2. There were 37 students in those four classes, and they were the subjects of this present study. Due to the increasing number of students taking the Teaching Practicum each semester, since 2012 the formerly real-teaching course has been changed to peer-teaching. This is due to several reasons: 1. There are more student-teachers than the number of courses that can be used as practicum classes in the undergraduate program; 2. The schedules for the courses are often overlapping, and 3. Not all lecturers are willing to devote their class time for the practicum.

This study was aimed at finding out and describing the reflections of the student-teachers after they did the practicum, at the end of the semester. Each student had to write a one-page reflection of their feelings and experiences after the course.

Kulavuz-Onal (2000) states that reflection is a "metacognitive strategy that helps teachers think critically upon their experiences, actions, and decisions during their teaching practices". Rao (2015) also argues that reflective teaching is an effective tool for professional development, and by reflective practitioners we usually refer to adult learners-in this case student teachers- who engage in some professional activities which are then used to reflect on their strengths and weaknesses. These reflective activities are essential for the student-teachers as a means for them to learn about their practices, because, as Richards and Lockhart (1996)

state, “teachers who are better informed as to the nature of their teaching are able to evaluate their stage of professional growth and what aspects of their teaching they need to change”.

METHOD

In the course of the semester, each student-teacher had two turns of peer teaching; once for teaching a skill course and once for a content course. The writer did not decide for them which kind of course they should teach first; they decided what to teach on the first and second turns themselves and also the order of the presenters/ ‘lecturers’.

On the first meeting the writer/lecturer explained the course outline, what the students were expected to do during their practicum, and gave some brief brush ups on teaching techniques and lesson plans. She did not require the students to take the lesson plan or course outline format from State University of Malang; they were free to take any format from any university they can get hold of.

On each meeting two students were appointed as observers; usually they were the ones who would do the practicum the following week. Several things were outlined as points of observation; they are the completeness of the lesson plan/course outline, the clarity of objectives, the suitability of teaching technique/strategy used, classroom management, time management, and language usage. In each meeting, at the end of the two student teachers’ practice, both observers as well as the lecturer would give feedback and suggestion on the teaching process.

The last meeting of the semester was used to do a wrap-up activity where the lecturer and students discussed the process of the practicum and the general strengths and weaknesses of the student-teachers, as well as their plans for their future careers as lecturers.

As has been mentioned above, the final task for the students, besides submitting the revised lesson plans or course outlines, was to write a one-page reflection on the Teaching Practicum Course. The writer/lecturer did not specify what aspects they should write about; they could reflect on what they got from the course, give comments and suggestions on the processes, and outline their plans for their future careers. The reflection page was submitted together with the revised lesson plans, but it was not part of the scoring components that the writer used to consider their final grades.

The writer then analyzed the 37 reflections that the students submitted and recorded the statements they made.

FINDINGS AND DISCUSSION

The analysis of the students’ reflections yielded the following findings, which the writer categorized into: a) reflection, b) suggestions, and c) plans. All of the respondents wrote their reflections and plans; however, not everyone offered suggestions for future Teaching Practicum courses.

The biggest percentage of the benefits of the teaching practicum that the students stated was the opportunity to get beneficial feedback from classmates and the lecturer (17 students= 46%). The second most important benefit (38%), according to the students, was that they learnt various methods and techniques of teaching by observing the student-teachers in practice. Next, they learnt how to make good Lesson plans and worksheets (24%), and also how to manage their time in teaching (22%). Table 1 shows the complete data of the different comments stated by the students

Table 1. Benefits obtained from Teaching Practicum Course

No.	Statement	Tally	%
1.	Small number of students allows for useful feedback from classmates and lecturer	17	46
2.	Learn different methods and techniques by watching classmates	14	38
3.	Learn how to make good lesson plans and worksheet	9	24
4.	Learn how to run the class well to make lesson interesting	9	24
5.	Learn how to manage time	8	22
6.	Learn how to assess students	8	22

No.	Statement	Tally	%
7.	Get knowledge on what to prepare before teaching	7	19
8.	Learn how to make and/or use instructional media	7	19
9.	Good performances from classmates motivate to be a better lecturer	6	16
10.	Learn how to choose appropriate materials	6	16
11.	Peer teaching allows for more opportunities to develop rather than directly teach in undergraduate(S1) classes	5	14
12.	Get more creative, realize the do's and don'ts of teaching	4	11
13.	Realize that teaching is not easy, many things to consider	4	11
14.	Learn about own's strengths and weaknesses	4	11

Other statements have smaller percentage, they are: learning so much about ELT, evaluate friends while they are doing the practice, learn how to be a sensible, efficient, and effective lecturer, consider students' level, pay attention to affective side, see that observation is a way of professional development. Each of those benefits was mentioned by 3 the students (8%). Still other comments were mentioned by two or one students; they are how to cope with different situations, how to be a patient lecturer, learn a lot by being a student, a teacher, and an observer, learn to always have a reason for selecting a certain technique or strategy, learn better pronunciation and grammar through sharing with friends, learn a lot about different types of activities (individual, pair, and group work), gain more confidence, and learn that teaching is not as was first thought (for this statement, there are two sides: one stated that teaching was easier than first thought, the other mentioned that it was more difficult than expected).

The second category of the findings, as aforementioned, is the suggestions by the students. Some of the suggestions offered by the students are as follows: "students" in the practice should also be given opportunities to give feedback to the "lecturer"; the lecturer (in this case, the writer) should devote the first (and second) meeting in the semester to equip students with the knowledge about ELT, methods, techniques, and lesson plan development. Other suggestions include the expectations that at least one meeting in the semester be used to teach in a real class in S1, and the request that the lecturer provide a make-up class if she could not make it to class; video recording was considered insufficient as a source of feedback.

The third category of findings concerns the plans of the students for their future careers. A big percentage of the students (30%) stated that they would apply the knowledge and experiences obtained from the Teaching Practicum course in their teaching, and to adjust to different situations. The complete statements of plans stated by the students can be seen in table 2 below.

Table 2. Plans for future career

No.	Plans
1.	Apply the knowledge/experiences in adjusting to various teaching situations
2.	Continue to improve ability and skills
3.	Try to be a patient lecturer in sharing knowledge
4.	Use feedback from friends and lecturer to improve oneself
5.	Continue to improve by reading journal articles, attending conferences, having discussions, workshops, trainings
6.	Always try to be the best lecturer and do reflection
7.	Try to know own limitations
8.	Try to give corrective feedback to students
9.	Solve problems of pronunciation, grammar, etc. before teaching
10.	Always try to be well-prepared
11.	Always learn from other teachers/lecturers
12.	Have to set feasible objectives, time allotment, etc.
13.	Make sure that the materials, media, and techniques will help to achieve objectives

From Table 1 we can see that students got considerable important benefits from the Teaching Practicum course in terms of the “daily” components of teaching, that are the teaching methods/strategies, the development of lesson plans and worksheet, and management of time and of classroom activities. The biggest benefit, however, is in terms of the constructive feedback they get both from their classmates (who were acting as the observers at the time when they did the teaching) and the lecturer. Due to this many of them stated that having peer teaching class was better than directly teach in the real classes in the undergraduate program. This was stated, quite naturally, by some students who came from non-pedagogy major in their undergraduate studies; however, many who majored in ELT were also of the same opinions.

Another frequent comment made by the students was that they learnt quite a lot from the lecturer, especially how to give constructive feedback and to be patient even though the student-teachers did not do well or made mistakes in their practice. To the writer those were positive statements and an indicator that the students got something useful from the course.

The findings from Table 1 clearly reveal that the students had obtained what Ferraro (2000) states as the benefits of reflective teaching: that students gained a deeper understanding of their own teaching styles, which in the end will make them more effective teachers. As the study progresses, we have yet no facts which indicate that they, indeed, have improved as effective teachers, but we can see from the benefits that they mentioned that they had gained the deeper understanding.

Another aspect of reflective teaching that Ferraro mentions is that good teachers should be willing to share their best practices with fellow teachers, and thus engage in continuous professional development through – among others – reflective practices. In the process of giving feedback and suggestions to classmates, students who were the observers helped the student-teachers to do critical reflection, i.e recalling, considering, and evaluating a teaching experience with the purpose of improving the teaching practice. This, in turn, will result in the increased leadership of the novice teachers in the field. (www.reflectiveteaching.co.uk)

Table 2 shows that the teaching practicum has given the students clearer ideas of what to do in their future career as lecturers. Most of them stated that they would apply the knowledge and experience they got to be better lecturers, and that they would continuously try to be better by reading journals, joining and attending conferences and workshops, and giving constructive feedback to their students. Another quite positive plan was that the students would continue to improve their language mastery (grammar, pronunciation) and gain more confidence, and pay more attention to lesson plan development, and the selection of materials and media for their teaching. These things had clearly been taught to them in the preceeding courses, both in undergraduate studies and in the previous semesters in their graduate studies; however, it seems that the students were not sufficiently equipped in those aspects.

The findings of this study did not fully support the students’ expectations and assumptions in the beginning of the semester. They had written that the biggest obstacle they foresaw was time management and classroom management. In their reflection many stated those aspects as their problems as well, but they did not rank the highest.

PROPOSED ACTIVITIES FOR FUTURE TEACHING PRACTICUM COURSES

In light of the reflection given by the students, and based on the writer’s observation and experiences, she proposes some materials and procedure for the subsequent Teaching Practicum Course. First, it was apparent that students needed a “refreshing course” on ELT: lesson plan development, techniques of teaching EFL, materials selection, media development and use, classroom management, and assessment. Accordingly, she proposes that those topics be given as a “brush up” materials on the first two meetings in the semester. It was obvious that assuming that the students have mastered those topics from their previous courses both in the undergraduate studies and in the previous semesters in their graduate studies is incorrect. Students who majored in ELT in their undergraduate degree still needed other discussions on those aspects; and the lecturer should also be aware that some of the students in the graduate school did not graduate from ELT majors; thus, they needed the “brush up” sessions even more.

Second, it would be a good practice to provide one or two sessions for the student-teachers to observe- or teach- a real undergraduate class. That way, they would be able to experience the difference between teaching real S1 students and their peers.

CONCLUSIONS

The findings of this study have led the writer to conclude that teaching practicum allows for the student-teachers to be reflective teachers, who not only realize their own strengths and weaknesses, but also plan what to do in their future careers and how to make use of the feedback and experiences they got from the course. They clearly got beneficial feedbacks and fruitful experiences in many aspects, including those that are not always academic in nature. As Rao (2015) outlines, in doing reflective teaching student-teachers and even experienced teachers, can ask questions concerning their class: “what shall I teach? How do students learn? How shall I teach? And finally; was the lesson a success?” Obtaining the answers to those questions will, hopefully, lead to more effective and better teachers.

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QUIZ-DEMONSTRATION-PRACTICE-REVISION (QDPR) IN TEACHING LONG AND REDUCED ENGLISH VOWELS TO INDONESIAN EFL LEARNERS

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ABSTRACT

Deriving from the idea of thinking globally and acting locally, the main purpose of the current study is to investigate an alternative method to teach English pronunciation to EFL learners, namely Quiz-Demonstration-Practice-Revision (QDPR). The research questions were formulated as follows: (1) Is QDPR effective in teaching long and reduced English vowels to Indonesian EFL learners?, and (2) How is the effectiveness of QDPR in teaching long and reduced English vowels to Indonesian EFL learners? To answer those research questions, a series of classroom activities with QDPR was done. A test on English vowels was administered to 38 university students before and after the activities. The collected data were then submitted the t-test using SPSS© 22 for Windows© to examine the effectiveness of QDPR in teaching long and reduced English vowels to Indonesian EFL learners. The results revealed that there was a significant difference in the mean scores between pre-test and post-test, implying that QDPR was significantly effective in teaching long and reduced English vowels to Indonesian EFL learners. This is evidence to suggest that QDPR may be one of the essential classroom activities in teaching English pronunciation to Indonesian EFL learners.

Keywords: *Quiz-Demonstration-Practice-Revision (QDPR), English pronunciation, long and reduced vowels*

INTRODUCTION

In the two last decades there have been significant changes in the worldwide political, social, and commercial developments. These changes have partially influenced the status and roles of English which consequently need to be re-examined (Jenkins, 2000; McKay, 2002). The fact that English is regarded as the world's principal international language results in the increment of inter-speaker interaction: between native speakers (NS) and non-native speakers (NNS) and between non-native speakers (NNS–NNS) (Jenkins, 2000; Walker, 2001).

The pedagogical implication of this situation is that there is a need to revise the goals of teaching English for ESL/EFL learners. In pronunciation teaching, the goal is neither to help learners to attain native-like accents nor to promote comfortable intelligibility to native speakers, but to ensure mutual intelligibility among non-native speakers of English (Jenkins, 2000; McKay, 2002). Therefore, in designing a pronunciation teaching model we should try to identify those phonological and phonetic features that will affect mutual intelligibility for English as a Global Language (EGL) listeners and subsequently to revise pedagogic measures to facilitate the accurate production of these features by EGL speakers.

In the context of English language education in Indonesia, however, pronunciation has not received enough attention. As a result, there is no systematic clear guideline of pronunciation teaching although English is one of the important compulsory subjects at secondary schools. Many Indonesian teachers of English do not know what aspects of English pronunciation to teach and how to teach them. They are fundamentally not sure which English variety they should introduce to students in their classrooms because several English varieties (e.g., American English, British English, and Australian English) exist throughout Indonesia (Moedjito, 2006).

Numerous applied linguists assert that pronunciation teaching basically includes both segmental and suprasegmental features although they have set up the priorities differently. In the case of comfortable intelligibility, for example, pronunciation teaching covers the nature of

speech sounds (consonants and vowels), stress, rhythm, intonation, and connected speech (Celce-Murcia, Brinton, & Goodwin, 1996; Dalton & Seidlhofer, 1994; Cruttenden, 2001; Jenner, 1989). Unlike these researchers, Jenkins (2000) pays more attention to interaction between non-native speakers of English by formulating Lingua Franca Core (LFC)—which is crucial to intelligible pronunciation in EIL context—on the basis of her empirical research. Jenkins argues that the core features of pronunciation should be (1) consonant inventory with the provisos such as some substitutions of /θ/ and /ð/ and rhotic 'r'; (2) additional phonetic requirements such as aspiration of word-initial voiceless stops /p/, /t/, and /k/, and shortening of vowel sounds before fortis consonants and maintaining the length before lenis consonants; (3) consonants clusters with consideration of omission and addition; (4) vowel sounds; and (5) production and placement of nuclear stress. Jenkins is also concerned with certain holistic factors involved in the production of sounds because “problems in all these articulatory areas have the potential to lead to pronunciation errors at both segmental and suprasegmental levels, and thus to affect intelligibility” (p. 157). In addition to Jenkins’ findings, recently Moedjito (2009) has discovered that segmental features should be the priorities in pronunciation teaching in Indonesia. Furthermore, in terms of vowels, Moedjito and Ito (2008) has also scrutinised some serious and common mispronunciations faced by Indonesian EFL learners, such as /i:/ pronounced as /ɪ/, /ɪ/ pronounced as /i:/, /eɪ/ pronounced as /ɪ/, /əʊ/ pronounced as /ɔ:/, /æ/ pronounced as /ɑ:/, /æ/ pronounced as /ʌ/, and /ʊ/ pronounced as /ʊ/.

Like the priorities of pronunciation, how to teach pronunciation is also one of the debatable areas in pronunciation teaching. It is accepted as axiomatic by language teachers that good pronunciation is necessary for the mastery of a new language. However, exactly how they translate this idea into the methodologies and techniques for teaching pronunciation is a question which admits much less clarity and consensus. This situation makes teachers and researchers investigate better techniques for teaching pronunciation. Celce-Murcia, et al. (1996), for example, recommend numerous techniques for teaching English pronunciation such as (1) listen and imitate, (2) phonetic training, (3) minimal pair drills, (4) contextualised minimal pairs, (5) visual aids, (6) tongue twister, (7) practice of vowels shifts and stress shifts related to affixation, (8) developmental approximation drills, (9) reading aloud/recitation, and (10) recordings of learners’ production. These techniques, of course, have their own strengths and weaknesses. A certain technique may be worthwhile in a specific situation but cannot be implemented in other situations. It is unquestionable that the teacher is the one who decides which techniques are more appropriate to learners because he/she is the only person who knows what is happening in his/her language classroom.

Apart from what to teach and how to teach, the issue of English variety has recently emerged in the framework of pronunciation teaching. The global development of the world has shifted the roles of English and has subsequently created a new English variety, namely English as an international language (EIL) (Jenkins, 2000; McKay, 2002). In that way, not only is English widely spoken by its native speakers, but also by those whose native language is not English. Such being a case, EIL can exist at any interactions between the speakers of English who come from different nationalities or linguistic backgrounds. As argued by Jenkins (2000), the main concern should be about non-native speakers of English (NNS) or non-bilingual English speakers (NBES) because these speakers are regarded as the “most international” group of English speakers. According to Smith (McKay, 2002), the framework of EIL should be understood in terms of the relationship between an international language and its culture. Smith’s assertions are valid for the use of EIL in a global sense (McKay, 2002) on the following conditions: (1) its learners do not need to internalize the cultural norms of native speakers of that language; (2) the ownership of an international language becomes ‘de-nationalized’; and (3) the educational goal of learning that language is to enable learners to communicate their ideas and cultures to others.

The development of language teaching on other sides of the globe has a significant influence on English language teaching in Indonesia; as a result, English curricula have been reformed for better outcomes in the last three decades. However, many applied linguists and practitioners still claim that not only are students’ achievement and the results of the national examination at secondary schools (junior and senior high schools) unsatisfactory, but also the ability of oral communication is insufficient after completing six-year instruction of English at

junior and senior high schools. In the case of pronunciation teaching, one of the reasons for this failure is because of the curriculum itself.

In Indonesia, the main objective of English language education is to promote discourse competence (i.e., students' communicative ability, both in oral and written language in any communicative events). In order to effectuate the goal, learners also have to learn other competences: actional competence, linguistic competence, socio-linguistic competence, and strategic competence. Thus, discourse competence is the final goal of language learning while the other competences are treated as the supportive competences but should be firstly acquired. However, practically the treatment of the four competences is not equal. A great attention is only directed to the actional competence which is promptly realized into four language skills whereas the other competences are not sufficiently elaborated. In the case of linguistic competence, for example, the curriculum just provides its outline—phonology is just divided into segmental and suprasegmental features—without any further explanation what to teach and how to deal with these features. This narrow understanding of communicative ability and lack of real guidelines will result in ignorance of language components, particularly pronunciation which is one of the essential keys for retaining Indonesian EFL learners' intelligibility in oral communication.

Regarding the expectation of English as a global language and the real condition of what happens to English education in Indonesia, Quiz-Demonstration-Practice-Revision (QDPR) was proposed as an alternative technique to teach pronunciation, especially segmental features, at Indonesian EFL classrooms. By doing this QDPR regularly, the students are expected to be more aware of their pronunciation so that their knowledge and performance of pronunciation will gradually increase. Although the steps of this technique of teaching pronunciation are not completely new, their combination is relatively new. Therefore, it is necessary for us to examine its effectiveness so that it can be an alternative to teach pronunciation to EFL learners. The current study was conducted to answer the following research questions:

- (1) Is Quiz-Demonstration-Practice-Revision (QDPR) in teaching long and reduced English vowels to Indonesian EFL learners?
- (2) To what extent if the effectiveness of Quiz-Demonstration-Practice-Revision (QDPR) in teaching long and reduced English vowels to Indonesian EFL learners?

METHOD

A total of 38 Indonesian EFL learners at a private university in Lombok Timur, the province of Nusa Tenggara Barat, Indonesia, were randomly selected by implementing a stratified random sampling. The students studied at Department of English Language Education, STKIP Hamzanwadi Selong and attended the course of *English Pronunciation Practice* in their first semester and *Phonetics and English Phonology* in their fifth semester. Thus, all the participants of the study have been familiar with segmental features of English pronunciation (i.e., consonants and vowels). Prior to data collection, the participants were asked to sign a letter of consent.

The author implemented One Group Pretest-Posttest Design. An experimental group was selected using cluster random sampling. The group was given a pre-test of an oral pronunciation test before the designed treatment and was given a post-test after the treatment. The treatment ended within 100 minutes and can be described as follows.

- (1) Quiz. The teacher started his teaching and learning process by giving a small quiz of pronunciation (i.e., the long English vowels: /i:/, /ɑ:/, /ɔ:/, /u:/, /ɜ:/ and the reduced English vowel /ə/) to students randomly. This quiz should be normally given to all students, but the slowest students will be better because our target is to elevate their performance and knowledge of pronunciation.
- (2) Demonstration. The teacher demonstrated how to produce the target vowels by exemplifying and explaining what to do in the students' L1 (i.e., Bahasa Indonesia) while the students were observing and imitating their teacher's action. At the same time, the teacher is controlling the students who are trying to produce the target vowels. As the teaching media, the teacher may use flashcards of the target vowels as well as the picture of the speech organ.

- (3) Practice. The teacher gives the students a chance to practice more the target of vowels. The practice covers single words, phrases, sentences, and short discourse (a short paragraph with less than 50 words) consisting of the target vowels.
- (4) Revision. When the students are doing practices of the target vowels, the teacher is observing and focusing on the students' difficulty. Based on the observation, the teaching revises the mispronunciation of the target vowels.

In both of pre- and post-tests, the participants were asked to read a short passage containing the target vowels. Their reading was recorded for further analysis. In addition to the oral test of pronunciation, in-depth interview with three participants was also conducted to explore their views in English pronunciation teaching in Indonesian EFL classrooms, focusing on their difficulty of learning spoken English in general and their opinion about the implementation of QDPR. The data collected from the oral test were treated as the primary data while the data gathered from the in-depth interview were treated as the secondary data.

The participants' recording was evaluated by using a five-point Likert scale (1 refers to the least appropriate pronunciation and 5 refers to the most appropriate pronunciation). The tabulated scores were then submitted to SPSS 22[®] for Windows[®] for *t-test* and descriptive statistics.

FINDINGS AND DISCUSSION

The analysis of descriptive statistics disclosed that the mean score of the pre-test was 19.87 with 2.32 of the standard deviation while that of post-test was 48.18 with 3.32 of the standard deviation. The mean score of the post-test exceeded much more than that of the pre-test. Next, the calculation of a paired two-sample *t*-test discovered that there was a significant difference in the mean scores between the pre-test and the post-test, $t_{(29)} = 18.05$ at $p < .01$. This implies that QDPR can significantly increase the students' knowledge and performance of pronunciation.

The finding is consonant with a previous study (Moedjito, 2006; in press) which revealed that not only was teachers' explanation in students' L1 (i.e., Bahasa Indonesia) perceived as one of good techniques in teaching pronunciation, but also teachers' demonstration of how to produce English vowels. The result of the in-depth interview really supports the quantitative analysis of the study. For example, one of the interviewee claimed that QDPR helped him produce the target vowels, /i/ and /ɪ/, which he could not differentiate. Another student said that the demonstration of how to produce the target vowels and explanation in Bahasa Indonesia made him more comfortable. Although the findings of the study are interesting, more importantly teachers' performance and knowledge of pronunciation is highly required. Their ability of how to produce the target sounds and how to demonstrate the production of the target sounds is very crucial. This implies that teacher training of English pronunciation is really needed.

CONCLUSION

The current study aimed at investigating the effectiveness of QDPR as an alternative technique for teaching pronunciation, especially English vowels, in EFL classrooms. The result of the study has disclosed that there was a significant difference in the mean score of students' achievement before and after the treatment. This implies that QDPR may become an effective technique for improving students' performance and knowledge of English vowels.

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TEACHING CRITICAL THINKING THROUGH EXPOSITORY TEXT TO ENHANCE STUDENTS' READING COMPREHENSION

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ABSTRACT

This research investigated whether there was different score of reading comprehension between the students who received a treatment and the ones who did not. It also explored how the students developed their critical thinking when they were engaged in the treatment. To reach the objectives, a quasi-experimental research was designed along with mixed-method. For the quantitative data, pre-test and post-test were administered to 32 students of experimental group and 29 students of control group. The results of both tests were analyzed using paired-samples t-test and independent-samples t-test. While for the qualitative data, classroom observation supported by video recording was employed to the experimental group. The transcription of video recording was analyzed on three steps; data condensation, data display, and drawing and verifying conclusion. The result showed that students of experimental group outperformed those of control group ($p = 0.018$, effect size 0.09). It means that the students who received treatment did better achievement on their reading comprehension than those who did not. While the result of analyzing video-recording transcription showed that the students used different critical thinking elements when they discussed on a topic. All six elements in Bloom's taxonomy were used by the students on the discussion.

Keywords: *teaching critical thinking, expository text, reading comprehension*

INTRODUCTION

In Indonesian educational setting, critical thinking is an issue that needs serious attention. Based on the present author's experience, most of pupils are reluctant to pose question. They are terrible in answering or solving problem when some questions or problems are administered to them. They commonly answer the questions in short and disordered way. They get difficulty to explore the idea in their mind as well. It is argued that such problems are caused, mainly, by the minimum critical thinking skills the students have. Indeed, there must be other factors influencing why the learners are unable to solve problems, such as knowledge, motivation, etc. However, it is believed that the problems can be minimized when they have good way of thinking. For the reasons, an investigation on the extent to which the students use their critical thinking skill in learning activity needs to be addressed.

In English as foreign language (EFL) context, Indonesian students are assumed to have lack of critical thinking skills for they are not good in "exchanging ideas and writing in English critically" (Masduqi, 2011:186). This should be avoided so as to get good English ability. Critical thinking takes part in determining the successfulness of mastering language elements. Different studies have confirmed the role of critical thinking in improving reading comprehension (Fahim and Sa'eeppour, 2011) and EFL language proficiency (Liaw, 2007). Having good critical thinking is believed to support writing skill since the activity of writing needs the ability of choosing appropriate words, sequencing sentence, elaborating ideas, etc. Hence, the teaching of English in Indonesia is strongly suggested to always include critical thinking elements.

Another problem of Indonesian students in learning English is reading comprehension. Many of them are unable to comprehend the content of a certain passage. Though the teacher has translated each word into Indonesian, some of them still get difficulty to understand the whole content of the text. The authentic evidence of the weakness of Indonesian students in reading comprehension is the minimum score of national examination. In upper level, university graduates still get difficulty in comprehending a passage completely (Hamra and Syatriana, 2010). It is ironic since they have learned English since elementary schools. This

should be taken into consideration that reading comprehension is another language element that should be improved.

Based on the importance of teaching critical thinking and improving students' reading comprehension, this research investigated the effectiveness of both of them in the context of Indonesian students. To support the research, the expository text as well as classroom presentation stage were employed as tool of teaching critical thinking by purpose of enhancing students' reading comprehension. The research questions of this study are; (1) is there any different result of students' reading comprehension before and after being taught critical thinking through expository text?, and (2) how do the students develop their critical thinking when given an expository text to enhance reading comprehension?

METHOD

The present research employed both quantitative and qualitative methods. To investigate whether there was different result of students' reading comprehension before and after treatment, this research administered pre- and post-test. The results of both tests were then analyzed using t-test in SPSS version 21. While to know how the students developed their critical thinking when given expository texts to enhance reading comprehension, the present research employed observation which was supported by video recorder. The recording was then transcribed into transcriptions. To conduct the transcription, the researcher used the transcribing convention proposed by Allwright and Bailey (1991) with several modifications and adaptations to meet the requirement as shown in table 1. Afterwards the transcription was analyzed by condensing, displaying, and concluding them into description (Miles et al., 2014).

Table 1. Transcribing convention

Code	Explanation
T	Teacher
S1	Student 1
S2	Student 2
S...	Student ...
SS	Unidentified subgroup in chorus
SSS	Whole class speaking chorus
{ }	For comment
//	Pauses
Italics	Indonesian language

This research was conducted at a senior high school which runs 2013 curriculum. The subjects of the research were 32 students of 11 IPA 5 and 29 students of 11 IPA 2. Each class consisted of boys and girls with almost equal in numbers. The selection of both classes was based on the schedule of the teacher who taught the classes. Between the two classes, 11 IPA 5 was assigned as experimental group and 11 IPA 2 was the control one.

The treatment was conducted in four meetings. In the treatment, there were presenter and audience. In each meeting, there were three students assigned as presenters and the other students were the audience. During the treatment, they discussed four texts; *The Importance of Agriculture*(text 1), *Corruption and Indonesian Culture*(text 2), *Is Smoking Good for Us?*(text 3), and *Controlling Children Using Computer*(text 4). The presenters were in charge to explain the detail of the text as well as to answer all questions delivered by audience. The role of the teacher was to help the presenters when they got difficulty to explain what they wanted to explain. He also helped the audience when they were unable to present their questions well. In the assistantship, he merely gave additional sentences so as to make everything clear, while the main notion came from either the presenters or audience. He also frequently showed the English of certain sentences when the presenters or audience could not do so.

FINDING AND DISCUSSION

The Result of Pre- and Post-Test

Using paired-sample t-test, the result of analysis of pre- and post-test of control group is presented in the table 2. Based on table of the paired-samples testing, no statistically significant

difference was found ($t = 0.328$, $df = 28$, $p > 0.05$) between the pre- and post-test results of the control group. The effect size was calculated and resulted score 0.006 which belongs to small level. It denotes that there was no improvement made by students of control group toward the test.

Table 2. Paired-Samples Test (Control Group)

Mean	Std. Dev	t	df	Sig. (2-tailed)
.207	3.395	.328	28	.745

Another calculation using paired-samples t-test is the calculation of pre- and post-test of experimental group. The result of the analysis is presented below.

Table 3. Paired-Samples Test (Experimental Group)

Mean	Std. Dev	t	df	Sig. (2-tailed)
-5.375	5.142	-5.914	32	.000

From the table 3, it indicates that there is a statistically significant difference found between the pre- and post-test scores of the experimental group ($t = -5.914$, $df = 31$, $p < 0.05$, large effect size of 0.55). It demonstrates that the students of experimental group did positive progress and improvement on their test.

The comparison of the result of pre- and post-test between experimental and control group was calculated using independent-samples t-test. The result of calculation of pre-test between the two groups is shown in the following table.

Table 4. Independent-Samples Test (Pre-Test)

Levene's Test for Equality of Variances	t	df	Sig. (2-tailed)
.003	-.150	59	.881

Meanwhile the calculation of post-test between the experimental and control group is shown in the following table.

Table 5. Independent Samples Test (Post-test)

Levene's Test for Equality of Variances	t	df	Sig. (2-tailed)
.003	-.150	59	.881

From the table, the homogeneity of variance shown in Levene's test for equality of variances denotes that the variances were equal (0.479). It also means that the assumption toward the variances was not violated. The Sig. (2-tailed) shows that the value is less than the cut-off point of 0.05 (0.018, effect size 0.09). It means that there is significant difference between the post-test scores of control and experimental group where the experimental group outperformed the control one.

Students' Critical Thinking Development

This section emphasizes on the investigation of how the students developed their critical thinking when given expository text. This part is the answer of second research question. All conversations uttered by students are classified into their critical thinking elements offered by Bloom (1956); knowledge, comprehension, application, analysis, synthesis, and evaluation. The following is the example taken from the transcription.

Knowledge

The students and presenters once employed knowledge category in their discussion of text 1. They talked about rice import and export as shown in the following extract.

- S5 : As I know // Indonesia has a very *luas* farming // but we also know that // the government still import rice from other countries. Why is it so?
- P3 : That's the fact.
- P2 : It is really *berlawanan* to the fact // that we are called as agriculture country // but we still import rice
- P1 : But I ever read a newspaper // there it is said that our government export rice to other countries // like Japan // Spain // and Germany.
- S5 : Hmmm...it is confusing
- T : Government exports rice when the stock is surplus. On the other hand // government imports rice when the stock is less. That's what I know.
- SSS : Ohhhh...

Student 5 stated that Indonesia has a very vast farm but still imports rice from other countries. Before saying the utterance, she said "as I know" which means that she had an information stored in her mind and she just recalled it. This process involved a process of remembering any materials which according to Bloom (1956) it belongs to knowledge category. Presenter 3 confirmed what was delivered by student 5. Presenter 2 responded by stating that the phenomenon was contradicted to the fact that Indonesia is called as agricultural country. The word '*berlawanan*' (contradicted) denotes that the presenter also had an information stored in his mind. It means that he also activated background knowledge to respond the question delivered by student 5. Presenter 1 also responded by stating that the government exported rice to other countries. Before telling it, he said "but I ever read newspaper", it denotes that what he told about exporting rice by government was the result of recalling information in his mind. The contradiction of statement between presenter 2 and 1 made student 5 confused. However, the teacher explained that the government exports rice when the stock is surplus, and imports rice when the stock is less. In conclusion, either student 5 or all presenters used knowledge category in this extract.

Comprehension

In the beginning of discussion of text 1, the students used element of comprehension to get the notion of what agriculture was and its scope in the context of the passage.

- S1 : I want to know what is *maksuddengan* agriculture here
- P2 : I think // agriculture here is all about farm products like rice, corn, er....
- P3 : Bean, cucumber...
- S2 : Chicken
- SS : {laugh}
- P2 : Chili, coconut, etc.
- S1 : How about // *sayur-sayuran*?
- P2 : Yea // *termasuk juga*

The extract tells that student 1 asked what was meant by agriculture in the passage. Presenter 2 responded by mentioning kinds of farm products, presenter 3 added by mentioning other examples of farm products. Before presenter 2 mentioned kinds of farm products as the response to the question delivered by student 1, and so did presenter 3, they must have firstly comprehended the passage including what was meant by agriculture in that text. This process of understanding which then be followed by mentioning examples of farm products represented "an understanding of the literal message contained in a communication" (Bloom, 1956: 89). And this process is classified as comprehension category.

APPLICATION

In another chance, the students and presenters used application element to deal with the way to bring back Indonesian agriculture like in the past time. The extract taken from text 1 is shown below.

- S3 : Well // according to you // how to *mengembalikan* our agriculture like *dulu lagi*?

- P1 : *Bukan hal yang mudah // because semakin banyak people who not interested to work in agricultural sector.*
- P2 : *Selain itu // semakin banyaknya lahan yang dijadikan bangunan perumahan // or yang lainnya make jumlah agricultural product berkurang.*
- S3 : So how?
- P1 : Government should *membatasi // the use of lahan pertanian to build house // or other buildings.*
- P3 : And I think // government should also *mensosialisasikan pentingnya* agriculture to *masyarakat*
- S1 : Good

From the extract, presenter 1 revealed that it was not an easy job to bring back the agriculture to be like in the past time. He added that it was because there were more people who were not interested to work in agriculture. Presenter 2 added that it was also caused by the more field being used as building. These ideas were used to extend the explanation why it is hard to bring back the agriculture like it used to be. Student 3 once again asked how to bring back the agriculture like in the past time. Finally presenter 1 stated that the government should limit the use of fields to build house or other buildings. Presenter 3 added that the government should socialize to people about the importance of agriculture. Both statements of presenter 1 and 3 were the form of solution. Before coming to the solution of problem, the presenters explored a situation related to problem solving (Bloom, 1956). These behaviors belong to *application* category.

ANALYSIS

The student and presenters once employed analysis element in their discussion of text 3. They used it when they talked about the tendency of teenagers to be acquainted with strangers. The conversation is presented in the following extract.

- S6 : In the text // it is said that there is a tendency // that teenagers want to become acquainted // with many strangers outside. *Kenapa demikian?*
- P1 : Teenagers *memang* always want to know // about *segala hal yang baru. Itu sudah menjadi* their character. *Sementara dalam dunia maya // we can kenalan with new people // alias yang tidak kita kenal sama sekali pun bisa. Kenal dengan orang-orang baru // kadang membuat kita selalu tertarik // dan ketika itu terjadi terhadap teenagers// maka tidak heran // mereka cenderung suka kenalan dengan orang-orang baru.*
- P2 : That's right // in facebook contohnya // pada kolom pencarian // kita hanya butuh mengetik nama apa saja // maka akan kita temukan akun seseorang there. If we continue // meminta berteman dan jika dia menerima // maka kita akan jadi berteman. Meskipun pada awalnya // we don't know each other.
- P3 : That's why // parental control is *sangat penting. Orang tua perlu memberi nasehat // tentang social networking// sehingga teenagers tidak terjerumus ke dalam hal-hal yang keliru. Tidak juga sampai salah kenal dengan orang baru.*

Based on the extract, presenter 1 stated that teenagers commonly want to know about everything new. He continued that in virtual world everyone can be acquainted with new people at all. To be acquainted with new people is interesting, he added, that is why no wonder that children tend to get new friends. Presenter 2 agreed with what was said by presenter 1. She added by giving example of the easiness of getting new people in Facebook though they are strangers. Presenter 3 gave suggestion that based on the reasons mentioned by presenter 1 and 2, parental monitor becomes necessary. In presenting their ideas, the presenters broke down the material into its constituent parts like presenter 1 did, and made relationships of the parts to be entirely organized (Bloom, 1956).

Synthesis

Sometimes the student and presenters employed *synthesis* element in their discussion as shown in the following extract.

- S8 : *Akhir-akhir ini hujan agak telat // I mean it does not fall as usual dalam hitungan waktu. Hal ni pastinya // berdampak tidak baik bagi para petani. So in your opinion // what should farmers do to overcome this problem?*
- P3 : *You're right. Dulu biasanya September sudah hujan // now bisa molor sampe Desember baru mulai hujan*
- P2 : *I think // yang bisa petani lakukan adalah // menggunakan diesel untuk mendapatkan air dari sumur bor*
- T : *Right*

From the extract, student 8 asked what farmers should do to overcome the problem of little rain intensity in a certain area. However, before coming to the question, the student presented description of the fact that rain intensity were reduced recently then he related to the impact possibly to happen because of it. This kind of thinking belongs to analysis. Presenter 3 responded by remembering that it had been raining in September in the past but it is raining on December nowadays. This clearly shows that the presenter used background knowledge. Presenter 2 then gave solution that farmers should use diesel machine to get water. This problem solving in a short consideration belongs to comprehension. In summary, these are processes of working with elements (analysis, knowledge, and comprehension) to constitute a whole understanding (Bloom, 1956). And these belong to synthesis category.

EVALUATION

In another occasion, the students and presenters employed evaluation element when discussing about agricultural production per capita. The conversation is shown below.

- S3 : *Hmmm // And why do you think // agricultural production per capita // never increases more than one percent // each year?*
- P3 : *Because er.... er.... the production of sektor agriculture saat ini // not like dulu lagi.*
- S3 : *Not like dulu yang gimana?*
- P3 : *Dulu // most of Indonesian people are farmer. Sumber daya manusia melimpah // ditunjang sumber daya alamnya juga. So agricultural sector is very strong. But now // almost semua anak-anak muda enggan kerja disawah // this makes hasil produksi terhambat*
- P2 : *And this makes // agricultural production per capita // never increases more than one percent each year*
- S3 : *Whose fault is this // salah siapa?*
- P2 : *Dunno exactly // but I think many factors influenced it. Salah satunya adalah // gaya hidup*

Based on the extract, presenter 3 made a judgement that the production of agricultural sector nowadays is not it was in the past time. When student 3 asked further what presenter 3 meant, presenter 3 provided a criteria by saying that most of Indonesian people in the past were farmers. Human and natural resources were enormous. Then he said, now young people are unwilling to work at farm, and this makes agricultural product hampered. Making a judgement by involving such criteria is called evaluation (Bloom, 1956). In addition, when student 3 asked whose fault it was, presenter 2 responded by judging that there were some factors influenced it, one of them is life style. It is clear that the presenters employed *evaluation* element in this part of conversation.

The result of this study corroborates the findings by some researchers before such as Faheem and Sa'eepour (2011), Fahim and Ahmadi (2012), Barjesteh and Vaseghi (2012), Fahim and Barjesteh (2012). They found that critical thinking influenced the ability of reading comprehension. Almost all of them found statistical difference between control and experimental group where the experimental group outscored the control one. This finding also harmonizes with Facione (2006:11) who states that there is a "significant correlation between critical thinking and reading comprehension. Improvements in one are paralleled by improvements in the other". In conclusion, teaching critical thinking has been proved to be able to improve students' reading comprehension.

Based on the finding of how students developed their critical thinking when given expository texts, it can be concluded that the students employed different critical thinking elements when they were engaged in the discussion session. This matches with the finding of Baez (2004). They sometimes activated their background knowledge when they had to recall any information stored in mind. They used comprehension element when they had to understand a discourse by translating, predicting, or interpreting. They also used application category when they were given a problem and should give the solution to the problem or how to apply it into the real practice. Sometimes the students employed analysis element when they broke down a material into its parts then related or organized them to be a conclusion. Synthesis category was also many times used by the students when they put together some elements to form a whole communication. They also employed evaluation element mostly when they had to give a judgment on something or problem which was preceded by analyzing the problem.

In terms of the use of expository text as a tool to enhance students' reading comprehension, it can be assured that based on the findings of the research, expository texts have an influence toward students' reading comprehension. To be compared with other types of text, an expository text is structured in its way which demands the reader's critical thinking to comprehend the content.

CONCLUSION AND SUGGESTION

Based on the statistical findings of the study, it can be concluded that students who enjoyed expository text by employing presentation stage (experimental group) had outperformed those who did not undergo the treatment (control group). Both groups indeed performed identical language proficiency prior to the treatment, however, the treatment extinguished their results in the end of research. It is clear that such treatment is beneficial in its implementation at a classroom context.

The improvement of the score of experimental group is naturally due to the treatment. The content of expository text led them to use different critical thinking elements during the presentation stage. The use of different critical thinking helped the students understand the content of a text. When this situation was then implemented to some new texts such as those which were used in post-test, it really worked. Another reason why the treatment could improve students' post-test scores was because the students and presenters discussed the expository texts primarily based on what they found in the passages. They frequently raised and discussed a topic which was taken from every important sentences or topics in the passages. Thus, almost all of them comprehended well the content of the passages.

From the presentation stage result, it can be drawn that students constructed their critical thinking by employing critical thinking elements randomly and differently. They used almost all critical thinking elements in each discussion. In a certain text, they used knowledge element more frequently than other elements. In another text, they employed comprehension element at the most.

The difference of the use of critical thinking elements in each discussion denotes that although all expository texts used in the presentation stage had the same structure, but the students employed different critical thinking element. It must be the content of the text which influenced why the order and the number of certain element which were used were different.

Dealing with the students' comprehension on a text, the structure of a text determines how well a student comprehend a text. Compared to other kinds of a text, an expository text has a structure which leads readers to think deeply and use high order of thinking to comprehend the content. This situation enables a student to understand the text thoroughly.

In conclusion, an expository text has been proved that it is beneficial to use in teaching critical thinking and to enhance their reading comprehension. Either the structure or content of the text influences the work of critical thinking elements and thus facilitates comprehension. The result of pre-test and post-test denote that an expository text which is combined with presentation stage is worth to take into account.

The future researchers who are interested in the same topic may take advantage of this study. It is suggested that they investigate whether the use of expository text can develop or enhance students' critical thinking. They may also probe whether the structure of expository text indeed influences the use of critical thinking when compared to other kinds of text.

Similiarly, they also can investigate whether the content of a certain text determines the use of certain critical thinking element.

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GESTICULATED TEACHING READING IN EFL CLASSES

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ABSTRACT

This research was conducted to investigate effectiveness of gesticulated teaching reading in English as a Foreign Language (EFL) classes in Jakarta. In the investigation two classes were chosen but only one class practiced gesticulated reading. For that purpose, three authentic, narrative texts were carefully selected and used as the material of instruction in both classes. In the end of the study students were tested using the same instrument. Scores of the test were analyzed using independent t-test to verify whether or not student achievements in the two classes differ. The research reveals the following results (1) the students in gesticulated reading class achieve better scores than that in conventional reading class; (2) the class atmosphere in gesticulated reading class is more vivid than that in conventional reading class.

Keywords: *gesticulated teaching, reading, whole-brain-based learning*

INTRODUCTION

Unlike activities of speaking and writing in language learning, reading is a receptive skill in which students receive messages printed in the texts. However, this does not mean that reading is a passive activity but, instead, it is an active or even interactive form of activity (Adler and Doren, 2007). It is the text that is passive but the effort of getting the printed ideas needs internal activities and external interaction. Internal activities refer to the active work of whole brain, the right and left hemispheres. Researches in this domain conclude that whole-brain-based learning methods creates strong retention and gives better effect to long term memory (Biffle, Vanderfinand Rekstad 1999; Biffle, 2013).

In a broader context, researches in neuroscience prove that human brain works well when facilitated with physical related activities. One of the consistent messages from these varied researches is that speech and gestures are deeply connected systems of communication. Specifically, researchers have demonstrated that gestures: (1) are semantically and temporally linked to the content of the ongoing speech stream, (2) have similar communicative functions as speech, and (3) develop closely with language acquisition in children. Furthermore, in terms of comprehension, listeners seem to pick up meaning of gesture, and do so in ways that are integrated with the speech signals (Goldin-Meadow, 2003; Kendon, 2004; McNeill, 1992, 2005). A classic theory postulated by Mehrabian claimed that listeners in understanding a speech rely on what they see, not on what they hear. In this context, body language or gestures account for 55%, tone and voice 38% and the actual words 7%. Surprisingly, when verbal and non-verbal communication incongruent people will believe the non-verbal information (Mehrabian, 1967). In a specific term, Bernstein and Bernstein (1999) concluded that gestures, combined with proper imagination, are very powerful to foster creativity which is important in a learning process. This is postulated and termed what is so called "the thirteen thinking tools" that include (1) observing, (2) imaging, (3) abstracting, (4) recognizing patterns, (5) forming patterns, (6) analogizing, (7) body thinking, (8) empathizing, (9) dimensional thinking, (10) modeling, (11) playing, (12) transforming, and (13) synthesizing.

With regard to reading, there are ample evidences that gestures play an important role not only to facilitate comprehension but also to enhance creative and critical thinking as well as to improve students' communication skills. Such is possible because gestures stimulate imagination and, in turn, establish positive attitude toward learning and team working. (Herman, 2015). Similarly, Dougill (1987) argues that gestures, which he calls 'mimes', develop students' power of imagination, observation skills, and build up their confidence by encouraging them to get up and do things in front of one another. Thus, mime is a great way of reinforcing memory

by means of visual association. Zyoud (2010) concludes that in a language class when a text is properly mimed, gesticulated and dramatized, reading and listening skills can be fostered.

The conceptual references in this context can be synthesized that (1) reading can be delivered in an active and even interactive form of teaching when whole-brain-based learning is applied, (2) gesticulation or physical and body movement facilitate and empower whole brain work. Therefore, based on such synthesis, this research is conducted to promote a technique of teaching reading for comprehension to involve gestures which hence referred to as gesticulated teaching reading.

The term gesticulation was initially popularized by Kendon in 1980 and is defined as motion that embodies a meaning relatable to the accompanying speech. It is chiefly made with the arms and hands but is not restricted to these body parts (McNeil, 1992). In addition, gestures can be performed with or without accompanying speech. The first is called autonomous gestures and the latter is called gesticulation (Kendon in Zhao and Badler, 1998). Such a teaching technique has been practiced by Li Yang in 2005 in which he creatively designed methods which he named gesticulated teaching. He developed it to teach pronunciation and people called it Crazy English (CE) because he shouted and made gestures during the teaching and learning practice. This was applicable, particularly in practicing vowels and consonants as far as teaching pronunciation is concerned. The result was astonishing. Practicing his invention for four months, Li Yang found his language skills improved very much. He passed the exam and more than that he won the second-highest mark in his university (Jing Yan, 2009).

More specifically in CE, Yang demonstrated proper pronunciation of words using approximately twenty hand/arm movements that are supposedly coordinated to specific vowel and consonant sounds. (Woodward 2008). To clarify it, below is an example of such a gesticulation.

Table 1: Gesticulation in Learning Pronunciation

Sound	Hand/Arm Movement
/ a / as in 'what'	Right hand held above the head to make a hand puppet and opened when vocalizing the "a" (For the word "what," slowly open the puppet mouth on "wha" and close it on the "t")
/ ai / as in 'like'	Right hand's pointer finger draws a small complete clockwise circle
/ o / as in 'go'	Closed fingers and a cupped palm dip the right hand from the high right down to the center and then up again to the left

Source: Woodward, 2008

It is apparent that Yang and his CE was implemented in the context of teaching pronunciation embedded in reading activity. It is not specifically related to the teaching of reading comprehension. However since it relates to whole-brain work, I come up with conviction it may also improve students' reading comprehension. Such is possible as researches concluded that gesticulated teaching in CE created fun and more importantly tackled problems of anxiety in language learning, increased self-confidence and transformed identities (Adamson, 2004; Gao, 2005). It is under such a circumstance that my conviction might be true.

It is now vital to define gesticulated teaching reading in this research i.e., a way to teach reading in which readers read aloud all words in the text and act out or gesticulate some key words to highlight meanings or messages that the text writer conveys. This is certainly different from miming in storytelling, which is defined as "a non-verbal representation of an idea or story through gestures, bodily movement and expression. In other words mime is acting out an idea or story through gestures, bodily movements and expressions without sounds. Whereas gesticulation, on the other hand, is acting out particular key words in the reading text while reading aloud (Kendon in McNeill, 1992).

There is very little information, or may be none, about a consensus on which and how to gesticulate particular key words in the reading texts. This implies that readers are free to carry out their gesticulated reading. Nevertheless, some categories of gesture types have been identified, such as iconics, metaphoric, deictic, and beats (McNeill, 1992). This may contribute useful and beneficial input as far as gesticulated teaching is concerned.

- Iconics represent some concrete features of the accompanying speech, such as an object's shape.
- Metaphoric represent an abstract feature concurrently spoken about.
- Deictic indicate a point in space, and may refer to persons, places and other spatializable discourse entities.
- Beats are small formless waves of the hand that occur with heavily emphasized words. (Zhao and Badler, 1998).

In a more specific description, Cassell (in Zhao and Badler, 1998) argued that iconic linked to mention specific objects, metaphors to specific actions and beats to speech intonation. Yet, this does not clarify the prevailing problem on the consensus.

Not to mislead the unresolved problem, I come up with conviction that gesticulating action words, in comparison to other word classes, is more easily done and might facilitate students to comprehend the text when related characters are properly identified. This particularly is applicable to gesticulate narrative texts. Consequently, characters in the narrative texts should be explored and clearly mimed before whole gesticulation begins. To carry out such a mime, it is worth practicing Cassell's and McNeill's classification. Below is a sample of miming main characters in the reading text or story entitled *Little Red Riding Hood*, retrieved from <http://www.penguinreaders.com/pdf/downloads/pyr/pyrtgdramstories.pdf>

Table 2: Miming and Gesticulating Characters (Adaptation)

Main Character	Mime	Gesture Type
Little Red Riding Hood	Pointing finger draws an object	Iconic &
Metaphoric	looked like a basket	
The Wolf	Arm bent as if holding a basket	Metaphoric
	Hands up as paws and face	Metaphoric
	snarl and roar	
Grandmother	Hands over face in a gesture of fear	Metaphoric
Woodcutter	Pointing finger draws an object	Iconic & Metaphoric
	looked like an axe	
	Both hands up as if holding an	Metaphoric
	axe and swing as if swinging	
	the axe	

Adapted from <http://www.penguinreaders.com/pdf/downloads/pyr/pyrtgdramstories.pdf>

The procedure of implementing gesticulated teaching in this research is arranged as follows:

- Firstly, main as well as supporting characters in the text are identified and mimed.
- Secondly, selected action words are gesticulated.
- Thirdly, other words might be gesticulated when necessary
- In addition, autonomous gestures and gesticulation, as described above, were interchangeably practiced

METHOD

This research was conducted using a quasi experimental method involving two classes of a junior secondary school in Jakarta in which one class was designed to be the experiment group where gesticulated teaching was applied and the other was the control group where another method was used to deliver the teaching. Three narrative reading texts were chosen as the material of instruction with which the reading activities were delivered and data derived.

There is clear consideration to choose narrative texts to gesticulate in this research, such as:

- They are listed as the reading material of instruction in the curriculum applicable to Junior Secondary schools where this research was conducted,
- By definition, narratives are texts that tell stories, events or a series of events and the purpose is to entertain the readers (Abbot, 2002; Anderson, 1997). Thus, students find them amusing when gesticulated reading is implemented.
- Components of narratives are clear, consisting of experience (what characters look like, setting (where the actions take place, and action (how things happen). Such clarity complies with Cassell's and McNeill's classification of gestures, including iconic, metaphoric, and deictic by which characters, action words and spatial entities may be gesticulated.
- The structure and pattern of narratives, such as orientation, complication, sequence of events, and resolution, facilitate students to create steps of gesticulation.

To collect the data two instruments were developed. The first was a paper and pencil test to measure student's achievement in comprehending the reading texts. This was administered in the two classes, the experiment and control groups. The other instrument was an observational sheet to portray the class atmosphere during the processes of teaching in both classes.

The first instrument consisted of thirty multiple-choice items developed from three reading texts. They covered four areas of content commonly practiced by test developers in reading, such TOEFL tests. They include (1) asking main idea of the text, (2) asking specific information in the text, (3) asking referential words, and (4) asking word meaning or synonymy. The second instrument was adapted from the observational sheet developed by NET SECTION, EMB, HKSARG (2006). Based on such adaptation two components that support reading in the class were identified, such as (1) class atmosphere consisting of students collaboration, creativity, personal differences, (2) speaking and listening activities supportive to reading in three stages; before, while, and post reading activities.

To assure the validity and reliability of the first and second instruments, a tryout and a panel discussion with colleagues were respectively conducted. The tryout involved 15 respondents of a school differed from where the research took place. From the tryout, it is confirmed that the instruments are valid and reliable to collect data. The panel discussion involved two colleagues who shared their expertise and feedbacks to refine the observation sheet, particularly the cultural bias which may occur during the observation.

The qualitative data were analyzed using a dependant t-test formula. This is to confirm if there is significant difference between mean scores of the experiment group and that of the control group. For such confirmation two hypotheses were formulated, i.e. H_0 , saying there is no difference between mean score of the experiment group and that of the control group and H_1 saying there is a difference between mean scores of the experiment group and that of the control group. The confidence levels of statistical significance are based on the following 'p' values, such as (1) $p < .05$ which means significant, (2) $p < .01$ highly significant, and (3) $p < .001$ very highly significant.

FINDINGS AND DISCUSSION

Findings

The research findings prove that the students in gesticulated reading class achieve better scores than that in conventional reading class. This is verified by data that $t(\text{observed})$ is higher than that of $t(\text{table})$ ($t = 2.62 > t\text{-tab} = 1.66$). This means that the null hypothesis that reads "there is no difference between mean score of the experiment group and that of the control group" could be rejected. In other words it is to say that the scores of achievement between students of experimental group and those of control group were different in the sense that the score of first group is higher than that of second group.

The findings also show that the class atmosphere in gesticulated reading class is more vivid than that in conventional reading class. Based on the observation, it can be reported that collaboration among students in the first group is high. Students in this group are active and creative. Such is supportive to the activities of reading in all three stages, i.e. before, while and post reading activities.

Discussion

The high achievement of students in the first group is not surprising as such is supported by the class atmosphere in the reading activity in which students are active, collaborative and creative. This complies with the theory of whole-brain-based learning (Biffle, 2013) and other similar researches in neuroscience (Goldin-Meadow, 2003; Kendon, 2004; McNeill, 1992, 2005) postulating that gesticulation link to the content of speech stream which, in this context, appears in the reading activities.

A research in such an active learning which employed gesticulation has proved that demonstration followed by teacher's explanations increased students responses to conceptual questions up to 8 to 12% higher than that who were taught without demonstration. However when students are asked to make predictions prior to seeing demonstration, their scores rose between 25 to 35% higher. Furthermore, when students had the opportunity to make a prediction, discuss it with peers in addition to seeing demonstration, their correct responses was highest, more than 50% of all (Miner Bolotin, et. al., 2007).

CONCLUSION

Thus, it concludes without doubt that gesticulated teaching is one among other technique to stimulate active learning in EFL class. It is applicable, particularly, when prediction and imagination is involved in addition to physical movement. Such is supported by research findings reported by Bernstein and Berstein (1999) which concludes that gestures, combined with proper imagination, are very powerful to foster creativity which is important in a learning process.

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THE PROBLEMS AND STRATEGIES IN LEARNING LISTENING COMPREHENSION

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ABSTRACT

Listening as one of language skills plays significant roles in the teaching English as a foreign language. In line with the importance of listening for the students, teacher has great challenge how to lead the students, as the second language listener, to comprehend the listening effectively. Since the reseracher still finds the students' problems and strategies, the descriptive qualitative should be obtained. So, researcher should overcome the problems, explore and develop new strategies to encourage the students to be productive in the task of listening in order that they can identify those problems and apply those strategies in constructing their comprehension in listening independently and autonomously. The problems and strategies in listening comprehension that can trigger the students to attain those purposes are in the form of descriptive qualitative. It used the data obatained from 24 eleventh graders through questionnaire and interview. The results of this study showed that 100% students who got the problems of interpretation, then the strategy used to overcome this problem was that 100% students tried to understand the situation. This will benefit EFL teachers to know the students problems and strategies in learning listening comprehension.

Keywords: *the problems and strategies, listening comprehension*

INTRODUCTION

One who learns a language should be able to know what the language, exactly, means in order that the learners won't be getting misconception, misinterpretation and misunderstanding in catching that term. However, language is a part of culture; it is a part of human behavior. Language is an acquire habit of systematic vocal activity representing meaning coming from human experiences. One can also say simply that language is an acquired vocal system for communicating meaning (Nasr, 1984).

In Indonesia, nowadays, mastering English as a foreign language is increasingly crucial. English, an international language, in education is claimed to be inevitable to apply and one of the human resource development programs to create the Indonesian able to compete with other people in the entire world (Gunawan, 1988).

The objective of English teaching is that the students are able to use English for communication (Saukah, 2000). The content standard 2006 states that mastering English involves four English skills, namely listening, speaking, reading and writing. Listening is one of four English skills which must be taught at secondary school. Most of people assume that listening is a passive skill. But this assumption is not truly right. Listening is an active skill as long as it produces some stages to do the answer sheets based on the guidelines of the listening comprehension. There are many different types of listening task (Nunan, 1989).

Nowadays, listening is a neglected skill. However, it is a very important skill that must be achieved for the English learners. It's illustrated that listening is the first acquisition language like baby who gets the language from what his mother or father talks about and then, the baby can imitate what his parents say. It is a fact that the utterance is usually learned through listening and imitation. Consequently, the example or model listened or recorded by the children is really necessary in mastering speaking skills (Tarigan, 1981).

Listening basically has a different meaning from hearing (Lerner, 1985). Listening is always an active process, while hearing can be thought as a passive condition. Listening is an active process in which the listener tries to identify the sound, decodes and understands the meaning of the words by a means of context. Listening to a foreign language may be analyzed as involving two levels of the activity that must be taught. The first, the recognition level, involves the identification of words and phrases in their structural interrelationships, of time

sequences, logical and modifying terms. The second is the level of selection, where the listener is drawing from the communications those elements seem to him to contain the gist of the message (Rivers, 1987).

Tarigan divides listening activity into extensive and intensive listening (Tarigan, 1990). Extensive listening is defined as listening activity that emphasizes the activity on listening general utterances in which the listener does not need to understand in detail. This type of listening is usually used to listen to something new to the listener. In other words, extensive listening can also be used to listen to new vocabulary or structural points in an utterance. He further classifies the extensive listening into 1) social listening, 2) secondary listening, 3) aesthetic listening, and 4) passive listening. According to Rivers, the teaching purpose of extensive listening practice is to give the learner plenty of opportunities to develop and train his listening skill in a natural way as well as possible. Extensive listening need not be tested in any detail, but will be done for its own sake.

Another type of listening is intensive listening. This type of listening emphasizes the capacity of the listener to understand in detail on what the speaker utters. This type of listening covers 1) critical listening, 2) concentrative listening, 3) creative listening, 4) explorative listening, 5) interrogative listening, and 6) selective listening (Howatt and Dakin, 1987).

Brown and Yule state that there are four factors which can affect the difficulty of oral language tasks: these relate to the speaker (how many they are, how quickly they speak, what type of accent they have); the listener (the role of the listener, the level of response required) the content (grammar, vocabulary, information structure); and support (whether there are pictures, diagrams or other visual aids to support the text) (Nunan, 1980).

However, the students, nowadays, get many difficulties to catch what the native speakers talk about. In addition, it happens due to lack of vocabularies, media or facilities, a considerable attention to the subject, motivation and strategies. So, in overcoming these complicated problems, this research is done to get much more information about the problems and strategies of the eleventh graders in learning listening comprehension.

METHOD

A research was designed and led to solve a certain problem. A research design was a strategy to arrange the setting of research in order to get the valid data that were appropriate to all variable characteristics and the objectives of the research. This research was designed to obtain much more information concerning with the current status of phenomenon and directed toward determining the nature of situation, as it existed at the time of the study. Related to the purposes, a descriptive qualitative study was adopted in this research. Ary describes:

Descriptive studies are designed to obtain information concerning the current status of phenomenon. They are directed toward determining the nature of situation, as it exists at the time of the study. There is no administration or control of a treatment as it is found in experimental research. The aim is to describe "what exists" with respect to variables or conditions in a situation. (Ary, 1979)

This study was done to describe information on the students' problems and strategies in learning listening comprehension. Therefore, there was no administration or control or treatment as it is found in an experimental study. Since there was only one institution namely MA Al-Islam Nganjuk researched by researcher, this study was a case study. In a descriptive qualitative study, the quality of the subjects of investigation was the main emphasis, not the quality of the subjects of investigation.

In addition, the writer used a qualitative approach by describing information from the students' problems and strategies in learning listening comprehension and calculates the percentages of the questionnaire results.

The data obtained through questionnaire and interviews were then analyzed in some ways and classified and identified based on the problems the students face and the strategies they applied to overcome their problems in learning listening comprehension. Each problem and strategy was then analyzed descriptively and classified into classification and percentages. The formula used was called simple percentage. The formula is as follows:

$$P = \frac{F}{N} \times 100\% \quad (\text{Sudijono, 1991:40})$$

Where:

- P : Percentage
- F : The frequency (a number of the students fulfilling the questionnaire)
- N : Total number of the students in the class XI-2

The category of the percentage shows the level of the scores and the students' difficulties in learning listening comprehension.

Table 1 The Score Category of The Data Analysis Results

No	Score (%)	Category
1	85%-100%	Very high
2	70%-84%	High
3	50%-69%	Adequate
4	30%-49%	Low
5	0%-29%	Very low

To support the data gained through questionnaire, a structured interview was administrated to give contribution on it. In this case, the data gained through questionnaire was then, combined with the data obtained through interview.

FINDINGS AND DISCUSSION

Students' Problem in Learning Listening Comprehension

Underwood states that potential problems might be faced by the students in learning listening comprehension in English are a) lack of control over the tempo at which the speakers speak, b) not being able to get things repeated, c) the learners' limited vocabulary, d) failure to recognize the signals, e) Problem of interpretation, f) inability to concentrate, and g) established learning habits (Underwood, 1989).

The Problems faced by the students in learning listening comprehension were classified into two parts based on the questionnaire, namely part A that consists of 11 problems and part B that consists of 11 problems.

The problems faced by the students in learning listening comprehension in part A of the questionnaire were those first, the students were lack of control over the speed at which speakers spoke. When the students learned to listen, they felt that the speakers speak too fast. Or when they were learning to listen, they could not keep up. They were also busy working out the meaning of one part that they miss the next part. Second, they got inability to get things repeated. In the situation of learning to listen, the decision about whether or not replay a recording was not in the hands of the learners. Besides, the learners were not in the position to get the speaker to repeat an utterance. Third, they got limited vocabulary. When the students were learning to listen, they sometimes did not understand some words the speaker spoke because they were lack of vocabulary. Besides, choices of vocabulary were in the hands of the speaker, not listeners. Fourth, they got failure to recognize the signals. When the students were learning to listen, they were sometimes confused because the speakers did not give the signals that could make them easier to understand the utterances, whereas, the signals were important to give when the speaker wanted to move to other points or topics. Fifth, they got problems of interpretation. Sometimes, the students understood the meaning of the utterances but they got difficulty to interpret the utterances. Sixth, they got inability to concentrate. When listening class took place, the students sometimes got difficulty to concentrate because of some things, such as uninteresting topic, the classroom condition, etc. Seventh, they got establish learning habits. To understand the sentences, the students usually did repetition. So if they did not do the repetition, they would feel difficult to understand the utterances. Eighth, they got inability to understand stories with noisy background. This problem happened when the background of listening materials is out of class situation. Ninth, they got inability to understand long stories without any repetition. The students were confused if the content of the material was about long stories

which were not repeated. Tenth, theygot inability to understand certain expressions. There were also certain expressions that the students felt difficult to understand. Eleventh, theygot problems related to distinguishing between British and American English. English is divided into two big groups, namely British and American. The students often felt difficult to distinguish between them.

The problems faced by the students in part B of the questionnaires are first; theygot inability to understand the dialogue because of getting lost on the previous one. The students often got lost the last part of the long dialogue. Second, theygot problems related to unclear pronunciation. Unclear pronunciation of the speaker also influenced the students' ability in interpreting the utterance. Third, theygot inability to understand idiomatic expressions. For the students, Idiomatic expression was difficult to understand because it was a combination from more than one word that had different meanings if it was separated. Fourth, theywerelack of practice. Practice to listen could also influence the students' ability in listening comprehension. Fifth, theygot inability to understand conversations through TV, radio or tape recorder. When the students were listening to the TV, radio or tape recorder, they got difficult to understand the utterances because the speaker spoke too fast or they could not see the movement of the speakers' mouth. Sixth, theygot inability to understand others' speaking. Sometimes, the students felt difficult to understand others' speaking. Seventh, theygot problems related to number. The utterances related to number were seldom to be used by the students. So, when they listened to something related to numbers, they often thought more and more. Eighth, theygot inability to understand lecture's speaking. Sometimes, the lecture gave unclear command. However, it made the students confused to understand. Ninth, theygot inability to understand recorded materials. The recorded materials determined by others were difficult for the students to understand. Tenth, theygot problems on similar pronunciation of different words. Some words had similar pronunciation but different meanings. The similarity of pronunciation made the students difficult to understand. Eleventh, theygot inability to understand native speakers' speaking. This problem occurred when native speaker spoke so fast with unclear pronunciation.

The frequency and percentage of the problems in part A faced by the students in learning listening comprehension was presented in table 2.

Table 2 The Problems Faced by The Students in Learning Listening Comprehension

No	Problems	Frequency	%	Category
1.	Lack of control over the speed at which speakers speak	23	96%	Very high
2.	Inability to get things repeated	22	92%	Very high
3.	Limited vocabulary	23	96%	Very high
4.	Failure to recognize the signals	21	88%	Very high
5.	Problems of interpretation	24	100%	Very high
6.	Inability to concentrate	22	92%	Very high
7.	Establish learning habits	20	83%	High
8.	Inability to understand stories with noisy background	21	88%	Very high
9.		23	96%	Very high
10.	Inability to understand long stories without any repetition	23	96%	Very high
11.	Inability to understand certain expressions Problems related to distinguishing between British and American English.	23	96%	Very high

Based on the table above, the most frequent problems faced by the students were problem number 5 (problems of interpretation). This problem covered 100%. It meant that all of the students faced this problem. The second most frequent problems faced by the students were problem number 1 (lack of control over the speed at which speakers spoke), number 3 (Limited vocabulary), number 9 (Inability to understand long stories without any repetition), number 10

(Inability to understand certain expressions), and number 11 (Problems related to distinguishing between British and American English) each of which covered 96%. The third most frequent problems faced by the students were problems number 2 (Inability to get things repeated) and number 6 (Inability to concentrate) both of which covered 92%. The next most frequent problems faced by the students were problem number 4 (Failure to recognize the signals) and number 8 (Inability to understand stories with noisy background) both of which covered 88%. While the problem number 7 (Establish learning habits) covered 83%.

The Students' Strategies in Learning Listening Comprehension

Before coming to the specific description on some possible strategies in learning listening comprehension, it would be better to pay attention firstly to what is meant by learning strategy taxonomy. Learning strategy taxonomy is classified into analytic and experimental strategy. In the practice of teaching and learning of a second or foreign language, learning strategy taxonomy usually applied is what Chamot suggests that can be further classified as follow (Chamot, 1987).

The strategies applied by the students to figure out their problems in learning listening comprehension were categorized into three parts namely: Meta-Cognitive, Cognitive and Social-Affective Strategy. The strategies applied by the students in learning listening comprehension categorized into Meta-Cognitive strategies were to concentrate on what they listened, to record the listening materials and study it at the dorm, pay attention to respite between one sentence to another, try to know the end of each sentence, try to understand the situation, pay more attention to the structure, try to concentrate fully, try to encounter the problems before, make the situation relax, ignore the interfering situation which did not support, try to put in mind that the material was very important, to learn to understand a conversation immediately without any repetition, to learn not to be accustomed to repeating when learning to listen, to try not to be influenced by the lecture's repetition of the listening materials, to concentrate fully on what was spoken only, to learn to listen to stories out of class context, try to ignore the disturbing sounds, understand the ideas based on the plot of the stories, try to understand the stories generally, try to understand the main ideas only, try to possess the cassette, try to find the meaning of the expression after the class, concentrate fully when they were listening, learn more new vocabulary and to be accustomed with British and American styles.

The strategies applied by the students in learning listening comprehension categorized into cognitive strategies were to try to understand the context, to repeat several times and focus on their meaning, to imagine the situation on what they listened to, try to guess the main point intelligently, to take notes on what was considered important, to pay attention fully on each word or sentence, ask the lecturer to repeat several times, to imagine the situation on what they listened to, guess the meaning of a word based on the context intelligently, to try to understand sentence by sentence, write the difficult words and then look up the meaning in the dictionary, pay attention to the intonation, take notes on what was uttered, guess the meaning of the conversation intelligently, listen to each word carefully, to understand the expression based on the context, and write the expressions then, look them up in the dictionary.

The students in figuring out their problems number 1 to 11 apply those strategies. Clearly, the frequency and percentage of strategies used by the students to solve their problems in learning listening comprehension for problem 1 to 11 are shown in table 3.

Table 3 The Strategies Applied by The Students in Learning Listening Comprehension

Problem	Strategy	Frequency	%	Category
1	A. to concentrate on what they are listening to	18	75 %	High
	B. to try to understand the context	7	29 %	Very low
	C. to repeat several times and focus on their listening	2	8 %	Very low
	D. to imagine the situation on what they are listening to	19	79 %	High

Problem	Strategy	Frequency	%	Category
2	A. to take notes on what is considered	10	42 %	Low
	B. to pay attention fully on each word or sentence	22	92 %	Very high
	C. to ask the lecturer to repeat several times	1	4 %	Very low
	D. to imagine the situation on what they are listening to	17	71 %	High
3	A. to guess the meaning of a word based on the context intelligently	20	90%	Very high
	B. to try to understand sentence by sentence	4	17 %	Very low
	C. to write the difficult word and then look up the meaning in the dictionary	8	33 %	Low
	D. to ask the lecturer to explain the meaning of difficult words	0	0 %	Very low
4	A. to pay attention to the intonation	17	71 %	High
	B. to take notes on what is spoken	5	21 %	Very low
	C. to pay attention to respite between one sentence to another	1	4 %	Very low
	D. to try to know the end of each sentence	13	54%	Adequate
5	A. to try to understand the situation	24	100 %	Very high
	B. to guess the meaning of conversation intelligently	9	38 %	Low
	C. to pay attention to the structure	10		Low
	D. to ask friends	1	42 %	Very low
6	A. to try to concentrate fully	4	17 %	Very low
	B. to try to take the problems out before	17	71 %	High
	C. to make the situation relax	12	50 %	Adequate
	D. to ignore the interfering situation which does not support	3	13 %	Very low
7	A. to learn to understand a conversation without any repetition immediately	1	4 %	Very low
	B. to learn not to be accustomed to repeating when learning to listen	8	33 %	Low
	C. to try not to be influenced by the lecturer's repetition of the listening materials	20	83 %	High
	D. to ask friends	1	4 %	Very low
8	A. to concentrate fully on what is spoken only	6	25 %	Very low
		6	25 %	Very low
	B. to listen to each word carefully	1	4 %	Very low
	C. to learn to listen stories out of class context	17	71 %	High
9	D. to try to ignore the disturbing sounds			
	A. to understand the ideas based on the plot of the stories	15	63 %	Adequate
	B. to try to understand the stories generally	1	4 %	Very low
	C. to try to understand the main ideas only	13	54 %	Adequate
	D. to try to possess the cassette	11	46 %	Low

Problem	Strategy	Frequency	%	Category
10	A. to understand the expression based on the context	17	71 %	High
	B. to try to find the meaning of the expression after class	1	4 %	Very low
	C. to write the expression and then look them up in the dictionary	14	58 %	Adequate
	D. to ask friends	6	25 %	Very low
11	A. to concentrate fully when they are listening	18	75 %	High
	B. to learn new vocabularies more	8	33 %	Low
	C. to being accustomed with British and American styles	11	46 %	Low
	D. to ask friends	1	4 %	Very low

Based on the table above, it could be seen that the most frequent strategy applied by the students was to try to understand the situation. This strategy was applied to solve the problem 5. It covered 100%. It meant that there were 24 students applying this strategy. The second most frequent strategies applied by the students were to pay attention fully on each word or sentence and try to understand the situation. Both of them covered 92% and there were 22 students applying these strategies.

For the problems number 12 to 22 in part B, the students applied the following strategies. The strategies applied by the students to overcome inability to understand the dialogue because of getting lost on the previous one (problem 12) were (a) to try to understand the main idea only, and (b) try to catch the plot of the story. The strategies applied by the students to figure out problems related to unclear pronunciation (problem 13) were (a) to try to understand it based on the context. The strategies applied by the students to solve inability to understand idiomatic expressions (problem 14) were (a) to ask the lecturer, (b) look up the expressions in the idiom dictionary, and (c) ask friends. The strategy applied by the students to overcome lack of practice (problem 15) was (a) to try to make the time to practice. The strategies applied by the students to figure out inability to understand conversation through TV, radio, tape recorder (problem 16) was (a) to ignore the difficult part and learn the easier part. The strategies applied by the students to solve inability to understand others' speaking (problem 17) were (a) try to understand the speaker's speaking, and (b) try to guess the speakers' points of view. The strategies applied by the students to solve problems related to number (problem 18) were (a) try to concentrate fully, and (b) learn more about the number of pronunciation. The strategies applied by the students to figure out inability to understand lecturer's speaking (problem 19) were (a) to write down the word and look them up in the dictionary, and (b) ask friends. It was not found the strategies applied by the students to solve inability to understand recorded materials (problem 20). The strategies applied by the students to solve problems on similar pronunciation of different words (problem 21) were (a) try to understand it by finding alternatives in other sentences. The strategies applied by the students to solve inability to understand native speakers' speaking (problem 22) were (a) to accustom themselves to listen to English songs, (b) to communicate with native speakers, (c) to open dictionaries, and (d) to practice English in and outside the class.

CONCLUSION AND SUGGESTION

After analyzing the data and discussing things related to the problems, the researcher presents some conclusion as follow. The most frequent problems faced by the students are problem number 5 (problems of interpretation) which covers 100%. It means that all of the students face this problem. The second most frequent problems faced by the students are number 1 (lack of control over the speed at which speakers speak), number 3 (limited vocabulary), number 9 (inability to understand long stories without any repetition), number 10 (inability to understand certain expressions), and number 11 (problem related to distinguishing

between British American English) each of which covers 96%. The third most frequent problems faced by the students are problem number 2 (inability to get things repeated) and number 6 (inability to concentrate) each of which covers 92%. The next most frequent problems faced by the students are problem number 44 (failure to recognize the signals) and number 8 (inability to understand the stories with noisy background) both of which cover 88%. While the problem number 7 (established learning habit) covers 83%.

The most frequent strategy applied by the students is to try to understand the situation. This strategy is applied to figure out problem 5 which covers 100%. It means there are 24 students applying this strategy. The second most strategies applied by the students are to pay attention fully on each word or sentence and try to understand the situation both of which cover 92% meaning that there are 22 students applying these strategies.

Based on the result of this research, the writer suggests that based on above some problems, the teacher should try to make the most appropriate technique in learning listening comprehension. In the problem of interpretation, the teacher can change some difficult words into another one that have the similar meaning.

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CUE CARD AS MEDIA FOR TEACHING SPEAKING IN SENIOR HIGH SCHOOL

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ABSTRACT

Speaking is a process of communication between at least two people. Some students are difficult to practice it. The biggest problem is shyness, nervousness, and feeling afraid. Making students are interested to speaking. It needs solution. Media is one of them. Cue card is interesting media for teaching speaking. The research aims to know the significant of the media used. Quasi-experimental non randomized was used. The population was SMAN Jogoroto Jombang and the sample was X MIA-2 class for experimental class and X MIA-1 as control class. The instrument to collect the data was oral test. T-test was used for analyzing the data. On the statistical calculation for post-test using t-test. It found that $t_{value} > t_{table}$ or $7.348 > 2.05$. from the data, it indicated that there is significance. The gained score of Experimental class was higher than score of control group. Increasing students' achievement can be used a media. Cue card is alternatively for teacher teaching speaking in Senior High School.

Keywords: Cue card, teaching speaking

INTRODUCTION

English is a foreign language in Indonesia. English was given to the students of Junior and Senior High levels as a compulsory subject. Until now, English is still taught from the elementary level as a local Comprehension, up to the High School level as compulsory subject. It means that a student, at least has six years opportunity to learn English and hopefully master it. However, it is still hard to search for the qualified graduates who have good English mastery.

To answer the unsatisfactory result of English teaching in Indonesia, the government should take a look at several possible factors. Such factors like teacher's factor (the teaching skill, technique, the use of visual aids, and so forth), students' factor (motivation, willingness), relevant curriculum, and any other facilities must work together in affecting the final result of teaching.

Teaching English becomes of one important subject which taught in a senior high school. Some of the schools use the new curriculum that is the implementation 2013 curriculum. The students should more active when teaching learning process in the class. The students are able to develop their communicative competence both in oral and written form.

The implementation 2013 curriculum there are four skills that should be mastered by the students; listening, speaking, reading, writing. All of those skills should be integrated in the development of the language. Actually same as the curriculum before, but this curriculum especially teaching English the students should be understand well about the material because the allocation to teach English in the class decreased than the allocation in curriculum before.

In order to the students can easily understand the material with the limited allocation. The teachers give some techniques or motivate to the students, such as use the interest media in class. The students can be integrating of the four language skill, in order that they can communicate with other people using English.

To have good English students should be learn English deeply. In learning English, there are four language skills that should be mastered by students. They are listening, speaking, reading and writing. Speaking is one of important skill because to communicate with other people we should to speak. If we want to speak English fluently, we should to learn many aspects consider i.e. grammar, pronunciation, intonations, stress, vocabulary, and so forth are significant.

Speaking is very important because speaking and human being cannot be separated from each other. Realizing that language in the oral form is not the same as the language use in the written form. Speaking is the productive skill and used to express the ideas and to communicate.

When we communicate we convey the message, which is meaningful. It comes from the meaning which is expressed in the form of speech act.

In order to teach speaking successfully, a teacher should concern about the quality of the teacher, students' motivation, and interest. The use of media somehow would help the students to reach the objective of teaching. Gerlach and Ely in Arsyad (2011:3) define media as any person, material or event that establishes conditions which enable learners/students to acquire knowledge, skills, and attitudes. From the definitions above, it can be concluded that media are tools (a thing, a real thing) used by the teacher. In the other side, media can be attractive and give instructions to the students to focus about material that have been given by a teacher.

That are kinds of media, teacher can be choose one of them is use in the classroom. One of visual media is cue card. Cue card is interesting card to its simplicity and attractiveness. Besides inexpensive, the process of making it is not quite complicated. A teacher sometimes needs creativity to make the cards more attractive. Cue card as the modification of picture has many advantages, one of which is that it is clearly visible. Thus, when students are asked to describe something/someone in detail, cue cards can help them to produce the description easily.

The media should be appropriate with the material which given to the students. The text becomes the goal of English language learning which should be achieved by the students because this is the communication purpose of English language learning. There are many kinds of texts in English which are taught in the level of senior high school. They are narrative, recount, spoof, anecdote, analytical, hortatory, procedure, review, explanation, discussion and news item.

There are many kinds of text above, the writer choose one of the text. It is descriptive text. Descriptive text is describe something can be person, place or thing. The appropriate media if we teach descriptive text is cue card. Because cue card can help the students to speak English fluently. The article was focused on Cue Card as media teaching speaking skill.

METHOD

The article used quasi experimental research design, in choosing the experimental group and control group the researcher used nonrandomized design in this research. The researcher took X MIA-1 as the control group and X MIA-2 as the experimental group.

A population is defined as all members of any well-defined class of people, events, or objects (Ary, 148:2010). In this research, the population is all of tenth class in SMA N Jogoroto Jombang. The population of tenth grade SMA N Jogoroto consists of seven classes X MIA-1, X MIA-2, X MIA-3, X IS-1, X IS-2, X IS-3, and X IS-4. There are 179 students.

A sample is a portion of a population (Ary, 148:2010). In this research, researcher chosen X MIA-2 as experimental group with 28 students as the sample to be observed by using cue card media and X MIA-1 as the control group with 28 students without using media. The researcher chosen this class based on the rank of class. In this sample, the researcher wanted to know the effectiveness speaking skill by using cue card.

Variable is called the experimental treatment or the independent variable (Ary, 26:2010). The independent variable was the conditions or characteristic in teaching learning process such as using method or media. The dependent variables was the condition or characteristic that the result of the teaching learning process or students achievement in class.

1. Variable X (independent variable) the independent variable in this researched was the using of cue card media in teaching descriptive text
2. Variable Y (dependent variable) the dependent variable in this researched was the student achievement in speaking

According to (Ary,2010:276) Instrumentation is a problem in longitudinal research because the way measures are made may change over a period of time. Instrumentation used in collecting the data in order the data to be accurate, complete, and systematic data, so that easy to be processed.

Instrument was very important in the research because its function as the device to collect the data. This instrument help the researcher to find out what they need to know from the research. Without instrument the researcher could not analyze the data has gotten. In this research the instrumentation was test.

In data collection technique, some techniques are applied. Before the data is collected, some steps should be done in conducting this research. The steps are prepared to enable the researcher easy to conduct the research and get the accurate data. Here some steps done:

1. The researcher took one class and give try out to the students
2. The researcher gave a pretest to the students of X MIA-1 as control group and the students of X MIA-2 as experimental class
3. Applying treatment cue cards in teaching descriptive text for experimental group
4. Giving post test in the end of treatment for experimental and control group
5. Analyzed the data has gotten.

In analyzing the data, the researcher shows the data and analyzes all of the data in classroom activity. Then the numbers of correct answers from pre-test and posttest are analyzed by using dependent sample T-test formula. The score of t-test would be counted by using SPSS 16. It is used to determine the significant or not significant difference the mean of pretest and posttest of the class.

RESULT

To know the effectiveness of using cue card in speaking descriptive text was done by proving whether there is significant effect of cue card in teaching speaking descriptive text. After collecting all of the data, it was calculated by using SPSS 16. The data compared between pretest and posttest score in the class.

The result of try out

The pretest was held on 6 March 2014, the students had to make some description free title about person, tourism object and historical place. Then the students choose one of them and do it in group. Each group contents two members (pair). After the students finish the task, each group came forward in front of class to speak the descriptive text that they have done. Teacher gave the score when the students came forward. This pretest can help knowing how students' speaking ability before they get the media or learning about descriptive text. The scoring table is presented:

Table 1 Try Out Score

No.	Name	Aspects of Score					Total	Score
		C	V	G	P	F		
1	ADH	4	3	3	2	1	13	52
2	AMM	4	3	3	2	1	13	52
3	ADA	5	4	3	4	3	19	76
4	BAS	4	3	4	3	2	16	64
5	DSD	4	4	5	3	2	18	72
6	FWM	5	4	3	2	3	17	68
7	FAH	4	3	2	3	3	15	60
8	HFO	4	3	2	3	3	15	60
9	IL	5	4	4	3	2	18	72
10	I	5	4	3	2	3	17	68
11	JUA	4	3	2	3	2	14	56
12	KAA	5	4	3	3	2	17	68
13	LS	4	3	4	3	2	16	64
14	MDA	5	4	3	3	3	18	72
15	MA	4	3	3	2	2	14	56
16	NWA	5	4	3	4	3	19	76
17	RAH	4	3	2	3	2	14	56
18	RMA	4	4	5	3	2	18	72
19	RAW	4	3	3	3	3	16	64

20	SKA	4	3	3	4	2	16	64
21	SAS	5	4	3	3	2	17	68
22	SA	5	4	4	3	2	18	72
23	TW	4	3	2	3	2	14	56
24	YAA	5	4	3	4	3	19	76
25	ZU	5	4	3	3	3	18	72
26	RM	5	4	3	4	3	19	76
27	AB	4	3	2	3	2	14	56
28	APN	4	3	3	4	3	17	68
		rata-rata nilai						65.57143

The result of Pre-test experimental and control class

The pretest was held on 11th and 12th March 2014, the students had to make some description free title about person, tourism object and historical place. Then the students choose one of them and do it in group. Each group contains two members (pair). After the students finish the task, each group came forward in front of class to speak the descriptive text that they have done. Teacher gave the score when the students came forward. This pretest can help knowing how students' speaking ability before they get the media or learning about descriptive text. The scoring table is presented:

Table 2 Pretest Score of Control Class

No.	Name	Aspects of Score					Total	Score
		C	V	G	P	F		
1	ARF	4	4	4	3	3	18	72
2	ADR	4	3	3	4	3	17	68
3	APH	4	3	3	3	3	16	64
4	AP	4	3	4	3	3	17	68
5	BSN	4	3	3	2	3	15	60
6	DAK	5	4	3	3	4	19	76
7	FAH	4	3	4	3	3	17	68
8	HS	4	3	3	2	3	15	60
9	HW	4	3	3	3	4	17	68
10	IB	4	3	3	3	4	17	68
11	IBC	4	3	3	3	3	16	64
12	LAW	4	3	3	2	3	15	60
13	LBR	4	3	3	2	4	16	64
14	MA	4	4	4	3	3	18	72
15	MIP	5	4	4	3	4	20	80
16	MB	4	3	4	3	3	17	68
17	MH	5	4	4	3	4	20	80
18	NM	4	4	3	3	4	18	72
19	NA	4	3	3	4	3	17	68
20	NHF	4	4	3	3	4	18	72
21	RF	4	3	3	3	4	17	68
22	RK	5	4	3	3	4	19	76
23	SM	4	3	3	2	4	16	64
24	SM	4	3	3	3	4	17	68
25	TSL	4	3	4	3	3	17	68

26	UFF	4	3	3	2	3	15	60
27	VAI	4	4	3	3	3	17	68
28	YNP	4	4	3	3	3	17	68
		Mean score						68,29

Table 3 Pretest Score of Experimental Class

No.	Name	Aspects of Score					Total	Score
		C	V	G	P	F		
1	AS	5	4	3	4	3	19	76
2	AMR	4	3	4	3	2	16	64
3	AC	5	4	4	4	3	20	80
4	BHF	4	4	3	2	2	15	60
5	DPN	3	2	3	3	2	13	52
6	ER	4	4	3	4	2	17	68
7	FEP	4	4	2	2	1	13	52
8	HAW	4	3	3	4	3	17	68
9	IR	5	4	4	3	2	18	72
10	IAS	4	4	3	3	2	16	64
11	JSB	4	5	4	3	3	19	76
12	K	5	4	4	3	2	18	72
13	LLA	4	4	3	2	2	15	60
14	MA	4	3	4	3	2	16	64
15	MSD	4	5	4	3	3	19	76
16	MM	5	4	4	3	2	18	72
17	MFR	4	3	4	3	2	16	64
18	MRN	4	3	4	3	2	16	64
19	NEA	4	3	3	4	3	17	68
20	NEW	5	4	4	3	2	18	72
21	NSA	3	2	3	3	2	13	52
22	NN	4	5	4	3	3	19	76
23	PM	5	4	4	4	3	20	80
24	RNS	4	5	4	3	3	19	76
25	SW	4	4	2	2	1	13	52
26	TA	5	4	3	4	3	19	76
27	UNH	4	4	3	3	2	16	64
28	WBD	4	4	3	4	2	17	68
		rata-rata nilai						67.428571

The article gave speaking test that consist of five aspects such as; comprehension, vocabulary, grammar, pronunciation and fluency. Based on the result of students' score above, the researcher took validity and reliability test.

The result of Post-test experimental and control class

The posttests held on 25 and 26 April 2014 in control class the teacher explain about descriptive text and give some example of descriptive text. The students had to make some description free title about person, tourism object and historical place. Students choose one of them and do it in group. In control class each group content two members (pair) as they can without gave by some treatment. In experimental class, teacher gave the task to students by

using medi. The media is cue card which explained by teacher before give posttest to the students. The scoring table is presented:

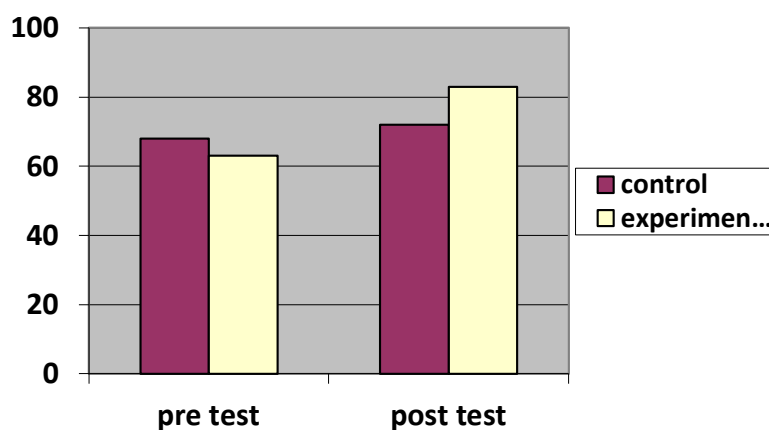
Table 4 Post test Score of control Class

No.	Name	Aspects of Score					Total	Score
		C	V	G	P	F		
1	ARF	4	3	2	4	2	15	60
2	ADR	4	3	2	4	3	16	64
3	APH	5	4	4	3	4	20	80
4	AP	4	4	3	2	4	17	68
5	BSN	5	4	3	4	3	19	76
6	DAK	5	4	3	2	4	18	72
7	FAH	4	3	2	4	3	16	64
8	HS	4	3	2	4	3	16	64
9	HW	5	4	2	4	4	19	76
10	IB	5	4	3	2	4	18	72
11	IBC	4	3	3	2	3	15	60
12	LAW	5	2	3	4	4	18	72
13	LBR	4	4	3	2	4	17	68
14	MA	5	4	2	4	4	19	76
15	MIP	4	3	3	2	3	15	60
16	MB	5	4	4	3	4	20	80
17	MH	4	3	4	3	1	15	60
18	NM	5	4	3	4	3	19	76
19	NA	5	4	2	3	3	17	68
20	NHF	5	4	2	3	3	17	68
21	RF	5	4	3	3	4	19	76
22	RK	4	5	4	3	3	19	76
23	SM	4	3	3	1	4	15	60
24	SM	5	3	5	4	3	20	80
25	TSL	4	5	4	3	3	19	76
26	UFF	5	3	5	4	3	20	80
27	VAI	4	4	3	1	3	15	60
28	YNP	5	4	3	3	4	19	76
		rata-rata nilai						70,29

Table 5 Post test Score of experimental Class

No.	Name	Aspects of Score					Total	Score
		C	V	G	P	F		
1	AS	5	5	5	4	3	22	88
2	AMR	5	4	4	3	3	19	76
3	AC	5	4	4	4	3	20	80
4	BHF	5	4	4	3	3	19	76
5	DPN	5	5	4	3	3	20	80
6	ER	5	4	4	4	3	20	80
7	FEP	5	4	4	4	3	20	80
8	HAW	5	5	4	5	3	22	88
9	IR	5	4	4	4	3	20	80
10	IAS	5	5	4	4	2	20	80
11	JSB	5	5	5	4	3	22	88
12	K	5	4	4	4	4	21	84
13	LLA	5	4	4	4	3	20	80
14	MA	5	5	4	4	4	22	88
15	MSD	5	5	4	4	3	21	84
16	MM	5	5	4	4	2	20	80
17	MFR	5	5	4	5	3	22	88
18	MRN	5	5	4	4	3	21	84
19	NEA	4	4	4	4	2	18	72
20	NEW	5	4	4	4	2	19	76
21	NSA	5	5	4	3	3	20	80
22	NN	5	5	4	4	2	20	80
23	PM	5	5	4	4	2	20	80
24	RNS	5	5	4	5	3	22	88
25	SW	5	5	5	4	3	22	88
26	TA	5	5	5	4	3	22	88
27	UNH	5	5	4	4	3	21	84
28	WBD	5	5	4	4	3	21	84
		rata-rata nilai						82.28

Picture 1 Diagram Mean Of Control and Experimental Group



Based on Table 5, we had known the difference between pretest in control and experimental group. The differences between control group pretest and experimental group

pretest was small. Whereas, the differences between control post test and experimental post test was high. The result of this study showed that through cue card, the students did the exercise easily and students score after getting cue card is better than students didn't get cue card. After the researcher get post test score of control and experimental, the researcher calculating post test by using SPSS 16. The purpose of calculate post test score was to know the effectiveness of using cue card in speaking skill.

Table. 6 Paired Samples Statistics

	Mean	N	Std.Deviation	Std.Error Mean
Pair 1 Control	70,29	28	7.256	1.271
Experimental	82,29	28	4.545	0.859

First table is Paired sample statistics table show the pair scores experimental and control class. The mean score of experimental is 82.29, whereas control is 70.29. Number of subjects are 28. Standard deviation experimental is 4.545 and control is 7.256. Standard error experimental is 0.859, whereas control is 1.371. It indicated that the mean of experimental higher than control. It means that there was significant different in the result of experimental and control test.

Second table is paired sample test, to show the t-test and confidence interval. Based on table .7 after the two tests was calculated by using SPSS 16, the researcher got t value -7.348 of the calculation. Then the result of t value compared with the level of significant of 5% and degree of freedom 27 the t-table is 2.05. It could be seen from calculation of the significant different between t-value -7.348 and t-table was 2.05.

From the significance different between t-value of experimental and control test then compared with t-table, the researcher conclude that the result was t-value > t-table. It proved there was significance effect of using cue card in teaching speaking skill of descriptive text. So, H_a was received and H_o was rejected. It is effective of using cue card to increase speaking skill.

CONCLUSION

Teaching speaking skill in descriptive text by using cue card is effective. Based on the result of the data finding and data analysis, researcher makes some other conclusions related to them. First, teaching students to have a good speaking skill might be looked like a hard work for a teacher. But, this paradigm can be changed as long as the teacher has motivation in the teaching learning process. Learner needs motivation to learn english because motivation can awaken their spirit and can increase their score. Second, speaking is important to learn because it is one of the four skills that are compulsory to every student to master it. Teacher could make teaching speaking more attractive. So, students can enjoy and fun when learn English without feel bored. It would help students to like speaking and anxiously might increase student skill in speaking. Third, the students would be enthusiasm if there was some new innovations that attract their attention. There are so many simple media that have big role in brightening the situation to convey the material. To make the teaching learning process to be fun, teacher should creative to choosen the media that relate with the material. One of media that help the teacher to make the students be fun and speak English easily is cue card. From the cue cards the students can describe their idea and speak spontaneity, they found the identification and description of the cue cards and teacher gives the score in the speaking test. This research showed that cue card was really effective to be used. The result of t-test was indicate that cue card can be used and can increase students achievements.

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THE EFFECT OF EFL LEARNER'S LANGUAGE ATTITUDE OF CODE SWITCHING AND LANGUAGE INTELLIGENCE ON VOCABULARY MASTERY

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ABSTRACT

This study deals with the effect of EFL learner's language attitude of code switching and language intelligence on vocabulary mastery. It aims to determine (1) the influence of EFL learner's language attitude of code switching on vocabulary, (2) the influence of language intelligence on vocabulary mastery, and (3) the influence of EFL learner's language attitude of code switching and language intelligence on vocabulary mastery. A correlational research design was used in the current study. To achieve these objectives, 280 second grades from selected Junior High School in Malang volunteered to participate in this study. They were selected by random sampling technique. Data was gathered through questionnaires and vocabulary test. Post hoc items analysis was employed to meet the requirement of validity and reliability since the instruments were not standardized test. The gathered data were analyzed quantitatively using multiple regressions with the statistical software SPSS version 22 for windows 10. The result revealed (1) there is significant effect of EFL learner's language attitude of code switching on vocabulary mastery, (2) there is significant effect of language intelligence on vocabulary mastery, and (3) there is significant effect of EFL learner's language attitude of code switching and language intelligence on vocabulary mastery.

Keywords: *EFL learner, Language attitude, code switching, language intelligence, and vocabulary mastery.*

INTRODUCTION

Blemiller, (2000) states that vocabulary importance is not adequately answered and has received enough attention. He explains that it is not only because vocabulary role in language learning has been neglected but also because fair enough answers to some practical questions regarding vocabulary teaching have not been found yet. With regard to Blemiller's statement, Fatemi&Barani (2014) states that vocabulary learning and teaching is an area that all foreign language educators and learners have noticed its vital role in language learning and teaching. Regarding vocabulary teaching strategies, they reports that the use of two or more languages (code-switching) has almost got no role and place; since English teachers are afraid of not providing students with sufficient English input. Further, they explain that code-switching (CS) would be used and practiced rarely in most English classes. They report that teacher's CS can result in more fruitful communications in the process of teaching and learning.

Brice & Roseberry, (2001) affirm that the use of more than one language due to bilingualism makes CS occurs. Mujiono, (2013), Modupeola, (2013) reports that the use of CS by teachers and their students in EFL learning at class is the strategy to deliver English material. The fact in field shows that teachers are not infrequently switching to the language that is easier to be understood by students. The finding of previous research shows that CS occurred in EFL learning class at Junior High School not only for the teachers but also for the students. Ling (2014) also reports that CS occurred in learning process is done both by students and teachers. The use of CS by teacher in English teaching at class is considered as one of their efforts to overcome the difficulty in delivering lesson material. The finding of this research supported Ling's research (2014) which reports that in formal language situation like in teaching and learning process, teachers often experienced difficulty in presenting lesson material for their students. In order to overcome this difficulty, teachers tries several learning strategies. Thus, in learning especially in English learning, teacher and students use two languages in turns. According to Mujiono (2013), Holmes (2013), and Inuwa (2014), language switching like this is

a communication strategy. As what reported by Bista (2010) and Tabaeifar (2014), this kind of switching is named as interaction strategy in class.

The occurrence of CS is caused by several factors intertwine with the context of communication situation. The finding of Mujiono (2015) shows that the factors causes the occurrence of CS in English learning at Junior High School are (a) involvement of hearer, (b) the utilization of hearer's language, (c) class situation, (d) the speaker's exhaustion, and (e) the speaker's feeling of annoyance. Those five factors gave significant influence toward the use of CS in English learning at class. From those five factors, the use of hearer's language gave the most dominant factor of influence in class (Mujiono, 2015).

If it is related to the communication function, the use of CS as reported above shows the communication skills of English teachers and students. Hence the selection of language is highly influencing toward the successfulness of communication. Students' involvements in term of psychology in English communication could be encouraged by using CS to the language mastered by students, which is Indonesian; hence the communicative event will occur.

From the perspective of sociolinguistic, English teachers and students have diverse language backgrounds. By using code switching, it is expected for the students who do not comprehend English optimally could understand teacher's explanation, thus students' memories could be better in memorizing the delivered lesson materials. As what Krieger (2005) reports that the usage of first language (L1) in foreign language class sometime was highly needed, especially for the explanation and affirmation of grammar and linguistic concepts. The research finding of Mugaddam (2013) also shows that the use of L1 could increase interaction in learning process at class. This is supported by Panayi (2015) who reports that the switch from L1 to L2 could give motivation in class interaction and doing several assignments. Learning motivation could be raised by using their L1 to explain difficult parts of language that will be really complex if it is explained in English. Language culture and quite significant diversity between English grammar aspects and students' L1 could be balanced by systematical explanation using language that is mastered by students.

Generally vocabulary is one of the most challenging skills for L2 learners to master, and the important roles that one's multiple intelligence (MI) can play begin to evolve when we look at how the brain sets out to experience the actual act of reading and writing (Armstrong, 2003). One of one's MI playing important role to EFL learner's vocabulary is linguistics intelligence (LI). In a practical sense, LI is the extent to which an individual can use language. LI is a part of Howard Gardner's MI theory dealing with an EFL learner's performance to understand language. LI can include the ability to express oneself effectively through the written word and the increased ability to learn foreign languages. In addition, information is learned effectively through the written word. Armstrong (2009), explains that LI includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meaning of language, and the pragmatic dimensions or practical uses of language. Based on Gardner (1983), children LI excel at reading, writing, telling stories, and doing crossword or other word puzzles. To support Gardner's theory, Armstrong (2009) states that a person who has LI with the high ability, they think through the words. They love reading, writing, telling stories, playing word games. In addition, they also need method of instruction such teacher's strategy such the use of CS to support their vocabulary mastery.

METHOD

Design of the Study

This study applied a correlational research design. It was intended to employ a quantitative computation and inferential statistical application.

Participants

This study involved 280 Senior High School students. The students were categorized into three categories, namely students with high, moderate, and low language competences. In terms of high language competence, it was categorized in score range between 15-17. In terms of moderate, it was ranged from 7-14. And in terms of low language competence, it was ranged 0-6. The students profile can be shown in table 1 below

Table 1: The Profile of students

No	Category	Sub-Category	Number
1	Students' language competency	High	90
		Moderate	120
		Low	70

As table 1 showed, there were 90 students with high language competence. In terms of moderate language competence, there were 120 students. And in terms of low language competence, they were only 70 students.

Data Collection

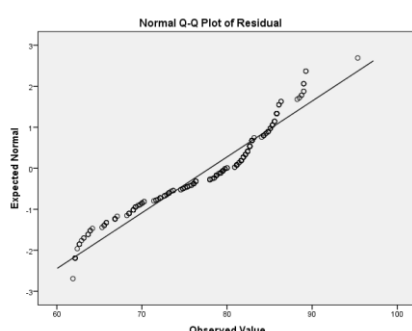
The instruments of collecting the data in this study were questionnaires and vocabulary test. The questionnaires were provided to students. The questionnaire for students was designed in two parts. Part 1 contained 25 items which dealt with students' language attitudes toward the use of CS. The variables were attitudinal and measured using Likert scale with five response categories (Strongly agree, agree, do not agree, do not know, and strongly disagree). The Likert scale method was preferred to make questions interesting to respondents and thereby enhance their cooperation, ultimately to ensure maximum response rate. While part 2 contained 17 items dealt with student's language intelligence. These items were designed to elicit one of the two responses (yes and no). The questionnaires employed in this study was provided to 280 students. Post hoc item analysis was employed to meet the requirements of the validity and reliability of each item of the instruments. The statistical software of SPSS, Cronbach's Alpha analysis was applied for this study. It revealed that 25 items in part 1 and 17 items in part 2 which were designed for the students were valid and reliable.

Vocabulary test was applied to obtain data of student's vocabulary mastery. The vocabulary test was implemented for 280 selected students. Each students were provided time to do it for duration of approximately 45 minutes.

Normality

Test of normality in this research is done by looking at the spread of the data on the source of the diagonal on the graph of normal Q-Q Plot of Residual. As the basis for decision-making, if the points spread around the line and follow the diagonal lines then the residual values have been normal. The graph of normal Q-Q Plot of Residual was presented at table 2.

Table 2: Normal Q-Q Plot of Residual



From the above graph can be noted that the points spread around the line and follow the diagonal line, residual values were normal.

Multicollinearity Test

In this study, multicollinearity test was performed by looking at the value of the variance inflation factor (VIF). There is no multicollinearity If VIF is less than 5. The multicollinearity test was presented at table 3 below.

Table 3: Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
Language Attitude	.987	1.014
Language Intelligence	.987	1.014

From the table 3 above, it can be noted that the VIF for two independent variables was less than 5. It could be decided that it did not occur multicollinearity between free variables.

Heteroscedasticity Test

Research on heteroscedasticity test was performed by looking at the graph scatter plot between the predicted value component (Zpred) and studentized residual (SRESID). Heteroscedasticity occurred if there are certain patterns like dots that form a regular pattern (wavy, widens and then narrows), then going heteroskedasticity. If there is no clear pattern, such as the point spread above and below zero on the Y axis, then does not happen heteroscedasticity. The graph scatter plot was presented at table 4.

Table 4: Scatter Plot of Heteroscedasticity Test

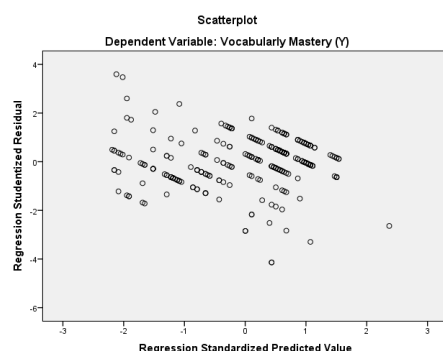


Table 4 showed that there was no a certain pattern, and the points spread above and below zero on the y axis so it can be concluded that the heteroscedasticity did not occur.

FINDINGS AND DISCUSSION

Findings

In order to determine the nature and strength of the relationships among variables, Pearson's Product Moment Correlation procedure was used. Table 4 presented the correlation coefficients of the relationship between variables.

Table 5: Correlation between Independent Variable and Dependent Variable

Variable		Vocabulary Mastery
Language Attitude on the use of CS	Pearson Correlation	.750**
	Sig (2-tailed)	.000
	N	280
Language Intelligence	Pearson Correlation	.190**
	Sig (2-tailed)	.001
	N	280

The results in table 5 showed that there was positive and significant relationship between Language Attitude on the use of CS and vocabulary mastery ($r=.750$, $P<.01$). A weak correlation between language intelligence and vocabulary mastery ($r=.190$, $P<.01$). The finding on table 2 above further indicates that the highest relationship is found between Language Attitude on the use of CS and vocabulary mastery.

Determination Analysis

This analysis of the determination was used to know the percentage of independent variables i.e. language attitude on CS and language intelligence contribute to effect on dependent variable as well as vocabulary mastery. Determination analysis was presented at table 6 below.

Table 6 Determination Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.758 ^a	.574	.571	6.347

Based on the above model Summary, the value determination coefficient $R^2 = .574$, this showed that the independent variables (language attitude on CS and language intelligence) together can affect the dependent variable (vocabulary mastery) at 57.4% while the remaining of 42.6% influenced by other factors which were not examined in this study.

Multiple Regressions

Multiple regression analyses were conducted to predict the simultaneously effect between language attitude on CS and language intelligence on vocabulary mastery. Before analyzing it, ANOVA was applied. ANOVA analysis was presented at the following table.

Table 7. Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15031.254	2	7515.627	186.571	.000
	Residual	11158.388	277	40.283		
	Total	26189.643	279			

The results in table 4 showed that there was significant relationship between Language Attitude on the use of CS and language intelligence on vocabulary mastery ($F= 186.571$, $P< .01$). To know the coefficients correlation, regression equation was presented at table 8 below.

Table 8.the regression equation

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. error	Beta	t	Sig.
(Constant)	28.198	2.676		10.537	.000
Language Attitude (X1)	.633	.034	.738	18.700	.000
Language Intelligence (X2)	.254	.096	.104	2.640	.009

Based on table 8, it can be made a regression equation to determine the effect language attitude on CS and language intelligence on vocabulary mastery as follows:

$$Y = 28.198 + 0.633 X_1 + 0.254 X_2$$

Based on the results obtained equations can be explained the meaning and significance of the regression coefficients are as follows:

- Constant (a) = 28.198, this means that if the language attitude on CS (X1) and linguistics competence (X2) for zero, then the vocabulary mastery (Y) decreased by 28.198 units.
- The coefficient $b_1 = 0.633$, this means that if the language attitude on CS is increased by 1 unit, then the vocabulary mastery will increase by 0.633 units.
- The coefficient $b_2 = 0.254$, this means that if the language intelligence (X2) is increased by 1 unit, then vocabulary mastery (Y) will increase by 0.254 units.

DISCUSSION

There was high correlation and significant effect between students' language on CS and students' vocabulary mastery indicated that the use of CS still needed in teaching and learning EFL in the classroom. As what Mujiono, (2013), Modupeola, (2013) reports that the use of CS by teachers and their students in EFL learning at class is the strategy to deliver English material. Teachers frequently switch to the language that is easier to be understood by students. Their studies report that the use of CS in EFL learning class at Junior High School not only for the teachers but also for the students. It is supported by Ling (2014) that the use of CS by teacher in English teaching at class is considered as one of their efforts to overcome the difficulty in delivering lesson material. Further Ling's research (2013) reports that in formal language situation like in teaching and learning process, teachers often have difficulty in presenting subject matter. In order to overcome this difficulty, teachers tries several learning strategies. Teacher and students use two languages in turns like use of CS to use as communication strategy (Mujiono, 2013, Holmes, 2013, and Inuwa, 2014). While Bista (2010) and Tabaeifar (2014), mentioned it as interaction strategy in classroom.

Besides, the use of CS is caused by some other factors such related to communication atmosphere in the classroom. Mujiono (2015) reports that the factors causes the use of CS by the English teachers in classroom at Junior High School are (a) involvement of addressee, (b) the utilization of addressees' language, (c) classroom atmosphere, (d) the speaker's exhaustion, and (e) the speaker's feeling of annoyance. While Krieger (2005) reports that the use of L1 in EFL classroom sometimes is highly needed, especially for the explanation and affirmation of grammar and linguistic concepts. The use of L1 or switch L1 to L2 could increase interaction and motivate students in classroom activity (Mugaddam 2013, Panayi 2015).

Linguistics competence of students still plays important role to develop EFL learner's vocabulary mastery. As what Armstrong (2003) states that vocabulary is one of the most challenging skills for L2 learners to master. Related to student's vocabulary mastery, he explains that student's multiple intelligence (MI) can play begin to evolve when we look at how the brain sets out to experience the actual act of reading and writing. Further he describes that one of one's MI playing important role to EFL learner's vocabulary is linguistics intelligence (LI). In a practical sense, LI is the extent to which an individual can use language. LI is a part of Howard Gardner's MI theory dealing with an EFL learner's performance to understand language. LI can include the ability to express oneself effectively through the written word and the increased ability to learn foreign languages. In addition, information is learned effectively through the written word. Armstrong (2009), also explains that LI includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meaning of language, and the pragmatic dimensions or practical uses of language. Based on Gardner (1983), children LI excel at reading, writing, telling stories, and doing crossword or other word puzzles. To support Gardner's theory, Armstrong (2009) states that a person who has LI with the high ability, they think through the words. They love reading, writing, telling stories, playing word games. In addition, they also need method of instruction such teacher's strategy such the use of CS to support their vocabulary mastery. Even though the findings showed that there was a weak correlation between linguistics competence and student's vocabulary ($r=.190$, $P<.01$), LI is still considered as the factor can influence students vocabulary.

CONCLUSION AND SUGGESTION

The result revealed (1) there was positive and significant effect of EFL learner's language attitude of CS on vocabulary mastery ($r=.750$, $P<.01$). (2) A weak correlation between language intelligence and vocabulary mastery ($r=.190$, $P<.01$), (3) and (3) there is significant effect of EFL learner's language attitude of CS and language intelligence on vocabulary mastery ($F= 186.571$, $P<.01$). Language attitude on CS and language intelligence together can affect on vocabulary master at 57.4% while the remaining of 42.6% influenced by other factors which were not examined in this study.

Further research can be conducted on other variables such student's learning motivation, achievement motivation, learning style, cognitive learning style that might have influence on students' vocabulary or other dependent variables such speaking, writing etc.

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DEVELOPING TEACHING ENGLISH MODALITY MODEL BY APPLYING INTASC STANDARDS AT THE ENGLISH DEPARTMENT OF IKIP MATARAM

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ABSTRACT

This research was conducted with the aim to find out more diversity among students by the implementation of teaching instruction of InTASC standard 2. The concern of this research is 3 different instructions of Intasc standard 2, those are: learning web, my learning style, and this is me applied to create various teaching instructions for the next standard that is based on students' diversity found to raise the level of English modality competence. This is the second year research considering 80 students as the subject of the research. The finding of learning web and this is me shows that students are different in their hobbies such as travelling, doing sport exercise, watching movie, reading book, listening to the music, and singing. Most of students like to learn while doing their hobbies such as watching movie, listening to the music, singing English song and reading. Besides, it is found in my learning style that students are different in learning preference such as, learning situation, how they learn, things that can distract them when learning, their learning competence, things they like to do at spare time, problems in learning, etc.

Keywords: *INTASC Standards, InTASC standard 2, English Modality*

INTRODUCTION

It can't be denied that the acquisition level of English modality of English Department students of IKIP Mataram is only 39% based on the research conducted by Muliani and Sumarsono (2013). This result is a proof that the competence of students regarding English modality is still very low. One of the significant reasons is the lack of teachers' creativity in designing teaching instruction and assessment that they could not teach what students need by applying appropriate and various teaching instructions that make the students enjoy the learning process. The focus of this research is to find variety teaching models for teachers in teaching English modality as one of the problem solving to increase students' acquisition of English modality. Besides, it helps teachers to be more creative in finding and using various teaching models to deliver teaching material.

In this research, INTASC model (Interstate New Teachers Assessment and Support Consortium) which consist of ten standards was used to increase the effectiveness of teaching learning process in raising the acquisition level of English modality. This is the second year research conducted by applying various instructions of standard 2 with the aim to find out students' learning diversity to be able to create teaching instruction and assessment based on students' need in order to reach high standard. This second standard was applied in a big class consists of 80 students to find out more learning diversity among them. The result of this research then can be used to flesh out the module of intasc standard 2 to 10 made at the first year.

The Concept English Modality

Swan(2005) stated that grammar is the rules showing how words are combined, arranged, or modified to explain certain kinds of meaning. Modality is a part of grammar which is used to state one's opinions about things in the world. Modality is generally defined by speaker's attitude in expressing opinion about the world such as certainty, possibility, willingness, obligation, necessity and ability by using modal verbs and other expressions. While in linguistics, modality is considered as the structure that examines the state of matter which refers to the aspects of meaning that cause sentences to be about the fictional about the alternative possibilities for how things could be" Fasold & Linton (2006). A learners can be said as having competences) when they are able to reach two main requirements, they are *accuracy* (correctness), that refers to the mastery of grammatical structures, and *fluency*, which determines that the learner are able to use the target language (Widdowson, 1975). It means that modality combined with other words facilitates the speakers to state about what will, would, may, might and should happen.

Hymes as quoted by Krashen, et al (1990) explained that the ability to speak competently not only requires knowing the grammatical rules of a language, but also what and how to say it in certain circumstances. In relation to this idea, it can be said that modality also deals with what has been stated by Hymes that is quoted by Krashen, saying that modality concerns not only with the tense; how to construct the sentence using particular modal particles, but also the circumstances and to whom the sentence is written.

English Modality in Writing

To write in academic English, what the writers have to consider is not only about making the readers understand the message delivered but also how to write grammatically and culturally correct. On the contrary, the fact is that the students who are in the process of learning tend to be interfered by their mother tongue in which they translate the sentences by applying some processes of their mother tongue in which this phenomenon causes the incorrectness of their writing. It means that to write correctly, the appropriateness of a sentence, the linguistic and cultural elements of English must be considered in which this is also called as aspect of writing (Swann, et al, 2005: 20) in which it constitutes register, including degree of formality, the personal voice and linguistic accuracy. This fact is the basis of concerning this research in written performance by focusing on linguistic accuracy of sentences that examines syntactical, semantic, and also the pragmatic (cultural) aspect of its form without limiting it up to syntactical construction proposed by Chomsky in his theory. In conducting this research, the researchers used writing class with the reason stated above that in writing; students have to write correctly both in term of grammar and culture element.

INTASC Standards

INTASC which stands for Interstate New Teachers Assessment and Support Consortium model is a set of model of teaching and learning English developed by The Council of Chief State School Officers. On the article written by Henson (2009: 34), it was stated that this model of teaching was established to provide support to new teachers and raise the levels of learning in U.S classroom. This model core of teaching points out what teachers should know and be able to do in order to guarantee that every students taught achieve their goal (purpose of learning) to be ready to the higher level of education or become a labor. In addition, this model of teaching and learning focuses on empowering teachers to build literacy and thinking skills across the curriculum, as well as help learners deal with perspectives in discovering ideas and solving problems faced. This core teaching standards also focus on interdisciplinary themes and the teacher's ability to design learning experiences that describe multiple disciplines.

As it was found in the first year research that this model core of teaching was successful and enjoyable, the researchers were interested in applying this standard in a bigger class (80 students) to find more diversity. The module of standard 2 that focuses on understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards which was written in the first year was used as guidance in applying various instructions. The result of this research then will be

used to get better understanding about students' diversity, find more effective teaching instruction and finally reach higher standard of teaching learning goal.

METHOD

This research dealt with the implementation of the second standard of INTASC model in which the focuses is on understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet higher level of learning to improve the students' modality competence in English writing. This research dealt with the explanation of the processes of this second standard implementation with in depth analysis that lead the researchers to the qualitative data interpretation in which then this research is called as applied research (McKay, 2006: 4) since it deals with TESOL (*Teachers of English to Speakers of Other Languages*) and it deals more limited on its questions and conclusions; how the research question is and what the conclusion is after the implementation of various instruction of the second standards. In addition, this research also belongs to longitudinal research (Nunan in Ritchie and Bathia (ed), 1996: 364) in which the main concern of this research is the processes of the implementations of different instructions of the second standards of INTASC.

Since this research is the continuation of the research conducted last year, the researchers consider the bigger number of students. This research considered 80 students of the English Department of IKIP Mataram as the subject of the research to whom the 2nd standards was implemented. This continuation research is very important not only to raise the development of lecturers' development, but also to help students to get effective learning process which by the end of learning process, they would reach higher level of Modality competence. Thus, 3 different instructions of standard two was applied, they are: learning web, I am a reporter, and my learning style.

FINDING AND DISCUSSION

Finding

As explained before that there are 3 different instructions of Intasc standard 2 applied in this research, then there are 3 different findings need to describe.

The Finding of the Implementation of "Learning Web" of InTASC standard 2













The activity done in learning web helps the teachers understand students' past experiences, cultures, learning habit, and environment which can be used as the basis of creating teaching instruction and assessment. Before class, the researchers prepared a piece of paper for each student. The researchers also had the students prepare drawing pen to make the shape colorful and more interesting. After preparing everything, then the researchers applied the model of instruction by doing these procedures: (1) Had the students draw any shapes they like (round, ovale, triangle, stars, or any shapes they are interested in) to describe their past experiences, (2) had the students write their past experience such as their parents, home, hobbies, friends, and learning habit based on the shapes they draw. Students can write as many as they want, (3) the last procedure was to review the students' writing to know how their past experience had influenced their present knowledge. In this procedure, the researchers did a deep analysis to get a better understanding regarding students' diversity and learning need.

After doing the deep analysis, it was found that students' diversity can be seen from their hobbies and learning habbit. There are four different hobbies that students like to do during their spare time, they are watching, listening to the music, reading book/novel, and sport exercise. For learning habbit, students like to learn by doing their hobbies where they can do their hobbies while learning. It was found that students learn by reading book or novel, listening to the music while finding the meaning of the lyrics, and watching movie while writing the transcript and then try to find the meaning and practice it.

The Finding of the Implementation of “My Learning Style” of InTASC standard 2

The application of “My Learning Style” helps the teachers to know students’ learning style as the basis of creating variety teaching instructions. It can make the students enjoy learning process and more interested in learning. This activity was done by applying the following procedures: (1) the researchers prepared the questionnaire consists of 1-10 a,b,c (2) Had students to color or cyrcle the box with question mark inside. To be noted that students are allowed to choose more than one choices depends on their preferences, (3) Had students submit their paper to the teacher, (4) Researchers did deep analysis to find out students’ learning style.

Here is the example of one of students learning style:

1	I prefer lessons where we can discuss things.		I prefer lessons where there is something to look ator something to draw.		I prefer lessons where we can do something practical – or at least move around.
A		B	?	C	
2	When learning a new skill, I prefer to just get on with it.		When learning a new skill, I prefer someone to explain to me how to do it.		When learning a new skill, I prefer to watch someone else show me how to do it.
A	?	B	?	C	
3	I would prefer to listen to a story.		I would prefer to see a comic strip of a story.		I would prefer to act out a story.
A	?	B	?	C	
4	I am very good at learning language		I am good at learning language		I am not good at learning language
A		B	?	C	?
5	I prefer teachers who use media to show us things.		I prefer teachers who get us to do something (more active)		I prefer teachers who explain things to us.
A	?	B		C	?
6	If I get in trouble in class, it’s for talking.		If I get in trouble in class, it’s for memorizing.		If I get in trouble in class it’s for writing.
A	?	B	?	C	
7	In my spare time I would prefer to watch TV or a movie.		In my spare time I would prefer to listen to the music and chat.		In my spare time I would prefer to travel and shopping
A	?	B	?	C	
8	I prefer to learn alone		I prefer to learn in peer		I prefer to learn in group
A	?	B		C	
9	I can learn when it is noisy		I can learn when it is quite		I can learn in any situation
A	?	B	?	C	
10	I get distracted in class if I can see someone come in.		I get distracted in class if I can hear something happening outside.		I lose concentration if I have to sit still for a long time.
A	?	B	?	C	

After doing deep analysis, the researchers found the learning style of students as follows:

1. A. I prefer lessons where we can discuss things.
From 80 students, there are 45 numbers of box colored by students.
1. B. I prefer lessons where there is something to look at or something to draw.
There are 18 numbers of box colored by students.
1. C. I prefer lessons where we can do something practical – or at least move around.
There are 50 numbers of box colored by students.
This number of colored box is higher than others, then followed by box A. It means that students mostly prefer learning by discussing what they are learning and practicing it.
2. A. When learning a new skill, I prefer to just get on with it.
There are only 16 numbers of box colored by students.
2. B. When learning a new skill, I prefer someone to explain to me how to do it.
There are 30 numbers of box colored by students.
2. C. When learning a new skill, I prefer to watch someone else show me how to do it.
There are 42 numbers of box colored by students.
Most of students prefer watching someone showing them what needs to do and then practice it. This finding means that students like to be active physically and get involved in teaching-learning process.
3. A. I would prefer to listen to a story.
There are 22 numbers of box colored by students.
3. B. I would prefer to see a comic strip of a story.
There are 24 numbers of box colored by students.
3. C. I would prefer to act out a story.
There are 39 numbers of box colored by students.
In learning, more students prefer to act out a story than to listen to a story and to see a comic strip of a story.
4. A. I am very good at learning language.
There are 20 numbers of box colored by students.
4. B. I am good at learning language.
There are 41 numbers of box colored by students.
4. C. I am not good at learning language.
There are 19 numbers of box colored by students.
5. A. I prefer teachers who use media to show us things.
There are 50 numbers of box colored by students.
5. B. I prefer teachers who get us to do something (more active).
There are 50 numbers of box colored by students.
5. C. I prefer teachers who explain things to us.
There are 17 numbers of box colored by students.
6. A. If I get in trouble in class, it's for talking.
There are 30 numbers of box colored by students.
6. B. If I get in trouble in class, it's for memorizing.
There are 25 numbers of box colored by students.
6. C. If I get in trouble in class it's for writing.
There are 34 numbers of box colored by students.
7. A. In my spare time I would prefer to watch TV or a movie.
There are 40 numbers of box colored by students.
7. B. In my spare time I would prefer to listen to the music and chat.
There are 47 numbers of box colored by students.
7. C. In my spare time I would prefer to travel and shopping.
There are 24 numbers of box colored by students.
8. A. I prefer to learn alone.
There are 31 numbers of box colored by students.
8. B. I prefer to learn in peer.
There are 24 numbers of box colored by students.
8. C. I prefer to learn in group.
There are 39 numbers of box colored by students.

9. A. I can learn when it is noisy.
There are 11 numbers of box colored by students.
9. B. I can learn when it is quite.
There are 36 numbers of box colored by students.
9. C. I can learn in any situation.
There are 34 numbers of box colored by students.
10. A. I get distracted in class if I can see someone come in.
There are 27 numbers of box colored by students.
10. B. I get distracted in class if I can hear something happening outside.
There are 46 numbers of box colored by students.
10. C. I lose concentration if I have to sit still for a long time.
There are 28 numbers of box colored by students.

The Finding of the Implementation of "This is me" of InTASC standard 2

The last instruction of standard 2 applied in this research is "This is me".

The aim of applying this teaching instruction is to understand students' background. This instruction is almost the same as learning web but the difference is that the students don't need to draw shapes. They just need to write the story about themselves like when they writing in a diary. The implementation of this activity was done by following these procedures: (1) The researchers had students write an essay about themselves (family, hobbies, friends, learning habits, pets, home, etc.) in a piece of paper, (2) The researchers gave time for students to make a character they like or their face to decorate their essay, if they don't like or are not able to make a character, they can decorate their paper in different ways (3) After decorating their essay, the researchers had students post it on the wall.

The result of data analysis shows that students' diversity can be clearly seen from their hobby. Hobbies done by students are doing sport exercise, watching movie, listening the music, reading novel, and travelling. Some other students prefer singing, and playing music instrument.

DISCUSSION

After analyzing all data collected from different teaching instructions, the researchers found the diversity among students as follow:

When using learning web to find students' diversity, the researchers found that students have different learning hobbies which are used to learn English. Hobbies that students like to do are as follows:

1. Reading novel/book: 23% of students like to read novel and book. They usually learn while doing their hobby. Students who like to read are mostly female. Most of them prefer to read novel than book.
2. Sport: 23% of students love doing sport exercise in their free time, such as swimming, playing football, jogging, etc. This hobby directly can not be connected with learning English since they do not speak when doing exercise, but this activity can be used by teachers when teaching English such as creating teaching material about sport to make students more interested in reading, writing or listening. When students are asked to talk or read the topic they like, they will enjoy it. It means that students enjoy learning process.
3. Watching movie: 13% of students watch movie when they have spare time. This hobby is used by them to learn English. When watching movie, students find the meaning of the script and practice it in their daily life. Students can find new words or phrase that they didn't know before. Besides, this hobby can be used by teachers in creating teaching instruction. For examples: teachers can use movie script, have students act out the movie they like, tell their friend about the movie they watched, etc.
4. Listening to the Music: 20% of students love to listen to the music, especially English song. This hobby is very useful because it can be used by students to learn. They usually try to find the meaning of each lyrics. In addition, this hobby can be used by teachers to create teaching instructions. Teachers can teach students by giving them song lyrics to analyze.
5. Travelling: 8% of students go travelling as their hobby. They go travelling when they don't have class. It means, teachers can use tourism place as the topic of teaching or have students

- do things related with travelling such as tell their travelling experience, describe favorite place they have visited, act out as a travel guide, etc
6. Singing: 7% of students like to sing songs either at karaoke place or at home. When singing English song, it means that students practice their speaking by singing.
 7. Cooking and Writing: each of these hobbies are 3%. Only some of the students who have different hobbies. They are cooking and writing. But this hobby can be used by teachers to find topics about cooking, such as have students to write their cooking experience, write down any recipes, etc.

The second teaching instruction used in this research was “My Learning Style” with the aim to know students’ diversity in their learning habit. Knowing students different learning style is very important that teachers could decide teaching instructions and interesting topics to be discussed. Here is the table of percentage of students’ learning style:

Table 1: Students’ Learning Style

learning code	learning style	colored-box	percentage
1A	I prefer lessons where we can discuss things.	45	40%
1B	I prefer lessons where there is something to look at or something to draw.	18	16%
1C	I prefer lessons where we can do something practical – or at least move around.	50	44%
2A	When learning a new skill, I prefer to just get on with it.	16	18%
2B	When learning a new skill, I prefer someone to explain to me how to do it.	30	34%
2C	When learning a new skill, I prefer to watch someone else show me how to do it.	42	48%
3A	I would prefer to listen to a story.	22	26%
3B	I would prefer to see a comic strip of a story.	24	28%
3C	I would prefer to act out a story.	39	46%
4A	I am very good at learning language	20	25%
4B	I am good at learning language	41	51%
4C	I am not good at learning language	19	24%
5A	I prefer teachers who use media to show us things.	50	43%
5B	I prefer teachers who get us to do something (more active)	50	43%
5C	I prefer teachers who explain things to us.	17	14%
6A	If I get in trouble in class, it’s for talking.	30	34%
6B	If I get in trouble in class, it’s for memorizing.	25	28%
6C	If I get in trouble in class it’s for writing.	34	38%
7A	In my spare time I would prefer to watch TV or a movie.	40	36%
7B	In my spare time I would prefer to listen to the music and chat.	47	42%
7C	In my spare time I would prefer to travel and shopping.	24	22%
8A	I prefer to learn alone.	31	33%
8B	I prefer to learn in peer	24	26%
8C	I prefer to learn in group	39	41%
9A	I can learn when it is noisy	11	14%
9B	I can learn when it is quite	36	44%

9C	I can learn in any situation	34	42%
10A	I get distracted in class if I can see someone come in.	27	27%
10B	I get distracted in class if I can hear something happening outside.	46	45%
10C	I lose concentration if I have to sit still for a long time.	28	28%

From the table above, students' learning style can be described as follows:

Learning style 1: most of students prefer to learn by discussing things and get involved in learning process where they do not just sit on their chair. It means that teachers should find teaching instructions that can give more chances for the students to be more active where the students are the center of teaching-learning process (student center).

Learning style 2: When learning a new knowledge, students like to learn when the teacher explains how to do it and see the example. Only a small number of students who prefer learning by getting on to the new skill learned. This result means that students have to be a facilitator and model for the students. They must be able to give the example for students and facilitate them in practicing the new skill/knowledge they learn.

Learning style 3: Students who like to learn by acting out the story is more than them who prefer to learn by listening to or see a comic strip of a story. There are 46% of students who like to act out the story, while listen and see a comic strip are 26% and 28%.

Learning style 4: More than half of students (51%) are good at learning language, while 25% of them are very good. This data means that 76% of students will understand the language learned easily. This fact means that teachers should be more focus on 24% students who claimed themselves as not good at learning language. The result of this analysis tells the teachers that they will not find significant difficulty in teaching language.

Learning style 5: There are 43% students prefer teachers who use media to show them things they learn, 43% students prefer to learn when their teacher have them do things in class which means that students will be more active. This result means that when teaching, teachers can use media to give example to students and then have them do the activity based on the topic learned that day. Explaining too much is not needed since the students do not prefer learning by listening to the explanation which can make students feel bored and not interested in learning.

Learning style 6: 34% students get trouble in talking, 28% in memorizing, and 38% in writing. This percentage means that students have different problems in learning. Some students have more than one problem in learning. It means teachers should be able to find various instructions that can enhance students' speaking, memorizing and writing at the same time. Creative teaching instructions are much needed that students could reduce their problem in learning.

Learning style 7: This question asked students to tell the things that they like to do in their spare time. It is found that 36% of students like to watch television/ movie, 42% like to listen to the music and chat, while 22% of students like to go travelling and shopping. This result gives information for the teachers that when making teaching material, they can use song lyric, movie script, or the other things related to what students like to do at their spare time. It helps teacher to make students enjoy the learning process since they can do their hobby while learning. So, the students will not get bored in learning.

Learning style 8: In learning process, 33% of students prefer learning alone, 26% learning in peer, and 41% learning in group. It means not all students like to learn in group. This percentage informs the teachers that knowing students' different learning style is very important that they can use different approach to students based on their learning style. Teachers can use more than one teaching approach in class depends on the diversity among students found.

Learning style 9: 14% students can learn when it is noisy, 44% learn when it is quite, and 42% learn in any situation. Since students have different learning style in terms of situation, teachers should be able to create teaching atmosphere that is effective for all students without disturbing each other.

Learning style 10: 27% of students get distracted when someone come in to the class, 45% students get distracted when they hear something happening outside, and 28% students lose their concentration when they sit for a long time. This result means that teachers must be able to

find ways to keep students focus on their learning process without feeling distracted by anything that can lose their concentration in learning.

The last instruction used in this research is “this is me” that was used to find students background. This instruction let the students feel free to describe their own life and decorate their paper as they like. The significant difference among students found in their papers was their difference in hobby. Students have very interesting hobbies that students can use to create various teaching instructions in teaching. Those hobbies are as follows: Watching movie, listening to the music, doing sport exercise, travelling, reading book, and singing. When teaching, teachers can divide students into groups based on their hobbies. These difference hobbies help teachers to find ideas to create various interesting teaching material based on students’ hobby. Students enjoy learning process when teachers have them do what they like. Finally, students will meet their learning goal and teachers can increase their competence.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of various teaching instructions applied in this research, it is found that students’ diversity can be seen from their hobbies which they use as their learning style. Most of students love to do sport exercise, watch movie, listening to the music, travelling, reading novel, and singing. Besides, it is also found that students are different in their learning style where some students prefer to learn by discussing, in peer, move around, learn in quite, any situation, things that can distract their concentration, etc. Three different instructions of InTASC Standard 2 applied in this research got the same finding.

Suggestion

After analyzing different hobbies and learning habit among students, it is very important for teachers to apply InTASC standard 2 before delivering teaching material. This is due to different interest among students. Knowing the difference among students, in this research is their hobby and learning habit/learning style. Teachers can create various teaching instructions among students, use different approach based on students’ need and help students to reach high standard of learning. Students will reach their learning goal and teachers will be more creative.

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THE INTEGRATIVE ENGLISH TEACHING AND LEARNING METHOD OF FIVE “R” FOR ESP LEARNERS

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ABSTRACT

Teaching English Method for English Specific Purposes (ESP) learners needs more strategy and procedure. Hence, learning English makes them hard to comprehend the four skills – reading, writing, speaking, and listening. The ESP learners come from different concentration of any subjects – English. Then the practitioners of teaching learning English have to lead them getting the goal by their methods, strategies, and procedures indeed. The attractive, collaborative, applicative or integrative methods must be created for them – the ESP learners. Five “R” – Recite, Recheck, Rewrite, Represent, and Reward methods can be the integrated teaching and learning method for the ESP learners. Before they discuss and get the materials, they make the resume of it as their portfolio of reciting their pre-understanding. The learners recheck their pre-understanding on it after getting some feedback from the lecturer. Then their understanding has to represent orally to get the questions from the class. Its procedure will make the learners interact to each other and share their understandings within the reward applying for its result project performance. Thus, Five “R” methods will cover the application of four skills in teaching and learning English. The integrative methods of five “R” encourage the ESP learners in comprehending the four skills in learning English. The implication of reciting asks the learners to read the materials, and to make the resume as their comprehending of it. Their reading comprehension will get the feedback from the lecturer. Then the learners have to recheck of it, then; rewrite their resume to represent and getting the reward.

Keywords: Five “R” Methods, ESP, Integrative

INTRODUCTION

English for Specific Purposes (ESP) learners have their official needs and goals in learning English. They study English for more practically than theoretically. The materials, methods, strategies and the tasks set in to fill their purposes indeed. Its classes focus on both the structure and lexis needed for a particular field as well as the types of activities that the student is expected to perform within the profession. It could be correlated with the learners’ view, needs, context, and academic (Hyland, 2006).

As English became a lingua franca worldwide, particularly in fields such as business and science, there developed a need to focus on the language needs of those people using English as an international language and to develop programs specifically to meet their needs. To facilitate the students’ recognition, a nuanced method to need analysis in ESP must be considered before. It is available needed to discover target demands (Benesch, 2001: 100) and requirements. Needs analysis conducted for more data to design materials, courses, instructions, and methods comprehensively within learners’ learning situation, affective and cognitive also.

Practically, students learn more effectively when they can see connections and relationships among ideas and subjects. They have authentic requirements in developing their careers or profession supported by worldwide language literature. For multidisciplinary fields such as healthcare profession, nursing, engineering, science, math, and etc. learn an English subject as their compulsory course. While the purpose of English as a means of enabling students to better access the academic opportunities (Hadley, 2015) provided by the institution. Thus, it is not a new idea; indeed, some researchers and language practitioners have developed many methods, approaches, and strategies in teaching English for ESP/EAP learners.

In attempting to reach the target language, especially, ESP learners always face various problems in constructing their minds within English language. It makes the English instructor think about the effective strategy to facilitate them in enhancing their English communicative competence. Classroom interaction must be created as effective as among teacher-students and

students-students “to promote student language development” (Suryati, 2015: 248). Hence, teaching language is comprehensive and complex process; so, in order to make this process effective and simple, skill integration is an advisable way of teaching language.

Basically, the process of teaching-learning English involves the four primary skills such as listening, reading, writing, and speaking. Its process also covers associated skills such as vocabulary, spelling, pronunciation, syntax, meaning, and usage. Thus, the integrated-skills approach occurs in interwoven language competence by implementing integrative method during instruction. However, integration means coordinating activities that students can see the natural connections among the various forms of language as they work to achieve goals (Burns et.al., 1996).

According to Oxford (2001), there are two types of integrated-skill instruction such as content-based instruction and task-based instruction. In content-based instruction, the learning language is conducted through the content such as Science, Math, and Social Studies. Scarcella & Oxford (1992) argue that content-based instruction consist at least three general models: theme-based, adjunct, and sheltered. In the theme-based model the language skills are integrated into the study of theme (e.g. Childbirth, the five pillars of Islam, and economic crisis). In the adjunct model, language and content courses are taught separately but are carefully coordinated. And in the sheltered model, the subject matter is taught in simplified English tolerated to students’ English proficiency level. Where, the language arts interfere with students’ natural and purposes of learning English within their professions.

Task-based instruction asks the students to participate in communicative task in English. Tasks are described as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1989). Its model encourages the students to cooperate the learning language. They can form pair work and group work to elaborate their language understanding within the target language. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Moreover, task-based instruction is, as a English learning strategy, not just an object of academic demand to reach point but examine the students to keen their capability in learning English (Brown, 2001).

Unfortunately, in this article, the writer will share her experienced method in elaborating between content-based instruction and task-based instruction implemented for ESP/EAP learners. She built the integrative method of five “*R*” - *Recite*, *Recheck*, *Rewrite*, *Represent*, and *Reward* to enhance students’ language competence in speaking, reading, listening, and writing. The method has been applied for four semesters to the students of midwifery department, nursing department, and Islamic studies department. Every students of each department get good interaction in teaching-learning process. Indeed, the classroom interaction constructs interactive learning environments (Mackey, 1999) where the students can communicate each other to generate meaning in the target language. On the other hands, Kramsch (1986) suggests that to achieve students’ communicative competence, students must be given opportunities to interact with both the teacher and fellow students turn-taking, to receive feedback, to ask for clarification, and to initiate communication.

The first “*R*” asks the students to *recite* their pre-understanding the material before discussed in the classroom. Its task makes the students to integrate their reading comprehension and writing skill. According to Richards & Rodgers (2001) “tasks improve learner motivation” because it require the learners use the authentic language and typically include physical activity. They summarize the main point of the theme as the material discussed on the paper or task-book. This procedures examine students’ metacognition in comprehending the material. Besides, the students exercise to put their reading comprehension into the ink-impression as their masterpiece – portfolio. Reciting is as the metacognitive technique which is involved in reading for retention (Burns, et.al., 1996).

Recheck is done by the student as a second step after the students’ resume is getting some feedback from the lecturer. The teacher asks the students to rewrite the right understanding of their pre-comprehension on the materials within from the feedback. It gives opportunity to them to compare their English learning progress by their culpability. In this part,

improving the vocabulary and grammar take a side for learners' language competence. It provides full opportunities for both input and output requirements (Richards & Rodgers, 1996).

Next step, *represent* requires the students to explain their understanding or minds in front of the class to get fellow respond and questions. The learning process encourage among students to practice English language by asking, commanding, correcting, checking comprehension and knowledge, drilling, correcting pronunciation, and eliciting the information (Cohen et.al., 2004). Moreover, the interactive classroom activities allow the students' active participation to produce the target language through turn-taking, feedback, and negotiation. By establishing rules and right procedures set the effective classroom management guided the students in integrating English language skills. Thus, the students get reinforcement within interactive teaching-learning process.

When all the procedures could be done well by the students, the teacher provides a point as their *reward*. The reward is as teacher's appreciation to the student's effort and participation in teaching-learning English process. Then, those five 'R' – recheck, reciting, represent, and reward – has integrated students' four language skills.

Table 1. Integration Four Skills

Five 'R'	Four Language Skills			
	Listening	Reading	Speaking	Writing
Recite		✓		✓
Recheck		✓		✓
Represent	✓	✓	✓	✓
Reward	REINFORCEMENT			

This study is conducted to analyze the result of implementation five 'R' methods. It reflects *on how are the integration of five 'R' methods and how do the students perceive the method in learning process*. Specifically, it aims to examine the integration of five 'R' to the students' language competence in learning English. The findings give contribution to English teacher and ESP practitioner in enhancing the students' interaction by integration of language skills. With a better understanding and consistency among teacher and students to apply the five 'R' method, they improve the quality of teaching-learning English process and thereby increase students' English language skills.

METHOD

The researcher did an action research. Action research is based on action, evaluation and critical analysis of practices based on collected data in order to introduce improvements in relevant practices (Cohen et.al., 2000). The researcher conducted the study for the nursing students, midwifery, and Islamic studies students. For nursing students were second semester consisting 36 students; for midwifery students were fourth semester consisting 25 students; and the Islamic studies students were second semester consisting 33 students. The procedures of Action Research (Cohen et.al. 2000) can be seen as the following chart:



Chart 1. The Action Research Procedures (Cohen et.al., 2000)

In the first step of *planning*, the researcher identified and searched the information about the learners' need and characteristics. It did to arrange the materials and methods to make the interactive, active, interesting, and motivated teaching-learning English. Indeed, the researcher organized the theme, task, and procedures in implementing the five 'R' methods.

As the *acting* phase is a trial of the plan, the researcher attempted to set the integrative classroom activities. In this part, the students got the treatment to enhance their four language skills. They followed the teacher's instruction and involved in teaching-learning process.

In *observing* the action, the researcher collaborated with the students in reporting and sharing how the five 'R' methods is within their perception on it. Then, the result were analyzed to give the reflection on the action. The *reflection* was by giving evaluation and revision to the implementation of the methods and also the procedures in it.

The data were reached from mean score of students' English achievement from each semester, and questionnaire. From the students' mean score show the answer of the result of integration language skills by implementing the five 'R' methods. To know the students' perception in implementing five 'R' methods, the data were taken from students' questionnaire. According to Wallace (1998) that questionnaires are used to gain the knowledge, opinions, ideas and experiences of the learners in teaching-learning process.

FINDINGS AND DISCUSSION

Findings

This part describes the result of students' English achievements after implementing five 'R' methods, and students' perceptions on it. Table 2. presents the mean score students' achievements from Nursing, midwifery, and Islamic Studies department.

Table 2. Students' English Achievement

ESP learners	Sum of Students	The Mean Score	*Grade
Nursing	36	80	B+
Midwifery	25	82	A-
Islamic Studies	33	85	A-

*the grade is as the university standardization

The students' achievement indicates that the methods succeed in constructing their English language skills. By the result of students' English achievements represent that the 'R' methods integrate their improvement in English language competence. From mean scores are on average 80, 82 and 85 points that the English competence stands on the up level of 65 point – as the minimum of English standard.

Table 3. *Students' Perception

Five 'R' Methods	Instructions	Aspects of Perceptions			
		Active	Interactive	Motivated	Interested
Recite	<i>Reciting the topic of the material</i>	45	10	20	19
	<i>Rewriting the important words or ideas</i>	52	7	10	25
	<i>Creating written summary</i>	49	7	15	23
	<i>Seeking the understanding of unfamiliar words</i>	56	3	15	20
Recheck	<i>Recheck the writing result of recitation</i>	51	29	9	5
Represent	<i>Creating oral summary</i>	44	25	13	12
	<i>Stating Arguments</i>	25	10	44	15
	<i>Completing the task from the teacher</i>	35	12	35	12
Reward	<i>Getting/giving a reward</i>	35	15	20	24

*the data accumulated 94 students from Nursing Department (36 students), Midwifery Department (25 students), and Islamic studies (33 students)

From the data above, most of the students argue that the method makes them active, motivated, and interested in teaching-learning process. It can be analyzed the percentage of each perception as on the following charts:

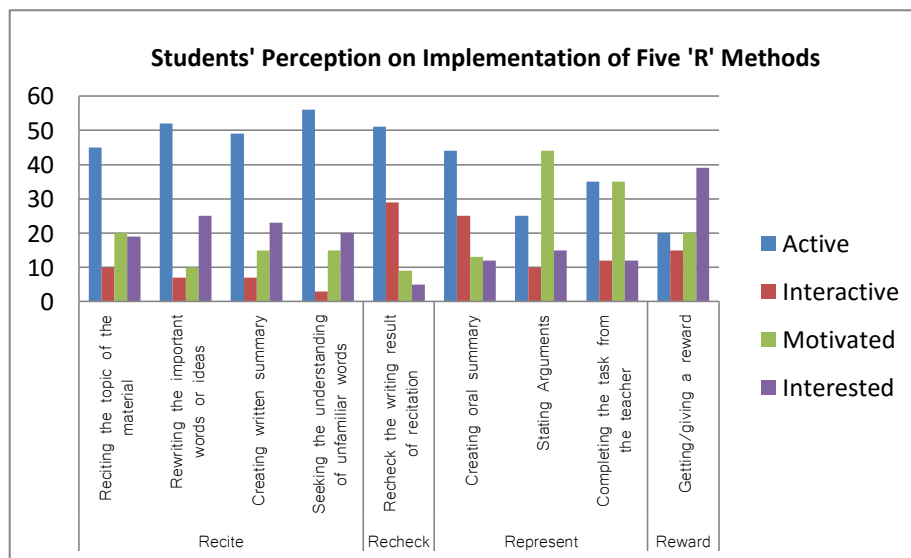


Chart 2. Students' Perception on the Implementation of Five 'R' Methods

Furthermore, in **recitation**, more than 50% of students evaluate that recitation by rewriting the important words or idea and seeking the unfamiliar words are **active** activities in learning English. And 50% of students argue that **recheck** the writing result of recitation makes them **active** in finding and giving feedback among others. Then, its activity makes the students **interactive** to involved in where 30% of them perceiving about it. And 45% of students argue that reciting the topic of the material makes them active.

In **represent** phase, 45% of students perceive that creating oral summary is an **active** learning process for them. Then, 45% of the students agree that by stating arguments they get **motivation** to learn English by developing their vocabulary. For giving and getting a **reward** that 40% of students **interested** in.

The classroom atmosphere gets active, interactive, interesting and also motivated for the students involved in teaching-learning English. The methods attempt them to integrate their English metacognition within reading, writing, listening, and speaking. Whereas the integration of five 'R' methods in teaching-learning English is as illustrated the following table:

Table 4. The Integration of Five 'R' Methods

Five 'R' Methods	Instructions	Integrated Four Skills			
		Reading	Writing	Listening	Speaking
Recite	<i>Reciting the topic of the material</i>	√	√		
	<i>Rewriting the important words or ideas</i>		√		
	<i>Creating written summary</i>	√	√		
	<i>Seeking the understanding of unfamiliar words</i>	√	√		
Recheck	<i>Recheck the writing result of recitation</i>	√	√		
Represent	<i>Creating oral summary</i>		√		√
	<i>Stating Arguments</i>			√	√
	<i>Completing the task from the teacher</i>	√	√	√	√
Reward	<i>Getting/giving a reward</i>		√	√	√

From table 4 above the implementation of five 'R' methods has indicated that the teaching-learning process to be an integrative language learning. Whereas in each phase includes two and more language skills. It also attempt to increase the students' cognition, affection, and psychomotor.

CONCLUSION

From the discussion of the data shows that the five 'R' methods – *recite*, *recheck*, *represent*, and *reward* – make the students get the achievement result more than the minimum standard of point 65. They get score 80 till 85. And each phase of the five 'R' methods make more than 50% of the students perceive it as an active method; 45% of students argue that the methods motivated them in learning English; 40% of students think that it is interesting teaching-learning process; and 30% of students tell that the method is as an interactive classroom management.

Thus, the integrative teaching method could develop to enhance the ESP learners getting their target language in learning English. Because integrating language skills helps language learners to increase their ability in using two or more of the four skills within real context and also in their real life. This, the implementation of five 'R' methods in integrating language skills will enable the students to have better practice to use English for communication.

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EXTENSIVE READING FOR ELEMENTARY SCHOOL STUDENTS IN INDONESIA: A CALL FOR TEACHERS

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ABSTRACT

Extensive reading is practically booming in Asia, as shown by the number of conferences dedicated to extensive reading, and the success of extensive reading programs in Japan, Korea, Japan, Taiwan, and even in Thailand, which notably known as a non-reading country. Unfortunately, extensive reading activity is not yet familiar to Indonesian context. Extensive reading is considerably only popular among higher education context, as a part of the curriculum, and international schools which adopt international curriculum, as the students are required to speak Bahasa Indonesia and English. Research demonstrates that early reading skills affect positively towards future intelligence, yet surprisingly, reading habituation is also salient. Therefore, this paper proposes an idea of implementing extensive reading in school system, primarily in elementary level. It offers a simplified rationale on the importance of extensive reading for young learners, how to conduct a class-scale extensive reading as supplementary activity, and considerations on developing a class readers for teaching English for elementary school students.

Keywords: *extensive reading, elementary school students, class readers*

INTRODUCTION

Extensive reading has been blooming in Asia. In Japan, which begins to realize the significance of English for the country's development, there is a secondary level school which implements extensive reading by assigning its students to read a page a day to three page a day during summer break, and using a class reader for daily use. In Thailand, a considerably non-reading country, the number of reading activity is significantly improved through extensive reading. In Indonesia, extensive reading in L1 has just been promoted since 2015. The pilot project has just reached junior and senior high schools, and have not yet implemented in elementary school contexts. Meanwhile, research shows that early reading skills has positive significant correlation to future intelligence, that it is necessary to conduct extensive reading even from the first grade of school, and so is conducting extensive reading in L2 or foreign language.

Extensive reading has many names, such as free reading, reading for pleasure, or book flood. It is a method in language learning with requires large amounts of reading. In this activity, learners read for enjoyment. In language learning, learners may read any materials they desire, anytime they want, without the burden of scoring. The main purpose is to develop reading skills in general, unlike intensive reading which requires learners to read in details under specific learning objectives. In L1 context, early literacy from grade one forms a good milestone to develop reading habit, and reading extensively from primary and secondary level to higher education will maximize one's reading potential and boost their critical thinking skills (Catherine, 2002:xi; Wahjudi, 2002:175-190).

In the context of L2 and foreign language learning, extensive reading serves many benefits for language learners. It has on two prominent aspects of language learning. Firstly, it is believed that students adequate interaction with materials will lift their motivation so that learners autonomy is encouraged. Wahjudi (2002:175-190), who promotes the benefits the extensive reading program in EFL program in university levels, highlights the urge to implement extensive reading start from the first academic year until graduation and that

applying suitable techniques and choosing the effective activities in ER is important to keep learners motivated. Harmer (2001) believes that ER can replace the boring ritual on reading classroom, as in intensive reading activity learners need to concentrate to pass the learning objective, as it allows learners to read at their own pace, and begin or stop anytime when they feel comfortable that they gain pleasure from it.

Secondly, it is necessary for materials to take account considerations the learners' current level of competence, which is also known as Krashen's comprehensible input. Krashen (1993) believes that extensive reading provides comprehensible input which boost language acquisition in the first language context. The input allows us, human, to gain input and feedback from reading since human brains hold innate potential for learning L1 and L2s, which is more commonly known as language acquisition device or universal grammar (Chomsky, 1968). The innate ability makes children able to gain mastery of the language's rules. It is believed that ER provides a large quantity of meaningful and comprehensible input which can activate the potential, covering the grammatical rules and language elements, such as vocabulary and spelling, received from the environment. In doing *Free Voluntary Reading* (Krashen, 1993), one's reading ability and linguistics competence, including vocabulary, spelling, and writing competence as a whole, is increased. Moreover, learners will encounter unfamiliar or difficult words, which results in the ability of *inferencing*; making conclusion about difficult words by making guess through the context. Tomlinson (2005:24) believes that the abundant vocabulary learning one obtains in ER will increase their communication skills in general and grow language awareness, as they feel the urge to read more and make discoveries about the language.

Extensive reading has purpose to develop good habit, to construct knowledge of vocabulary and language structure, to expand comprehension, to grow reading fondness, and to boost confidence in reading and motivation (Richards, 1998:7). It is important to introduce children as young learners of English to extensive reading for their especially as a preparation to learn English in the higher level, moreover, to start as early as possible especially when the hype is around.

Extensive Reading in Indonesia

Extensive reading in Indonesia was previously found in tertiary level or in higher level education. It is included as one major subject in some English departments and designed based on the curriculum of the department (Cahyono and Widiati, 2006:36-58). One example is extensive reading subject in Universitas Negeri Malang, purporting on improving learners' English vocabulary and culture learning by doing appreciative reading of English literary works. Outside English department context, extensive reading program is also offered for Business English class by Politeknik Universitas Surabaya, with collaboration with Extensive Reading Foundation in Japan (www.ubaya.ac.id).

In the school system, extensive reading does not get much attention and its application is mostly seen in international school context. British International School Jakarta (BIS), for example, due to its policy in early literacy program, requires classroom teachers to listen to each young learner to read every day (renabalding.com). The reading activity including reading in both English and Bahasa Indonesia. In addition, *Sekolah Buin Batu* Sumbawa implements ER program as a personified-program. This program lets learners need to read reading materials in English independently and bring books home to read with their parents. Nonetheless, reading assessment is required in this school to measure students' reading achievement, and the score is later used to set students' grade for the next reading program. In My Little Island School in Malang, extensive reading is introduced ever since the first grade. The school allocates 16 hours a week for first graders to read book, article, or newspaper in Bahasa Indonesia. Later in higher grade, the students are introduced to extensive reading with English sources.

Then in 2015, the government published a program called *Kewajiban Membaca*, a reading program under the umbrella of *Permendikbud* No. 21 Year 2015, which requires students from elementary school to senior high school to read non-subject reading materials for fifteen minutes before the class begins. With the implementation of the program, a piloting program has been launched: as many as 170 well-chosen books are distributed in more than 20 schools in five provinces in Indonesia. In Jakarta, for example, the program will even develop

more into creating classroom library for students to accommodate students to read five to ten books in a year (Zubaidah, 2015).

What is behind the program is actually the result of PIRLS (Progress in International Reading Literacy Study) in 2011 which demonstrates that Indonesian grade five students ranked 42 from 45 participant countries in their reading ability. It indicates that students, from grade 5 to 15 years of age, have a considerably low ability to apply knowledge they have gotten from reading and are not accustomed to problem-solving materials due to the low comprehension. This is unfortunate as research shows that children reading ability and early literacy have been widely correlated with future intelligence. There is a positive correlation of reading ability of children at age 7, 8, 10, 12, and 16 and their future intelligence (Ritchie, Bates, and Plomin, 2014). Children who performs better reading ability from age seven are more likely to gain higher thinking skills, which brings positive effects to problem solving strategy for survival in their adolescence and as young adults. Children's reading ability also has direct effect on their current intelligence and performance, allowing them to absorb more information, update vocabulary items, and enhance their comprehension skills. To take the full advantage of which, children need to tackle their reading problems in early years, which is reachable by making reading as a habit as soon as possible.

To begin extensive reading program, there are two important aspect to consider. The first is the materials, and the second is the technique. This paper presents considerations for teachers and practitioners to conduct extensive reading and develop their own reading materials.

Doing Class-Scale Extensive Reading

Brown (2007) argues that implementing intensive and extensive reading altogether is necessary for learners to gain the overall reading proficiency. It takes place outside the timetable, as in a reading club, for example, as a supplementary program of a language classroom. There are several options for that, considering several implementations of extensive reading in some elementary schools in Indonesia. Firstly, it can be conducted based on the *Kewajiban Membaca*, in which learners are required to read the book everyday for 10 to 15 minutes before the class begin. This implementation will not distract the teaching and learning activity at school. Secondly, teachers should allocate one day in a month of English class to discuss and check the reading progress of the students, or do other activities. The implementation of Extensive Reading in State University of Malang, for example, requires students to read at home and have discussion or present the books they have read at class. Lastly, students can be assign to read at home or at school, and the assessment, not for scoring but to see the reading progress and making decision about the levels, are conducted freely during the break at school. This method is implemented in *Sekolah Buin Batu Sumbawa*.

To conduct a small-scale extensive reading, I propose to implement the use of a class-reader or building a class library. Class-readers are defined as a book which is read and analyzed together in a language class (teachingenglish.org.uk). The book can be used both at class and at home for homework. As a learning and teaching source, every students of the class must own the same copy. According to Richards (1998:132), class-readers should not be used for a long time. He recommends a class should have more than one class-readers, and one class-readers should be finished in one period of time. It does not necessarily to be an authentic book which contains one single story, such as Harry Potter, but it can also be a collection of short stories. It can also be a graded reading materials or a set of readers which levels are determined. The content of class-readers should contain substance, or issues worth discuss, as the main purpose of using class-readers is not only to sharpen learners' reading competence but also to integrate reading with other language skills such as listening, speaking, and writing, or to integrate reading in English with other aspects of curriculum. Class-readers are beneficial for a class with students of similar language competence or reading levels, and using class-readers for supplementary materials are beneficial to equalize the competence of beginner language learners.

The second option is through a class library. Class library is defined mostly as a collection of books or graded readers which is kept in the classroom and not generally used for classroom activities. The reading source is also very flexible. Usually, teachers can borrow books from the school library to be kept in the classroom for easy access. It is also possible if

teachers and learners agree to bring their favorite books to fill the classroom library. The main purpose of classroom library is to motivate learners to use the library to practice reading skills, including guessing meaning from context, practice fluent reading, comprehension, and also to discuss the story of the book and do presentation (www.teachingenglish.org.uk). Tomlinson (2005) shares that when students participate in bringing books to school for classroom library, they have a greater sense of belonging that motivates them more likely to use the books.

Furthermore, is reading log truly important? In common practice of extensive reading, learners are given reading logs where they can write down the reading progress. However, Day (2004) mentions that reading logs are *terrible* and *awful*. He prefers to do book report by integrating reading with other skills. In oral book reports, learners can talk in pair about anything they want related to the book they have read. He also recommends implementing *Gifts* (Reiss, 2004) in which learners are asked to explain what gifts they want to give for several characters in the form of writing. Lastly, he also suggest on doing Vocabulary Journal (Day, 2004) in which learners need to write down five to ten difficult vocabulary and ask them to find the indication of the meaning such as synonym, antonym, or even sentence. However, for those who still consider reading log is important, providing a reading log is never a bad idea.

Preparing the Materials

Waring (2012) and Nutall (1982) argues that it is necessary to increase the English exposure to learners that the reading program should provide reading materials in a large quantities and in a large range of reading levels. This allows learners to choose what to read independently, moreover, leads them to find the ease of reading in a foreign language, grows their confidence in using the language, and and increase their motivation to read (Carell and Carson (1997, in Renandya and Jacobs, 2002:295).

In doing extensive reading, most of language practitioners believe that graded readers is salient. Graded readers are seen a great way to conduct extensive reading merely as they provide a wide range of levels and contents, and more importantly allow learners to read based on their own levels. They are known as easy books, the resources of extensive reading program, created with vocabulary and structure limitations for language learners. They provide increased levels of difficulty to scaffold learners' reading ability. Moreover, they contain exercises for learning confirmation. More importantly, they help learners to build confidence in reading in English, because the task of reading in English can be very daunting sometimes.

In a situation in which extensive reading and graded readers are new, teachers in Indonesia can actually use the free and downloadable graded readers in several websites or create graded reading materials. There are abundant commercially published graded readers by big publishers which can be used without doing adaptation. However, the greatest barrier for most public schools will be financial problems, as they cost a lot. Moreover, most of the books are not suitable in terms of the learning context. In this case, teachers and practitioners can create their own graded reading materials instead of using graded readers. In order to create the material, I decided to adapt the concept established by Malone (2013) focusing on developing graded reading materials for learners in low-literacy area, and the full concept can be seen in Appendix 1. Even though basically Malone (2013) has provided clear instruction, however, several aspects need more elaboration.

Vocabulary limitation

Malone (2013) decides on using the number of sentence per page for the vocabulary limitation instead of using number of headwords per level like several graded readers from big publishers. She argues that it is necessary to create graded reading materials based on the number of the sentences rather than vocabulary limitations. She developed a booklet as guidance for developing reading material for people with low literacy and determined that learners with low literacy should learn based on their knowledge of oral language. Therefore, the grading system is not set based on the age of the learners, but based on the competence of the learners which bases on the oral competence.

On the other hand, common graded readers are developed based on the number of vocabulary provided for each levels, and the standards vary. In Indonesian context, Kasihani (2007) argues that the maximum vocabulary number for reading text for young learners in

Indonesia should be 500. Claridge (2012) makes a summary of word limitation of Oxford Bookworms, Cambridge Readers, and Macmillan Guided Readers. The vocabulary limitation is compared to the Common European Framework. The reading materials for elementary school learners and language beginners are in the realm of Level A1 to A2. A1 Reading requires learners to be able to notice instruction or information, while A2 level requires learners to understand straightforward information within an area learners have been familiar with, such as products, signs, and simple textbooks or reports on familiar matters. It can be seen from the table that most graded readers uses 250 to 600 words for Level A1. While A2 starts from 400 headwords to 1400 headwords. As a comparison, Penguin Readers decides on using its own word limitation. The Easystarts offers 200 headwords, Level 1 Beginner offers 300 headwords, and Level 2 Elementary offer 600 headwords. Due to the variations, I decided to adopt the concept of number of sentence and vocabulary number limitation to create graded reading materials for Indonesian kids, which can be seen in Table 2.

Table 2 Number of Sentence and Vocabulary

Level/Limitation	Sentence per page	Number of page	Number of headwords
Level 1 Early	1 short sentence	4-8 pages	No more than 250
Level 1 Later	2-3 short sentence	6-10 pages	No more than 300
Level 2 Early	2-4 sentences	10-20 pages	No more than 350
Level 2 Later	3-4 sentences	15-30 pages	No more than 400
Level 3	Various, according to the purpose		No more than 450
Level 4	Various, according to the purpose		No more than 500

Structure Limitation

In the booklet, Malone (2013) mentions several kinds of sentences based on the length and familiarity. For Level 1 and Level 2, she mentions that the language should be *short and easy to read* with vocabulary items that learners have known and know to use. However, how short is *short*? How easy is *easy*?

Firstly, I would like to talk about how short a short sentence can be. I personally prefer to categorized sentences as simple sentence, compound sentence, and complex sentence (cnm.edu). Simple sentence only requires one clause, such as *There is an apple*, while compound sentence requires two or more independent clauses such as *There is and apple and Mika is eating it*. Complex sentences requires one independent clause and at least one dependent clause, for example *My father works at the office when I study at school*. The pattern can even be modified into question form and negative form.

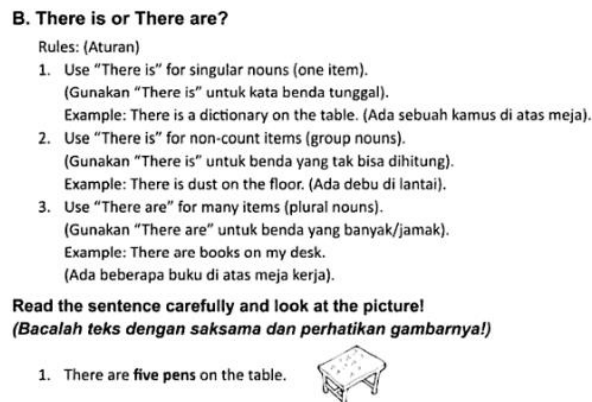
Then, the easiness of the language can be determined from two aspects, and this is where the grading begins. Formatting the structure limitation in graded reading is somehow a bit confusing as practically children cannot learn a language based on the grammar. Piaget (1972) mention that elementary school students up to age of 11 are in the *concrete operations* stage, which indicates that they are not able yet to learn grammar rules, explanation about grammar, and other abstract formula on how language works (brown, 2007:102). Teaching grammar is not allowed, and grammar is only allowed to teach by introducing them through pattern and repetition. Structure limitation in graded reading materials is prominent to develop meaningfulness in learning and to boost learners' confidence in using the language. In other words, the structure limitation should be related to the English lesson that learners have obtained in prior which also means that teachers are free to decide the structure limitations for their products.

As a local content and an extracurricular activity, English does not have one particular curriculum or syllabus for the teaching and learning activity. Teachers have the freedom to feed the learners any materials suitable for them. This brings easiness in deciding what structure to be used to set the levels on the graded reading materials. First of all, teachers can simply follow the textbook they use for teaching, as textbook can also be a teaching syllabus (Brown, 2007). As seen in Image 1, the grammar that learners need to learn is the use of *there is* and *there are*. Teachers can develop a reader based on the grammar.

The second approach can be to make the oral language the students have learned into written text. As Malone (2013) believes, children in low-literacy area knows how to use the

language yet they do not know the written form of which. The reading texts can be constructed based on the oral competence of the learners, which results in enhanced active and passive competence. This idea is close to the idea of teaching grammar in genre-based approach as learners learn structure based on the purpose of the language, rather than to know the rule or the language itself. Genre-based approach (henceforth: GBA) emphasizes on developing literacy skills based on the social purpose or the function of the language instead of the language (Kay & Dudley-Evans, 1998). The learning is goal-oriented, and

Image 1. *Buku Pintar Bahasa Inggris SD* by Susana (2008)



based on communication purpose. The material is represented in the form of genre or text types (Zulyetti, 2014), such as greetings, stories, lectures, conversations, and many more. In teaching using GBA, the communication purpose is reached when the message is correctly delivered by using the right organization and the right use of grammar. For example, to provide information about a particular person, nominal sentence are used, as seen below. The structure limitation used in one particular text can be different from the one ones, regarding the text type.

This is Mita. Mita is my classmate. Mita is tall. Mita is smart.

Other Aspects

In the extensive reading program, learners need to read a large amount of materials for a longer time. The keyword is quantity and variety rather than quality. The books are selected based on the attractiveness and their relevance to the learners' life rather than for educational purpose. In my personal opinion, the graded reading materials do not always have to be in the form of books with pages containing sophisticatedly constructed materials. Instead, the reading should vary in formats and in genre. Malone (2013) states that in the lower levels, the materials can also be in the form of posters, matching games, or even cards to make them more contextual and interesting. A class-reader can contain one whole page for a poster or a matching game besides compilations of texts. On the other hand, a classroom library can also contain *reading laboratories*, boxes of reading cards containing texts, which is also financially more practical than printing books.

CONCLUSION

There are several aspects to consider in order to begin an extensive reading activity for elementary students in Indonesia. Firstly, as supplementary program, the implementation of extensive reading should not distract the learning process. Secondly, for the accessibility, teachers can utilize class-readers or build a class library. Thirdly, teachers can adopt free graded readers or developing their own graded reading materials by using guidance from Malone (2003). Lastly, it is important to make the vocabulary number and structure learning to be in the level of the students to grow confidence and motivation in reading in English.

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Appendix 1. Developing Graded Reading Materials

	Level 1 - For people who are learning to read in their L1 or a new language	Level 2 - For people who want to gain reading fluency	Level 3 - For people who want to know more about the language(s) they have learned	Level 4 - For people who have become life-long readers and learners
Purposes	a. To make new readers realize that written texts have meaning b. To begin to read the language they have learned orally in another language	Help readers gain confidence in using literature for learning and enjoyment	Provide information about the vocabulary and grammar of the languages that readers have learned so they can use the languages—oral and written—for higher level thinking and learning	Provide readers with information and ideas that are relevant to their life, affirm their heritage language and culture, and help them to learn about the world outside their community.
Features	a. Written by	a. Written in a	a. School grammars	Varies according to

	<p>fluent L1 speakers in a language the readers understand.</p> <p>b. Contextual theme related to people, places, and activities that are familiar to the readers.</p> <p>c. Language features covering short and easy to read sentences and vocabulary items that readers know and use.</p> <p>d. Pictures on each page to help readers understand the text.</p> <p>e. Translation into the familiar language(s) at the back of the book.</p>	<p>language that the readers understand and have learned to read.</p> <p>b. Created adapted or translated by fluent speakers of the language</p> <p>c. Uses vocabulary that the readers have learned orally and/or that they can predict based on their knowledge of the language and the topic</p> <p>d. Translation (no pictures) into language(s) at the back of the books or,</p> <p>e. Translation provided on each page but clearly separated</p>	<p>(grade 3 and above) that provide information and examples about the grammatical structure of the language</p> <p>b. Bilingual school dictionaries</p> <p>a. Part 1 focuses on everyday L1 with equivalent L2</p> <p>b. Part 2 focuses on everyday L2 with equivalent L1</p> <p>c. Part 3 focuses on L2 academic/abstract terms related to math, science, and other subjects that readers must learn as they move into higher grades</p> <p>c. Short definition or explanation in L1</p>	<p>the purpose, type, and content</p>
Formats	<p>a. Small books for reading alone or with a partner</p> <p>b. Big books or poster stories for shared reading</p> <p>c. Games; matching word/picture cards</p> <p>d. Alphabet picture charts</p>	<p>a. Small reading books</p> <p>b. Posters, games, activity books, calendars, newsheet</p>	<p>Varies according to the purpose, type, and content</p>	<p>Varies according to the purpose, type, and content</p>
Content	<p>a. Stories, songs, poetry, information about familiar people, places, and activities</p> <p>b. Health and other information related to familiar topics</p> <p>c. No new concept</p>	<p>Early level 2</p> <p>a. Local stories, songs, poetry, riddles, folktales, jokes.</p> <p>b. Local biographies, histories</p> <p>c. Description of local people's experiences outside the area</p> <p>d. Directions, instructions</p>	<p>Varies according to the purpose, type, and content</p>	<p>a. Traditional poetry, music, legends, myths, history</p> <p>b. Stories from the local culture about local people, events, situations</p> <p>c. Traditional medicines, foods, agricultural</p>

		<p>about familiar activities (cooking local foods, sewing, making handcrafts)</p> <p>e. New information adapted to local content (including health, stories from another cultures, news reports, etc.)</p> <p>Later level 2</p> <p>a. Same as early level 2, only longer and more complex</p> <p>b. Stories about people and activities outside the local area</p> <p>c. New concepts, information and ideas adapted so readers can use their existing knowledge and their language fluency to get meaning from the text</p>		<p>methods, income-generating projects</p> <p>d. Histories, biographies</p> <p>e. Letters</p> <p>f. Newssheets, newspapers, newsletters</p> <p>g. Games, activity books</p> <p>h. Inspirational literature</p>
Pictures	Pictures on each page communicate exactly the same message as the text	<p>Early level 2</p> <p>a. Appropriate for readers' age and life situation and to the purpose of the text</p> <p>b. Every 1-2 pages, help to explain the text.</p> <p>Later level 2</p> <p>a. Appropriate for readers' age and life situation and to the purpose of the text</p> <p>b. Every 2-4 pages, help to explain the text.</p>	Varies according to the purpose, type, and content	Varies according to the purpose, type, and content

Length	Early level 1 4-8 pages, 1 sentence per page Later Level 1 6-10 pages, 1-3 short sentences per page.	Early level 2 10-20 pages, 2-4 sentences per page Later level 2 15-30 pages, 3-4 sentences per page	Varies according to the purpose, type, and content -	Varies according to the purpose, type, and content
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THE APPLICATION OF METALINGUSTIC CORRECTIVE FEEDBACK TO ENHANCE THE UNSIKASTUDENTS' ABILITY TO ELIMINATE GRAMMATICAL ERRORS IN WRITING (A Case Study of Students at University of Singaperbangsa Karawang)

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ABSTRACT

The purpose of this study was to examine how useful is metalinguistic corrective feedback to enhance students' ability in eliminating the grammatical errors in their writing. For answering the research question, the researcher applied a qualitative descriptive design. Relating to participants, the research involved six students of English Department, University of Singaperbangsa Karawang, batch 2012. The data for this study were collected from the Students' Writing Assignments. This is an essay writing based on some of the topics dealing with exposition and discussion type of essay that were carried out during the process of investigation. These students' assignments were then analyzed for evidence of how metalinguistic corrective feedback/error codes used during the study. The study indicated that all participants had a decrease in the number of errors in immediate revised texts after receiving metalinguistic corrective feedback from the lecturer. However, giving teacher written corrective feedback on student writing may not provide a long-term effect in terms of reducing the errors on grammatical items when they wrote a new essay. Based on those findings, future research is suggested to investigate its long-term effect by involving the same students' performance for not only four sequences but for the whole semester or even the whole academic year. It is also recommended to figure out the students' reactions to the feedback given by the lecturer to support the possible data resulted from the study.

Keywords: *writing, grammatical errors, metalinguistic corrective feedback*

INTRODUCTION

Writing is one of the four language skills that English Foreign Language (EFL) students should learn. It basically develops students' ability to express their ideas, thought, feelings, and emotions, in written form, which further supports their success both at academic and professional lives. In other words, writing mastery will help students develop critical thinking skills which promote their ability to understand and communicate complicated ideas in preparation for good papers throughout their university career, and it also might save them from a lot of tasks and challenge dealing with writing activities later on in their workplace.

Bearing that fact in mind, University of Singaperbangsa Karawang (UNSIKA), a growing university located in a small town called Karawang that holds English Education Program requires its students to have enhanced capability in written communication and expression through writing subject. However, having the students to produce organized, neat, and comprehensible writing is not an easy thing to do. Writing, whatever level it is, has always been perceived as one of the most complex language skills. This complexity, according to Richards and Renandya (2002:303), "lies not only in generating and organizing of ideas but also in translating these ideas into readable texts". Langan (2005) also affirms that the difficulty and complexity in ESL/EFL writing arise from the fact that "writing includes discovering of thesis, developing support for the thesis, organizing, revising, and finally editing the thesis to ensure an effective, error-free piece of writing".

For all these reasons, it is not surprising that students encountered serious difficulties in writing courses as what researcher experienced. The biggest problem that she found in students'

work is the students' grammatical inaccuracy. In this case, the students lack the ability to use appropriate grammar in their English language writing. For example, the students often do not choose the correct English verb tense for expressing an idea or do not use it in its correct form. They also fail to use the articles and prepositions correctly, use adjectives instead of adverbs, shift from one person to another, or place words in the wrong order in a sentence.

Under this detrimental circumstance, the teacher is exceedingly important here to help the students come out from the inefficiency with writing courses. One work a teacher, may have with the students to make a significant contribution to successful learning is through optimizing his/her role in the classroom. According to Harmer (2003:330), besides deploying some or all of the usual roles like controller, prompter, participant, and tutor, in writing context a teacher should also set up him/herself as a feedback provider. Feedback, as Merrill (2002:99) points out, has been long acknowledged as the most essential form of learner guidance. It provides them with information about what is good and what needs to be improved in their revisions and in the final product of their writing.

When a teacher performs as a feedback provider, there are many ways that he or she can choose to offer useful feedback. Metalinguistic corrective feedback (CF) is one of the strategies that can be used particularly in error correction. In Ellis words (2009:97), metalinguistic CF involves providing learners with some form of explicit comment about the nature of the errors they have made. One of the metalinguistic form is the use of error codes. These consist of abbreviated level for different kinds of errors such as *art.* for article and *ww* for wrong word. In this form, the labels can be placed over the location of the error in the text or in the margin. In line with this, Riddell (2001:157) states that "teachers can use correction symbols to give feedback to students on their writing, and teachers can underline the errors to signify the mistakes and write the symbols for these mistakes in the margin". It is believed to be a useful method of helping students correct their own errors.

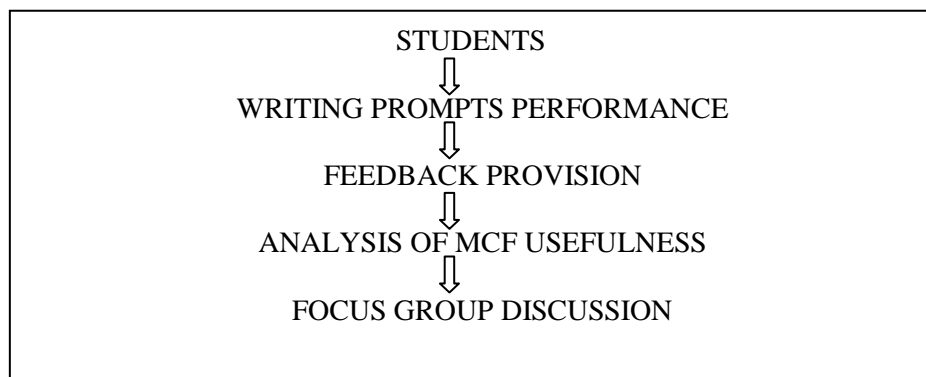
On this basis, this study then is aimed at examining the potential usefulness of metalinguistic feedback with the use of error code and evaluating its effect in reducing grammatical errors on University of Singaperbangsa Karawang students' essay writing.

METHOD

In this study, the researcher applied a type of research defined as descriptive case study. According to Yin (2003), descriptive case study is used to describe an intervention or phenomenon and the real-life context in which it occurred. Following this definition, it is also often said to be mainly suitable for research seeking to answer "how" and "why" question.

The data for this study were collected from the Students' Writing Assignments. This is an essay writing based on some of the topics dealing with exposition and discussion type of essay that were carried out during the process of investigation. These students' assignments were then analyzed for evidence of how metalinguistic corrective feedback/error codes used during the study.

The data collection procedures employed in the present study involve only students' writing assignment. The flow of data collection procedures, designed to address the research questions, is illustrated by the following flowchart.



FINDINGS AND DISCUSSION

To answer the research question, the study engaged six students to involve in an extra class and required them to perform four two-day sequences of writing and revision. In each sequence, the students produced two essays. The first is the students' original essay which is then marked by the lecturer using metalinguistic corrective feedback or also known as coded feedback. The second is the essay that has been revised after the students received the feedback from the lecturer. These two essays, subsequently, were compared to find the amount of changes in the number of errors committed by the students before and after receiving the feedback.

From the calculation, it was obtained that in first sequence on essay 1, the students made 119 errors. After receiving the feedback, it was found that the students made 39 errors. On writing test 2, it was gained that the students committed 122 inaccuracies. Having their essay corrected using coded feedback, it was found that the students made 32 errors. On writing test 3, the data shows that students commit 39 errors. After receiving the feedback, it was found that the students made 16 errors. On writing test 4, it was gained that the students committed 58 inaccuracies. Having their essay corrected using coded feedback, it was found that the students made 29 verb errors. To give a clearer description of the results, consider the chart below.



Chart 1: Number of errors before and after the provision of metalinguistic corrective feedback

The analysis of the students' essay revealed that all participants had a decrease in the number of errors in immediate revised texts after receiving metalinguistic corrective feedback from the lecturer. In first sequence, the participants reduced their verb errors by 58%, their noun ending errors by 71,42%, and their article errors by 76,47%. In second sequence they eliminate 73,19% of verb errors, 100% of noun ending errors, and 41,66% of article errors. In third sequence, they get rid of 50% of verb errors, 66,66% noun ending errors, and 83,33 article errors. Meanwhile, in fourth sequence, 60% of verb errors, 80% of noun ending errors, and 21,73% of articles errors are removed. In this study, the percentage of error reduction can be interpreted as the percentage of improvement in accuracy on the observed grammatical items.

From the percentage above, it can be stated that there is a major differences in errors number between the students' original written product and the corrected essay using metalinguistic corrective feedback. The reason behind this, based on the Focus Group Discussion carried out with the participants, is due to the fact that the metalinguistic corrective feedback give the students information where they committed the errors. It is in line with Ellis (2009) statement that when applying metalinguistic corrective feedback on the students' essay, the lecturer, provides learners with some form of explicit comment about the nature of the errors they have made. Bartram and Walton (1991) even claim that coded feedback given by the lecturer 'does not only indicate where errors are located, but also types of mistakes by using a correcting code'. The students furthermore asserted that metalinguistic corrective feedback make them learn grammar in indirect way. Through these codes, the lecturer encourages the students to think about the errors, so that as Allwright (1975:96) points out, "... they can correct their own errors, this will further activate their linguistic competence." It is also supported by

Harmer (2003) that “These also have the advantage of encouraging students to think about what the mistake is, so that they can correct themselves”. In the same notion, Hedge (2000) states that correction codes encourage students to look at writing as a skill that can be improved, and train them in looking for areas of improvement.

Moreover, the students declared that metalingulistic corrective feedback, with its simplicity, get them easier correct their mistakes found in the text. They only need to remember what the codes mean. The reason for this could be due to the fact that metalinguistic corrective feedback or coded feedback is considered to be the convenient way of giving learners information on where they have gone wrong. According to Harmer (2003:334), “coded feedback makes correction much neater due to the simple and systematical codes”. Through its simplicity, which are only indicated by simple code, symbols, and abbreviation, coded feedback is believed to be beneficial than comments like “*What’s this?*” or “*I don’t understand what you are saying here?*” which are likely to discourage students and harmful to learners’ self-esteem.

From these results, it can be inferred that the provision of metalinguistic corrective feedback in this study was effective in reducing grammatical errors in subsequent revised drafts. These findings are consistent with the findings of several previous studies. Lalande (1982), for example, conducted a research on written corrective feedback. He divided the students in intermediate German into four groups: two groups provided with direct correction for their errors, and two groups given error codes or indirect metalinguistic WCF. Based on an essay written at the end of the semester, the researcher concluded that the groups receiving error codes produced more accurate writing than the direct correction groups. Furthermore, the result is also in line with Ferris and Roberts study (2001) which examined the effects of three different feedback treatments (errors marked with codes; errors underlined; no error feedback). From the study, it was found that the group receiving feedback of both coding and underlining did slightly better in revising their grammatical errors than the control group receiving no feedback.

CONCLUSION

From the analysis of the data, it is obtained that the students were able to revise successfully for all three error categories found under metalinguistic corrective feedback. It can be seen from the percentage of error reduction that can be interpreted as the percentage of improvement in accuracy on the observed grammatical items. In current study, the percentage shows that in first sequence, the participants reduced their verb errors by 58%, their noun ending errors by 71,42%, and their article errors by 76,47%. In second sequence they eliminate 73,2% of verb errors, 10% of noun ending errors, and 50% of article errors. In third sequence, they get rid of 50% of verb errors, 100% noun ending errors, and 83,33% article errors. While, in fourth sequence, 95% of verb errors, 100% of noun ending errors, and 91,30% of articles errors are removed. From this result, it can be concluded that all participants had a decrease in the number of errors in immediate revised texts after receiving metalinguistic corrective feedback from the lecturer. Therefore, it can be contended that the findings of this study in general gain support from previous research in the sense that error code correction helps students improve their ability in revising their grammatical errors.

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TEACHING WITH AND WITHOUT SYLLABUS: A CASE OF ENGLISH INSTRUCTORS IN TEACHING TEST OF ENGLISH AS FOREIGN LANGUAGE PREPARATION COURSE

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ABSTRACT

Having a certificate of English proficiency test has been seen as necessary for both students who are planning to advance their education and professional who want to take a step further to their career. Test of English for Foreign Language (TOEFL) is one of the popular English proficiency test in Indonesia, in general, and in Malang, for this research. With its importance, many future test takers feel the need to join TOEFL preparation class in a hope to achieve the necessary score. With growing number of TOEFL preparation courses in Malang using different methods of teaching TOEFL, this paper aim is to find the difficulties of the instructors in teaching TOEFL with and without syllabus. Two instructors from two TOEFL preparation courses are interviewed. The finding of this paper is hoped to give a shed of light for the further other TOEFL preparation course instructors on the necessity of syllabus in teaching TOEFL as well as on the method on teaching TOEFL preparation classes with and without syllabus.

Keywords: *TOEFL, teaching without syllabus, TOEFL preparation class*

INTRODUCTION

Paper Based Test of English as Foreign Language (TOEFL) has been one of the most well-known English proficiency tests in Indonesia compared with other English proficiency tests such as International English Language Test System (IELTS), Test of English for International Communication (TOEIC), and Internet Based TOEFL. One, among many reasons, why TOEFL more preferable than the other aforementioned English proficiency tests lies on the fact that many companies in Indonesia requires job seekers to have TOEFL certificate with a particular score. Additionally, some universities in Malang, the city where this research was conducted, require their students to take TOEFL or TOEFL-like tests for several occasions. For example, Brawijaya University require their student to take a TOEFL-like tests as a requirement for graduating. Meanwhile, Universitas Negeri Malang requires its freshmen of undergraduates to take TOEFL-like tests to ensure the quality of its students (um.ac.id, 2015). It also requires its graduate program applicants to attach TOEFL ITP score into their program application. Therefore, it can be concluded that TOEFL is considered a high-stake standardized proficiency test (Brown, 2004).

Considering the high stakes of the tests, many future test takers usually take TOEFL preparation course prior to the tests. In Malang, the number of English courses is increasing, and many of them, realizing the importance of TOEFL, focus their service in preparing their students to ace their TOEFL. Two of the most popular English courses in Malang are chosen for this research. The reason why these two are chosen is because not only they have been a preferred English course that offers TOEFL preparation, but they are different in terms that one uses syllabus for its TOEFL preparation program and one does not.

The research on the advantages and the uses of syllabus in language classes may have been a lot and easily found in journal articles and books. However, the research on whether it is important to use syllabus in teaching language proficiency tests is rare if not nothing to be found. Most research on English language proficiency tests are usually focus on finding the relation between the score of those tests and its impact on the test takers (Powers, 1993). There

are also a number of research focusing on the backwash of the language proficiency test (Alderson & Hamp-Lyons, 1996). Therefore, this study walks on the path that is rarely taken by previous researchers. Its aims are to find out the necessity of syllabus in TOEFL preparation class and to find out the difficulties experienced by the teachers of TOEFL preparation class. Additionally, this paper will share the experience the methods that the teachers use when teaching TOEFL without syllabus.

METHOD

This qualitative research utilize interview to find the difficulties experienced by the TOEFL preparation class teachers and their opinion on the necessity of syllabus when teaching TOEFL preparation class. Additionally, the interview is hoped to shed a light on the method and techniques the interviewed teachers in teaching their TOEFL preparation class without syllabus. The interview questions used in this research are formulated based on some research related to TOEFL preparation course (Hamp-Lyons, 1998; Alderson & Hamp-Lyons, 1996). Additionally, the development of the interview question is based on Gilham (2005, pp. 18-19).

The interview questions were asked to four TOEFL preparation course teachers that have experience in teaching TOEFL for more than two years. Two of the teachers (henceforth Teacher AA and Teacher AB) are taken from an English course in Malang that provides general English classes and preparation course for English proficiency tests such as IELTS, TOEIC, and TOEFL iBT and PBT (henceforth Course A). The teachers from Course A were chosen as the object of the study in this paper as Course A does not utilize any syllabus in its regular class. In addition, the other two teachers (henceforth Teacher BA and Teacher BB) were chosen from a growing English course in Malang that specialized its service in preparing the students in English proficiency tests namely TOEFL PBT and TOEIC (henceforth Course B). Course B was taken as it is the opposite of Course A in term of the use of syllabus in its teaching process. In addition, as this paper wants to get the most valid information of the question (Lodico et.al, 2010 p.206), the writers of this paper stated to the interviewees that their name and their institution will not be mentioned in any way.

The interview were conducted in different places and different method. Three teachers were interviewed using a phone call because of their viability in having face-to-face interview, and the interviews were recorded using mobile phone call recorder. One teacher was interviewed in person and the interview is taped using mobile phone audio recorder. Once the interview was conducted, the audio recording from the interview was transcribed to make the analysis easier for the researcher to unveil the finding of this research before analyzing it.

However, this research is far from perfect due to the fact that it only conducts a semi-structured interview with limited question focusing on the teachers' answer. It is hoped that in the future, a fully-structured interview that interviews not only the teachers of TOEFL preparation course teachers but also the students of the course. In addition, the sample of the research is very limited despite the number of the growing number of TOEFL preparation class in Malang. However, the writers of this paper believe that the TOEFL preparation courses chosen for this research is adequate to answer and to conclude the aim of this paper as those two TOEFL preparation courses are among the most popular TOEFL preparation courses in Malang seen by the number of the students.

FINDINGS AND DISCUSSIONS

On the Specific Qualification of TOEFL Preparation Class Teacher

The findings and discussion of this paper will be presented as follows. First, the results of the interviews from the four teachers for each question will be presented and compared. Second, the paper will discuss the findings and compare them with the finding of previous research before make a conclusion on the matter.

From the interview question on the qualification needed by teachers to teach TOEFL preparation class, two teachers from Course A mentioned that teachers teaching in Course A do not have a specific qualification in order to teach TOEFL preparation class. Both Teachers AA and AB stated that it is not necessary to have a specific qualification in teacher TOEFL preparation class. As far as the teachers know how to deal with the questions in the TOEFL test and how to formulate tips and tricks about them, the teachers are said to be qualified.

Additionally, both teachers added that teachers in Course B are required to have at least a Undergraduate degree in English (either Literature or English Language Teaching) in order to teach any class, including TOEFL preparation class, in Course A. However, Teacher AB added that, thought not necessary, teachers who teach TOEFL preparation class should have an at least TOEFL ITP score for more than 550.

The similar answer was also stated by teachers from Course B. Both Teacher BA and BB stated that there is no requirement from Course B for the teachers to teach TOEFL preparation class. What the teachers need is to have at least Undergraduate Degree in English. However, teacher BA added that teachers teaching TOEFL preparation class should come from English Language Teaching degree or Teacher Training Program for English. This, according to Teacher BA will smoothen the teaching activity as the qualification from the undergraduate degree should give the teachers a prior knowledge in teaching English in general before teaching TOEFL preparation class. In addition, teachers should have the experience in sitting for the real TOEFL Paper-Based Test in order to share their experience to the students in term of the technical procedure and the tips and tricks in working on the real TOEFL test.

Qualification of the teachers of TOEFL preparation class is one of the problems that were asked by Hamp-Lyons (1998). In his research, he presents several important questions regarding to TOEFL preparation class such as who teaches it, what Englishlanguage teaching qualifications the teachers have, what special qualifications or that training is needed to teach TOEFL (or other test) preparation, whether English Testing System, a body which created TOEFL, offers a training program for TOEFL preparation teachers, and whether TESOL's Committee on Professional Standards has looked specifically at test preparation practices. From the informal enquiry of 10 language schools in the United States, he revealed that there was no special qualification in teaching TOEFL preparation class. This means Hamp-Lyons' finding is more or less different with that of this present paper.

One factor that makes the finding of the current paper is on the fact that there is, in fact, a specific qualification for teachers who teach TOEFL preparation class, and that is an undergraduate degree of English. In Hamp-Lyons' case, the degree in English as a requirement was not mentioned in his paper. The assumption on this absence of the degree for the requirement may lie on the fact that in the United States teachers are assumed to have a basic knowledge or English or teaching English. Therefore, having knowledge of English is not mentioned as "specific qualification" given the fact that English has been used as first language in Indonesia. However, in Indonesia, the case is different. In order to teach TOEFL class, one should have at least an undergraduate degree in English as it is assumed that teachers who have at least that degree will perform well in understanding knowledge of English so that they can teach it to their students.

Additionally, from the interview it is also found that having an experience in sitting for the TOEFL PBT is one of the considerations in teaching TOEFL preparation class in both Course A and B. Based on the interview, teachers with 550 score on TOEFL PBT can share their experience in dealing with the questions of the tests. They are also assumed that they are able to solve most of the questions in the test.

However, based on the interview of the four teachers, it is found that teachers are not required to have a specific qualification or training from ETS as the maker of the TOEFL test for teachers teaching TOEFL preparation class. However, Teacher BA stated that once teachers are accepted to teach in Course B, they will join a training prior to teaching the class. Yet, the training is not supervised or having any relation with ETS. Thus, specific qualification or certification from ETS is not required to teach TOEFL preparation class.

Thus, this paper has found a "specific" qualification for teachers teaching TOEFL preparation class: undergraduate in English and experience in sitting in TOEFL PBT with score more than 550. In addition, this paper also agrees with the previous finding by Hamp-Lyons on the fact that there is no supervision from ETS or specific training from ETS for teachers teaching TOEFL preparation class.

On the Presence and Absence of the Syllabus

Four teachers were interviewed about the absence (Course A) and the presence (Course B) of syllabus in their TOEFL preparation class. Teacher AA and AB stated that the absence of

the syllabus is because the students that enroll in Course A's TOEFL preparation class are varied in terms of their level of proficiency. Thus, it is hard for the teacher to make one syllabus that can satisfy the need of every students with different proficiency level. Additionally, making one syllabus for each level of proficiency is somewhat impossible due to several factors, one of which is the process of making syllabus based on different level of proficiency.

Brown (2007) states that in order to successfully teach language, students should be able to divide the students into different proficiency levels. In his book, he suggests that three different proficiency levels: Beginning Levels, Intermediate Levels, and Advanced Levels. For each level, Brown suggests that there are several factors that teachers should look at, namely: students' cognitive learning process, the role of the teacher, teacher talk, authenticity of the language, fluency and accuracy, student creativity, techniques, and listening and speaking goal. Additionally Nation & Macalister (2010) when making syllabus, teachers should consider some important factors namely, the amount of time, the size of the class, the level of proficiency, the need of the students, the availability of the materials, the experience and training of the teacher, the use of first language in the class, and the need of the learners.

Seeing this long list of works that teachers in Course A have to do before they can formulate even a single syllabus for a particular condition, it is highly unlikely for the teachers in Course A can have a proper syllabus without breaking most "rules" in making syllabus. This due to the fact that Course A is a semi-private course in which students can have a one-on-one class up to a group consisting maximum of four people. While it is true that students in this course are given TOEFL-like pretest prior to attending the class, the score of the pretest is not used to classify their proficiency level so that they can be given a particular syllabus. The score functions as a hint for the teachers on how to teach them in the class. Additionally, if group class may have different and often wide gap of proficiency level from one student to the rest of the group, and this difference forces the teachers in Course A to put away the idea of making syllabus.

Without the presence of syllabus in Course A, Teachers AA and AB stated that they are more comfortable in teaching TOEFL preparation class without any help of the syllabus. Teacher AA stated that with the variety of the students enrolling in the course, it gives the teachers freedom to quickly decide what to do with the various students in one class. With the presence of syllabus, the teachers thought that it would be hard for them to explore the way they teach, as they have to be bound with the syllabus.

This freedom that the teacher experience when teaching without syllabus is what has been boasted by the followers. One professor (Singham, 2007) posted on a mailing list that is supported by Stanford Center for Teaching and Learning stated that after an experiment of teaching without syllabus in his class for four years, he said that it was a wonderful experience. This is because both he and his students were given a freedom in learning the subject in the class, and this might be similar case with the teachers in Course A.

However, despite the advantage of not having syllabus with them, both Teacher AA and AB also mentioned that they experience problem when teaching without syllabus even though there is a different degree of problem that they experience. Teacher AA stated that without syllabus, teachers usually have different opinion on what they should teach to the students first. With the syllabus, Teacher AA said that should the syllabus presence in Course A, it should be able to unite the teachers in term of what they should teach to the students first. Similar but different from Teacher AA, Teacher AB stated that the problem only occurs when students have low proficiency of English. Teachers are usually confused on what to teach them first because they do not have guidance.

For teachers from Course B, it is a different matter. Since they have been using syllabus they experience more advantages in teaching with syllabus. Both teachers have similar points of view on the advantage of using syllabus in the class. Teacher BA said that with the presence of the syllabus, it gives the teachers some guidance on what to do. The syllabus, based on Teacher AA, works as a target that the teachers and the students have to follow when sitting in a TOEFL preparation class in Course B. In addition, Teacher BB said that the syllabus makes the job of the teacher easier because what they do is to follow the syllabus. The finding from Teachers from Course B is shares the same principle from Brown (2007, p.156). He mentioned that by

having syllabus in the class, it can set the goals of the course with suggested objectives for each unit.

However, Teachers from Course B also mentioned that having a syllabus in their TOEFL preparation program sometimes bring problems in their teaching. Teacher BB said that sometimes the material from the syllabus is hard to be understood by the students who do not have a good prior knowledge of English. Teacher BA also mentions the similar problem, in which some students may come to Course B without having adequate understanding of Subject Verb agreements, vocabulary, and listening comprehension to join the class. When this happens, the syllabus does not provide any guide on what they have to do with that kind of students as the syllabus is designed to satisfy the class and not individuals. In addition, with the syllabus set for 15 meeting, it will be impossible for the students who take more than one session to understand one material.

On the Possibility of Teaching without Syllabus

When researching for previous research on teaching without syllabus, the writers of this paper had a major difficulty, as they cannot find a single match in the internet using internet search engine. The search engine dedicated to share academic content also repeated the similar trend. Researchers have been boasting the advantages of teaching using syllabus. Many books published available in the market also deals with the necessity of syllabus in the class. There is no article whatsoever online that highlights the advantage of teaching without syllabus in general, let alone the absence of syllabus in teaching TOEFL preparation class.

Despite the lack of evidence of teaching without syllabus, however, the interview reveals that it is possible to teach without the syllabus. The question whether it is possible to teach TOEFL preparation class without syllabus was asked to the teachers who work in Course B this paper wanted to ask their opinion about the way of teaching TOEFL preparation class that is different from what they have been practicing. It is unveiled that they believe it is possible to teach TOEFL preparation class without the use of syllabus. However, the two teachers mentioned that the possibility does not necessarily comes without problem.

From the interview, teachers from Course B said that while it is possible to teach TOEFL preparation class without syllabus, it will be very hard for the teacher. This is mainly because without the syllabus, the teacher might not be able to know what to teach to the students. Additionally, for the students, they might not know what to expect from the class. In addition, Teacher BA said that it is fine to teach TOEFL preparation class without syllabus as long as the teachers know what will come out in the real TOEFL test and the strategy that they need to apply for dealing with TOEFL test.

Furthermore, teachers at Course A. have proved that possibility of teaching TOEFL without syllabus is likely. This is because teaching without syllabus, as has previously been mentioned before, gives teachers at Course A flexibility in which they can use when meeting with different students with different needs. Additionally, though teachers at Course A do not use any printed syllabus, in teaching the students, they are often leaner-centered. Both Teachers AA and AB stated that at the first meeting of the TOEFL preparation class, they usually ask the students what problem that they have in TOEFL test. Based on the answer given by the students, the teachers decide what materials that they should give to the students. Teachers usually ask the students their pretest score and based on that score, teachers decide how they will give the material to the students. Teacher AB said that if the students' pretest score is below 450, teachers will usually suggest the students to learn the basic skill first for TOEFL. Skill building is usually started with Subject verb agreement for answering TOEFL Structure question.

The students' involvement in deciding what materials that they should get and how the teachers should deliver the material to the students can be considered as negotiated syllabus, despite its lack of printed version. Breen & Littlejohn (2000:1) makes to the point definition and describes negotiated syllabus as "the discussion between all members of the classroom to decide how learning and teaching are to be organized. Additionally, Nation & Macalister (2010:149) states that a negotiated syllabus involves the teacher and the learners working together to make decisions at many of the parts of the curriculum design process. To add, negotiated syllabus is created when time is short and the most useful choices must be made, and when there is a very

diverse group of students and there is a need to find common ground. These conditions are experienced in common TOEFL preparation class at Course A.

In addition, as mentioned previously that teachers at Course A decide their method of teaching based on the students pretest score, students whose pretest score is below 450 will have to use books from third party publisher (Longman). This books contains step by step in learning skills needed to ace TOEFL paper-based test. However, due to the time limitation, this book is used to deepen the students' mastery in structure and grammar. Even though there have been some debates on the role of books in language class (Nation & Macalister, 2010, p.159) because some experts (Phrabu, 1989: Allwright: 1981) said that the presence of textbooks in language class is not effective as they are not in touch with the state of the students and as they may remove learners from negotiating the learning process, both teachers from Course A agree that the book that they use helps the students in learning TOEFL.

On Whether the TOEFL Preparation Class Works with and without Syllabus

Finally, there is a question that baffled previous researchers (Hamp-Lyons, 1998). He question of whether TOEFL preparation class works to increase students score in TOEFL. This paper tries to answer this ultimate question by interviewing the aforementioned teachers from Course A and Course B. The result is somewhat promising, though a further research, hopefully a quantitative one, should be conducted to strengthen this finding.

Four of the teachers of interviewed for this paper stated that their method of teaching works in some cases. In similar cases, the teachers from Courses A and B stated that their method of teaching works when the students have a sufficient prior knowledge of English. However, when the students do not have an adequate prior knowledge of English, their method will be unlikely to work. In addition for Course B, the teachers stated that as their syllabus is specially made for helping students in reaching 500 score of TOEFL, its syllabus will not be helpful to help students who want to aim TOEFL score more than 500.

CONCLUSIONS AND SUGGESTIONS

With the needs of having satisfactory TOEFL score, the number of TOEFL preparation course also grows, and the teachers preparing the students to ace their TOEFL test are behind this growing number of TOEFL preparation course. This study concludes that in order to be able to teach TOEFL preparation class, one should have at least an undergraduate degree in English with the addition of the experience in sitting in a TOEFL test with score of more than 550. In addition, the presence and the absence of a syllabus in TOEFL preparation class may give the teachers benefit and drawback. Moreover, it is possible to teach TOEFL preparation course without having any syllabus under the condition that the teachers should be able to provide a material from a book combined with their knowledge in formulating tips and tricks in dealing with TOEFL questions. Lastly, despite the skeptical thoughts on whether TOEFL preparation course works to increase the TOEFL score of the students, the interview revealed that the TOEFL preparation course indeed works under some conditions.

However, this research is far from perfect as this research only touch the tip of the iceberg. The sampling of this research is too small to formulate a generalization on the topic. Additionally, the research questions that this study develops are somewhat shallow in probing detail information about the topics. In addition, this research lacks of the necessary and sufficient evidence to answering the grand question about whether TOEFL preparation class increase the TOEFL score of the students. Therefore, further research should look further beyond what this paper has gone.

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SPEAKING QUALITY IN ENGLISH AND LEARNING STRATEGIES OF STUDENTS IN PONDOKPESANTREN DARULHIJRAHMARTAPURA

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ABSTRACT

Learning strategies is one of the studies of language acquisition. The study is implemented by extending the study of language acquisition process. In English language acquisition process, the study of speaking strategy is an important thing used by English learners to bridge the gap between his/her knowledge of the language and his/her partner's knowledge of the language in the communication process. The purposes of detailed research are (1) to describe the kinds of the learning strategies, and (2) to describe the quality of speaking English. This study used a qualitative descriptive design to answer the above questions. The instrument of this research is the researcher who serves as a key instrument with the guidelines of supporting instruments of observation, electronic recording devices, recording off field, observation, questionnaires, daily notes, interviews and oral test. This research data is verbal utterances of males and female students, the results of the questionnaire, the results of observations and interviews. Data analyzed by analysis techniques performance. Through this technique, data analysis performed by the form of communicative competence and the way of acquirement. In this study, the triangulation of data sources, data, theory and methodology applied to check the validity of the data. Based on data analysis, research findings obtained as follows. The speaking quality of the students is in good category (mean score, 72, 41). Students can discuss on speaking learning strategy, have a fairly complete understanding of normal conversation level. Aspects of grammar and fluency seems to be necessary improved in speaking instruction. Learning strategies through English practice could be categorized unique, only found in certain Islamic boarding schools which are 59 types learning strategies consists of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. Language learning strategies contribute the development of the students' quality in speaking. Understanding of learning strategies is also required by English teachers and language programmer to assist competence development and communication competence of students. The real interaction between students and meaningful language use encourage the development of communicative competence, namely the grammatical competence, sociolinguistic competence, discourse competence, and competence strategies. Language learning strategies help students participate actively in real communication. The contributions of learning strategy has positive impact toward the quality of speaking.

Keywords: *Speaking quality, learning strategies, communicative competence, and students*

INTRODUCTION

Learning languages takes time and efforts. It is not an instant process, which can be done in a night, especially for learning foreign languages. It is not enough for them to have only a strong willingness, they also need to have a battery of learning strategies to gain effective learning outcome. By employing good learning strategies, students can learn languages easily, swiftly, and even more independently. Moreover, when the students need to improve their foreign language speaking skill, learning strategy take more salient role. Speaking becomes a more challenging skill for students since it needs intensive practice. They also need to deal with spontaneous responses needed to be produced while they speak as well as the gap between their own language ability and the interlocutor language ability. Therefore, the presence of learning strategies will help students to make the process of speaking be more effortless.

According to Wenden dan Rubin (1987:19), learning strategy refers to any activities, steps, plans, and routines used by learners to facilitate them acquiring, retaining, and using information. Cohen et al.(1996:3) mention that the purpose of language-learning strategy is to

help learners improve their knowledge and understanding of the target language. Learning strategy is an individual matter. It means that one best learning strategy for a student can be not a good learning strategy for others. In other words, learning strategies can take various forms in accordance with the students' characteristics, psychological conditions, ages, and language abilities (Oxford, 1990). Therefore, the study of various learning strategies is necessarily needed for giving information to teachers and students so they can choose best strategy for their own classes or themselves.

Oxford (1990:57) divides learning strategies into two main groups, which are direct and indirect learning strategies. Direct learning strategies directly involve the target language in the process of learning. Meanwhile, indirect strategy supports the language learning process. She, then, elicits each strategy into more specific lists. Direct learning strategy covers several types, those are memory strategies, cognitive strategies, and compensation strategies. Next, indirect strategy has some types, including metacognitive strategies, affective strategies, and social strategies. See the following table to better understand the definition of each strategy.

Table 1 Direct and Indirect Learning Strategies

Direct Learning Strategies		
<i>Memory strategies</i> They help students store and retrieve new information	<i>Cognitive Strategies</i> They involve more direct manipulation of the learning material itself.	<i>Compensation Strategies</i> They help learners to understand or produce messages in the target language despite limitations of knowledge.
Indirect Learning Strategies		
<i>Metacognitive Strategies</i> They involve planning, thinking about the learning process as it is taking place, and monitoring, and evaluating one's progress.	<i>Affective Strategies</i> They help students to regulate emotions, motivations and attitudes.	<i>Social Strategies</i> They help to learn through interaction with others.

All those strategies can be applied into all language skill, including speaking. Speaking skill refers to ability to sound and to express words, ideas, and feeling. This skill is important because we need to communicate orally in our daily life. One's ability to speak also commonly becomes a standard to judge whether she or he has good language proficiency. This skill cannot be developed except the students practice to speak every day. If they are shy, doubtful, or afraid to speak, they will not be able to master this skill fluently. Thus, it is very important for teachers to provide language environment, which gives the students lot of exposures to practice the target language being learnt.

According to Bialystok (2005:46), learning strategies can facilitate students to improve their language competence. Rubin (1975) stated that learning strategies help the students to learn effectively and make them become good communicator. O'Malley dan Chamot (1990) added that learning strategies help students to understand and learn new information. Based on these theories, then, it can be assumed that learning strategies has significant impact on students' language skills, including their speaking skill. Therefore, a research on this topic will be valuable to be conducted.

Based on the writer's prior observation, Darul Hijrah boarding school is one of schools, which provides supporting environment for students to develop their speaking skill. This school is located in Cindai Alus, Martapura, South Kalimantan. It employs multilingual learning system. English and Arabic are used for students' daily conversation and the language of instruction, except for some subjects, which should be delivered in Indonesian. This condition, of course, requires the students to intensively use both foreign languages, Arabic and English. In the process of acquiring fluency and accuracy for speaking in a foreign language, each students, definitely, has their own problems. The problems are various. Sometimes, for instance, they get difficulty to get the equivalence of certain words of their mother tongue in the foreign language. They also need to store as many as vocabulary to smooth the process of communication. For

overcoming these problems, the writer assumes that they have their own learning strategies. Therefore, Darul Hijrah is an appropriate place for her to conduct a research on learning strategies on speaking English. By conducting a research on this setting, she can reveal what are strategies used by students and the impact of those strategies on their speaking ability.

There are some previous research related to the present research's topic. Djiwandono (1998) conducted a study entitled *The Relationship between EFL Learning Strategies Degree of Extroversion and Oral Communication (A study of Second Year Secretarial Students at Widayakarya University)*. His research described the profile of learning strategies used by Indonesian students to gain proficiency in speaking English in ESP context. Then, Tolok (2006) studied *Learning Strategies Across Cultures of EFL learners Residing in Nusa Tenggara Timur (NTT) Province*. He identified similarities and differences of students' learning strategies. He also found that there is significant relationship between students' learning strategies and their successfulness in learning. Next, Werdiningsih (2007) investigated preschool students' learning strategies to gain pragmatic competence. The findings yielded that preschool students used cognitive strategies and they employ verbal and nonverbal language to communicate.

The present study is different from those previous ones in terms of the setting, the subjects, and the focus of research. This study observe students learning strategies in a natural language environment in which the required to speak English on purpose of both communication and learning. The subject are Islamic boarding school students which quite distinct from the subject of previous studies. The present study also focus on searching the impact of learning strategies used by the students on their speaking ability. Therefore, this article will focus to answer the following research questions: (1) what are strategies used by the students of Darul Hijrah Boarding School in speaking English? and (2) how is the quality of students' speaking skill related to their learning strategies?

METHOD

The writer used qualitative approach to conduct this study. The reasons for choosing this approach were based on the following considerations: (1) the number of the subjects of the study, (2) the data collected were mostly in form of learning strategies, which should be explained verbally, (3) the purpose of the study were to elaborate various types of learning strategies to learn English, and (5) the writer acted as the key instrument of the study. In term of research design, the present study was realist ethnographic research. Cresswell (2007:68) mentioned that in this type of research, the researcher becomes a participant observer, in which she has a close and intimate familiarity with the subject of the research through having intensive involvement with the people being observed, observing their behaviour, and interviewing them. Since the purpose of the study was to gain data related to the students' learning strategies patterns, their behaviours in learning, as well as their beliefs underlying those behaviour so this type of research design was suitably match with the purpose of the study. According to Latief (2012:132), ethnographic research is one of the qualitative research design used to describe teachers and students' behavior; their viewpoints, their needs, their interactions, their language use, etc.

The research setting was in an Islamic boarding school, namely *Pondok Pesentren Darul Hijrah* (Darul Hijrah Islamic Boarding School), located in Banjar regency, Martapura, South Kalimantan. The school has two divisions, separated based on gender: one school is for boy only (Darul Hijrah *Putra*) and another is for girl only (Darul Hijrah *Putri*). The distance between Darul Hijrah *Putra* to Darul Hijrah *Putri* is about 3 Km. This school is a good place for conducting a research on learning strategies since it has a strong willingness to develop the students' foreign languages ability. The school has a language immersion program, which requires every student, started from the second semester, to speak either Indonesian, English, or Arabic in their daily communication.

In the present study, the writer observed 30 students of the eight graders. The reason for choosing these subjects were they already joined the immersion program so they needed to communicate in English or Arabic alternately in a period of a week. During the study, the writer acted as the subject partner so her presence did not disturb or change the subject behaviors. The writer actively participated in students' activities for learning English since the focus of her study was observing students' strategies in learning English.

The data were collected by using six instruments: (1) observation guide, (2) interview guide (3) students' diary, (4) documentation, (5) speech and non speech task (common conversation), and (6) *Strategy Inventory for Language Learning (SILL)* questionnaire developed by Oxford (1990: 293) and oral test. Observation was used to gather the data about students' behaviour in using the language either inside or outside the classroom. It was done by noticing and recording their speeches related to the aspects of language, content, physical, and fluency of the speech. The students' diary was used to collect data related to their activities in using the language based on the students' notes. Then, interview was used to cross-checked the data gather from observation and students weekly diaries. Next, oral test was administered to determine the quality of students' speaking skill. To check the validity of those instruments, the writer tried them out to 20 students of eight graders. She also conducted a triangulation with the English teachers and the languages officers of Darul Hijrah.

All data collected, then, were analyzed qualitatively. Interactive model of data analysis developed by Miles dan Huberman (1992) was used. There were four steps of data analysis according to this model: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion.

FINDINGS AND DISCUSSION

(1) The Kinds of the Learning Strategies Used by Students

Based on the findings, it was found that 59 learning strategies were used by students of Darul Hijrah in learning speaking. Those strategies, then, can be classified into 6 major strategies: (1) memory strategies, (2) cognitive strategies, (3) compensation strategies, (4) metacognitive strategies, (5) affective strategies and (6) social strategies. Among those strategies, there 43 strategies that are same with the *Strategy Inventory of Language Learning (SILL)* questionnaire developed from R. Oxford's theory. The writer found 19 new strategies, which have not discussed in the previous theories yet. See Table 2 to get the detail of the learning strategies employed by eight graders of Darul Hijrah Islamic Boarding School.

Table 2 Learning Strategies Employed by Students on Learning Speaking

Learning Strategies	Explanation
Memory Strategies	
1. Grouping words	The students group words based on the part of speech, such as verb, noun, adjective, etc.
2. Using semantic mapping	The students link words, which have same root, for instance moslem and moslemah, make them easier in memorizing the words.
3. Recalling sounds from the students' memory	The students related the words with its visual or auditory characteristics.
4. Recognizing and practicing new vocabulary	The students practice every new vocabulary they got.
5. Memorizing new vocabulary	The students read the school magazine and wall magazine to get new vocabulary or idioms then retaining them by memorizing the vocabulary.
6. Involving visual and auditory	Every time students forget or do not know certain vocabulary, they will ask others by giving clues of the vocabulary visual look or the sounds.
7. Doing an action	The students response to what they heard by doing an action commended in audio speaker.
8. Doing technical and mechanical action.	The students make activities which can enable them to use English.
9. Repeating the utterances in Arabic and English	The students repeat again conversation they have done in English to Arabic or vice versa.
Cognitive strategies	

10. Practicing to pronounce and to write in English	The students keep practicing how t sound and to write in English.
11. Watching movies	The students discuss the content of the movie they have watched. They also keep talking while watching the movie to practice new words they get from the movie.
12. Giving a speech	Every two weeks students have to practice how to give speech in three languages (Indonesian, English, and Arabic).
13. Drilling	The students repeat what their teacher said.
14. Giving explanation	The students explain what they have understood from the lesson to his friend.
15. Comparing grammar	The students compare different between the grammar of the target language and their mother tongue.
16. Reading aloud	The students read aloud words, sentences, or paragraph to gain their proficiency in pronunciation and intonation.
17. Translating into Arabic.	The students translate from English to Arabic.
18. Making a summary	The students talk based on the summary of the lesson they learnt.
19. Sending and receiving messages.	The students use new vocabulary given to them by practicing it with friends
20. Reasoning and analyzing	The students analyze the meaning of phrases given to them and then practice it with partner.
21. Using fixed expression	The students practice particular phrases pattern given in conversation class.
22. Reading book and dictionary	The students read book and dictionary to enlarge their vocabulary so they can improve their speaking ability.
23. Using key word	The students use key word to retain new words.
24. Using situational clue	The students use situational context to explain difficult words.
25. Writing the transcript of the sounds	The students write the transcription of a word sound to practice how to pronoun the word correctly.
26. Translating words and sentences	Every time the students see words, phrases, or sentences written on the wall, tree, or spoken in a speech, the students translate them into Indonesian or vice versa.
27. Practicing speaking	The students keep practicing to speak English in their daily communication
28. Playing scrabble	The students arrange jumbled letters into a new meaningful word.
<i>Compensation Strategies</i>	
29. Using synonym	The students look for a synonym of a word when they get difficulty to say a particular word.
30. Using smart guessing	The students guess the meaning of a word based on the context and language clues.
31. Code-Mixing	The students mix their languages between Arabic and English when they get difficulty to explain in just one of the target language.

32. Using mimicry and gestures	The students use body language to strengthen what they said or when they don't know the words.
33. Switching the topic	When the students get difficulty to speak in a particular topic, they will change it into easier topic, which they know more about it.
34. Modifying the messages	The students simplify the message by make it simpler or add additional information.
<i>Metacognitive Strategies</i>	
35. Peer correction	Asking friends for giving correction for their summary or written preparation they have made.
36. Having punishment	The students who speak in Indonesian or using their mother tongue will get punishment from the language officers. They will be asked to do something as their punishment.
37. Creating a language game	Students create a language game to make the processes of language learning become more fun.
38. Focusing themselves to learn language	Since the immersion program started from the second semester, after six month being in the boarding school students usually will focus themselves to speak English and Arabic. They become active to learn new vocabulary.
39. Listen first then speak	In conversation practice or in a speech event, the students usually will stop talking to listen to what their friend said. They need to do it because sometimes, a students from the audience can be chosen to deliver the summary of the speech.
40. Self-evaluating learning strategy	The students identify their own mistakes in using the language. Sometimes, they also invite friends to give evaluation on their speaking.
<i>Affective Learning Strategies</i>	
41. Keep talking strategy	The students always keep to talk in English although they make mistakes during the practice.
42. Memorizing songs	The students learn to listen, pronunciation, and new vocabulary while they are listening to English song, which usually played through loudspeaker in the boarding school.
43. Minimizing language anxiety through fun activities	Since there are lot of language tasks in the school, the students usually will make some fun to minimize their anxieties. They make laugh while reading funny stories or funny cartoon movie.
44. Controlling emotion strategy	The students minimize their negative feeling about their speaking ability by writing diaries, talk to themselves, friends, or family.
45. Relaxation strategy	The students do relaxing activities to fresh their mind and to lower their anxiety. They also do breathing exercise every time they feel anxious about speaking in English.
46. Silence strategy	Some students need time to silence. They need to muse what they are going to say.

47. Self-appreciation strategy	When students can accomplish their speaking task well, for example conversation practice, they usually will give a gift for themselves by doing or eating their favourite things or food.
48. Listening to music	The students listen to English song to relax themselves as well as to learn some vocabulary and pronunciation from the song lyric.
<i>Social Strategies</i>	
49. Having a discussion	The students discuss together to get a better solution toward any problems they have. This activity shape their critical and creative thinking.
50. Asking for repetition	When students get difficulty to understand someone's speaking, they usually ask the interlocutor to speak slowly and repeat again what they have said.
51. Working in groups or pairs	The students work together either in group or in pairs to discuss materials or topic given by teacher.
52. Working with teachers or experts	The students ask the meaning of words they do not understand or some problems related to language to their teacher or expert. However, students do not use this strategy frequently, except when they cannot get the solution from their friends or books.
53. Acting in a role play	Students usually do role play activities without previous preparation. They just act directly in the classroom after getting a topic.
54. Pair-work speaking practice	Every morning after Shubuh praying, the students stand and face each other to talk about any topic for 30 minutes.
55. Asking to others	The students ask teachers, smarter students, or their friends, to get new information or to get solution for language problems they have.
56. Asking for clarification	The students ask to clarify what others have said or explained by asking questions, ask them to repeat, ask for examples, or ask to get feedback.
57. Showing empathy	The students show their empathy toward the speaker by responding appropriately to what they have said through proper verbal and body language response.
58. Increasing cultural understanding knowledge	The students hold cultural events, such as Halloween, to increase their cultural understanding about English. They also communicate each other by respecting the rules of communication pattern governed in the boarding school.
59. Increasing awareness on others' feeling and ideas	The students try to understand their speaking partner difficulties to speak. They also ask about how others' feeling are while speaking.

Furthermore, the writer underlines several important findings related to the students' language learning strategies at Darul Hijrah Islamic Boarding School. *First*, among those six major strategies, metacognitive and compensation strategies were less used by the students.

Second, affective and memory strategies were sufficiently used by the students. *Third*, learning strategies intensively used by the students were cognitive and social strategies.

(2) The Quality of Students' Speaking Skill

To assess students' quality in speaking English, the writer relied on the result of oral test, which were categorized into two kinds of test: speech and interview. For the speech test, the instrument for assessment was a rubric, which covered some aspects: language, content, performance, and fluency. The students who can meet all aspects of assessment with fluent and accurate use of language means they can achieve the purpose and the function of good communication. In other words, they have good quality of speaking. Based on the result of speech test, it was found that the students' average score was 72,66, which can be said that the quality of Darul Hijrah students' speaking skill was in good category. They can deliver the language fluently with appropriate gestures and mimicry. They also can speak confidently and bravely in front of the audiences. Further investigation showed that most students who had that good categories employed memory and cognitive strategies while delivering speech.

For the non-speech test, the writer used interview as a technique to gain data about their quality in speaking in a free mode of conversation. It was scored based a rubric with the following aspects: (1) language, (2) content, (3) performance, and (4) cohesion. Based on the result of the test, it was shown that the means of students' score was 72,41. This score belongs to good category. The students were able to answer the questions given by the interviewer clearly and correctly. Vocabulary and expression used were also various and appropriate. Most of the students who are good in the interview were those who employed social learning strategies. All these findings then come to a conclusion that the students have already had a good quality of speaking considering their level of learners.

CONCLUSIONS AND SUGGESTIONS

There are 59 learning strategies used by the students at Darul Hijrah Boarding School. Those strategies can be classified into 6 major strategies: (1) memory strategies, (2) cognitive strategies, (3) compensation strategies, (4) metacognitive strategies, (5) affective strategies and (6) social strategies. Among those strategies, cognitive and social strategies are strategies, which intensively used by the students in their communication compared to other strategies.

Based on the result of speech test and interview it was found that the quality of the students speaking skill was in good category. In speech test, the students' average score was 72,66, which belongs to good category. Most of students who were good in speech employed memory and cognitive learning strategies to develop their speaking skills. The result of interview also showed the same thing. The means score was 72,41, which goes to good category as well. It can be seen through their clear and appropriate responses toward questions given by the interviewer. Most of the students who were good in the interview test were those who apply social learning strategies while doing communication with others. These findings then yields that learning strategies had by the students can help them to develop the quality of their speaking skills.

Based on the findings, the writer makes some recommendations for teachers, students, future researchers, and school. First, teachers should recognize their students' characteristics so they can select and teach appropriate learning strategies for them. Second, students are expected to look for learning strategies that meet their own characteristics so they can learn easily and swiftly, especially for learning speaking skill. Third, future researchers can use the present findings for conducting a more comprehensive research on learning strategies with different level of the subjects. Last, it is better for headmasters of schools to encourage English teachers to integrate their lessons with learning strategies to gain better learning outcome.

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INTEGRATING ENGLISH INDEPENDENT STUDY IN PRONUNCIATION COURSE

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ABSTRACT

English Independent Study (EIS) is one approach to learning English as a second language which is believed to potentially support the success of learning by increasing students' exposure to English and thus maximizing their acquisition of the language. This study investigates the implementation of EIS in the pronunciation course, how the students conduct EIS, as well as their attitude towards the integration of EIS in the pronunciation course. The data is collected through document analysis (teacher reflection and students' weekly EIS reports) and survey. Analysis of the data showed that the implementation of EIS in pronunciation course involve four phases; introduction phase, try out phase, execution phase, and closing/ reflection phase. It was also reported that students' EIS activities were almost all related to some forms of ICT. Finally, the data analysis also showed students' generally positive attitude towards EIS as they felt that it helped them to learn better. The use of EIS as a complementary assignment for Pronunciation course was in line with several theories such as that of the first and second language acquisition and autonomous learning in additional language learning. In addition, it was also found that students prefer compulsory EIS better as it offered semi-structured learning as opposed to the free EIS which is unstructured in nature. This study is expected to provide insights into the implementation of EIS into various skill-based courses, especially pronunciation course; thus supporting the students' independent learning initiatives.

Keywords: *English Independent Study (EIS), Autonomous Learning, Pronunciation Teaching*

INTRODUCTION

English independent study is an approach to second language learning which prescribes students to be taught and to conduct additional learning activities on their own account outside the class to complement the classroom learning of the language (Inayati, 2015). This is conducted in order to increase students' likeliness to gain more exposure of the language being studied—in this case English—thus supporting their acquisition of the language. Language acquisition theory dictates that rich exposure to the language is one of the essential elements for successful language learning. The exposure is represented in rich amount of comprehensive input (Krashen 1982) as well as comprehensive output (Swain, 1990, in Swain 2008). In an English as a Foreign Language (EFL) context like that in Indonesia, one of the biggest challenges of English is the limited exposure of the language in students' daily lives. Therefore, independent study is introduced as one of the attempts to increase and maximize students' exposure to English.

The debate around independent study—a notion also commonly referred to as autonomous learning—in second language learning has been around for decades. Benson (2006) noted that interests in the area has begun since the 70s, and that it has been increasing considerably especially after the turn of the millennium, which is indicated by the growing number of literature in the area, both published and presented in world conferences. One of the salient features of the development of autonomous learning movement, he further argues, is in the proliferation of self-access centers in educational institutions. However, Benson also noted that other forms of autonomous learning has also been occurring, one of which is in the form of 'out-of-class learning'—which, in this particular study, is referred to as English Independent Study (EIS).

Literature about this type of independent learning may be currently limited, but it has a considerable potential to be applied in many educational institutions especially those that do not possess self-access center; several studies has offered evidence for such possibility. First, a

study conducted by Luk (2012) in a Japanese university context showed that students conducted some forms of EIS activities outside the class even without the teachers' instruction. They did that to complement the classroom learning and improve their general English skills. However, Luk also noted that they reported expectation to obtain some EIS strategy teaching in order to help them learn more effectively. Following the study, Inayati (2015) conducted a study involving the teaching and training of various EIS strategies to Indonesian university level students. She found that all students perceived it positively in assisting their English language learning and that, according to a survey administered six months after the training, they continued the initiative sustainably even without the teacher's instruction. Both Luk's and Inayati's studies are conducted in an English as a Foreign Language (EFL) higher education contexts with no involvement of SAC, a context similar to that of the current study; thus serving as one of the reasoning.

EIS is believed to be applicable for integration in various language skill and component courses, one of which is in the pronunciation course. Pronunciation, being a language component, has been noted to receive less attention in the research and literature of English Language Teaching (ELT), especially after the popularity of Communicative Language Teaching (CLT) which put much of ELT practices into the communicative aspect of the language learned (Elliot, 1997). This trend has failed to note that pronunciation also plays an important role in ensuring the success of communication, especially in oral communication related to speaking and listening skills. Pronunciation course covers a wide range of materials from the segmental features such as sounds, word stress, and connected speech, to the discourse and sociolinguistic aspects such as to convey meaning in specific contexts or to signal group memberships (Jenkins, 2004). Therefore, the pronunciation course, offered only as a 2 unit course with only 100 x 14 minutes meeting time in a semester, is considered insufficient in bringing students to master all or even the majority aspects of English pronunciation. Therefore, the integration of EIS into pronunciation course is viewed as one of the effective solution to assist students' mastery of pronunciation materials, as well as to raise their awareness in continuous and sustainable learning of pronunciation; thus the reasoning of the current study.

This study investigates the integration of English Independent Study (EIS) into the pronunciation course in order to learn how it is implemented, how students conduct EIS in pronunciation course, and how students' attitude is towards the integration of EIS in pronunciation course. The understanding about students' choice of EIS activities and attitude could be best employed by the teacher to increase their awareness and willingness to conduct EIS, thus increasing their chance of success in learning pronunciation.

METHODS

The current study employs qualitative research design as it is considered the most suitable design to answer the descriptive research questions set in this study. In addition, a survey is also used in order to complement the qualitative data and achieve better understanding towards the research focus. The qualitative approach deals with the description of EIS implementation in the pronunciation course and the description of how students conduct EIS for pronunciation course. Then, survey design is used to investigate about students' attitude with regards to EIS integration into pronunciation course.

This study involves the students of pronunciation course taught by the researcher in the first semester of academic year 2015/2016 as the subject. There were two student cohorts consisting of 24 and 25 students and their level of English proficiency ranged from lower- to upper-intermediate. At the time of research, they were the first semester students of the English Department.

As briefly mentioned previously, the pronunciation course was a two unit course comprising 14 weekly sessions of 100 minute each. The materials used for the course covers both the segmental features—such as phonetic symbols, vowels and consonant sounds—and the supra-segmental features—such as stress, connected speech, intonation and accents—of English Language pronunciation. During the meetings, the students were introduced to the concept of English independent study (EIS) and were asked to conduct the real independent study for pronunciation class to be reported each week. As an incentive for students to do the independent study, this assignment was accounted for 10% of students' final score.

The main instruments used in this study are document analysis, teacher reflection notes and student' reflection questionnaire. First, the document used is the students' weekly written report on the EIS activities they do each week for pronunciation class. The report consists of the type of activities, the materials used, brief description of their learning experience, and some pronunciation aspects they learn from the activities. By the end of the data collection process, the study generated 232 individual reports to be analyzed for the current study. Second, the teacher reflection is the notes made by the teacher-researcher about the whole process of EIS integration in the pronunciation class.

Lastly, the student reflection survey was used to probe on students' attitude towards EIS integration in pronunciation course. The questionnaire contains 14 items asking students to reflect on their EIS experience. The questionnaire was divided into two sections. The first section contains 12 items probing students' attitude towards compulsory EIS, free EIS and their general attitude towards EIS integration. Each item, uniformed as positive remarks in order to avoid leading students' opinion, is measured using 4-point Likert Scale; 1) very disagree, 2) disagree, 3) agree and 4) very agree. The second section contains two open questions about the strengths and weaknesses of EIS and some aspects which need improvement. The questionnaire was administered on week eight of the meetings.

The rich qualitative data obtained in this study are analyzed using content analysis. Content analysis is a process of carefully reading and identifying certain words, concepts and themes contained in the phrases and sentences written freely by the research subjects in order to draw inferences and insights from them (Fink, 2013). The data are analyzed based on the research problems stated previously; first, the data from the teacher reflection notes are used to examine how EIS is implemented in Pronunciation course; second, the data from the students weekly EIS report are used to explore how they conduct EIS for pronunciation course; and finally, the data from the students' reflection questionnaire are used to probe about their attitude towards EIS integration in the pronunciation course.

FINDINGS

This section discusses the findings of data analysis which is presented based on the research problems; the implementation of EIS in pronunciation course, student EIS activities in the pronunciation course, and student attitude towards EIS integration in the pronunciation course.

The Implementation of EIS in Pronunciation Course

Analysis of the teacher reflection notes shows that EIS in Pronunciation course is divided into four phases; 1) introduction to EIS, 2) try out process, 3) EIS execution, and 4) closing/ reflection. Each phase is elaborately explained as follows.

Introduction to EIS

The introduction to EIS was conducted in the first meeting. In this phase, students were introduced to the concept of autonomy/ independence in language learning. Some theoretical bases, principles and sample of real implementation of independent study in English as a foreign language learning were explained in order to address students' self-awareness to do EIS. In this phase, students were also introduced to the types of EIS (compulsory and free EIS) and were also introduced to the format of EIS weekly report they were expected to complete.

Try Out Phase

After the introduction, students were encouraged to try one or more EIS activities in their free time outside the class and to report their activities in the report form. Following the try-out, students were to share their experience conducting EIS in the following class meeting. They were expected to describe what they did, what they learned, and any problems faced. This phase was important in order to ensure students' well understanding of EIS, both the implementation and the reporting.

EIS Execution

After the trying out phase, the real EIS activities were conducted five times and was reported in the weekly EIS report submitted in each meeting. As mentioned previously, EIS in the

pronunciation course were divided into two; compulsory EIS and free EIS. In compulsory EIS, students were required to do independent study of English pronunciation activities with the materials previously prepared by the teacher. The materials were prepared in the course module and they were briefly discussed during the meeting in order to address problems and difficulties faced by the students. As for the free EIS, students were completely independent to find materials and activities as long as they support their English pronunciation learning or their English learning in general. For example, students could learn some pronunciation from songs, movies, and videos, or by listening to their friends talking in English.

Closing/ Reflection

In the final meeting before mid-test, students were asked to reflect on their independent learning experience by completing a reflection questionnaire. The questionnaire probed on students' feeling and attitude on conducting the compulsory and free EIS activities integrated in the Pronunciation Course. It also asked students' agreement towards the objective of the activity and their willingness to continue on their own accord after the course finished. The findings of this reflection will be further elaborated in the students' attitude section.

Student EIS Activities in the Pronunciation Course

Analysis of the students' weekly EIS reports show two different tendencies for EIS activities conducted in the pronunciation course. First, for the compulsory EIS, the students showed almost uniformed EIS activities with less variation in terms of the materials learned, the procedure of learning and the pronunciation aspects learned. As predicted, the materials used for the compulsory EIS were all from the course module. As for the procedure of independent learning, most of them did it individually and only a few of them did it in pairs or in groups. Their activities include reading the phonemic symbols and checking the sound from the audio materials, repeating the sample pronunciation after the audio texts, and doing the exercises following the materials. Finally, for the pronunciation aspects learned, almost all reports mention that EIS allowed them to know more about phonemic symbols and the sound they represent. In detail, they reported that they know more about the phonemic symbols, long and short vowels, consonant and consonant groups/ clusters.

Second, analysis on the reports about the free EIS showed more variation in terms of the materials used, procedure of learning as well as the aspects learned. In general, about 60% of the free EIS activities reported by the students involve listening to songs. Other materials mentioned were movies, pronunciation websites, YouTube channels, online and offline videos and games. For the procedure of learning, each materials were used differently by the students. For example, listening to songs could be with or without the lyrics; some reported focusing the vowel and consonant sounds; and some reported listening to the same songs several times in order to ensure pronunciation understanding. Next, most of them also reported going online and browsed pronunciation learning websites (e.g. englishclub.com) and videos (TED.com, Rachel's English, and Anglo Link). Students also reported several types of exercises that they did, such as doing dictation tests, transcribing, and repeating pronunciation of a word as they heard it. Finally, for the pronunciation aspects learned, most of them stated that they learned to pronounce English vowels and consonants vocabulary and they also learned about the pronunciation of some English words.

Student Attitude towards EIS in the Pronunciation Course

Analysis of the student reflection questionnaire showed that their overall attitude towards EIS integration in pronunciation course was relatively positive. This is indicated by the total grand mean of 3.38, which indicates general agreement towards the positive aspects of EIS. Compulsory EIS was found to be the most preferred by the students, with the highest grand mean of 3.45 indicating their positive attitude and agreement towards compulsory EIS. In detail, they felt that it helped them to learn better since they could read the written materials and listened to the audio materials as many as they wanted/ needed to, that the written and audio materials were relatively easy to understand, and that such methods of learning was effective in helping them to learn English pronunciation.

Table 1. Grand means of Students' Attitudes

No	Aspect	Grand Mean*
1	Attitude towards compulsory EIS	3.45
2	Attitude towards free EIS	3.30
3	General attitude towards EIS integration	3.40
Total Grand Mean		3.38

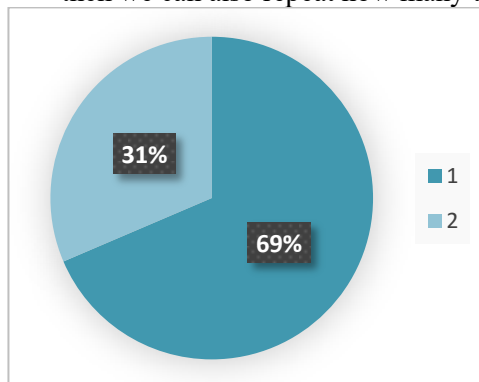
*Grand mean is obtained from 4-point Likert Scale; 1) very disagree, 2) disagree, 3) agree, and 4) very agree

In addition, general attitudes towards EIS was found to be positive as well, with the second highest grand mean of 3.40, indicating their positive attitude and agreement towards EIS in general. In detail, they reported understanding of the aim of EIS assignment, that it was important to train their English pronunciation, that, although EIS was purely based on trust alone, they were honest in doing the assignment, and that they had intention to continue doing some forms of EIS even after the course finished. Finally, the free independent study was the aspect with the lowest grand mean of 3.30. Nevertheless, it still indicates students' generally positive attitude towards the free independent study. In detail, they reported that they moderately enjoyed free EIS because they could choose any relevant materials that they liked, that it was effective to help them learn English pronunciation, and that it was relatively easy to find materials and to do free EIS.

As for the strengths and weaknesses of the project, analysis of the student open responses also showed that more positive reviews were found compared to the negative ones. From 70 entries found about the project evaluation, 69% focuses on the strengths of the project, and only 31% focuses on the weaknesses. The strengths mentioned by the students are, for example, that EIS helped them improve their English pronunciation and vocabulary, that it made learning felt easier and more enjoyable, and that it helped them to prepare for the class. Below are some positive quotes from the students.

"I can learn by myself how to understand the materials by the module, before my lecturer teaching me. And in the class, we just continuing the materials that difficult." – Student 44 commenting about compulsory EIS.

"We can study with full enjoyment 'cos we can choose what and which materials we want, then we can also repeat how many times we can listen to the audio." – Student 28.



- 1) Positive Review;
- 2) Negative Review

Figure 1. Students' evaluation results.

As for the weaknesses of them project, some of the aspects mentioned are, for example, that it was time consuming, sometimes confusing and difficult to find materials.

DISCUSSION

Several salient findings were found during the data analysis. In terms of the implementation of EIS. The phase was started with introduction to the concept of independence

or autonomy in foreign language learning. This was aimed to address students' awareness about the nature of second language acquisition which requires ample amount of exposure to the language. This concept was pinpointed by Krashen (1982) and Nation (2007) who suggest that rich language exposure is needed for successful language learning. This idea originates from the concept of first language acquisition in which children acquire their first language by being immensely exposed to the language from the people and the environment surrounding them (Lightbown & Spada, 2006). Adopting this concept in the second language acquisition, natural acquisition of a second language, in this case English, could be achieved also by rich exposure to the language. This approach in learning, combined with the pedagogic approach that learners obtain in the formal education, is believed to jointly affect the positive increase in students' English proficiency level.

Furthermore, the teaching of strategies for independent English learning as applied in this study is supported by Krashen (1982) who suggests that language teachers are expected to teach various strategies for outside-the-classroom learning so students' learning could go beyond the classroom barriers. Another support was found in the study conducted by Luk (2012) in a Japanese EFL contexts. Investigating Japanese university students' initiative to conduct English language learning independently outside the class, Luk found that they expected explicit teaching of independent language learning. In the current study, the teacher-researcher explicitly taught various strategies to learn English language independently. This is conducted in two steps. First, various independent learning strategies were presented in the first meeting during the introduction phase, followed by brainstorming activity in which students were asked to find various English exposure in their immediate environment. Second, following the discussion, students were expected to try the ideas they found during brainstorming in the following five meetings of the execution phase. In these meetings, students were also required to share their EIS experience in the hope to iron out potential misunderstandings that might occur. The two steps strategy teaching of independent language learning is expected to create independent language learning habit among students that is integrated into their daily activities and that would go beyond the pronunciation class.

Another salient findings in terms of the implementation of EIS in this study is in terms of compulsory EIS in which the materials were previously prepared by the lecturer. This approach may seem unfaithful to the principle of EIS in which students should be allowed to freely choose the materials (Inayati, 2015). However, this step was considered necessary to ensure that the independent learning done by the students also goes hand in hand with the course syllabus. In addition, this step was also needed as a 'stepping stone' for the real/ free EIS, a notion which will be elaborated more in the last paragraph of this section.

With regards to the EIS activities done by the students, several tendencies were revealed. First, it was found that most students preferred to do EIS individually in comparison to doing it in pairs or in groups. This may be due to the fact that individual work allow students to gain more freedom to choose materials and to practice pronunciation without the presence of peer pressure. In addition, the principle of enjoyment and relevance of EIS could be very personal indeed, which is believed to prompt students to do EIS mostly individually. Second, almost all EIS activities reported by students in this study employed some forms of Information and Communication Technology (ICT), both off- and on-line. The off-line technology could be in the form of audio and audio-visual materials available in their laptops or phones, while the on-line technology mostly involves materials they could access from the Internet, such as videos, English learning websites and social media posts. This trend could be explained by the students' choice of materials, the most popular of which was songs, followed by some forms of movies, video and ESL learning websites. In addition, this trend could also be explained by the tendency of ICT use which is dominated by young people at the age of 16 to 44 (National Statistics Office, 2016). In this study, the students are all within the age group where the biggest ICT users lie.

The other salient findings in terms of attitude was the students' general preference on the compulsory EIS. The findings of the study show that students were more inclined towards conducting the compulsory EIS in comparison with the free one. This is understandable since the first year students were still accustomed to the highly structured teaching and learning process they had while they were in high and primary school. The education system in the

eastern culture, including Indonesia, was considered highly structured in terms of teaching and learning, as opposed to that of the western culture (Benson, 2006). Most, if not all, teachers prepared the learning materials and activities so that students could directly do the learning activities as instructed prescriptively by the teachers. Independent learning is by nature more unstructured. Students are required to find materials and to design learning activities by themselves with the teacher or lecturer provides gradually decreased learning support. Going back to the preference on compulsory EIS, the semi-structured nature of the approach—with materials previously prepared but students were required to design the activities by themselves—is believed to serve as a ‘stepping stone’ for the students to be more independent in learning. This way, students would not need to undergo abrupt changes from highly structured instruction (classroom) to unstructured instruction (EIS). The semi-structured EIS, accompanied by the free but guided EIS, is expected to provide students with real samples of how to be independent language learners, how to integrate language learning into their daily activities, and how to make learning English as a non-demanding habit; thus increasing their likelihood to succeed in learning English language.

CONCLUSION

This paper has presented the results of systematic analysis on the integration of English Independent Study (EIS) in pronunciation course. In terms of the implementation, it was revealed that EIS in pronunciation was conducted in four phases; introduction phase, try out phase, execution phase, and closing/ reflection phase. As for the students’ EIS activities, it was found that for the compulsory EIS, the activities were relatively more uniformed, while for the free EIS, it was more various. In addition, it was found that the students’ EIS activities were almost all related to some forms of ICT. Finally, in terms of attitude towards EIS, it was revealed that students perceived the independent learning approach positively, indicating that it was relatively effective in helping them to learn English language pronunciation specifically, and English language skills in general.

Based on the findings of the study and the theoretical discussion presented, some practical suggestions could be offered if EIS is to be implemented effectively. First, English language teachers could provide explicit teaching of independent learning strategies in order to raise students’ awareness and motivation to do EIS. Second, English language learning institution could provide support by ensuring relevant infrastructure for EIS is well provided and maintained, especially in terms of ICT. As revealed in this study, student EIS activities were highly featured with the use of materials closely related to some forms of ICT, thus providing high quality ICT infrastructure could increase the likeliness of students to do EIS. Finally, more opportunities for unstructured learning for students could also be made available by language learning institution to encourage more positive attitude towards and real execution of independent learning and lifelong learning. This could be achieved by, for example, the development of policy to ensure that all classes introduce student independence in learning and that students were given bigger opportunities to find ways to learn by themselves, certainly under the supervision of the teachers or lecturers. By doing this, it is believed that independent life-long learning habit would be internalized in the students’ life.

This study may have been focused only on pronunciation course; however, EIS approach can also be implemented in various language skill-based or component-based courses as an additional activities which is believed to support and complement classroom learning. In addition, although this study is conducted only in one institution, the principles of EIS is applicable in all language learning institutions, especially those which has no special centers for independent language learning. Future researchers could focus on various aspects of EIS to further analyze its theory and practices, such as by investigating the implementation of EIS in other skill-based or component-based courses, or by conducting experimental study on students who conduct EIS in contrast to those who do not.

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DEVELOPING BUSINESS ENGLISH COURSE MATERIALS FOR THE STUDENTS OF MANAGEMENT

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ABSTRACT

In the market globalization, improving English communication skills is much demanded especially for business. However, general English courses are sometimes inadequate to meet its needs. Therefore, one of the challenges to educators is providing the English materials of teaching that are needed by the students. Business English teaching, a branch of English for Specific Purposes, is a vital and innovative way that should be carried out in the teaching and learning process to equip students with specific needs of English language. To do so, in designing a good syllabus, it should be preceded by needs analysis. It is essential to match between what is taught and what is needed for work. The participants of this study included students, English instructors, curriculum coordinators, academics and professionals. Through semi-structured interview and questionnaire, this study aimed to identify English language needs for developing Business English course materials for the Management students of UNISNU Jepara. By analysing the quantitative and qualitative data from the need analysis procedures, the findings determine some important tasks and skills that are most frequently used in work setting for the Business English Course. The findings could result in language materials development innovations that meet the needs of the management students.

Keywords: *English for Specific Purposes, Business English course, needs analysis*

INTRODUCTION

English is now the global language of business. More and more multinational companies are mandating English as the common corporate language. It emerges to a new trend of English language teaching that considers not the structure of the language but the ways in which language is actually used in real business communication. Hence, the demand for Business English teaching is unavoidable. Although Business English teaching has been widespread, the teaching of Business English in some universities, including Islamic University of Nahdlatul Ulama Jepara (hereby UNISNU), still has not focused yet on the drill of language skills and disregards the workplace needs and students' personal interests. This frequently causes the students have low motivation in studying Business English because they will not use the language in their future profession. Thus, course designers and language teachers should carry out needs analysis to avoid mismatches that commonly arise between what is taught and what is needed for work.

Needs analysis (NA) refers to the process of identifying the language forms that students ultimately will need to use in the target language (Brown, 2001: 102). Its process could be used as the basis for not only developing academic and training programs that are responsive to the needs; but also as a tool that could help forecasting future (Hajana & Adam, 2015). So, it can be concluded that need analysis is the process to assess English language needs of the learners and the teaching techniques that can be used to achieve their specific learning objectives.

The studies of needs analysis have been carried out by many researchers to develop the best teaching materials. For example, Huh (2016) conducted a task-based needs analysis on the use of business English in the context of Korean business. Through semi-structured interviews and a questionnaire survey, business English target tasks which were frequently performed by Korean business professionals were identified. These results offered precious implications, especially for curriculum developers and teachers in developing business English courses. Khalik (2014) also did a research on designing and adapting materials on the basis of Students' needs. He indicates that conducting needs analysis prior to any ESP course is absolutely important as the basis for syllabus design and material adaptation, because there was no material

available on the market that could fully fit the students' needs. These two results are in line with what it was claimed by Li (2014) that a well-established curriculum design should first have a thorough investigation of the needs.

Li (2014) mentions that there are four models of needs analysis which are gaining much recognition by researchers and each model can identify language needs from different perspectives. The first is Target Situation Analysis which essentially focuses on the learners' needs at the end of a language course. In this analysis, it collects information about the language application information, communicative skills, and the cognition of the teaching objectives of the learners, working institution and societies. The second is Present Situation Analysis which investigates learners' present situations and reveals the gap between the present and the target. Then, Hutchinson and Waters' Model is the next model in which it comprises two parts: target situation needs and learning needs. Target needs consist of necessities, lack, and wants of the learners. While, learning needs are how learners learn the language. The last is Dudley-Evans and St John's Model of Needs Analysis. It is a modern and comprehensive concept of needs analysis (Songhori, 2008). This model consists of eight elements (Dudley-Evans & St John, 2009) which have been categorized into five broad areas comprising: (1) target situation analysis and objective needs: tasks and activities learners will use English for; (2) linguistic analysis, discourse analysis, genre analysis: knowledge of how language and skills are used in the target situations; (3) subjective needs analysis or learning situation analysis: learners' wants, means, subjective needs-factors that affect the way they learn; (4) present situation analysis for the purpose of identifying learners' current skills and language use; and (5) means analysis: information about the environment where the course will run.

The significance of this study derives from the idea that knowing the students' needs helps teachers and curriculum designers in designing Business English curriculum. Li (2014) states, "In order to cultivate multi-discipline Business English talents and offer better Business English courses, it is necessary to take need analysis theory as a guideline to put the needs of various stakeholders into consideration when designing Business English curriculum. Need analysis is no doubt an effective way for the Business English curriculum design." Furthermore, "needs analysis is the foundation on which we can develop curriculum content, teaching materials and methods that can lead to increasing the learners' motivation and success" (Otilia, 2015).

The present study attempts to investigate deeply into more detailed needs of management students of the Economics and Business faculty in UNISNU Jepara. The theoretical framework of this study was based on the model proposed by Dudley-Evans & St John (2009) which it limits on the three aspects of investigation: Target Situation Analysis (TSA), Learning Situation Analysis (LSA), and Present Situation Analysis (PSA). Thus, the results of the study will be assistance to the English curriculum designer in determining the needs of management students and developing the existing program to meet the needs of the students.

METHOD

This study aims to show what English language needs of Management students of Economics and Business faculty are as a basis for developing a syllabus of Business English course. It was a descriptive study in which it involved 5 different groups of participants; namely, students, English instructors, curriculum coordinators, academics and professionals. The data from the five groups of participants were collected through semi-structured interviews and questionnaires.

The questions of semi-structured interviews were developed for the English instructors, curriculum coordinators, academics, and professionals. It was open-ended interviews based on the theoretical framework of needs analysis of the study. The questions for the English instructors, curriculum coordinators, and academics sought the information regarding the following themes: their perception concerning the objectives of learning Business English and their suggestion for a Business English course for the Economics and Business students in the university. While for the professionals, the questions gathered information about the English skills that are mostly used in their work place and the communicative tasks that they are often needed to accomplish in English.

The English instructors involved two Business English instructors and curriculum coordinators include both of lecturers who teach Business English and the head of management department. And for the academics, the interviews were conducted to three lecturers who are expert in the fields of management studies. Therefore, purposive sampling strategy was used to select the lecturers who involved in this study. The interviews were also held with 24 professionals who work in Managerial sector in Jepara, including in hotel, Furniture Company, governmental sector (civil servant), bank, and credit union.

Then, a self-administered questionnaire was administered for the management students consisted of 138 students. The focus of questionnaires was to seek information based on theoretical framework of the study, which covers on the TSA, LSA, and PSA.

FINDINGS AND DISCUSSION

Target Needs

Target needs refer to the students' needs at the end of a language course. The responses of the questionnaires, first of all, indicate that the students expect most to be able to use English in the business communication context. This response is due to the fact that many foreigners come to Jepara to do a business and most of their business happens in English. Therefore, in order to get ahead in their business, the students need to make them completely master all forms of business communication such as emails, presentations, sales, and marketing. It is important as the lack of proper communication skills creates barriers and distortion leading to miscommunication and breakdown in meaning which can have some very negative repercussions for any business.

On the one hand, the students also believe that need to be proficient in English is a basic skill for any global worker. They desire to be able to use English based on their own field—management—in their workplace. This answer is the impact of a mandatory requirement for any professional who want to work in a global business environment. Most of employers expect the workforce to possess a good command of the English language in their own fields because professional jargon, for example, used by a marketer differs greatly from that of a computer programmer. Similarly, the students want to use English in the time of making an application letter and job interview. This is because of the major requirement that an applicant must have is English proficiency in communication both in oral and written.

In addition the question about their expectation in using English in the future, the respondents also want to use English to get ready for AEC (ASEAN Economic Community). The 10 ASEAN countries—Indonesia, Thailand, Myanmar, Laos, Vietnam, Malaysia, Singapore, Philippines, Cambodia, and Brunei—agree to use English as the language for Business. With more job candidates due to the AEC effect, in which workers can go work anywhere in these countries, employers will have tighter criteria for hiring new employees. Therefore, the students think that they need to improve their English to compete with the other countries.

Unlike the above business-related expectation, going/ studying abroad is found to be their future hope in using English. Before getting the green light for studying abroad, of course, there will be a university entrance test which for international students will be on English. Thus, good proficiency in English will determine whether they are or not eligible for a study abroad program.

Table 1 Target Situation Analysis

No	Where do you expect to use English in the future (e.g. what context or situation)?	Frequency
1	Business Communication	65 (47.1%)
2	Going/ Studying abroad	27 (19.5%)
3	Workplace	38 (27.5%)
4	Job Interview	11 (7.9%)
5	Getting ready for AEC	12 (8.6%)

Similarly, the two of English instructors, curriculum coordinators, and academics perceived that the objectives of learning Business English should make the students be able to

communicate using English in Business context. The students are expected to use English in their daily life, job, and profession to be an entrepreneur or a manager. They have the same perceptions that there is no doubt that English proficiency is essential for entrepreneurs and managers for smooth running business. The academics proposed that business English syllabus should be designed to verify that the students have at least a reasonable base on which they can build the English skills that will assist them face violent competition when they begin to search for work.

In addition, from the interviews, the professionals indicated that the material taught to the students should help them to improve their overall English language skills in listening, speaking, reading, and writing to handle different situations which may arise at the workplace. It also should improve their awareness of Business vocabularies and concepts in areas such as marketing, finance, and human resource. However, speaking is the frequently required skills for employees in managerial sector (see figure 1). When asked what they perform in oral communication, meeting and negotiation was the primary answer, followed by telephone communication. Then the primary writing task they usually carried out in their workplaces was writing emails, letters/ faxes. While, the reading task they most often do was reading emails and information on management-related website. Therefore, they need to know many vocabularies related to the business and management field. Finally, the interviewees reported that most of them rarely pay attention to the grammar when they use English both oral and written.

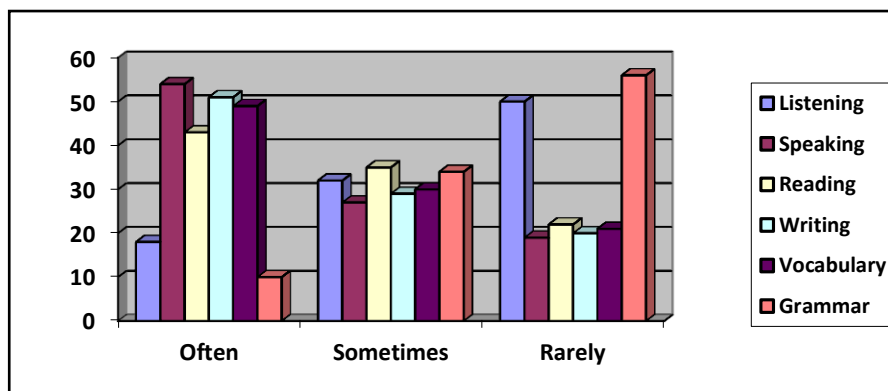


Figure 1. English skills most often used in workplaces

Learning Needs

Learning needs refer to the reasons why do learners want to learn (Business) English. In this study, firstly, it dealt with their expectation in learning this course. Most of the respondents expected that this course can help them better prepare for their prospective business. They wish for developing their English skills for use in business context. They also want to understand business-related terminology like sales and marketing, finance, human resource, management, and other economics terms. Then, they require being familiar with the vocabularies used in business. Additionally, the students would like to have good comprehension about cross-cultural communication or how people from different backgrounds do business.

Furthermore, when the students were asked about their preferred learning styles, three typical styles can be identified. First, the students belong to visual learners who prefer to take information by seeing and often process it in pictorial form. They enjoy learning language by watching films or movies. The second is auditory learners who prefer to listen and take information in by what they hear. These students enjoy listening to the explanation or music to get information accurately. Then, kinesthetic learners are the most preferred learning styles by the students. They prefer to learn by experimentation. They tend to like practice using their language directly. Please refer to the figure 1.

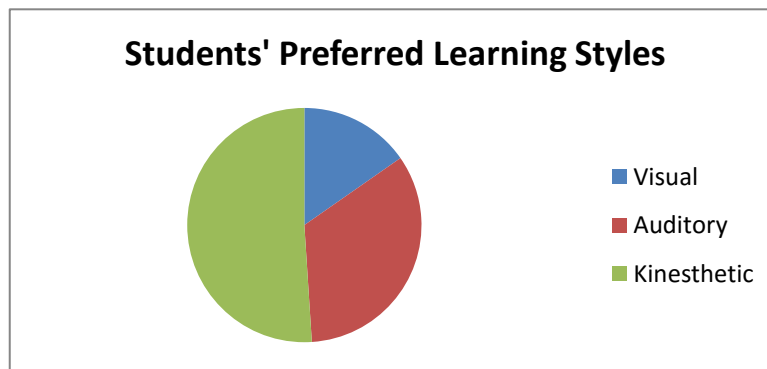
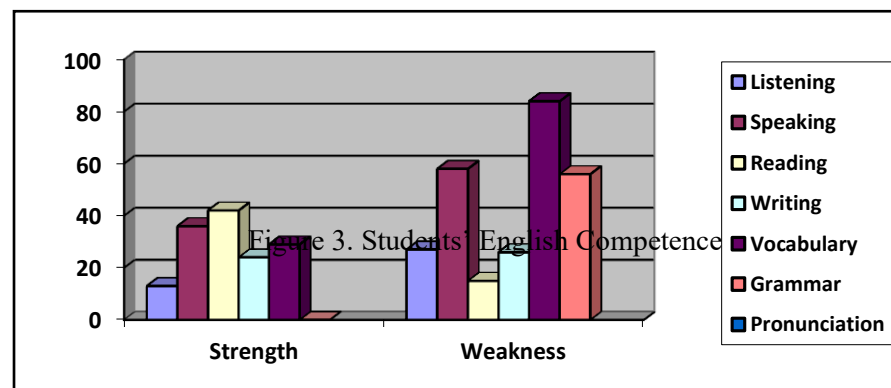


Figure 2. Students' Preferred Learning Styles

With respect to these styles, the students should be provided the language tasks adapted their preferred learning styles to achieve their learning objectives more effectively. The students should be chosen the learning experiences that fit these. The activities that can be carried out in the classroom are, for example, brainstorming, problem solving, group discussion, puzzle, competitions, and role play.

Present Needs

Present Situation Analysis estimates strengths and weaknesses in language skills and learning experiences. Based on the questionnaire, the result showed that the respondents perceived themselves that they had lowest competence in business-related vocabularies. It, of course, influenced to their overall English language skills (refer to figure 3). Consequently, they would like most to improve their skills to enhance their prospective performance at the workplaces.



Referring to the students' experiences with learning English, 84% respondents reported that they never took action, for example joining English course, to improve their level of English proficiency, and the majority of the students have low English proficiency. The English test taken by all students was TOEFL, and the average score was 378 (the best score was 446 and the lowest was 337). It indicated that the score was below 475 (pre-intermediate category) and none of the students get score 550 (minimum score for admission to universities that use English as language instruction). They took this test because it was compulsory test that should be taken by the students as one of the requirements for the graduation exam. However, the students thought it was not beneficial for their future career because today many companies have been using TOEIC to evaluate personal ability of English communication.

CONCLUSION AND SUGGESTION

With respect to the Business English course materials and development, this research shows that speaking and writing are the most frequently used in work setting. While, the tasks mostly performed in work setting are meeting and negotiation and business correspondence (email, letter and fax). Thus, Business English course should emphasis on improving the students' speaking and writing skills without ignoring the other skills. The students' vocabulary

mastery of Business field should also be increased to support their receptive and productive skills. The materials that can be utilized should be related to the business field in order to work best for students' needs. The constructivist teaching method should be implemented, which can encourage active and meaningful learning and promote responsibility and autonomy. The tasks given to the students should be authentic, set in meaningful context, and related to the real work.

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DEVELOPING LISTENING MATERIALS ON MONOLOGUE TEXT FOR EIGHTH GRADERS

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ABSTRACT

This study aims at developing listening materials on monologue text for eighth graders. This study was conducted to fill the gap between the syllabus of English for grade eighth and the provided textbook at school. The development stages were adapted from research and development stages proposed by Gall, et. al (2003). How the materials were validated and tried out are also discussed in this article. The final product of this development comprises of a student book, a teacher book, a listening CD, and a user manual for teachers. After being validated, tried out, and revised, the product is considered to be valid, practical, and effective.

Keywords: *listening, materials, monologue text, eighth graders, Scientific Approach*

INTRODUCTION

SMPN 1 Situbondo has implemented the latest curriculum, which is called as the 2013 Curriculum, for grade eight since 2014. However, the book used in the 2013 Curriculum, which is entitled *When English Rings a Bell*, cannot satisfy many English teachers. One of the reasons is that it does not have enough materials and CD for listening. The material coverage for listening is usually on dialogue text, but the materials for monologue text are not sufficient. Consequently, some English teachers tend to discriminate listening, especially when it deals with monologue text. Since many teachers neglect the teaching of listening, it surely leads to students' low listening skill. Thus, how can the students be productive in English well if they are not taught to practice listening at school?

To cope with the lack of listening materials on monologue text, some teachers have tried to find the materials from the Internet. However, the materials provided are not suitable for the students' level. Other commercial textbooks bought by the teachers are also not equipped with listening CD. Even though many teachers find it very hard to find listening materials on monologue text, there is a solution to overcome this problem. The teachers can actually develop their own teaching materials that are suitable for the students' needs (Kaseang, 1989:27). Flowerdew and Miller (2005) argue that the teachers may add textbooks when they feel that there is an obvious gap or develop their own materials.

Howards and Majors (2005) mention some advantages if the teachers develop their own materials to fill the gap between the syllabus and the materials. The first advantage is that developing materials offer appropriateness. By developing their own materials the teachers can take into account their own learning environment which fits their students. Teacher-made materials are also beneficial because they can fulfil individual needs of learners, meaning that they can be responsive to the heterogeneity characteristics in the classroom. Besides, teacher-made materials also enable the teachers to give personal 'touch' in the developed materials. By doing this, the teachers can trigger students' motivation into learning. The last advantage, the teacher-made materials are also timeliness. By developing their own materials, the teachers can respond to the up-to-date and interesting topics and tasks that will lead to meaningful teachable moment.

Developing materials covers two things: arranging the materials and arranging the tasks (Cotter, 2013). In arranging the materials, a material developer should choose and decide the contents to be covered in. After arranging the contents that will be covered, a material developer should also arrange the tasks by sequencing them from controlled into semi-controlled and free activities. This aims at making the process of learning more structured. According to Hutchinson and Waters (1987), good materials should have the following criteria. First, the materials have to provide stimuli to learn. The materials also have to be able to organize teaching learning process. Next, it should also embody a view of the nature of the language and

learning. Good materials should also reflect the nature of learning tasks. Besides, good materials should be useful to broaden the basis of the teacher training. The last, materials can be considered good if they provide models of correct and appropriate language use.

Besides considering the theories related to good materials, there are also some considerations that a material developer should pay attention to, such as objectives, users, and process (Tomlinson:1998). In developing the materials, the teachers should match the materials with the learning objectives contained in the syllabus. Who will use the books should be thought of, too. Will the materials be developed only for their own students or for general use? The process of developing the materials is the most crucial thing to think of by the teachers. They have to consider the learners' experiences, language literacy, and learning process. The teachers should also pay attention to the curriculum and content. These things are important factors to concern about along with resources, facilities, personal competences and confidence, copyright and compliance, and time. Therefore, the objective of this study is to provide listening materials focusing on monologue text for the eighth graders, equipped with listening CD.

The final product of this study is expected to give some theoretical and practical significance. The product is expected to give contribution to the development of the knowledge on language acquisition process through listening and on the nature of instruction, especially listening instruction. In addition, the product is expected to help the English teachers of grade eight in teaching listening monologue text. This study is also hoped to be advantageous for the teachers as a guidance to develop their own materials. Therefore, the teachers can wisely choose and decide which teaching and learning methods or techniques are suitable for their students' needs. The last one, this study is also expected to become a consideration for future potential material developers to include material for listening, including the audio materials and its listening scripts, especially on monologue text.

METHOD

This study employed educational research and development (R&D) as it aimed at developing a product of materials for teaching listening. Educational R&D is a research design aimed at developing educational products, like curriculum, syllabus, text books, instructional media, modules, and assessment instruments, (Latief, 2012). This study adapted the model proposed by Gall et. al (2003). The reason why the researcher chose this model was because of its' flexibility. Because of the limited time, financial, accessibility, and feasibility, the researcher adapted Gall et. al's steps into: (1) needs analysis, (2) product development, (3) product try-out, and (4) product revision. Gall et. al's first stage was adapted into needs analysis stage. Material development was the adaptation of Gall et. al's second and third steps. The try-out of the product was done once, different from what was proposed by Gall et. al because of time limitation. The last step was product revision accommodating the feedback given during the product try-out.

Conducting a needs analysis was the first stage in this study. It aimed at getting a clear view of teacher and students' problems and needs related to the listening materials on monologue text. The data gained from the needs analysis became the basis to develop the product. The data from the needs analysis stage were gained in three ways: delivering questionnaires to the teachers and students, interviewing the teachers, and analysing *When English Rings a Bell*. The product development covered planning about what materials to include (mapping), developing the product (student book, teacher book, and audio materials), and also expert validation to give feedback for it. The third step of this study was product try-out. The try-out of the product was done in only one school because this was a small-scale research. The school chosen was SMPN 1 Situbondo. The consideration to choose this school was because this school was the only state school with a language laboratory in Situbondo. The existence of the language laboratory was considered important to support the process of the product try-out. Despite the accessibility reason, the try-out was conducted in one out of ten classes. The product was tried out after getting some revisions from the experts to see if the product was applicable or not. There were three topics tried out, they were descriptive text about places, recount text about personal experience, and an Aesop fable. The reason to choose these three materials was because to match with the school semester program. After the product was tried out, its strengths and weaknesses were discovered. For this stage, each student got a copy

of the student book and the teacher got both the copies of student book and teacher book and also the CD for listening. Product revision was the last stage in this research. This was done after completing the try-out stage. The revision was done by accommodating the data gained from the questionnaires given to the teacher and the students after the process of trying out the product. The weaknesses of the product were revised and the strengths were kept. This stage aimed at improving the quality of both the books and the records. Overall, the procedures of this study are described in Figure 1.

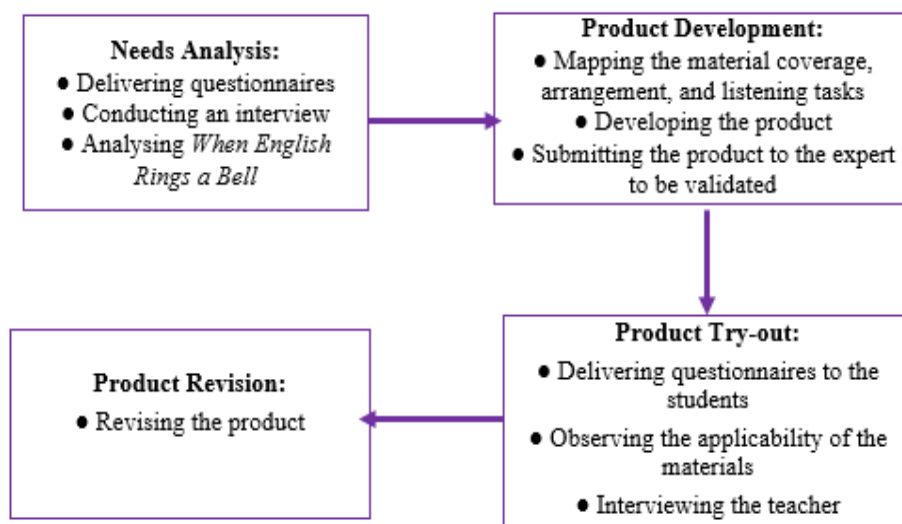


Figure 1 Stages of Developing Listening Materials Adapted from Gall et. al (2003)

RESULTS OF DEVELOPMENT

This part discusses the results of the development. For more specific, it consists of the results of the needs analysis, product development, product try-out, and product revision. The elaboration of the results will be presented as follows:

Results of Needs Analysis

The results of needs analysis were gained through questionnaires, interview, and book analysis. The questionnaires were of two kinds: questionnaires given to the English teachers who taught grade eight and questionnaires given to the eighth graders. The questionnaires were used to see the real problems the students and the teachers had dealing with listening class. The questionnaires for the students consisted of 9 questions, focusing on students' activities when having listening class. There were 28 eighth graders of class 8G as the respondents.

Another instrument used to gain the data in needs analysis was interview guide. Three teachers teaching grade eight were interviewed to see their opinion and expectation of their listening classes. The results of the interview strengthened the results of the questionnaires for the teachers. The results were also used as the basis to develop the product. From the interview, it was found out that there were only two teachers who sometimes taught listening. Once they taught listening, it was usually on dialogue texts because they considered teaching dialogue texts was easier to the students. The materials for dialogue texts were many. The teachers could use the ones in the textbook and sometimes downloaded listening podcasts or videos from the Internet. The other teacher never taught listening because she thought, due to the implementation of the five-stage *Scientific Approach* in 2013 Curriculum, listening was omitted. She was misled by the concept of how to implement 2013 Curriculum which required the teachers to have the five stages of *Scientific Approach*. Everything became more complicated when the teachers had to deal with monologue text. Since the materials were hard to find, they tended to skip teaching these materials. Instead, they substituted the listening with reading. They believed that the students would have a good comprehension on monologue text without having listening activities on monologue text. As an addition, they reasoned that reading was the most important skill that the students need to develop. If the students did not have good reading comprehension skill, they would fail the national examination, of which all items were in

reading comprehension form. Teachers' responsibility to make the students pass the examination made the teachers "ignore" listening. The teachers forgot that English was not only about one skill, but it was about integrating the four skills. This condition was getting worse because the teachers did not have any other textbook or materials that could be used to teach the students listening. They did not have any other books or resources to teach listening in class. They only relied on the book provided by the government. At the same time, they knew that this book was really lacking of materials on monologue text. As a result, they argued that teaching listening was hard since they did not know what and how to teach the students listening. Nonetheless, the teachers knew that leaving the students without enough listening practices would make them unable to communicate well.

The book used by the students in 2013 Curriculum is entitled *When English Rings A Bell*. To gain the data in needs analysis, to analyse this book, the researcher used a book evaluation checklist to study if the book provided enough materials for listening focusing on monologue text. The evaluation guideline was adapted from Dickinson (2010). The evaluation covered the book's general attributes (methodology, suitability to learners, physical and utilitarian attributes, and efficient outlay of materials) and content (general attributes, tasks, vocabulary, grammar, audio materials/recording, and exercises). Overall, the data gained through the questionnaires, interview, and book analysis showed the same result: insufficiency in listening materials on monologue text.

Results of Product Development

The product development covered planning about what materials to include (mapping), developing the audio materials and the books, and also expert validation to give feedback for the product. Mapping includes considering theoretical and material mapping, defining the objectives, selecting materials to be included, selecting the kinds of tasks, and selecting suitable exercises and activities. The development of the materials was of two kinds: the books and the audio materials. For this research, the researcher developed two books: student book and teacher book. The student book consists of three units, they are: *Let's Go to the Zoo* (descriptive text), *What Did You Do Last Week?* (recount text), and *Once upon a Time* (narrative text). Each unit consists of four sub units. The sub units are divided into some meetings. There are 18 meetings for the whole year. In each meeting, the lesson is divided into *pre-listening*, *whilst-listening*, and *post-listening*. The *pre-listening* stage involves activities that can build students' schemata, such as vocabulary building. In the *whilst-listening* stage, the students will listen to the spoken monologues and do some authentic listening tasks. *Post-listening* stage involves the extended activities that the students can do to broaden the scope of the day lesson. This can be speaking, reading, or writing activities. As an addition, the student book also includes self-assessment at the end of each meeting. A test is also included at the end of the unit to measure the students' understanding in each unit. Last but not least, the researcher also includes listening tips, glossary, and references at the last pages of the book. The listening tips hopefully can help the students listen well, and the glossary can help them understand a special term.

The teacher book consists of the proposed teaching steps that the teachers can do in each meeting. The teaching steps provided are optional; the teachers can do exactly the same with them or modify them. However, the steps provided are expected to give a guideline for the teacher on what and how to teach listening. The teaching steps provided in the teacher book implement the five stages of *Scientific Approach*, which is based on *Peraturan Menteri Pendidikan dan Kebudayaan No 81A/2013*, consist of *observing*, *questioning*, *experimenting*, *associating*, and *communicating*. At the *observing* stage, the teachers facilitate the students to make observations, training them to pay attention (see, read, hear) things that are important from an object. This stage aims at maximising the use of five senses. The second stage, *questioning*, is a stage where the teachers open wide opportunities for the students to ask questions about what has been seen, listened to, read or viewed. Teachers need to guide the students to be able to ask questions. The activity that represents this stage is group or class discussion. At *experimenting* stage, the students internalize what they have learned/acquired. Here the students are expected to be able to combine the knowledge and skills that have been acquired in a performance. The students use their skills in real life context, both inside and outside the classroom. Then, at the *associating* stage, the students are guided to classify and

compare the text based on its social function, the structure, and linguistic elements. *Communicating*, the last stage of *Scientific Approach*, is a stage where the students (and also the teachers), communicate the knowledge and skills the students got during the teaching and learning process. The stage is also a chance for the students to see their failures and success during the lesson. These five stages can be found in the whilst-listening stage. As an addition, the *observing* and *questioning* stages are combined because the students can ask questions while observing something. The development of character building is formulated in the teaching steps in the teacher book. The integration of the character building development is also found in the learning objectives. The expected attitudes to be developed by the students as a result of their learning cover *responsibility*, *concern*, *cooperation*, and *peace*. Besides the teaching steps, the book also covers helpful tips to teach listening, tape scripts, answer key, glossary, references, and samples of listening assessment rubrics.

The process of developing the audio materials was adapted from Sulaiman's (2011). This process included three stages: *pre-production*, *production*, and *post-production*. *Pre-production* stage involved curriculum analysis and script writing. Production stages covered *production teaming*, *script conference*, *dubber casting*, *rehearsal*, and *recording*. To develop the product, some people were involved in a team work. These people had different expertises to develop a good, entertaining, and communicative product. The last, *post-production* stages include *editing*, *previewing*, and *mastering*.

Results of Product Validation

The product (the books and the audio materials) which were developed then were validated by some experts. There were three experts to do the validation; they were an expert in listening, an expert in English language teaching, and an expert in ICT. These experts were to see if the product was valid to be used by the teachers and the eighth graders. The criterion set in selecting the experts was that they had to be experienced in their field for at least five years or certified in their field. The suggestions given by the listening expert covers revisions on the inclusion of learning objectives, the inclusion of units and subunit map, the change in the example of descriptive text about places, and the change of a picture in comparative degree example use. The ELT experts suggested some revisions on the inclusion of time allotment for pre-listening, whilst-listening, and post-listening activities. Meanwhile, the ICT expert suggested that some of the audio materials needed editing to improve their quality. In general, the results of product validation are described in Table 1.

Table 1 Results of Product Validation

Expert	Student Book	Teacher Book	Audio Materials
Listening	84% (very good, minor revision)	89% (very good, minor revision)	
ELT	88% (very good, minor revision)	92% (very good, minor revision)	
ICT			95% (very good, minor revision)

Results of Product Try-out

The product was tried out to see if it was effective and practical for the student and the teachers. The try-out was done in class 8G. The number of the students of class 8G was 28 students, but during the try-out week, two students did not attend the class because they were ill. The materials tried out covered a sample sub unit of each descriptive text, recount text, and narrative text. The process of trying out the product was done in three meetings. The first meeting was for descriptive text, the second one was recount text, and the last one was narrative text.

The data during the product try-out were gained by observing how the class ran, delivering questionnaires to the students, and interviewing the teacher. In general, the results of the product try-out showed that the student book needed a minor revision on its page layout, and

the audio materials needed a minor revision related to the speaker's rate of speed. The results are shown in Table 2.

Table 2 The Data Gained after Product Try-out

Instrument	Results
Observation Guide	81% (very good, minor revision)
Questionnaires for students	Revision on the audio materials and book layout.
Teacher Interview Guide	Revision on the audio materials.

DISCUSSIONS AND RECOMMENDATIONS

Discussions

The product of this research is listening materials on monologue text for eighth graders which consist of a student book, a teacher book, a listening CD, and a CD user manual for teachers. After being validated and tried-out, the materials are found to be *valid*, *practical*, and *effective*. This is in line with what Nieveen (1999, in Hobri 2010:27) says that qualified materials should be *valid*, *practical*, and *effective*. In this case, the listening materials developed are *valid* because the materials were developed based on strong rational theories on listening, language teaching, and material development. The materials' validity was also tested by listening, ELT, and ICT experts. The materials are also *practical* because the materials are easy to use. The instructions can be understood easily both by the teachers and the students. The materials are also helpful for the teachers to teach the students listening because the teacher book is equipped with teaching instructions that can be used as a guidance by the teachers in class. In short, the materials are able to facilitate the teachers and the students in teaching and learning monologue text. Besides, the materials are also *effective* because during the product try-out, the teacher could handle the process of teaching and learning well. Students' activities during the try-out stage showed that the materials attracted the students' attention and motivated their learning. The materials are also effective in providing the students some exposures both on the content and also the language. The variation of activities is also effective in promoting fun teaching and learning process in class. To sum up, the effectiveness of the materials can be seen from the positive responses given by the teacher and the students during the product try-out stage.

Based on the results of the product validation and try-out, the materials developed have some strengths. The first one is its variation of activities. This is impossible to teach and learn only one skill in a language class. Furthermore, one skill can give reinforcement to another skill if they are integrated into the teaching and learning activities. Therefore, the activities do not only include listening activities like what is usually found in commercial textbooks. The activities also include the use of the other three language skills. Some of the activities require the students to integrate listening with another skill, such as listening and speaking and listening and writing.

Another strength of the product is the inclusion of local wisdom and local culture in the materials. This is to fulfil the demand from the 2013 Curriculum which requires the teachers to include local wisdom in the teaching and learning process. The inclusion of local wisdom in the materials can provide the teachers some examples how local wisdom can be embedded in the teaching and learning process. The examples of local wisdom inclusion in the materials are found in the narrative text. The story of mousedeer and a farmer contains the values of forgiving and living humbly which are so typically Indonesians. An example of the inclusion of local culture is on descriptive text about Pasir Putih beach. This text is expected to introduce the students the activities that can be done and events that are usually held in Pasir Putih.

The last strength of the book is in the teacher book and audio materials. The teacher book contains the proposed teaching instructions, answer key, tape scripts, samples of listening assessment, tips to teach listening, and also scoring rubric for listening. This cannot be found in commercial textbooks. Usually, the commercial textbooks only have some the tape scripts without equipping them with audio materials. Some other textbooks may have the answer key

and the tape scripts, but they do not include samples of listening assessment and scoring rubric. The inclusion of teaching instructions, samples of assessment, and scoring rubric is far more important than the inclusion of answer key. This is because the problem the teachers have is commonly in the teaching process, not in comprehending a spoken text. Since the listening resources are insufficient, they rarely teach listening, so many of the teachers do not know what and how to teach listening.

Besides having some strengths, the student book and the teacher book have some weaknesses as well. The materials in the student book cannot be fully and effectively explored if the teachers teaching them are not well prepared. The variation of the activities requires the teachers to read, to prepare, and to practice teaching before delivering the materials to the students. If the teachers do not have good preparation, the activities cannot run well. Then, even though the product was developed based on the results of the needs analysis which was done in SMPN 1 Situbondo, which is implementing 2013 Curriculum, the product is also applicable for other schools. However, it is limited to the schools that have a similar context to SMPN 1 Situbondo, meaning that the language and skill level of the students should be the same with students of SMP 1 Situbondo's level. As an addition, in term of the recording process, the product also has a weakness. This is related to the process of recording which was done by using gadgets such as mobile phones, laptops, and tablets. Because of limited financial and time, the recording was not done in a music studio. If played by using a laptop, a mobile phone, or a tablet, the quality of the records are not as good as the ones recorded in a music studio. Therefore, the use of language laboratory is important to minimize the noise.

Recommendations

The product validation results showed that the product was *valid*. The product try-out results showed that the materials were *effective* and *practical*. However, there are some requirements that the teachers should have to get the most of the product. First, the teachers should prepare themselves before delivering the materials to the students. The teachers may improve and modify the materials and also the activities to suit the students' condition and situation. In other words, the product functions as a resource and guidance, but the executioner is the teachers. Therefore, teachers should always upgrade and improve their teaching techniques and methods to make the process of teaching and learning more effective.

Second, the students nowadays are technology natives. The use of ICT in a classroom is necessary to support the process of teaching and learning materials. The students are more motivated if the media used by the teachers interest them. Therefore, they will willingly take part in the classroom activities. To make it happen, the teachers should be technology literate. At least the teachers should know how to use a laptop, make a power-point slide, and for teaching listening, know how to use language laboratory equipment. In addition to that, hopefully the product can be a guidance for the teachers and can inspire them to develop their own teacher-made materials. Teacher-made materials are usually more suitable for the students. Besides, by developing teacher-made materials, the teachers can also do self-development which will be advantageous for themselves, for the students.

The last one, the product is expected to be able to be guidance and recommendation for future potential researchers or material developers. They may develop better listening materials in the form of not only audio materials but also audio-visual materials. They may also develop listening materials which cover both monologue and dialogue text so they can include all macro and micro skill of listenings that may not exist in monologue text.

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DEVELOPING ENGLISH MATERIAL FOR ISLAMIC EDUCATION DEPARTMENT

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ABSTRACT

This study is aimed at developing English Material for English for Specific Purposes (ESP). In this case, the product is the English material for Islamic Education Department. To support the study, the appropriate design that the researcher applied was research and development (R & D). Therefore, developing English material based on a result of need assessment, that consists of 1) the College Need English material, 2) the Students need toward English material, 3) The Islamic department Graduates about English in their future, 4) the Curriculum maker interview. After that, the material mapping to develops the first draft of the material, then gave the product to the expert validation, after revised the result of the try out of the material, the researcher revised of the product and continue to the second try out before the final product.

Keyword: *Developing, English Material for Islamic Education Department*

INTRODUCTION

A growing mass of research has reported that number of universities are offering ESP courses are on the rise nowadays to meet the ever-increasing specific needs of students who belong to different fields. ESP should reflect the fact that many ESP teaching, specially where it is linked to a particular profession or discipline, makes use of methodology that is different from the methodology used in the teaching of General English (Dudley-Evan, 1998). The domain depends on the major of the students for examples students majoring at secretary take English for secretary, those majoring in law take English for law studies, etc. the objective of ESP is not only focusing on the language but also on the ability to perform specific task.

According to Basturkmen (2010) on the areas of ESP teaching developed that English for Islamic Studies (EIS) can be put underneath the branch of English for Academic Purposes (EAP), sub branch English for Specific Academic Purposes (ESAP) together with English for law studies.

English for Specific Purposes (ESP) is considered to be the answer to the specific needs of the students learning English as opposed to the general English that requires them to learn all about the language. Based on Hutchinson and Waters (1987) they identify three main reasons stipulating the existence of all ESP; 1) the demand of a brave new world, 2) a revolution in linguistics; and 3) focus on the learners.

Before designing the materials for EIS is assessing students' needs to make sure that the students learn what they need to learn. To know the students' need, a need analysis has to be conducted by making an observation, interview, document analysis and distributing questionnaire. Based on the research finding of Muhsinin study (2013) that the content of the English materials should be taken from authentic Islamic teaching materials to make the lesson more challenging to the students.

Javid(2015) on his finding that no single teaching methodology can be sufficient to address diverse and peculiar needs of ESP learners and ESP practitioners have to pick and choose from a host of teaching methodologies to run an effective ESP course.

Another side that Dick & Carey (2001) states some component of the system approach model, such as (1) identify instructional goal, (2) conduct instructional analysis, (3) analyze learners and contexts, (4) write performance objectives, (5) develop assessment instrument, (6) develop instructional strategy, (7) develop and select instructional materials, (8) design and conduct formative evaluation of instruction (9) revise instruction (10) design and conduct summative evaluation.

Tomlinson (2007) said that the researcher started to learned the objective of the course, the content of the material and the last is designed and the arrangement of the activities. The

impact of materials can achieve through: novelty (e.g. unusual topics, illustrations and activities), variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different kind of types taken from many different types of sources; using a number of different instructor voices on a cassette), attractive presentation (e.g. use of attractive colors; lots of white space; use of photographs). Appealing content (e.g. topics of interest to the target learners; topic which offer the possibility of learning something new; engaging stories, universal themes; local references)

Sukirman (2013) found some problems when both lecturers and the students did not have appropriate and unbelievable English profesional material. The current research aimed to solve the problem by developing appropriate material of English profession in the form of textbook dealing with students needs and the objectives of the teaching of English profession. He conclude that he used ADDIE models to develop English Word Formation material for undergraduate students at State Islamic University “Alaudin” Makasar.

English is considered to be a compulsory subject at STIT PGRI Pasuruan where the students have to pass the six credits of English courses before graduation. It is a six credit subject consisting of three credit courses; English I offered in the first semester and English II offered in the second semester. This means that students at STIT PGRI Pasuruan will have to learn English for two semesters. However, the English taught to the students related reading to some articles which is not suitable with the students need.

In addition, based on the interview with the lecturer and students it reveal that the teaching English can not reach the purpose of the course, because (1) the material provide compiled from many sources without knowing what the students need, (2) the syllabus that the lecturer used, sometimes additional exercises and tasks, so that the syllabus never revised, (3) the student lack of motivation in learning English

Since the objective of learning English at STIT PGRI Pasuruan is to develop students' reading comprehension skill, so the researcher try to develop the reading material that appropriate for them to improve their skills both spoken and written. The content of the reading materials will be about islamic education such as the historical Al-qur'an, fiqh also the islamic law. This will enable the students to learn English and at the same time develop their knowledge about Islam.

METHOD

The researcher developed the materials based on the model proposed by Borg and Gall (1983) propose ten steps to developed course materials. They are (1) research and information collection, (2) planning, (3) developing preliminary form of product, (4) preliminary field test, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, (10) dissemination and implementation. This model uses chosen because it periods the researcher with supplier and clear steps in developing the materials.

To adapted model for developing material consists of seven steps, namely 1) need analysis and reference study, 2) material development, 3) expert validation, 4) revision I, 5) limited field testing, 6) revision 2, and 7) final product.

Dudly-Evan (1998) the approach to need analysis depends on the situation and contexts and suggests that need analysis should be concerned with establishing both a target profile of language skills which sets down the actual activities that the participants have to carry out (target situation analysis) and profile ability in which the participants proficiency in these activities is evaluated (present situation analysis).

Collecting the data of this study is conducted in two sections. Firstly, it is conducted before the development material in order to get the basis for the development. Secondly, it is done after the development of the material to verify the product. While a structured interview addressed to the English lecturer, the curriculum maker, students and graduates to gather the qualitative data about their expectations on the English course.

The subject involved in the needs surveys are the four semester students of Islamic Education Department. This method allows the respondents to answer in their own words and either briefly or at length (Ary et al, 2002)

Besides, there are eight questions addressed to the English lecturer for obtaining data about the lecturers' expectation and the previous teaching of English. Whether the interview for the curriculum maker, the graduates and students are consists of ten questions covering the expected outcomes, the topics to be covered in the material and their expectations of the teaching of English.

The first step is developing of the purpose of the course, after that examining the goal and objectives of the course. The facts that, the goal of the course before only leading the students to read articles in English islamic websites also speaking but most of the material exposed to role play. After decided the goal and objectives, the researcher mapping the material and collecting some existing materials to drafting the contents of the materials. The last is designing and arrangement of the activities also important to get the balanced of four skills that should be taught. The subject involved in the try-out stage are the expert and the English lecturer also the students. The subjects involved in the try-out stage give valuable input in validating the product to ensure the quality of the product.

Trying the product to know the applicability of the real classroom activities by distributed the material to the students, the lecturer, so that they will answer some questions related to the content of the material, the exercises, the assessment. After feedback from the try-out questionnaire, so that, the researcher will know whether the product should revised based on the limited field testing result. The improved materials are the final product, after second revision. In doing the research into the field, the researcher used different instrument to gather the data, as the object of these two instruments were the interview, the questionnaire also field note.

The data from the need analysis, the data from the expert validation and the data from the field try out were analyzed descriptively. The data gathered from questionnaire and interview in the need survey is analyzed to describes the actual need in the target situation. The data that gathered from questionnaire, discussion and consultation in the expert judgment was analyzed to describe evaluations, comments and suggestion of the expert on the developed materials. Furthermore, the data from questionnaire and interview in the try out was analyzed to describe the applicability in terms of effectiveness, usefulness and attractiveness of the develop materials and it is used to make revision.

FINDING AND DISCUSSION

Firstly, based on the interviewed with the English lecturer that the researcher gave some questions related with the topics, difficulties during teaching English, how does the lecturer implemented attitude, skills knowledge in teaching learning process, to know whether he used specific material or textbook and also wanted to know whether he motivated the student to learning English. The lecturer found some difficulties during teaching learning English, such as the students have not background of English language so that the lecturer used bilingual (Indonesian- English) or sometimes reviewed many times to certain words related to Arabic field. Secondly, based on the interviewed with some students related to teaching English, some students (10 students) said that English is difficult to learn, a few students (5 students) said ok for sometimes. While instruction is sometimes clear enough, the lecturer always check their mistakes for their reading. All the students agree that English subject is interesting but sometimes boring because the way they learning in monotonous. Even they like learning English but they wish English will more attractive, fun enjoyable. The most important think is that the lecturer sometimes motivate them to learning English and never afraid to make a mistakes.

Thridly, based on the interviewed with some graduates of Islamic Education Department related with the English use in their real life or workplace they said that they mostly used for formal situation such as presentation and sending an e-mail. They hope that English will be more enjoyable, fun and easy to understand. Lastly, based on the interviewed with the curriculum maker then he said that the course description of English material need to developed based on the students' need because usually they only got reading ability toward Islamic law and ideas. Hopefully the material will be developed based on the objective of the course, and matched with the curriculum.

After that the researcher sets the goal and objectives of the course. So that the researcher maps the material from many textbooks and articles related to English of Islamic Law and

collects some existing materials. Then continued to drafting the contents of the material, then she develops the content and the exercises more attractive to give some opportunities to the students knowledge by emphasizing critical thinking skill. So, the researcher creates more design of lay out, also more exercises and tasks. And develops reading and speaking skills in balance for each unit, also the researcher need to add more tasks to make the students active and they can practice outside classroom.

Based on the students evaluation that they suggested to give more interactive new vocabulary to communicate, the comprehension easier by addressing one new concept at a time. Another side that the expert suggest to develop book map that suitable with the criterion of assessment to each unit. The last, they also suggest to add more pictures to each topics that make the material consistent and also consistencies of the fonts are being selected.

Related to the English lecturer that the researcher should develop the material more easily to learned so that they have enough experience to learning English. And how to built the students motivation to learn English because their major is Islamic studies. The final product consists of the good cover, the material with using communicative approach. The model of Islamic studies material using a communicative approach is an attempt to enable learners with religion-related interest to communicate the target language effectively.

The final product was a reading textbook: with units each comprising a theme under which topic related texts are subsumed to help the students exchange ideas and views referring to that theme. A comprehension section to check their understanding of the reading part and encouraging them to express themselves; a vocabulary section, with the help of which learners revise the basic terms of that definite topic, enhance their word-building knowledge and improve their linguistic repertoire; and a language practice part which checks how cohesive and coherent students are in their written as well as oral discourse.

The material using a communicative approach is an attempt to enable learners with religion-related interest to communicate the target language effectively. Learners are provided with meanings and functions in which the themes or topics are under the umbrella of Islamic studies. The need were very specific and required the integration of both language and content.

The format of the syllabus based on Penny Ur (1996) which cover some characteristics, such as (1) consists of a comprehensive list of content items, and process items, (2) is ordered, (3) has explicit objectives, (4) is a public document, (5) may indicate a time schedule, (6) may indicate preferred methodology or approach, (7) may recommend materials.

The important is the materials objectives such as good material contains of interesting texts, enjoyable activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skill, content which both learner and teacher can cope with by introducing teachers to new techniques, also the materials provide models of correct and appropriate language use as stated by Hutchinson (1987)

In developing the material, the research adopted the communicative approach which stressed the significance of language functions rather than focusing solely on grammar and vocabulary. Huda (1999:93), communicative competence is not restricted to the acquisition of linguistic knowledge and ability to produce grammatical sentences, but it involves the ability to produce those utterances for an appropriate context in which it is used and evaluated. Activities in CLT typically involve students in real or realistic communication, where the accuracy of the language is less important than successful achievement of communicative that they are performing. The examples of those activities are role play, simulation, information gap. It is important to be aware that meaning based instruction is advantageous, but it does not mean that form based instruction. The fact that, the Islamic Education Department learn English need to develop both accuracy and fluency in order to use the language effectively. It is proved by the finding that the interesting activities can enrich their ability.

Another studies emphasize a particular design and development phase, such as need assessment or evaluation (Klein, 2007) for example, report on a needs assessment conducted to determine the optimal instructional content and delivery method for an introductory course in educational technology. Based on the research finding, Irigiliati (2012) states that the English materials for medical students are develop on the basis of a need analysis.

Related with expert validation, Latif (2012:175) argue the expert are selected to help improve the quality of the product. So, anybody who expertise is needed to improve the quality

of the product can be selected as the expert for the validation. Again, the expert may be experienced teachers, those knowledgeable about the related curriculum, those good at picture drawing, those good in instructional assessment, etc.

CONCLUSION AND SUGGESTION

The researcher concludes that the research and development of the English material is appropriate by using communicative activities for the students of Islamic Education Department of STIT PGRI Pasuruan. As the lecturer should listen to the students need, so the better lecturer developed the material which enable the students to learn English and at the same time develop their Islamic knowledge and the content of the English materials should be taken from authentic Islamic teaching to make the lesson more challenging to the students.

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PROMOTING SOCIAL MEDIA GROUP INTERACTION FOR STUDENTS' PRODUCTIVE SKILLS ENHANCEMENT

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ABSTRACT

Considering the fact that social media nowadays have become inseparable from the young's life and that "...text chat provides opportunities for negotiating meaning, seen as key to language acquisition by many linguists..." (Dudeney&Hockly, 2007), this paper proposed the use of social media to improve students' productive skills by utilizing 'group' feature in social media to provide students with individualized opportunities to interact with peers and teacher outside of the classroom. 24 students who were in their second semester took part in the study and formed a group in a chosen social media. Twice a week a certain assignment used as trigger was given to boost the group interaction. Their interactions in social media were observed. At the end of the study, questionnaires were distributed and the results were analyzed. The result was not satisfactory when the trigger given was also evaluating on the accuracy of the language used. Triggers that evoked students feeling and experiences and aroused their critical thinking skills were preferred by the students. Progress has been made after several weeks of the implementation of the idea. Students started to produce more sentences. Interactive conversation among them took place. Encouragement from the teacher was given in the form of comments on the students' stories or ideas, not on the language they used. The most visible feature of the implementation of this idea was that students were more confident and no longer felt nervous to speak in the classroom.

Keywords: social media, group interaction, productive skills

INTRODUCTION

Kessler (1992) states that term "cooperative learning refers to a number of quite different models for structuring by giving students opportunities to integrate their learning through group discussion, discovery experiences, practice of particular skills, and other activities that emphasize learning rather than simply doing. Cooperative learning, based on our previous research 'Banjarmasin State Polytechnic Students' Character and Emotional Quotient and the Implication on Learning Process', is considered to be the best learning strategy for the students. However, this strategy is hard to be implemented due to students' low language acquisition. Concerning this condition, teacher should find ways in order to provide students with opportunities for interaction in English so that they will have enhanced productive skills which in the end will enable them to perform well in cooperative learning.

Elizabeth Coelho in Kessler (1992) says that a primary requirement for second language acquisition is the provision of opportunities for frequent and extended interaction in the target language. In other words, in order to improve students' productive skills they must have frequent and continuous exposure toward the target language. In an ESL context, students have access to the language not only inside but even more outside of the classroom, often from native speakers, while in Indonesia, where English is spoken as a foreign language, their access to the language outside of the classroom is very limited. Obviously, providing students with frequent and extended interaction in the target language is problem as the only chance the students get to be exposed to the L2 is in the classroom which is considered lacking.

On the other hand, social media have become massively used by Indonesian as a means of communication. CNN Indonesia states that social media users in Indonesia in 2014 had

reached 69 million people, in which most of the users are aging from 18 to 25. It means that college students are among those people active in using social media. Social media is the future of communication, a countless array of internet based tools and platforms that increase and enhance the sharing of information. Social media have created online communities where people can share as much or as little personal information as they desire with other members. The result is an enormous amount of information that can be easily shared, searched, promoted, disputed, and created. Social media is relatively easy to use and to access. The number of social media users keeps growing. More and more creative activities are created through social media. One of social media uses now popular is as media learning including learning a foreign language. Dalton (2009) states that 69% learners said that they found the Social Network had helped them learn more effectively because of its informality and relaxing atmosphere. When used as media for learning, social media provides the learner with the possibility of participating in actual, real-time, relevant [conversations](#) taking place online, and practicing the target language with or without the help of an experienced teacher by his or her side.

Regarding the problem mentioned above, social media can be used as one possibility of providing input and interaction opportunities to the target language to the students. Social media group interaction can be used as a room where students are free to express themselves in the target language. By using social media group interaction, students can have more exposure to the target language as they do not have to depend on classroom meetings to be exposed to the target language. There are some benefits that can be reaped from the implementation of social media group interaction in the effort of enhancing students' productive skills. First, social media group interaction provides time flexibility. Students can interact or express their thought in the target language at anytime they want. They do not have to wait for English class to do that. Second, social media group interaction provides relaxing atmosphere. Thornbury (2005) says that speaking is one of skills in language learning. Practicing speaking skill is quite challenging. Relaxing atmosphere will lower anxiety. Low anxiety is an important factor in foreign language acquisition because when students do not feel anxious they are likely to produce more sentences in the target language. More practices in using the target language put them a step apart from acquiring the language as stated by Dudeney&Hockly (2007) that text chat provides opportunities for negotiating meaning, seen as key to language acquisition by many linguists. Last, the focus is on meaningful context, not on the details. Most classroom traditional face-to-face interactions focus on the accuracy of the language used. Students have to produce grammatically correct sentences, while in social media group interaction the focus is on fluency. Students can produce sentences without being afraid of making grammatical mistakes as grammar will be taught separately.

Considering the facts above, it is expected that having social media group interaction will put the students into continuous exposure to target language which eventually is expected to enhance students' productive skills.

METHOD

The study employed case study where a single aspects of a phenomenon (Berg, 2007) was observed and analyzed. 24 students who were in their second semester took part in the study and formed a group in a chosen social media. In this case study, LINE was chosen due to some reasons. First and the most important reason, all participated students had this application. Second, it is easy to download and upload pictures with this application. Lastly, this application is completed with features that make interactions more interesting. In this group, all interactions must be done in English. Students did free daily conversation. Twice a week a certain assignment used as trigger is given to boost their interaction. Their interactions in social media were observed. At the end of the study, questionnaires were distributed and the results were analyzed. All data were analyzed and discussed qualitatively.

RESEARCH FINDINGS AND DISCUSSION

The class' social media group formation was done at the beginning of the class. As this would consume their time and energy, words of motivation must be given along with the demand of asking them to make this group and have frequent interaction in English through this group. Resistance from some students as they said they already had bunches of assignments to

do was inevitable. Assurance that they would benefit a lot from this activity put them at ease. The reaction once the group formed was incredible. They started the interaction without being asked. They told their friends what they were doing, asking what their friends were doing and even saying good night to their friends. To keep them motivated, comments on what they were doing were given here and there. Somehow, no comments on the grammar or language use were given during this phase as not to make them down.

Appropriate activities with the aim of reaching the learning goals (Burns and Joyce, 1997) must be given. As students' ability to produce grammatically correct sentences is considered urgent, the first trigger given was grammatically guided sentences. The students were asked to tell their plans for the weekends. The trigger shown by the figure below.

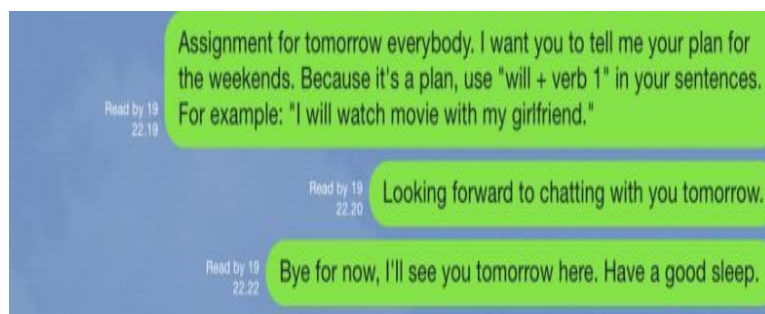


Figure 1. The first trigger given to students.

Responding to the assignment above, all students gladly shared their plans for their weekends. Some of them produced grammatically correct sentences as shown in the example, the rest still used their own way of speaking. Samples of students' responses to the given trigger can be seen below:



Figure 2. Excerpt of students' responses to the first trigger.

Although their sentences did not follow the example given, they still produced meaningful sentences, so no correction was done to these sentences. Brown (2001) emphasizes clearly the whole language and meaningful context (fluency) rather than details (accuracy) in teaching speaking. He also states that it is necessary to teach details of language such as phonology, grammar, pronunciation in appropriate portion. All students shared their plans in a single sentence as shown in the example. The trigger which was grammatically guided hindered the students from expressing themselves more freely.

As the result from the first trigger was not satisfactory, the second trigger was alternated. Underwood (1996) states that speaking is a creative process, an active interaction between speaker and listener that involves thought and emotion. The second trigger given was more to meaningful context rather than to details. The students were asked to share and tell about their favorite photo. The second trigger given was as follow:



Figure 3. The second trigger given to students.

Responding to this trigger, students shared their favorite pictures and told stories about the pictures. Since they had to tell stories about their pictures, they produced more sentences. There was significant improvement taking place during this activity in case of the number sentences produced. When the first trigger was given, each student produced one sentence, while when the second trigger was given each student produced more than two sentences. Another improvement occurring during this activity was real-time, relevant conversation among the students as they commented on their friends' pictures. There was even peer correction during this activity. This supports Witkin, et.al (1971) theory which states that field dependent students responds best to a learning environment that evokes their feeling and experiences. Given the right stimulus, the one evoking their feeling and experience, students were triggered to produce more sentences. It even triggered them to do spontaneous conversation among them. As motivation is the key success of second language and foreign language learning (Csizer&Dornyei, 2005; Deniz; Sugita & Takeuchi, 2010), comments were given to their stories as forms of appreciation for their efforts and to make them to do better in the next assignment. No grammar correction was given as the focus of the activity was not the accuracy of the language used. Analyzing the students' response to the trigger, it is concluded that the second trigger was preferred by the students.

As mentioned by Pinter (2006) that interactive tasks require careful selection and preparation, teacher needs to find more interactive activities to increase learners' interest in participating in meaningful communicative tasks. While Kaliban (2000) claims that language proficiency can be obtained only when students are able to think creatively and critically. In line with these theories, the teacher created a trigger that would arouse students' critical thinking skills but at the same time the trigger was also interesting for the students. As a result, the third trigger given was more challenging for the students. The students were provided with a situation and asked to share their decision and reasons for it. Below is the third trigger given to students:

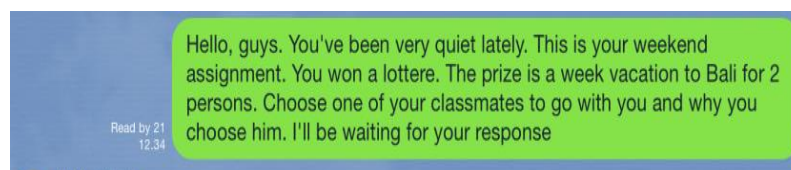


Figure 4. The third trigger given to students.

Surprisingly, students responded to this trigger quite fast. Some students only took an hour to respond to this trigger. They produced some sentences in responding to the trigger. Observing the students' responses, it could be seen that they were being analytical because they gave logical reasons why they chose a certain friend to go with them. Significant improvement occurred during this activity, not only in the number of sentences produced but also in quality of the sentences as they produced creative and critical sentences. Interactive conversation also happened as the one chosen would say thanks or give comment on their friend reasons for choosing him. No grammar correction was given as the focus of the activity was not the accuracy of the language used. Analyzing the students' response to the trigger, it is concluded that the students liked the third trigger.

All students said that they felt satisfied with this activity because they could have more practices on the target language outside of the classroom. They wanted to have continuous activity using this social media group interaction. They also felt that they improved their language acquisition. They suggest that the trigger should be given more often. The trigger that most students liked was the third trigger because they were required to critical in giving the response. The only problem they faced during the activity was the internet connection.

CONCLUSION AND SUGGESTION

Social media group interaction can be used as a way of enhancing students' productive skills. It has the ability to provide support to students' need of target language exposure outside of classroom traditional face-to-face interaction. This social media group interaction also provides students with opportunities to have frequent and extended interaction in the target language without feeling anxious. However, the right trigger must be created so that students get motivated to produce sentences in the target language. The result was not satisfactory when the trigger given was also evaluating on the accuracy of the language they used. Triggers that evoked students feeling and experiences and aroused their critical thinking skills were preferred by the students. Progress has been made after several weeks of the implementation of the idea. Students started to produce more sentences. Interactive conversation among them took place. Encouragement from the teacher was given in the form of comments on the students' stories or ideas, not on the language they used. The most visible feature of the implementation of this idea was that students were more confident and no longer felt nervous to speak in the classroom.

Some suggestions are proposed for the implementation of this idea. Students need to improve their grammar skill and pronunciation. This must be done separately or during classroom meetings. Correcting students' sentences during their interaction in social media group may discourage them and make them reluctant to produce more sentences. Consistent commitment to keep this social media group interaction going well is required not only from the students but also from the teacher.

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TEACHING ENGLISH LESSONS BY USING DRILLING ACTIVITIES IN AUDIO LINGUAL METHOD (ALM)

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ABSTRACT

This study presents “Teaching English Lessons by Using Drilling Activities in Audio Lingual Method (ALM)”. Drilling activities is a key feature of Audio Lingual Method used in English teaching and learning process. This study aims to know what is drilling including its history and theory, when teachers can use drilling to teach students including the level of the students and the skills that can be taught, what are the tips for getting successful in teaching English by using drilling, what are the strengths in using drilling in the classroom activities, and what are the weaknesses of drilling activities. This study is a conceptual study. Therefore, the researcher uses a library research to conduct this study then presents it through descriptive qualitative. Finally, the study is expected to enrich the knowledge of the readers, especially the teachers in English Language Teaching (ELT).

Keywords: *english, drilling, method*

INTRODUCTION

Technique can be defined as any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives (Brown, 2007). Techniques are divided into three groups, they are free technique, semi-controlled technique and controlled technique (Fachrurrazy, 117).

There are many language techniques or strategies that can improve teaching and learning process in the classroom, i.e. drills, role play, dialogue, reading aloud, question-answer display, and so on. In this paper, the researcher interested to know more about Drilling Technique (DT), one of the controlled techniques which emerged and gained the popularity in Audiolingual Method.

In relation to the abovementioned statements, this paper is intended to explore the history and theory of drilling in teaching English, when teachers can use drilling to teach students including the level of the students and the skills that can be taught, what are the tips for getting successful in teaching English by using drilling, what are the strengths in using drilling in the classroom activities, and what are the weaknesses of drilling activities.

HISTORY AND THEORY

According to Kumaravadivelu (as cited in Fachrurrazy, 2014), there are three groups of methods in language teaching, namely: language-centered methods, learning-centered methods, and learner-centered methods.

Language-centered methods are methods that focus on *what to teach*. They seek to provide opportunities for learners to practice preselected, presequenced linguistic structures through form-focused exercises, assuming that a preoccupation with form will ultimately lead to L-2 mastery. The teacher's task is to introduce grammatical structure and vocabulary items one at a time and help learners practice them until they internalize the L-2 system. Included in these methods are the Grammar Translation Method (GTM), Direct Method (DM), Reading Method (RM), and Audiolingual Method (ALM).

Audiolingual Method (ALM) is the method that emerges after Reading Method. The characteristics of the method is influenced by Direct Method (DM) and Behaviorism. ALM appeared as a result to the weakness of Reading Method (Fachrurrazy, 2014).

The characteristics of the ALM may be summed up in the following list (adapted from Prator & Celce Murcia, 1979 as cited in Brown, 2007):

1. New material is presented in dialogue form
2. There is dependence on mimicry, memorization of set phrases, and overlearning.

3. Structures are sequenced by means of contrastive analysis and taught at a time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.
8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teachers is permitted.
10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate language and disregard content.

One of the key features in the Audiolingual Method is the using of drilling activities as one of the techniques used in the classroom for teaching English. Drilling became very popular in this era as well as the popularity of the ALM method itself in the 1950s to 1970s (Fachrurrazy, 2014). Drilling became less popular since the emergence of communicative competence/approach.

Drilling can also be called as Drilling Technique (DT). DT can be defined as a technique that has been used in a foreign classroom for many years. It was a key feature of audio lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice. There are many types of drilling techniques such as repetition drills. For example, it can vary the drill in terms of who repeats whether the whole class, half the class, boys only, girls only, or individuals. Drilling is not a new or a fashionable classroom technique, but, used appropriately in the classroom, it can be of great value to our learners. Tica said only drill language that will benefit from being drilled, for example, if it causes pronunciation problems or if it is a useful chunk of language to be memorized. (Tica, 2004).

The following are 7 kinds of drill as adapted from <http://www.tefl.wordpress.com>:

1. The Repetition Drill

The teacher says models (the word or phrases) and the students repeat it.

Example:

Teacher : I go to school by bus.

Students : I go to school by bus.

2. The Substitution Drill

Substitution drill can be used to practice different structures or vocabulary items (i. e one word or more word change during the drill)

Example:

Teacher : I go to bed. He?

Students: He goes to bed.

Teacher: They?

Students: They go to bed.

3. The Question and Answer Drill

The students are given practice by the teachers with answering questions. The students should answer the teacher's questions very quickly. It is also possible for the teacher to let the students practice to ask question as well. This gives students practice with the question pattern.

Example:

Teacher : Does he go to bed? Yes?

Students: Yes, he does.

Teacher: No?

Students: No, he does not.

4. The Transformation Drill

The teacher gives students a certain kind of sentence pattern, an affirmation sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into a reported speech.

Example: (positive into negative)

Teacher : I go to the market.

Students : I don't go to the market.

Teacher : She plays doll.

Students : She doesn't play doll.

5. The Chain Drill

The teacher begins the chain by greeting a particular student, or asking him a question. That student respond, then turns to the students sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

Teacher : What is the color of sky?

The color of sky is blue

What the color of banana?

Student A : The color of banana is yellow

What is the color of leaf?

Student B : The color of leaf is green

What is the color of our eyes?

Student C : The color of our eyes is black and white.

6. The Expansion Drill

This drill is used when a long line dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following the teacher's cue, the students expand what they are repeating part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

Example:

Teacher : My mother is a doctor.

Students : My mother is a doctor

Teacher : She works in the hospital.

Students : She works in the hospital

Teacher : My mother is a doctor. She works in the hospital.

Students : My mother is a doctor. She works in the hospital

Teacher : She take cares the patient.

Students : She take cares the patient

Teacher : My mother is a doctor. She works in the hospital. She take cares the patient

Students : My mother is a doctor. She works in the hospital. She take cares the patient

7. Communicative drills

This kind of drills is quite different from the so-called meaningless and mechanical drills used in a traditional grammar oriented class by some teachers, in which the primary focus is on the form of the language being used rather than its communicative content. Children do not blindly mimic adults' speech in a parrot fashion, without really needing to understand or communicate anything, but make selective use of simulation to construct the grammar and make sense of the expressions according to the grammar. This kind of drills has meanings and connotes information accordingly in a certain situation and at a certain time. It has an information gap and does involve communicative process. The child has access to language data and opportunities to interact with the inputs (meaningful inputs). When processing the language they hear, children construct the grammar and make sense of the expression according to the grammar. When producing utterance, they follow the internalized grammatical rules. This kind of drilling can be formed by using the other drilling types. But the emphasis is that the student involving something real as well as communicative value and the practice creates an information gap.

Example :

Guessing game:

Teacher has something in mind (things, job, event, etc) and the students must guess that thing

by using yes no question:

Students : Is it in the class?

Teacher : Yes, it is.

Students : Is it blue?

Teacher : No, it is not.

Students : Is it black?

Teacher : Yes, it is.

Students : Is it in the front of the class?

Teacher : Yes, it is.

Students : Is it black board?

Teacher : Yes, it is.

With the basis of the communicative drills, teachers may design more advanced communicative activities so that learners can have more opportunities to produce sustained speech with more variations in possible responses.

The teacher conducts the drills at various levels.

- a. Chorus Level (The whole class repeats after the teacher)
- b. Semi-Chorus Level (The teacher divides the class into halves and conducts drills taking one group at a time)
- c. Group Level (The teacher divides the class into several groups, for example and conducts drills taking one group at a time.)
- d. Row Level (The drill is conducted talking row of students at a time)
- e. Pair Level (Pair drill is effective to drill parts of dialogues, questions and answers etc.)
- f. Individual Level (It is important that the teachers find out that students have mastered the item being drilled. Teacher therefore asks individual student, especially weaker students to check. If weaker students have mastered the item in question, the majority of students can be expected to have done so too).

Skills that Dealing with Drilling

Basically, drilling can help to improve speaking and listening skills of the student. By listening to the teacher's statements, the student can get new information such as word, phrase or sentence. Then, the student can practice their speaking and also pronunciation by doing repetition. But, other skill such as writing can be employed by using drilling. It is showed by previous studies done by Suyansah Swanto in 2014 about Employing Drilling Technique in Teaching English Writing Skills to a Group of Rural Malaysian Students. The study showed that students who taught by using drilling can memorise words and vocabulary better than the control group who didn't get the treatment. And as a result, the students can get better too in their writing skill.

Drilling is a technique that needs to be controlled by teacher. Therefore, these drilling activities are more common used by students in elementary or beginner level.

Tips for Getting Successful in Teaching English by Using Drilling

This tips were taken from <http://www.tefl.wordpress.com>. The following tips will help in planning and making drillings successful in teaching English:

1. Realistic- don't get students to practice sentences they would never actually say in real life.
2. Meaningful-practice should take place within a context-if possible relating to students interest.
3. Said with appropriate expression, e.g. surprise, impatience, enthusiasm, indifference, etc.
4. Used for only a minute or two. Use signs and pictures and sound prompts to give briskness and interest to the practice.
5. Used as a first stage, quickly leading the way to other kinds of practice.
6. Vary the way in which you do drills to make the language more memorable.

D. Strengths and Weaknesses

There are some strengths or advantages of drilling. Drilling is one of the control technique that can help our learners to memorise language by the teacher's control. Therefore,

the teacher can correct any mistakes that students make and support them to concrete on difficulties at the sometime. The teacher can give feedback quickly. Drilling can also provide learners with intensive practice in hearing and saying particular words or phrases. They also can practice language in safety feeling and not threatening for the students who are not risk-taker. On the other hand, drilling also has some weaknesses or disadvantages. Drilling is limited to listen and repeat what teachers said. As a result, drilling often make the students not become creative. In all drills students have no or very little choice over what is said so drills are form of very controlled practice. The teacher has the role to handle the drills, so that the students are not over used and they don't go on far too long. One of the weaknesses about drills is that they are quite monotonous.

CONCLUSION

Even though the using of drilling is old-fashion and not modern, it is still used in teaching nowadays. Teacher can use drilling to maximize their students' competence in English. By using drilling, the teacher can train the students' ability in pronunciation, listening and also speaking. To minimize the students' feeling the lesson is boring and monotonous, the teacher should vary the way of drilling or not only use one way of drilling in teaching.

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DEVELOPING AUTHENTIC LANGUAGE MATERIALS BY UTILIZING THE LOCAL TOURISM RESOURCES

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ABSTRACT

South Kalimantan has many attractive tourism that can be used as the authentic resources to develop language materials. The authentic language materials development are needed for the students so that they will know their own local tourism sources as well to improve their language skills. The authentic materials are believed can complement English classes by enlivening the class and creating a more positive attitude of the students toward learning. This paper will discuss how the utilization of the local tourism resources can be used to develop the authentic language materials for the students' improvement in the language skills, especially in speaking and writing.

Keywords: *Authentic language materials, local tourism, speaking, writing*

INTRODUCTION

As the result of the Communicative Language Teaching Approach in 1970, the use of authentic materials in EFL classes has been increased fastly in the real condition. This may happens as the results of the materials and textbooks in the market recently are still far from the students' need because some of them are out of the learning objectives on the existing materials. Another factor that makes those are still far from the students' needs is that those are developed by the writer's way with his/her own perception of ESP and personality; do not necessarily stem from accurate principles of ESP and the materials development based on curriculum applied (Robinson, 1991).

Nowadays, preparing students for real life situations is of utmost concern for English language teachers, especially in EFL classes. Therefore, like other teachers around the world, especially in places where English is a foreign language, teachers in Indonesia need to adopt effective language teaching materials, in order to help their students learn English better, as well as prepare them to communicate with the outside world. Teacher is encouraged to develop materials suitable to the students' needs and interest because they are involved in the process every day. This condition is in line with Bacon and Finnemann's statement (1990: 459), they state that teachers need to "find ways and means of exploiting authentic materials in classroom instructions". Nunan (1999) also believes that exposing learners to authentic materials is indispensable, because of the rich language input they provide. Exposing students to such language forms will enable them to cope with genuine interaction, whether it is inside or outside the classroom. It is also believed that when authentic materials are used with the purpose of students' learning, students will have a sense that the real language for communication is being learnt, as opposed to classroom language itself. In contrast to the design of the text books, authentic materials are intrinsically more active, interesting and stimulating (Lee, 1995).

This paper discusses the way to develop the authentic language materials by utilizing the local tourism resources. This thing becomes an issue in this paper as that there was inappropriate instructional material which was in line with the existing syllabus to support the teaching learning process. In 2007, Indonesian government tried to develop some senior high school that included the program on the process of teaching and learning on the basis of local resources. One of the matters that should be done for the implementation of this program is the development of the materials. Unfortunately the existing materials are not in accordance with the needs and characteristics of the students. Concerning the problem, this paper tries to propose ideas to utilize the local tourism resources, especially in South Kalimantan, for developing the authentic language materials. The purpose of developing the authentic language materials is to improve the students' English language skill and to introduce the South Kalimantan local tourism resources globally.

Definition of Authentic Language Materials and Its Advantages

There are many definitions on the authentic materials from the experts. Martinez (2002), defines authentic materials as the materials which are prepared for native speakers and not designed to be used for teaching purposes. As Kilickaya (2004) has another definition for authentic materials, which is "exposure to real language and use in its own community.". Another definition of authentic language materials is from Rogers (1988:467), he defines the authentic materials as 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication. In line with that, according to Herod (2002) authentic learning 'materials and activities' are designed to imitate the real world situations. This is agreed with the statement from Jacobson, et.al. (2003:1) that sees authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life. Based on those definition, it can be concluded that authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of-address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.

Teachers need to develop the authentic language materials as by using authentic materials in the classroom, it can provide the learners with many significant advantages. The advantages that can be gained by using authentic materials are, first, the students are exposed to real discourse, as in videos of interview with famous people where intermediate students listen for general idea. Second, authentic materials can keep the students informed about what is happening in the world, so they will have an intrinsic educational value. Third, as language change is reflected in the materials so that students and teachers can keep abreast of such changes. Fourth, authentic reading texts are ideal to teach/practise mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information. Also, teachers can have students practice some of the micro-skills of listening, e.g. basically, students listen to news reports and they are asked to identify the names of countries, famous people, etc. Fifth, different authentic materials such as books, articles, newspapers, and so on contain a wide variety of text types, and language styles not easily found in conventional teaching materials. Thus, it can help student extend their vocabulary and help memorize them in a number of meaningful recycling. Lastly, authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics of kinds of authentic materials to be used in class. As a result, learners will keep high motivation and interesting in language teaching through these meaningful interactions with the authentic materials.

South Kalimantan' Local Tourism Resources

South Kalimantan is one of Indonesia provinces which is located on Borneo islands. Its capital is Banjarmasin. The native people of South Kalimantan is Banjar tribe which is the majority of the total population. It is often called the Province of A Thousand Rivers. One famous river is Barito River, the largest and the longest river in South Kalimantan, and one of the longest in Indonesia at more than 600 km in length. South Kalimantan has many potential local tourism resources that can be introduced to the public. Unfortunately all these potential tourism resources are unknown by some students in South Kalimantan. They tend to know more on the popular other tourism places like beaches in Bali or Lombok, rather the beaches in South Kalimantan.

Like other provinces in Indonesia, South Kalimantan also has many attractive tourism objects. People only know that South Kalimantan is famous with its floating market. Well, this not truthfully true, as South Kalimantan also has other tourism objects that can be introduced worldwide, such as beaches, foods, souvenirs, cultures or arts. South Kalimantan has many attractive beaches that are also have beautiful scenery like the beaches in Bali or Lombok. For example, Samber Gelap beach, which is a hidden paradise island in Kotabaru regency, South Kalimantan. The island and the beach has an incredible beautiful scenery. Samber Gelap beach also has a very soft white sand. Another attraction of this island is there are the Turtle Conservation site. Another beach that can be taken as the reference is Teluk Tamiang beach, that is famous with its underwater beautiful scenery. For the food, South Kalimantan is famous

with its traditional, unique, and delicious foods, such as Soto, Ketupat Kandangan, or Bingka. South Kalimantan also has its own traditional clothes, that is called Sasirangan. The pattern and the colour of the Sasirangan has its cultural meaning, such as the pattern of Halilipan or the use of yellow colour on the clothes. All these local tourism resources can be used to develop the authentic material for language learning especially for writing or speaking skill.

The Program of Place-Based Education

In 2007, Indonesian government in some senior high school develop the program of Place-Based Education. Place-Based Education is the process of using the local community and environment as a starting point to teach concepts in language, arts, mathematics, social studies, science, and other subjects across the curriculum. Emphasizing hands-on, real-world learning experiences, this approach to education increases academic achievement, helps students develop stronger ties to their community, enhances students' appreciation for the natural world, and creates a heightened commitment to serving as active and contributing citizens. Community vitality and environmental quality are also improved through the active engagement of local citizens, community organizations, and environmental resources in the life of the school. Place-based education encourages teachers and students to use the schoolyard, community, public lands, tourism places, and other special places as resources, turning communities into classrooms.

This program can be integrated with other school subject. One subject that can implement this program is English subject. This may be understood as English language can be used as the medium to implement the program globally. By using the language, people outside the class are able to know the local potential of that place, such as South Kalimantan tourism object. By having this kind of program in the school, some expert believes that the students will be able to think locally and act globally to promote their local environmental resources.

In fact, the condition in the field showed a different expectation and result. This happened as the teachers still confused to implement the program in their class. The lack of commercial materials that meet the students' need for the purpose of the program, forced the teacher to develop his/her own material. The teacher has to use the resources available to design the materials that meet the students' needs in the teaching context. One resources that can be used is local tourism objects.

The Use of Local Tourism Resources for Developing Authentic Materials

Teacher can use the local tourism as the resources for the developing the materials that suitable with the program of place based education. Besides for the purposes of the program, the materials may also has another benefits for the community outside the classroom.

A teacher-developed materials can provide the opportunity to select texts and activities at the right level for particular learners especially for improving the students' skills in speaking and writing. The materials that developed by the teacher also ensure appropriate challenge and levels of success for the students. The factor that must be considered by the teacher when using local tourism resources to develop the authentic materials is the knowledge about students' experiences (life and educational), their first language and levels of literacy in it, their aspirations, their interests and their purposes for learning English. The developed materials should also be contextualised to the curriculum they are intended to address.

Here are some examples of utilizing the local tourism resources for developing authentic language materials for the purpose of writing and speaking skills

- Geographical Tourism
 1. Theme : Beach
 2. Skill : Writing and Speaking
 3. Authentic material : The photo of Samber Gelap Beach
 4. The activities : - The students are instructed to seat in group, then the teacher explains about descriptive paragraph. Then, teacher distributed the picture of Samber Gelap Beach

and asks the students in group to write a descriptive paragraph about it.(writing descriptive paragraph)
 - Students can also has a monologue presentation in describing the Samber Gelap Beach (Speaking).
 - For the individual assignment, the teacher can assign the student to write their experience when they had a holiday at the beach in South Kalimantan (writing narrative text).
 - For the group project, teacher can assign the students to make a brochure on selected beach as a means to introduce the local beach to the tourism sector or they may asked to make a blog that filled with the information of that beach.

- Local Foods

1. Theme : traditional food
2. Skills : Writing and Speaking
3. Authentic materials : the photo of Bingka, the video of making Bingka
4. The activities : - The students are asked to write a process paragraph on

how to make Bingka based on the pictures series given to them (writing procedure paragraph).
 -The students are assigned to give a monologue presentation on how to make Bingka (speaking).
 -The students may also assigned to make a video presentation in pairs. They are going to give instruction on how to make a Bingka and this video can be uploaded in the class blog.(speaking)

Those are some samples activities of utilizing the local tourism resources to develop authentic material for language learning, especially for students' writing and speaking skills. These authentic materials such as video, photograph or brochure can motivate the students' participation in learning the target language. The advantages of using local tourism resources as the authentic materials are people will know more on the South Kalimantan tourism object besides floating market and the students' project can also be known globally.

CONCLUSION

Authentic materials enable learners to interact with the real language and content rather than the form. By using the authentic materials for example local tourism resources, the students can feel that they are learning a target language as it is used outside the classroom. Utilizing the local tourism resources to develop authentic materials also has a benefit on the learners' side. The students will be motivate to produce a well accepted tasks/project that has been assignment to them as they will expose their works widely. The students will also know more on their own local tourism resources so they will participate to introduce them widely.

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LEARNING AND TEACHING ENGLISH USING QUIPPER SCHOOL FOR INDONESIAN LEARNERS

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ABSTRACT

Online learning or sometimes called as the result of information and communication technology (ICT) development has potential to improve students' creativity and independency in learning English. How to adapt the era 21st century skills, learners are required to be updated with the way of learning through any kind of technological tools. It is useful to make both teachers and students aware of technology and know how use it for learning; teachers are able to manage the large class, varied assignments, and student's report and students are possible to learning at anytime and any places, learning game alike, understanding their strength and weaknesses. This paper is focusing on the understanding of using "Quipper School" in both aspects learning and teaching; by aiming to answer three main questions, such as: what is "Quipper School?"; how to use it in learning and teaching?; and what is its contribution to Indonesian learners in the term of learning and teaching English? Findings show that "Quipper School" is able to help teachers to manage the class, assignments, and report; while students are able to learn any materials at anytime and anywhere, know their progress, and enjoy learning like playing game. This paper tries to promote learning through online class by joining www.quipperschool.com; the online class is joyful to both teachers and students as Indonesian English learners.

Keywords: *Quipper School, learning and teaching, online learning*

INTRODUCTION

Today's teaching and learning process has to be more challenged (YouTube, Quipper School Channel, 2015). Students and teachers are more encouraged into a big class environment. However, the activities in the classroom are limited by time and place. Currents issues that talking about teacher's teaching creatively is how teachers get the class to gain creative environment; it could be taking place out side of the classroom activities in the way of flexible time of teaching and learning process and open-ended practice (Cremin, et al, 2009). However, the global development of technology could contribute the better effect. Current issue, today's teaching and learning process is facing new era called digital age. As taking from S. Bennett, K.A. Maton and L. Kervin (2008) 'The 'digital natives' debate: a critical review of the evidence', British Journal of Educational Technology, in simply summary explained that:

"... calls for a dramatic shift from text-based to multimedia educational resources, the increased use of computer games and simulations, and a move to constructivist approaches that emphasise student knowledge creation, problem solving, and authentic learning (Brown, 2000; Oblinger, 2004; Tapscott, 1999) based solely on the supposed demands and needs of a new generation of digital natives must be treated with caution. This is not to discount other arguments made for changes to education that are based on theory and supported by clear research evidence, but we suggest that the same standards must be met before radical change is made on the basis of the digital native idea."

So, teachers (educator) and learners are coming into era where learning process is not limited by the time and place. In other hand, the facilities of presenting and gaining any materials in more varied.

Guidara S. (2011) stated that as teachers in the digital age, where ICT (Information and Communication Technology), they have the ability to facilitate and inspire student learning and creativity, they broader digital-age learning experiences and assessments, they model digital-age work and learning and they are a part of learning institutions that are rethinking the possibilities about what can be learnt and expressed using ICT. More broader term, they must familiar with

skills that required to face those currents skills, or simply called 21st century skills both for teachers (educators) and learners (students)

In addition Solomon, the Web Director of 21st Century mentioned some elements of 21st century learning is students and educators today must have ICT (Information and Communications Technology) literacy and use technology in the context of teaching and learning. Andrews in Goodwyn (2000) the usage of ICT (in the last of the year 2000) is substantially enhance teaching process; by pedagogical terms, it is could teachers create recourses of materials creatively. This term clearly emphasize how teachers and learners are having creativity of present, gain and represent the lesson (materials)

Focusing on procedural 21st Century Students, students are writing using instant messaging, text messaging, Twitter, and e-mail, sharing electronic documents, posting on blogs and utilising social networking sites such as facebook (Sweeny 2010:121). This writing is not following traditional forms but instead students are becoming producers of technology and incorporating music, videos and photography to their work. The writing also changes in form as students are using shorthand and finding some vowels and punctuation to be irrelevant (Sweeny 2010:121). Those are some 'platform' that be possible become examples of how making social networking beneficial for learning.

It is going to be exploring. The term of Quipper School is related to education online system. Homma (2015) explained that in that year Quipper is like the following: first, founded in London in Dec 2010; second, 100 staff in London, Tokyo, Manila, Jakarta, Mexico City; third, 750,000+ students, 150,000+ teachers worldwide; and fourth, raised \$10+M funding in total

In 2015, Quipper supporter released terms for Indonesia that: Quipper is to help Quipper learners that introducing Quipper Video to Indonesian Learners; the benefit is always available for Quipper Learners; it is based on performance; it is available for Senior High School students in Indonesia, such as English course; and Possible to share for other learners such as friends or classmate.

In other hand, based on 2014 Quipper School Intensive Adoption program for Mikiria City, Quipper Limited stated that:

"Quipper School is offering its available contents for the teachers and students specifically on the field of Math, Science and English. So, they could use them as part of their learning materials and further improve the student's level of mastery in this particular subject."

So, this course is available for those three subjects by free of time and place without disturbing regular classroom activities.

Online learning defined as learning which takes place via the internet. As such, online learning is a facet of e – learning (Dudeney and Hockly, 2007). To practice online learning, the scenarios could be like following. The first, learners in a self – study center, or at home use a CD –Room which provides them with extra practice of what they have done in class; the second, during class, learners are taken to a computer room, and do exercises on a language website on the internet, in pairs; the third, learners use an ICT Tool, such as blogs, wikis, chat or podcasts, for project work, either inside or outside the classroom; the fourth, learners mail their homework or class assignment to the teacher, who marks it and emails it back to the learners; the fifth, the teachers use a blog to provide learners with online links for reading and listening, homework assignments, and summaries of classwork for learners who miss class; the sixth, the class is equipped with an interactive whiteboard, which is regularly used in class; and the last Learners meet face – to – face only one a month, and do classwork using email, chat, phone, and shared activities on the internet.

In this paper, writer will deal with the some points above that possible to be done for teachers and students with supplementary course from Quipper School Video.

FOCUS OF THE RESEARCH

This paper is presenting by aiming to answer three main questions. Here are the focus of the research for making clear term of this paper such as: what is "Quipper School?" how to use it in learning and teaching?; and what is its contribution to Indonesian learners in the term of learning and teaching English?

METHOD

Related to the focus of the research, the method that is used in this research basic qualitative study that coming from Ary, et al (2010) which is also called as basic interpretative research. This study is going to presenting the understanding of a learning and teaching English process through technological tool named *Quipper School* as online class. As the qualitative method, this study is describing the *Quipper School* usage in learning and teaching process. The data collection of this research is using instruments: documents as video data from Quipper School at YouTube Channel and manual instructions (downloadable/online) from Quipper School official web sites.

FINDINGS AND INTERPRETATION

Teaching and Learning English Online

21st Century learners in the English classroom must be open to autonomous, assisted and collaborative learning (Guidara S, 2011). Digital Age Teachers are: the first: education, according to Lord David, has not moved fast enough into the digital world; the second: technology has the ability to transform education. Teachers must be open minded and become Digital-Age Teachers.

Today, some possibilities are welcoming. Students' class is not limited with recourses from books and workbooks, but varied. It is in the form of video, online assessment; in simply words, it is like playing with social networking but in the form of learning materials.

The changing of English Classroom by online class, such as example: students are still required to summarise passages of Shakespeare in the English classroom, as they have for decades. In the 21st Century however, there is so much technology available teachers can ask students to text or tweet that summary, forcing students to analyse and summarise the passage in a creative way (Sweeny, 2010). So, teachers have to more creative in presenting the materials and students more attractive in modify their style of learning.

Quipper School in Indonesia

Launching in November 2015, in Indonesia, Quipper Video is as interesting solution for teaching and learning (Quipper School, YouTube Channel, 2015). Verauli (2015) at demo Video of Launching Event stated that Quipper School is provided for young learner in facing live competition in their higher education automatically engage teachers for preparing students' skills needed later. Nuraini (2015) also added that Quipper Video is to give some additional courses for students as e-learning solution for preparing national examination and test for further education that available in high quality material and reachable charge.

It means that in Indonesia, Quipper School in Indonesia is designed for students at higher education level with subjects of National Examination and Further Education Test. By then, the educators and contents is adopting from what learners have to be mastered such as Math, Science, and English.

The assignment process is like the following figure.

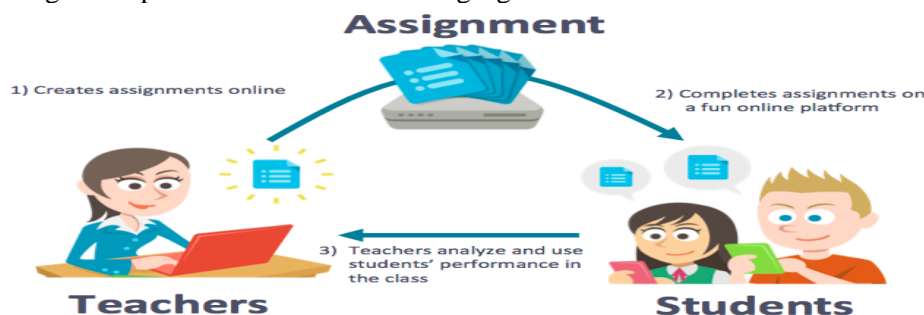


Figure 1 Quipper School Assignment process

The figure explained that the first step is teacher create or design the assignment online, it means teacher should prepare what kind of assignment to be given. The second step is students or learners complete the assignment online also but they are in such as doing fun online

platform. The last step, teachers analyze and use students' performance in the class by the available program at Quipper School menu.

Class Management and Students' Report

Quipper School" is able to help teachers to manage the class, assignments, and report; while students are able to learn any materials at anytime and anywhere, know their progress, and enjoy learning like playing game.

Example for teacher:



Figure 2. Quipper School, Log In 'GURU'

In Quipper Video, teachers can create resources such as online presentations, or videos which students can download and watch at home. Therefore if a student is not able to concentrate properly on a lesson, which could happen for a variety of reasons they are still able to catch up on what they missed by studying at home. It also allows for students to become more independent learners and to take ownership of their own learning through the resources that are available using ICT (Rance-Roney 2010). In other hand, learners are also possible access their courses by using internet outside of class.

CONCLUSION AND SUGGESTION

In conclusion, this paper tries to promote learning through online class by joining <https://link.quipperschool.com/id/> ; the online class is joyful to both teachers and students as Indonesian English learners. English teachers must be familiar with any kind of technological tools and how make it beneficial for teaching and learning. Digital-Age for teacher, they must be aware of the new technology that their students are using to communicate to one another and they must endeavour to use this technology, apply this technology and understand this technology in order to create a Digital Learning Space in the English classroom the 21st century.

In other side, students as young learners are better in teachers' code of conduct in using ICT for studying and learning. They should know how to mastering the materials at school although they like studying online like playing a game by Quipper Video. Becoming creative learners in any kind of technological tools is today's competition nad challenge.

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ENGLISH GRAMMATICAL ERRORS AMONGST THIRD GRADE STUDENTS IN KECAMATANBANJARAGUNG TULANGBAWANG LAMPUNG

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ABSTRACT

In this globalization era, English has been taught since the very young age stage in the formal education like in kindergarten. Grammatical Errors (GE) in English as Foreign Language occur in every level of the English learners inevitably. This study aimed to analyze the English grammatical errors done by third grade students based on their previous English competencies in second grade. The researcher used quantitative approach by using survey as the data collection method. The population of this study was four elementary schools in KecamatanBanjarAgung, TulangBawang, Lampung Province that has taught English since the first grade in their classes. The GE test was taken from a published collective tests' book for second grade students. There are four English GE that are tested such as errors on simple present tense (E1), errors on present continuous tense (E2), errors on answering yes/no questions (E3), and errors on singular and plural noun (E4). The results show that the type of GE that the students had performed the most was E3 with 99% of the students, followed by 84% performed E4, 59% performed E1 and 45% performed E2. The errors that they performed were categorized into three groups for the E3 and E4, such as lack of knowledge about grammar structure, have a scattered knowledge of grammar structure and have knowledge of grammar structure well but still fail to answer flawlessly. For the students who did E1 and E2, they do not know the rules of tenses that given. Future suggestions will also be described to enhance the teaching of EFL in primary schools in KecamatanBanjarAgung.

Keywords: *Grammatical Error (GE), English as Foreign Language (EFL), Students grade three, Lampung*

INTRODUCTION

Grammar plays a main role in teaching and learning English. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2002, p.12). In fact, there are many troubles of English learners to master the grammar. One of the troubles comes out as grammatical errors. Errors are the defective forms of utterances which appear regularly in the learners' language (Giri, 2010, p.54). However, all the incorrect forms are not errors. Errors occur at the competence level regularly and frequently. In the other hand, the incorrect forms that occur irregularly are called performance mistakes (Ellis, 2003, p.58).

Dulay, Burt and Krashen (Ellis, 2003, p.56) proposed four categories of errors description, such as: first, *omissions* for the absence of an item that must appear in a well-formed utterance; second, *additions* for the presence of an item that must not appear in well-formed utterances; third, *misinformations* for the use of the wrong form of the morpheme or structure; fourth, *misorderings* for the incorrect placement of a morpheme or group of morphemes in an utterance.

Grammar is about the arrangement of words and word shape. It includes two aspects (Lock, 2005, p.4) such as: first, the arrangement of words called *syntax*; and second, the internal structure of words called *morphology*. Based on the test type, the grammars that would be analysed for its errors are about *misinformations* category with these two aspects: first, *morphology* by analysing errors on simple present tense, present continuous tense and yes/no questions; second, *syntax* by analysing errors on singular/plural nouns.

Analyzing Grammatical Errors (GE) can help English teachers to improve their teaching methods. It can also help the teacher in providing innate nature of the learner's system (Huang,

n.d.). In Indonesia, English is taught as the first foreign language. It has been taught in primary schools there since the 1994 curriculum were applied (Cahyono, Widiati, 2004, p.281). However, the English capabilities from the English learners throughout Indonesia could be various since they use varied English textbooks and varied competencies level of the teachers. Based on the discussion above, the researcher aims to collect the data from elementary schools throughout KecamatanBanjarAgung, Lampung, to be analyzed for the grammatical errors of English as the Foreign Language (EFL). This study will analyze the grammatical errors commonly made by grade 3 students in mastering the standard competencies of English from the previous grade that is in grade 2. There are two research questions in this research. First, what is the most type of GE that students in grade three perform during test? Second is what are the errors that they perform?

METHOD

This study used quantitative approach. A survey was conducted for the students in grade three in mastering their previous English competencies of grade two. The participants are all the grade three students from three elementary schools in KecamatanBanjarAgung that have studied English since grade one. Actually there were four schools that have studied the English since the first grade and they have been visited to be the sources of data surveys. Unfortunately, one school did not conduct the survey properly. Therefore, there are only the data from three schools considered in this study.

The students are tested by the English test taken from one of the published test book sources for grade 2 entitled “Superbook, UlanganHarianKelas 2 SD/MI page 320-322. The test was taken from the published book to ensure the validity of the instrument. There are 40 points of questions that consist of 25 points with multiple choices, 10 points of complete sentences, and 5 points of yes or no questions. The test was taken on 15th until 17th of December 2015.

FINDING AND DISCUSSION

Finding

The focus of this study is to find out the grammatical errors usually done by the grade three students in KecamatanBanjarAgung regarding their previous EFL competencies of grade two. The grammatical errors that will be analyzed in the test are about *misinformation* category of:

1. Morphology
 - a. Error on simple present tense show in the questions number 13 in multiple choices' part or part one and number 10 in the fill in the blank's part or part two. This grammatical error is considered as Error 1 (E1).
 - b. Error on present continuous tense show in the questions number 6 and 7 in the fill in the blank's part or part two. This grammatical error is considered as E2.
 - c. Error on yes/no questions show in the questions number 1 and 3 in the part three of the test. This grammatical error is considered as E3.
2. Syntax
 - a. Error on singular and plural noun show in the questions number 4 and 5 in the part three of the test. This grammatical error is considered as E4.

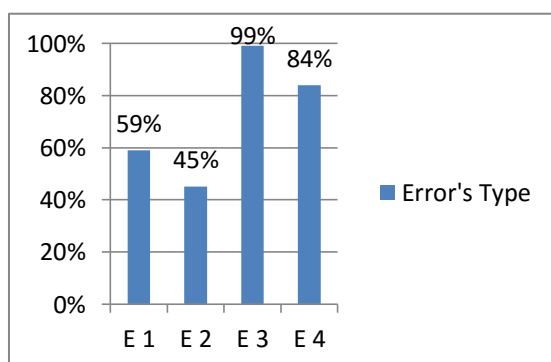


Figure 1 Error Type's Percentage

The chart above shows that 99% participants had the grammatical error type three, 84% had the grammatical error type four, 59% had the grammatical error type one and 45% had the grammatical error type two.

DISCUSSION

Although those three schools are in the same area but they each had a different type of text book and English teachers' competencies, but the rank of the error's type was similar in which E3 took place in the first place as the most popular error's type. The difference was just in the percentage's number on each error's type because there were differences of participants' amount on each of those schools. The percentage's numbers of each school are based on each participant's amount on each school. E3 is the most popular GE with E2, E1, and E3 are followed consecutively.

School's Name	Participants Amount	E1	E2	E3	E4
School X (a private school)	49	47%	33%	98%	96%
School Y (a public school)	63	89%	84%	100%	97%
School Z (a public school)	12	42%	17%	100%	58%

For the E3 and E4, there are three categories of the students' answers that are shown in the table below.

Error's Type	Lack of knowledge	Have scattered knowledge	Have knowledge well
E3	75%	8%	17%
E4	85%	6%	9%

For those who already have knowledge well in answering yes/no question (E3), they answered with "yes" answers but did not write the full format that are needed, such as "yes, it is" and "yes, there is". It was happened in the E4 test, while the students also wrote just the numbers without writing the right format that needed, such as "There are four sofas" and "There is one table".

On the other hand, for the E1 and E2, there are no specific categories for those that did the grammatical errors. They did the errors because they did not know the exact grammatical

structure of the tenses that were given. They lacked of knowledge about the words that they should put after the subject that were given in the questions.

The English competencies materials depend on the English textbooks used. In school X, the textbook that students use to learn English is “English Chest 2”. In school Y and school Z, the students use “Grow with English 2”. Both of the books have some similarities in the competencies that are taught to the students.

English Textbook	The textbook's section of the grammars in the test			
	Simple Present Tense	Present Continuous Tense	Yes/No Question	Singular/Plural Noun
English Chest 2	Unit 3 Lesson 3	-	Unit 2 Lesson 2	Unit 3 Lesson 4
Grow with English 2	Unit 7	-	Unit 6&10	Unit 2

Eventually, the English competencies of the third grade students in KecamatanBanjarAgung could be seen through the score of the test in the table below.

School's Name	Max.Score	Min.Score	Average Score
School X	90	20	58.72
School Y	47.5	15	27.66
School Z	72.5	30	50.42
Total			45.6

The average score of third grade students in school X is 58.72, in school Y is 27.66 and in school Z is 50.42. The total of the average school of all of them is 45.6.

CONCLUSIONS

The most GE type performed by the third students was error on answering yes/no questions with 99% participants. For E3 and E4, there are three categories of the errors. Below are the categories, listed from the most frequent performed by them:

1. lack of knowledge about grammar structure,
2. have a scattered knowledge about grammar structure, and
3. have knowledge of grammar structure well but still fail to answer flawlessly.

For the E1 and E2 there is only one category of the errors. It is because the participants do not know the grammar rules of simple present tense and present continuous tense. For the E2 test, it should be erased for the third grade students because the material of present continuous tense has not been taught yet in their textbooks.

Based on this study, there are some suggestions to consider by several parties:

1. For Education Department of KabupatenTulangBawang

There is a statement that starting from next new academic year, there will be no English lesson in any of public schools in Kecamatan Banjar Agung. From the survey, the Education Department of Kabupaten Tulang Bawang should support the English education in the schools under its authority. It should enhance the schools to accelerate the quality of English teaching as the main foreign language that is really useful in this globalization era. Even the average score of the test from the participants is 45.6. There should be improvement of EFL teaching quality in Kecamatan Banjar Agung.

2. For English Teachers

By knowing the type of GE that the students perform, especially the GE in mastering the English competencies in grade two, the English teachers in grade two could use more contextual and communicative teaching of English grammars to their students. There are three perspectives of grammar. They are formal, communicative, and systemic functional (Coffin, Donohue, North, 2009). In teaching English as the language that not as the first language, the educator should not just teach the grammar formally that focus on the traditional grammar, but also communicatively. It could be by demanding a service, requesting and giving information, offering something and contradicting. It will lead the learners into actual communication by using English. There are many communicative ways to teach English grammar to the students by browsing them in the free websites of ESL teaching such as teachchildrenesl.com, esl-kids.com, funenglishgames.com, pinterest.com, etc.

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Nama: _____

ULANGAN SEMESTER I KELAS II SD

Choose the correct answer by crossing!

- Towel and soap are in the
a. bathroom
b. bedroom
c. garden
- It is a
a. clock
b. tree
c. towel
- What is it?
a. It is wardrobe.
b. It is a pail.
c. It is a picture.
- Table in Bahasa Indonesia is
a. meja
b. kursi
c. sofa
- We are playing kite in the
a. playground
b. bedroom
c. bathroom
- It is a
a. book shelf
b. tooth brush
c. doll
- Swing in Bahasa Indonesia is
a. ayunan
b. jungkat jungkit
c. kelereng
- We are playing
a. rope skipping
b. swing
c. slide
- It is a
a. living room
b. kitchen
c. house
- Where is the bolster?
a. in the bathroom
b. in the bedroom
c. in the living room
- Basement in Bahasa Indonesia is
a. ruang bawah tanah
b. ruang tamu
c. ruang makan
- The car is in the
a. kitchen
b. basement
c. garage
- I ... garden in my house.
a. have
b. has
c. is
- I sleep in the
a. bedroom
b. bathroom
c. dining room
- Bolster in Bahasa Indonesia is
a. bantal
b. guling
c. boneka
- Doll is in the
a. bedroom
b. garage
c. nursery room
- Baby sleeps in the
a. bathroom
b. nursery room
c. garage
- Tree is in the
a. garage
b. garden
c. basement
- Water in Bahasa Indonesia is
a. lampu
b. air
c. guling
- Slide is in the
a. house
b. play ground
c. bathroom
- Kamu mempunyai kamar mandi in English is
a. You have a bathroom
b. I have a bathroom
c. She has a bathroom
- Pasta gigi in English is
a. tooth brush
b. tooth paste
c. pail
- What is it? It is a
a. wardrobe
b. table
c. chair
- Book shelf in Bahasa Indonesia is
a. lemari pakaian
b. rak buku
c. selimut
- A: What is this?
B: This is a
a. pail
b. flower
c. slope

III. Answer the question!

My Living Room
I have a living room
My living room is clean
There is a television in my living room
There are four sofas and one lamp
There is one table
I love my living room

- Is the living room clean? (E2)
- Is there a stove in the living room? (E3)
- Is there a television? (E3)
- How many sofas in the living room? (E4)
- How many table is in the living room? (E4)

II. Fill in the blanks with correct answer!

- It is a
- See saw is in the

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BLENDING CLASSROOM LEARNING AND DIGITAL LEARNING TO ACHIEVE OPTIMAL WRITING SKILL

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ABSTRACT

There are many reasons why students consider argumentative writing as the most difficult writing task. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Meanwhile, the current trend in EFL teaching has shifted from teacher-centered to student-centered learning, which demands the students to be more autonomous and creative. Time limitation in classroom makes English teachers unable to guide students through every learning process. Students are eventually left alone to explore their ability beyond the classroom. Today's technology advancement has provided the learners with various learning sources that mostly come from the internet, or to be more specific: social media. Facebook, in particular, has not lost its charm as the most preferable social medium. Most teenagers in Indonesia consider facebook as inseparable part of their lives. They communicate in facebook just like they communicate in real life. This circumstance then can be manipulated by the teachers to use facebook not only as publication media, but also means to enhance students' critical thinking, writing motivation, and writing ability. This study provides English teachers with techniques to blend the concept of classroom learning and digital learning through facebook to achieve optimal writing skill.

Keywords: *classroom learning, digital learning, facebook, argumentative writing.*

INTRODUCTION

Writing is a complex process of composing words by exploring thoughts and idea, drafting it into written text, and subsequently revising it to make sure that the writing product is clearly understandable to the readers (Nunan, 2003:88, Brown, 2007:391). To result in good writing products, the writer has to consider several things as follows: content (ideas), organization, language use (grammar), mechanics, and word choice or vocabulary (Brown, 2007:39, Peha, 2002, and Heaton, 1988:135). Writing, then, is a complicated skill. Writing essay, especially, is not an easy task for students; it requires not only rich ideas but also good organization. Often times, students feel anxious knowing that their writing will be formally graded by the teacher. The formal situation in the classroom can sometimes create what is so called as writer's block.

To bridge the situation, teachers need to assist their students with certain techniques that can help them explore ideas and express what is in their mind on the paper. However, the time limitation in classroom sometimes makes the teacher unable to guide them throughout the writing process. Students are then left alone to explore their ability beyond classroom. This is where technology can come in handy. This is when teachers need what is so called digital writing.

Teaching with the help of technology can efficiently save the time. It is generally accepted today that computers are not merely tools for writing but its benefits have changed the processes, products, and contexts of writing too. It is generally acknowledged today that teaching writing in technological environments carries different and intriguing atmosphere than teaching environments mediated by more traditional technologies. Such characteristic is embodied in digital writing. Digital writing, to be more specific, is writing in technological environment in which the writing is produced by the computer and distributed via networks (Grabill and Hicks, 2005).

Digital writing addresses the question of how writing and communication work in digital spaces. Digital writing can be anything. It can be a blog post, an e-mail, a text message, a tweet, a Facebook update, or a conversation on Tumblr. It can be comments on blog posts, responses to news articles, book reviews shared on GoodReads, or fan fiction. It can also look a lot more traditional: poems posted on the web, self-published novels on Amazon and iBooks, or short stories uploaded to an online magazine (<http://www.digitalwritingmonth.com/what-is-digital-writing/>).

Digital writing development goes along with cyber networks which are today so overwhelming. People communicate via SMS, Line, Facebook, WhatsApp, Instagram, Path, blackberry messages, and all social media in everyday life without even knowing each other well. In social media, people do not need proper introduction just to get close to their 'cyber friends' and get involved in discussion. Once they go online and log into social media, they become part of it and everything they write on it is published to the 'world' and everyone has the right to read it and comment on it (Rahmah & Linda, 2016).

The most intimate community to cyber world are teenagers. Teenagers today, or also known as 'digital natives', chat with their friends and acquaintances through their smartphone screen almost every hour (Prensky, 2001). This is interesting because despite the fact that writing is considered difficult by many students (digital natives) these days, at the same time without them realizing, all they do on screen chatting is actually 'writing'. In other words, they are writing every day; they do digital writing without even knowing it. The best part of this phenomenon is that these teenagers never really run out of ideas to tell what is in their mind to their cyber friends.

Facebook for Digital Writing

Digital writing can have a lot of forms, it can be on regular websites, blogs or social media. Talking about the most popular social media in a decade, Facebook possesses the top position for today's generation, especially digital natives in Asia including Indonesia, since it was first launched in February 2004. As the most popular networking sites, Facebook is equipped with rich applications that can be utilized for digital writing, either for the purpose of publication or feedback and response. Facebook also has wide range of users. Each Facebook user can have maximum 5000 friends, who can read and comment on one's writing. Those who are not registered as one's friend can still read and comment on certain posts when it is open for public.

To post a writing on Facebook, there are at least four media that can be used: note, status, picture description, and video description. To give response to a certain writing, there are three things Facebook users can do: like it, comment on it, and share it. English teachers can group their students into a Facebook group to limit the readers and digital writing class participants. Facebook group can function as efficient as personal timeline in publishing and responding to a writing, plus additional application to upload a document. For a more personal discussion, teacher can use Facebook message to communicate to a student such as to evaluate their writing privately. In brief, as long as teachers know how to manipulate Facebook well to support their essay writing class, the students can enjoy digital writing just like they enjoy chatting with friends in daily natural cyber communication.

Problems in Argumentative Writing

Argumentative writing has been confirmed by researchers to be the hardest kind of writing (Ferretti, Andrews-Weckerly & Lewis, 2007; Neff-van Aertselaer & Dafouz-Milne, 2008 in Ka-kan-dee & Kaur, 2014.). Being able to argue in a logical and reasonable way is not an easy skill to master especially when it goes along with limited writing experience (Zhu, 2001). The art of arguing is closely related to the ability of utilizing the facts, statistics, testimony, and concepts that support viewpoint on particular issue.

The characteristic of argumentative essay itself constitutes the most difficult part for the student to cope with, in which they have to refute the opposing arguments. In other words, the writer presents an argument with the Pros (supporting ideas) and Cons (opposing ideas) of an argumentative issue. When refuting the opposing idea the writer should not compromise but prove that others' arguments are not powerful enough; instead, he or she should completely

disagree with what they say, and say that their argument is irrelevant with the topic. An argumentative essay doesn't always have to follow a traditional 5-paragraph outline structure as long as it contains all four elements: introduction, developing argument, refuting opponents' arguments, and conclusion.

For students with average to low English abilities, rhetorical problem is just one among many aspects that makes argumentative writing difficult; technical and grammatical problems also often become obstacle in argumentative writing. There at least five problems aside from rhetorical and critical thinking ability that the students in the writers' classes faced. First, some of students have problems on writing the correct spelling of the words and punctuation. Second, they cannot identify the class of word correctly. For example, they cannot differentiate between the using of adjective and noun very well. Third, they have problem on writing sentences by using correct grammar. Four, the students get difficulty to make or to write the main idea of a paragraph. Sometimes, they are confused to compose a topic sentence as well as to develop the supporting sentences. Moreover, they also get a problem to write coherent paragraph. It is difficult for them to connect one sentence to other sentences, or combining one clause to other clauses to make complex and compound sentences.

Addressing those problems requires plenty of time. Generating ideas itself might not as easy as it seems for the students, not to mention composing those ideas into words, in which the teacher needs to guide them through the process, correct their mistakes, give feedbacks, etc. Considering the time limitation, classroom learning only might not be enough without blending it with digital learning.

Blending Classroom Learning and Facebook Writing to Teach Argumentative Essay

Blended learning means rethinking how a class is structured, how time is used, and how limited resources are allocated. From 2006 to the present, blended learning has been understood as a combination of face-to-face and technology-mediated instructional forms and practices. The form of blended learning itself may develop depending on the situation and technologies available. The goal of blended learning is to empower the individual to achieve understanding of a given topic, become self-sufficient, improve his or her job performance and obtain optimal results in a limited time in an efficient way. Further description of blending learning is given by Woodall (2012: 3)

"Ultimately, good blending is about establishing a balance between the instructional advantages for the learner and the learning objective. Blended learning captures the best of both worlds by allowing learners to pick and choose how they want to learn and affords them greater flexibility and convenience about when they want to learn. It can be as simple as combining two different learning methods (reading a book before going to a classroom) or as complex as obtaining a degree via a longer-term distance education program.

Blending learning is a powerful strategy to address different learning styles and wider audience with the best selection of media possible. The choice of media has to consider the students' preferences and learning styles. In the writers' writing classes, for example, the students prefer using Facebook as a medium to blend the two worlds: conventional and digital writing. Students' preferences to Facebook is reflected in their statements below.

"I like Facebook as the media of writing, because I can write anytime just like writing status and share my writing easily then get feedback or comment from the reader directly."

"I prefer writing through digital media than traditional media because my writing can [be] read not only by myself and my teacher but also it can be read by many people. Even, when I published my writing in Facebook I've got more than a hundred like from the Facebook user."

"I enjoy writing in a paper than posting it in the Facebook. I'm not confident enough if my writing read by many people and It is easier for me to submit without connecting the network."

Technique to Blend the Classroom Learning and Digital Learning

To blend the classroom learning and digital learning, teachers would have to explain to the students the plan that they will have to work together to make it successful and also the rules the students should follow.

First, the teacher asks the captain of the class to create writing group on Facebook and add the whole members of the class to be the member of that group. The group is given the name Argumentative Writing Class. Afterwards, the teacher posts a certain topic on the Facebook, accompanied by poster, picture, quotation, or supporting article link for them to read. The topic should be controversial and familiar to the students, providing them with a lot of ideas to argue. Then, the teacher asks the students to post comments showing their stance to the issue, whether they agree or disagree. Their agreement or disagreement should be followed by reasons with evidence or quotation from experts. Each of the students is obliged to participate in the online discussion or debate actively (indicated by at least three comments posting). The Facebook discussion or debate can run for five to seven days before they meet in offline argumentative writing class.

In the classroom, the teacher brings the issues that have been posted in facebook group to writing class. The teacher reviews what have been going on in the discussion and leads the class to do brainstorming to collect all the ideas and arguments they can think about.

To bridge the discussion into the writing process, the teacher divides the class into two groups of Pro (agree with supporting idea) and Cons (opposing idea) regarding the issue, and help the students with argument building using the following chart that they need to fill in:

BUILDING AN ARGUMENT

MAIN IDEA
Here's what I think...

Evidence to back up my reasons ↓

1.

Here are my REASONS!

2.

3.

PRO **CON**

When you weigh all the evidence, you conclude that...

Strong Finish!

COUNTER ARGUMENTS

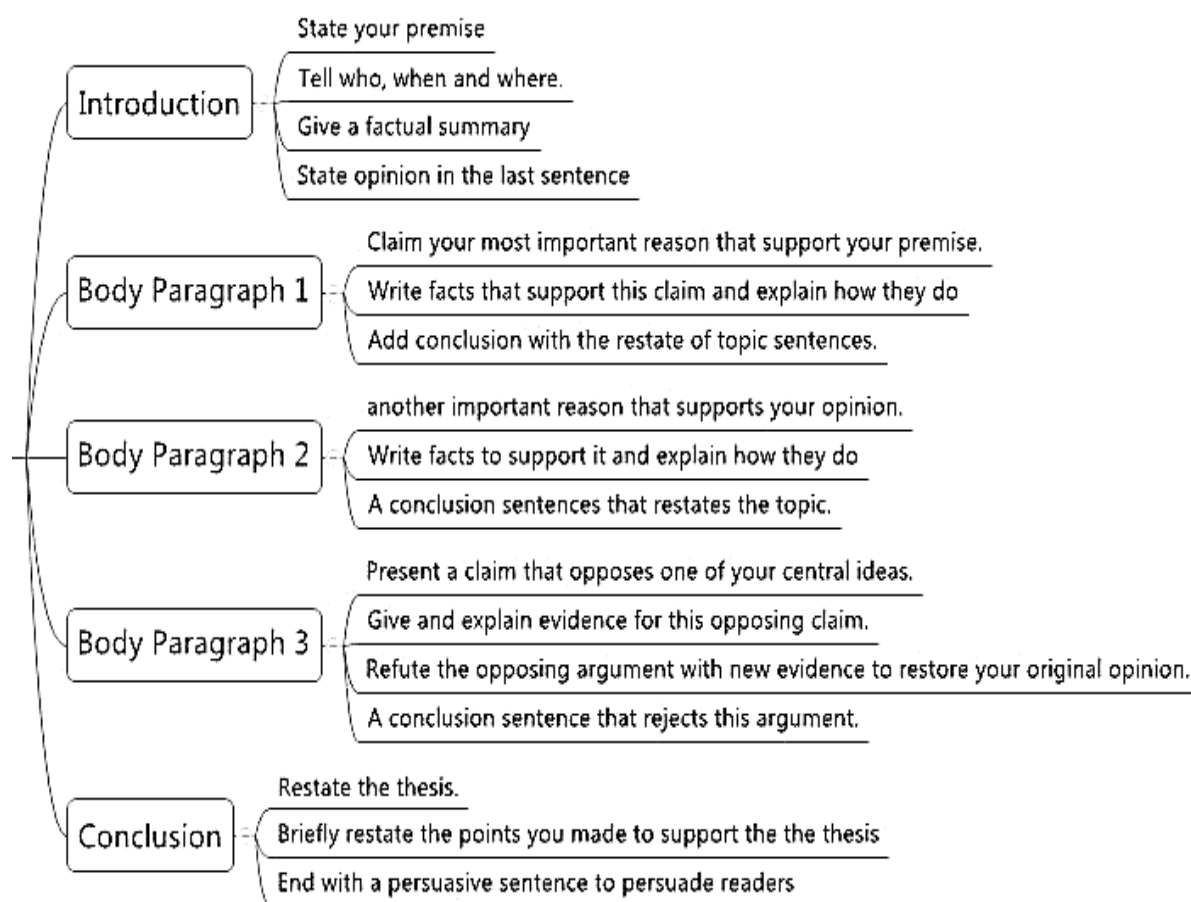
You COULD argue that...

...but here's the WEAKNESS...

(www.pinterest.com)

To make sure that the students compose their arguments properly, the teacher needs to check each of the students' work. However, they should be informed about time limitations so that they can manage the time well. The time allocation to fill the chart should be at least 15 minutes.

After filling the above chart, the students can start writing argumentative essay by following the outline below.



(www.working.org)

During the writing process, the students can consult their progress with the teacher and the teacher needs to guide the students through the process of writing. In the end, the teacher gives feed back and evaluate students' work by assessing all the process of writing argumentative essay.

CONCLUSION AND SUGGESTION

Writing class always face a lot of problems because it requires the students to have enough language skills and ability to generate and organize ideas. Meanwhile, time limitation in the classroom makes it difficult to overcome this problem within the given time. Cyber media such as Facebook can help to bridge this gap by blending the classroom learning and digital learning. Ideas exploration and initial writing brainstorming can start online before the actual writing class while the writing class itself can focus on helping the students formulate these ideas into organized written text.

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THE SPEECH ACT USED BY THE MAJOR CHARACTER OF SHERLOCK TV SERIES “A STUDY IN PINK” (2010) AND ITS IMPLICATION IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

This research addressed the speech act used by the major character of Sherlock Holmes TV Series “A Study In Pink” (2010) and its implication in English language teaching. The research aimed at identifying kind of speech act used by the major character of Sherlock TV Series “A Study In Pink” (2010) and how it is implied in English language teaching. For this purpose, the research question was formulated as follows: “How are the speech acts used by the major character of Sherlock TV Series “A Study In Pink” (2010) and how is its implication in English language teaching? In response to the first question, the writer used a descriptive qualitative research that described the data from the result of watching the movie, finding out the script, noting/identifying, classifying, analyzing the data from the source of the data and making conclusion. The research showed that there were four types of speech act used in the movie. They are representative, directive, expressive, and commissive speech act. Based on the finding, it was concluded that the most utterance used by major character, ranged from the highest are representative, expressive, directive and commissive speech act. Declaration speech act was never used in this movie. Speech acts could be found not only from what the speakers said but also from setting of the movie and the action of the speakers itself. Those were also helped to define the speech acts in this movie. Furthermore to answer the second question, the result of this research was related to its implication in English language teaching. It was explained in the research how to apply it in English language teaching. The significance of this study is to give the reference for the teacher and student about the use of speech act in movie and the way to use it in English language teaching. Hopefully they can get the real example for every type of speech act in the dialogues and action of the actor and the real implication of it in English language teaching.

Keywords: *Speech acts, Types of Speech Acts, Sherlock TV Series, A Study In Pink (2010)*

INTRODUCTION

Language is the main tool for communication, without language people will be difficult to deliver what they want to say to others. People use the language to communicate, convey the purpose, or just interact as part of life. Language is seen as a form of acting (Renkema, 2004: 12). People perform acts by using language.

Communication becomes one of the parts of the human needs which cannot be separated as the creator. Communication with other is one way to express the ideas, needs, and feeling. In conversation, the speaker does not only produce the statement but also asks a question, gives suggestions, or orders something. Searle stated that in uttering, a speaker is making an assertion, asking a question, giving an order and expressing a wish or desire (Searle, 1969: 23).

People, to express themselves, do not only produce utterances containing grammatical structures and words, they perform actions via those utterances. Actions performed via utterance are generally called speech act (Yule, 1996: 47).

According to Austin (1962) on Brown and Yule (1983), speech act is a set of utterances which is not only used to say things or to describe certain condition, but also “actively do

things". Speech acts have five types which can be used to analyze what the speakers want to show. Yule (1996) classifies the general functions performed by speech acts into five, they are declarations, representatives, expressive, directives, and commissives.

Communication can be effective when both the speaker and the listener have the same perception of what they are talking about. However, misunderstanding between the speaker and the listener is frequently occurred when the listener cannot interpret what the speaker means, or maybe one of them do not know the background knowledge that the things they talk about. Thus, people need to know which whom they speak to, where the place is, when they talk, how is the context of talking, and what they are talking about because it can influence the listener's perception.

Speech act as the part of linguistic also takes big role in the way of teaching English as Second Language. Van der Walt (1992) said that Linguistics provides important implications for the preparation of syllabus, teaching programmes, materials and methodology. For example linguistics provides language descriptions of a particular language. We don't need to know it everytime but the understanding about it becomes obvious when we meet less commonly taught languages. Many students sometimes get misunderstanding when they meet the utterance which is strange in their ear. Therefore, speech act becomes one of important things for being learnt by English language students.

Speech acts are frequently shown in the conversation. Every conversation has their speech act characteristics. One of them is from the movie. Movie contains lot of conversation which involves many interesting actions to be classified based on the types of their speech acts. Those conversation could invited us to learn about common and less commonly language too. Source for useful material to present the types of speech acts is any popular minisery as *Sherlock TV Series "A Study in Pink" (2010.)*

This research limits itself to the major character of *Sherlock TV Series "A Study in Pink" (2010)*. The source of the data in this research is the script of *Sherlock TV Series "A Study in Pink" (2010)*.

"*A Study in Pink*" is the first episode of *Sherlock*, a British-American crime drama television series based on Sir Arthur Conan Doyle's Sherlock Holmes detective stories. Created by Steven Moffat and Mark Gatiss, it stars Benedict Cumberbatch as Sherlock Holmes and Martin Freeman as Doctor John Watson.

"*A Study in Pink*" told about Sherlock Holmes, a consulting detective, whomet his flat mate and his future partner in solving case, Dr. John Watson for the first time. In the same time, three identical apparent suicides happened and Inspector Lestrade asks Sherlock's intervention over the fourth, the suspicious death of Jennifer Wilson. As she lay dying she wrote a message on the floor beside her. This message then led Sherlock and John to find the mastermind of those four suicides which supposed to be a murder.

Sherlock has been nominated for numerous awards including: BAFTAs, Emmys and a Golden Globe. The show received the most wins at 66th Primetime Emmy Awards including Outstanding Writing for a Miniseries, Movies or Dramatic special for Moffat, Outstanding Lead Actor in a miniseries or a movie for Cumberbatch and Outstanding Supporting Actor in a Miniseries or a Movie for Freeman. *A Study in Pink* itself is the first episode of this television series and first broadcast on BBC One and BBC HD on July 25th, 2010.

Based on the background that has been explained, this research is generally intended to classify the types of speech acts used by the major character of *Sherlock TV Series "A Study in Pink" (2010)* and its implication in English language teaching, so the researcher formulates the question of this research as: how are the speech acts used by the major character of *Sherlock TV Series "A Study in Pink" (2010)* and how are its implication in English language teaching? The purpose of this study is to find out how the speech acts are used by the major character of *Sherlock TV Series "A Study in Pink" (2010)* and its implication in English language teaching. The researcher hopes this research can be useful for the teacher as the reference of English language teaching process and for the students it can be used for examples about types of speech acts and easifying them to understand English language more.

METHOD

For this research, the researcher used the descriptive qualitative research approach. Qualitative means investigate deeper about the meaning of something which not stated implicitly. When the research is taken from the written work, the data of the research are the words, phrases, and sentences. For this research, the researcher investigated every single words, phrases, and sentences from the major character of *Sherlock TV Series "A Study in Pink" (2010)*. Meanwhile, the source of the data of this research was the script of the *Sherlock TV Series "A Study in Pink" (2010)* written by Steven Moffat. The data was collected by several steps as watched the movie, found out the English script, made a note, classified the collected data into the five types of speech acts from the major character of *Sherlock TV Series "A Study in Pink" (2010)*. For analyzing the data, the researcher used four phases as transcript the data, pre-coding and coding, growing ideas, and the last is interpretation the data and drawing conclusion.

After finding the speech act used in the major character of *Sherlock TV Series "A Study in Pink" (2010)*, researcher put the result as the material to teach English language for students. According to Gutenberg (2011) beside current models of (theoretical and applied) linguistics, foreign language teaching could also be informed through (cognitive) psychology and pedagogy elements. This would be applied by researcher into some explanation steps in result and discussion part.

RESULT AND DISCUSSION

To answer the first question, the researcher has explored 101 scenes in this movie. The researcher only took the scenes which contained dialogues of the major character, and the data were in the forms of words, phrases, and sentences. The researcher got 351 data found.

Here are the samples of analyzing which consists of types of speech acts used in *Sherlock TV Series "A Study in Pink" (2010)*. **"No – I think he's brilliant enough. I love the brilliant ones. They're always so desperate to get caught."**The dialogue above shows assertion of representative speech act because the dialogue which was said by Sherlock gives John information about the character of genius criminal. It happened when Sherlock invited the murderer of four killed people to meet in the crowd of city center. John was so surprised and thought it was impossible for the murderer to come in the crowd, but Sherlock convinced him that a genius criminal would like to show their crime upon the people and that behavior was one of their weaknesses.

"A few hours after his last victim, and now he receives a text that can only be from her. If somebody had just found that phone they'd ignore a text like that, but the murderer..."(He pauses dramatically for a moment until the phone stops ringing.) **... would panic."**The data above shows conclusion of representative speech act as Sherlock concluded the one who hold the phone of killed woman is the murderer because the number of killed woman directly called Sherlock back just a minute after he texted it and pretended as the killed woman.

"I know you're an Army doctor and you've been invalided home from Afghanistan. I know you've got a brother who's worried about you but you won't go to him for help because you don't approve of him – possibly because he's an alcoholic; more likely because he recently walked out on his wife. And I know that your therapist thinks your limp's psychosomatic – quite correctly, I'm afraid."The data above shows descriptive of representative speech act when Sherlock described about John in the very first time they met. Sherlock could describe about John only from hearing his words, seeing his phone and watching his gesture.

"Twenty-two Northumberland Street. Hurry up!"The sample above shows a command of directive speech act when Sherlock asked John to text the murderer of killed woman to meet Sherlock in 22nd Northumberland Street.

"Black, two sugars, please. I'll be upstairs."This sample shows a directive speech act, i.e. to order because it indicates the coffee order of Sherlock to Molly Hooper, a pathologist in Bart Clinic.

"Oh, yeah, of course. Can I borrow your phone?" This sample shows request of directive speech act while Sherlock convey the request to John to lend him a phone.

We're gonna have to move fast. This phone battery won't last for ever. This sample shows suggestion of directive speech act because Sherlock expressed what he suggested to the cops and himself to work faster tracking the phone of killed woman as the battery of the phone will not last forever.

"Good evening, Mycroft. Try not to start a war before I get home. You know what it does for the traffic." This sample above shows advice of directive speech act because it expresses Sherlock's advice to his brother for not disturbing him in the way he get home.

"Yes. Yes, I think so. My thoughts precisely." This data shows pleasure of representative speech act. The dialogue expresses Sherlock's gladness when John said that the flat is very nice in his first visiting.

"Good for you." It shows like of expressive speech act because it expresses Sherlock appreciation to John when John said he remembered the number of cab they chased.

"You can't just break into my flat" This data shows dislike of expression speech act because it expresses that Sherlock was uncomfortable. When Sherlock got back with John after trying to chase the murderer, he found Inspector Lestrade was in his flat with a bunch of cop, ruined his flat.

"Brilliant! Yes! Ah, four serial suicides, and now a note! Oh, it's Christmas!" This data shows joy of expression speech act of Sherlock when he heard that there was the fourth suicides and it left the note. Sherlock was kind of man who was always thirsty to solve a case, and he felt joyful to know that the last victim left a note to easily identify the murderer. He said Christmas as the expression of his happy feeling.

"Four people are dead. There isn't time to talk to the police." This sample indicates refusal of commissive speech act as Sherlock refused to tell the police that he has found the suitcase of killed woman and the clue to find the murderer.

To answer the second question, researcher tried to apply what Gutenberg (2011) said into an English teaching planning as below:

1. The teacher invited the students to watch the first part of *Sherlock TV Series "A Study in Pink" (2010)* and replay the part to explain the example of speech act types used by the major character in it. (Applied linguistic elements)
2. After making sure that students have understood about the speech act types used by the major character in the movie, teacher played the middle part of movie and let his students guess type of speech act they hear and watch from the major character. The teacher is still allowed to help them explaining the students' answer. (Cognitive psychology elements).
3. The teacher gives the handout contained the types of speech act and its example from the major character of *Sherlock TV Series "A Study in Pink" (2010)* in the first page. The teacher makes a colourful handout with the different highlight colour for every type of speech act. In second page, students are given some dialogues and they should state what types of speech act they are by highlighting the dialogue. Yellow highlight for representative, blue for expressive, green for directive, pink for commissive and red for directive. (Pedagogy elements)
4. Teacher plays the last part of *Sherlock TV Series "A Study in Pink" (2010)* and let his students state types of speech act from the major character independently. The students should explain the reason of their answer by themselves. (The combination of three elements).
5. As the last step, teacher invites students to take the conclusion of what they have learned about the types of speech act. (The combination of three elements).

CONCLUSION AND SUGGESTIONS

The result of this research shows that the types of speech acts used by the major character of *Sherlock TV Series "A Study in Pink" (2010)* are: (1) representative with its forms i.e. assertion, description, conclusion, and fact (156 data), (2) expressive in the forms of pleasure, like, dislike, joy, arrogance, surprised and disappointed (127 data), (3) directive in the forms of commands, orders, requests, suggestions, and advices (56 data), (4) commissive in forms of refusal, promise and acceptance (11 data). Declaration speech act is not found because there was no speaker's utterance which could change the world in this movie. Based on the

finding, it concludes that the most utterance used in performing speech acts by the major character of *Sherlock TV Series "A Study in Pink" (2010)* is representative. It was dominated because Sherlock Holmes as the major character of this movie is a detective who often asserts, describes and concludes his analysis about a murder case.

The result also showed that teacher can apply an English teaching planning which contained applied linguistic, cognitive psychology and pedagogy elements by watching movie. Teacher can simply apply it in five steps as what has been explained above.

Based on the research finding, the researcher has some suggestions which need to be put in order to improve the understanding of types of speech act. These suggestions as follow:

1. For the learner, before analyzing about speech acts, it should be better to learn and understand in depth about the speech acts and the types of speech acts itself. It can help the learner to determine what speech acts used in the movie.
2. Speech acts can be found in every dialogue which is said by the speaker, but to find it out the reader should be more thorough because sometime what speaker saying has different intended meaning. So the reader should interpret it correctly by understanding the speech acts first.
3. There are five types of speech acts, which has its own characteristics and in the different forms of sentence, i.e. the utterance "Do you have to go right now?", that utterance is in the forms of interrogative and seems like asking something, but actually it has intended meaning as the command to stay for a long. So that the reader should be careful to decide which utterance contains what speech acts.
4. In the movie, the types of speech acts is not only decided from what speaker's utterance but also the audience should pay attention to the action, setting and hand properties which was brought by the character, because it also influences the meaning of the speaker's utterance. So that the audience of the movie can interpret the intended meaning of the utterance correctly.
5. It is possible for teacher to make a teaching planning and build beneficial teaching practice by watching movie. Watching movie could be one of alternatives for teacher to make a teaching planning with complete elements.

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BROADCASTING VIDEO PROJECT TO PROMOTE STUDENTS' MOTIVATION IN SPEAKING SKILL

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ABSTRACT

Speaking skill is as subject of the course that studied by EFL students at university in South Sulawesi. Speaking English fluently and accurately is the wishes all EFL students in Indonesia. Due to the condition, creative and innovative teaching method are really necessary to design and developed in order to motivate students to learn English as foreign language in Indonesia. The aim of this study was to explore the effect of Broadcasting Project as a learning activity to promote students' motivation in speaking. Broadcasting Project was developed from the idea of Project Based-Learning. Markham, (2011) describes project-based learning integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. The students were asked to create a video after teaching process. There were 32 students participated in this study and the data were collected from video where the students participated in doing Broadcasting Video Project. The students were given questionnaire and interview to find out their motivation after participating in finishing the project. The data were analyzed quantitatively and qualitatively. All the students involved in finishing the project and they have the same opportunity to take part in broadcasting project. The students planned, create, develop the idea, and presented the recent news all in English. This indicated that the participants were significantly more motivated in learning and speaking English after participating in broadcasting project. The implication of this study was to assist the lecturers or teachers encourage students' motivation in speaking skill by developing creative activity.

Keywords: *speaking, news broadcasting, learning project, motivation, activeness*

INTRODUCTION

Speaking is one of the important and essential skills that must be practiced orally. By speaking, people are able to know what kinds of situations the world. People who have ability to speak will be better in sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the uses of verbal and nonverbal symbol in various contexts. Many teachers agree that students should learn to speak English as a foreign language by interacting with others. For this case, students should master several speaking components', such as accuracy, fluency, and comprehensibility. In brief, English teacher should be creative to develop their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components', and make the English lesson more exciting.

Teaching speaking to the students is considered to be the most difficult among the four language skills. Bourdious (in Nunan, 1993) stated that spoken language needs the mastery of vocabulary discourse and the social context of culture and situation. In short, it needs the mastery of linguistics and the cultural competence. Besides, since speaking is difficult, more effort is required on the part of the students and teachers. It is not enough for the students to listen to or to hear speech only. The teachers need to give the students activities to practice the new speech habit. This means that practice speaking needs much time to fulfil the requirements of the mastery of spoken English.

Based on the researcher teaching experiences and primary observation of the third semester EFL students at Muhammadiyah University of Makassar, there are some problems that the researcher found in teaching speaking in the classroom. The first, most of the students felt anxiety to deliver their idea, it was because they were afraid to do mistake in grammar and pronunciation aspect. Dealing with this reason Suleimenove (2013) found in his investigation that speaking anxiety revealed that students have extremely negative experiences with speaking activities in a

foreign language class. besides, the students also do not pay attention carefully to the sentence structure and correct pronunciation. It indicated that the students have limited vocabulary which can be seen from their difficulty in spelling and arranging the sentence. The teacher dominated in teaching the students using Indonesian so it cannot increase students' speaking ability. Moreover, the students are lack of opportunity to practice, and some lecturers are hardly to choose and create teaching techniques and teaching activities. The students are also difficult to speak fluently and it is difficult to understand what they are talking about. The last, environmental and family factors also influence such as, they came from village, and they only get English teaching in school. Some of them have less motivation to learn English because of above factors.

One of the activities to promote students' speaking skill is Project-Based Learning. **Project Based Learning** is a teaching methods in which students gain knowledge and skills by working for an extended period to investigate and respond to an engaging and complex question, problem, or challenge. As Blumenfeld, et al.(2011) stated that Project-based learning is a comprehensive approach to classroom teaching and learning that is designed to engage students in investigation of authentic problems. Project-Based Learning has been around for many years and it has been undertaken in medicine, engineering, education, economics, and business. Project-Based Learning is broader and often is composed of several problems students will need to solve. It provides the contextualized, authentic experiences necessary for students to scaffold learning and build meaningfully powerful science, technology, engineering, and mathematics concepts supported by language arts, social studies, and art..

Relating to the idea of Project Based-Learning, the students were given a project to create a video dealing with speaking skill. It is called Broadcasting Video Project. The students got challenging to create a video, which is consisted of real and recent news in Indonesia. Those news were reported in English and recorded as an authentic learning at the end of semester. Broadcasting video is a learning project in speaking class. It is developed from Project Based Learning. Project is an important learning strategy for classroom to promote students' motivation and activeness in learning English. Broadcasting video project requires a professional teaching force empowered with the skills necessary for designing learning experience that maximize students' potential. This study investigated students' motivation after implementing Broadcasting Video project in speaking class.

METHOD

This study employed a quantitative research in form of descriptive design. It aimed at investigating students' motivation of Broadcasting project in speaking skill. The data were collected by distributing questionnaire and interview. The result of interview was analysed qualitatively. The students were given demographic information questionnaire and motivation questionnaire. The demographic questionnaire dealt with the information of gender, age, and students' motivation on learning English. Then, the students filled the questionnaire of motivation. To get the data more deeply, the participants also were given interview. It was important to relate students' answer in questionnaire. This study was conducted in English Department, Education and Training Teacher Faculty, Muhammadiyah University of Makassar, South Sulawesi. The participants of this study were the fourth semester students. There were 32 students involved in the project. Those are 8 male and 24 female. Their ages ranged from 19 to 20 years old. They have been learning English for about two years in university. Most of them motivated to English because they wanted to be English teacher and got a better job in the future. The project was conducted in Speaking class. Speaking is one of the course subject in that departement. The data were collected by using the following procedures:

1. Giving a project assignment.

The name project is Broadcasting. At the first the reseacrhre explained the project procedure of broadcasting to all participants, divided the students in some role such as reporter in studio, journalist, reporter from the different regions, and advertiser. Then the students were asked to find out the recent event and reporting it in the project. In this case they developed the idea by discussing with te team. The project was finished in two weeks. All of the activities in the broadcasting video in English. The students recorded all the activities by using recording tools such as camera and Smartphone. Then, they combined all the activities in one event such as the

news broadcasting in television. There were two reporters from the studio to present the news headline, then they in turn contacted the reporter from different different province and countries. In this case, some of the reporter pretended were in overseas. It looked like they were in Media Talk as Tolson (2006) that the talk we hear on radio and TV looks at styles of programme presentation, commentary, dialogue, interview and debate. Its primary concern is with the way forms of talk, in different programme genres, are designed to appeal to overhearing audiences. In the middle of report, the students made some advertisements. The students looked at the television and imitated it, yet they performed in English Version. The report news was closed by reporting sport news. They news presented were appropriate with the background of the topic.

2. *Watching*

The result of the project was broadcasting video. After finishing the project, the students were invited to come again in the classroom for watching the broadcasting video that they have submitted. It used language laboratory and the video was turned it on media player with LCD projector. This time all of the participant watched the result of their project together. The participant could see their acting in presenting the news. Watching the video was used to refresh them before answering the questionnaire.

3. *Distributing questionnaire*

The questionnaire was distributed after watching the video project. It consisted 25 items; it used Likert-scale. Each response is assigned a point value, and an individual score is determined by adding the point values of all the statements (Gay, Geoffrey and, Peter, 2006: 130). Each statement in this instrument was followed by four options and the participants gave check whether student strongly agree (SA), agree (A), disagree (DA), or strongly disagree (SD). There were two types of statements, positive and negative. The questionnaire was developed from five indicators. Those are students' desire to success in speaking skill, students' needs of speaking skill activity, students' knowledge on Broadcasting video project, the implementation of Broadcasting project, and the benefit of Broadcasting project. Each instrument consisted 5 items.

4. *Conducting interview*

In describing the students' motivation deeply, the writer made interview related to their motivation after learning English by doing project, in this case Broadcasting video project. Semi-structured interview was used in this study and the students' answers were recorded. It was given a question and explored the students' answer based on the data needed in this study. Not all the students were interviewed in this stage. In this case, the students were involved in interviewing chosen randomly. The obtained data were recorded and transcribed into written form and it analyzed qualitatively.

5. *Analyzing Questionnaire and Interview*

Then, the next step was analyzing the motivation questionnaire by calculating the mean score each item. The score for the positive statements was strongly agree (SA)=5, agree (A)=4, undecided (U)=3, disagree (D)=2, and strongly disagree (SD)=1. While, for the negative statements strongly agree (SA)=1, agree (A)=2, undecided (U)=3, disagree (D)=4, and strongly disagree (SD)=5. After that, the scores were combined to find out the mean score all items. Furthermore, after getting students' mean score from the motivation questionnaire, it classified based on the following criteria:

6. *Classifying the mean score of questionnaire*

Each item of questionnaire was given score based on above criteria. Then, calculating the sum of the score and finding out the mean score of each indicator. The mean score of all indicators was classified as follow:

If $1.50 \leq \text{mean score} < 2.50$, it classified as less good.

If $2.50 \leq \text{mean score} < 3.50$, it classified as enough good.

If $3.50 \leq \text{mean score} < 4.50$, it classified as good.

If $4.50 \leq \text{mean score} < \text{max}$, it classified as very good.

FINDINGS AND INTERPRETATION

This part displays the results of exploring students' motivation after finishing Broadcasting Video Project on improving their speaking skill. The result of questionnaire from five indicators was shown in table 1 below.

Tabel I The Mean Score of Questionnaire

No.	Indicator	Mean Score
1.	Students' desire to success in speaking skill	5.5
2.	Students' needs of speaking skill activity	7.34
3.	Students' information/knowledge on Broadcasting video project	5.43
4.	The implementation of Broadcasting video project	6.5
5.	The benefit of Broadcasting video project	5.64
		$\Sigma x = 6.082$

The table above shows the students' mean score of the motivation questionnaire. It consisted of five indicators and the total of number of items was 25 items. The analysis focused on the indicators of students' desire to success in speaking skill, students' needs of speaking skill activity, students' knowledge on Broadcasting video project, the implementation of Broadcasting project, and the benefit of Broadcasting project. The highest means' score of the indicators was students' on speaking skill activity (7.35). It classified as very good. It means that the students have very good motivation in that indicator. The students need interesting speaking technique, creative technique, integrated activity, and the activity that involved all students and give them the same chance. They dislike the monotonous activity. As the interviewee said that *"I don't like if the lectures used the same activity in every meeting like making conversation."* It indicated that the students wanted different teaching technique in every meeting in the classroom. From the table also, it shows the second rate was the implementation of Broadcasting Video Project (6.5) and the classification was very good. Most of the students checked the questionnaire in strongly agree and agree on this project. Comparing the students' information and knowledge on Broadcasting project, it show the mean score was (5.43). It was the lowest mean score of those indicators. The students knew the term of Broadcasting was something like in television program. They often used the term of "Broadcast" in their Smartphone (the application of BBM) to report something news to many people. However, they never do in speaking class as an activity to promote their skill. The students expected to be able master all of the skills, especially in speaking skill. It was proved by getting the students' mean score of students' desire to success in speaking skill indicator. The means score shows (5.5). To achieve successful in speaking, it really needs certain techniques so the students could promote their speaking skill such as speaking accuracy, fluency, and comprehensibility.

The questionnaire result also indicates the students got benefit from Broadcasting activity as mean score (5.64). One of the students said in interview that *"I can explore my ability to speak and practice my confident in front of the camera."* It is because before they presenting the report, they have given chance to make preparation. The other responded that *"it is the first time I involved in such this project, it's like a show and new activity for us"; "we can practice our ability to deliver idea and practice our expressions and creativity"*. Based on the instruction of this project, they have to find the topic by themselves, then discuss with the classmate and determine their role. In this case, the students did not work individually but in team. In presenting the news, they went to the some places that it was related with the topic. As shown in the video, when they talked about traffic jam, they went to the road. One of the background in the report was taken from TPS (the specific place to throw the rubbish in one area). They also got the real event in Educational Seminar, the used that chance to make reporting about the seminar. The project was interesting to promote their skill like their creativity. On the other hand, they inserted the report with advertisement. There were many elements involved in this project. They collaborated and supported each other. Similarly, Bell (2010) found in his research that Project-Based Learning (PBL) is an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century. He found that students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge. From gleaning new, viable technology skills, to becoming proficient communicators and advanced problem solvers, students benefit from this approach to instruction. Relating to those findings Ayas & Zeniuk (2014) found in their investigation that they

explore the distinguishing features of project-based learning and ways in which project-based learning can be instrumental in building communities of reflective practitioners.

Exploring the students' motivation more deeply, the students were asked to mention the benefit of doing Broadcasting Project in learning speaking. It can be stated that the benefit of this project were improved students' cooperation, readiness, confident, decrease nervousness, and the students got more knowledge. All of the students were excited and enjoy the project because of the big product from the project was producing video. The students have evidence in this project, they could see their performance in the video. It can be used as media in teaching and learning process. Video has been widely used as an instructional tool for language teaching in recent years (Vanderplank, 2010) as it provides authentic language input in simulated and communicative contexts (Danan, 2004; Neri, Cucchiarini, Stirrs & Boves, 2002). All of the activities in the project could be save in laptop or notebook. This project was a in real TV broadcasting. It was entertainment for the students because they did out the classroom. According to (2002:166) A lot of the new entertainment product was talk—sports talk, comedy talk, news talk, and specialized talk shows that covered health and exercise, home improvement, home shopping, finance, cooking, religious topics, and self-help programs of every kind. And people were talking to each other through computer monitors in other ways as well. Integrating learning with technology helped the students to integrated their knowledge and skills. As Dashtestani and Samoudi (2014) recommended in their article that the study proposes recommendations and strategies for the effective integration of technology in students' and teachers' educational practices.

Giving assignment of project is a way to motivate the students. Creating and setting the project are educator's way in order to the students have motivation to learn English. According to the definition of motivation in BusinessDictionary.com motivation is "internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal". Relating to this point, it means that giving project to the students was the way to stimulate students' motivation and it was as external factors. The way of this project leaded the students' motivation by giving clear instruction and the objective of the project. All the students were give the same opportunities to create and develop their idea. The students could know the positive effect for themselves of learning the target language. They could produce authentic event, because they went to the field to search the news. Those activities motivate them to search the qualified news. As Pinner (2013) concluded in his article that the authentic materials are a useful way to motivate students at all levels and make the classroom content more engaging and relevant for them.

CONCLUSION AND SUGGESTION

Teaching and learning English is not only about preparing the interesting material, but it should be supported by interesting activity or technique to promote students' skills based on their needs. The material and activity also are appropriate with the students' level. This paper investigated the students' motivation by designing video. It is called Broadcasting video project. The students have to collaborate and work in team to make a video. The video consisted of various reports from in country and out of the country. It involved the students in an event, all of the students have different roles. Concerning with this point the project could encourage students' cooperation, and self-confidence. Dealing with promoting students' motivation, it focused on five indicators. Those were students' desire to success in speaking skill, students' needs of speaking skill activity, students' knowledge on Broadcasting video project, the implementation of Broadcasting project, and the benefit of Broadcasting project. Based on the data, it can be stated that using Broadcasting Video Project could be used as an alternative teaching activity in speaking class to explore students' skill and creativity, especially to promote students' speaking skill. It can be concluded that the Broadcasting video project is effective to promote students' speaking skill dealing with motivation. However, it was found there were many errors occurred. Some of the words were mispronounced and grammatical errors. The students spoke fluently but they were not careful in pronouncing some words and used ungrammatical sentences. This indicated that the participants were significantly more motivated in learning and speaking English after participating in broadcasting project. The

implication of this study was to assist the lecturers or teachers encourage students' motivation in speaking skill by developing creative activity.

Teaching speaking does not always run smoothly, so the teachers should be more creative in making enjoy and effective learning situation as well as motivate the students well. This atmosphere can be found in teaching speaking by using Information Gap activities in the classroom. These findings suggest this Broadcasting project can be used to finding out students' errors with speaking components such as accuracy and fluency. The video could be used also to identify students' error in terms of grammar and pronunciation, then an analysis on those terms. It is suggested to teachers or lecturers to apply learning project in the class. It could be done in the middle of semester or at the end of semester. The further researchers are able to develop this project not only in speaking skill but to others skills. The teacher should learn and be creative to find the way of how to teach speaking using effective method. She/he must also give motivation and explanation about the importance of speaking in English communication or universal communication. It could be explore students' motivation in gender and students' age in speaking skill.

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THE INFLUENCED OF *COOPERATIVE INTEGRATED READING* *AND COMPOSITION* METHOD ON EFL STUDENTS TRANSLATION ABILITY

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ABSTRACT

Translation course at higher is a part of language acquisition program. This program conducted is not merely to fulfill the requirement of all teaching program plans, but also to prepare a translation skill for the students beyond their study at the university. It was a small-scale research which conducted in a short period and involved twelve EFL students. Cooperative integrated reading and composition was chosen as it involved reading activity during the research whereas translation needs it also. This was included in action research which aimed at improving student's ability in translation course. Subject of the research was fourth semester of EFL students. It can be concluded that CIRC method has increased the student's knowledge on translation course. It can be understood by the result of their works. The number of error translation result decreased from pre- test until post test through the method applied. In this case, as a beginner level that learns about translation, they have started to understand what translation is. They can discover equivalent target language words. Moreover, they can construct the meaning of source language into Bahasa Indonesia, with few error made. Therefore, it is important to apply CIRC method to improve their skills.

Keywords: *CIRC, translation ability, improvement*

BACKGROUND

Enhancing EFL student translation competence is not an easy matter since the language ability of the students and their interest in term of language sources and target acquisition levels as well as their feeling in joining the class are different. Lecturers often face problems of students' lack understanding of language such as constructing the words into sentences, their consideration the meaning. As stated by Andy Lung (2015:97) that In recent years, more attention has been paid to undergraduate translation programmes, but students in these programmes are often found to lack the necessary background knowledge to carry out translation tasks effectively and efficiently. What stated by Andy Lung was true, due to the fact that I got. In the beginning of the my translation course, I conduct a preliminary test. This preliminary test aimed at finding out their translation understanding as well as their problem in constructing the sentences. The result indicates that students have lack of language skill. The error still occurred in their works. Twelve students translated eight sentences individually. For example, the students were confused to translate the sentence *I have no pen with which I can write*. From 12 students, only three students were able to translate that sentence with a correct structure "*Akutidak mempunyaipulpen untuk menulis*". Most of them translated it into "*sayatidakpunyapulpen yang bisasayatulis*". This phenomenon indicates that the students were influenced by the source language, and seemed difficult to construct the meaning into a target language. Thus, the above problem implies on the necessity of applying certain method to increase their understanding about translation and how to get a better translation.

Some researches inspire me to hold this research. First was journal, written by Rudi Hartono entitled *Teaching Translation by Using a Cooperative Work Procedure* in 2011. He proposed that by applying cooperative work procedure in translation program led the students to make a good translation result. This was based from his research that the students got poor translation result when they did it individually. Furthermore, as the cooperative work procedure applied, the result showed that the students' translation results were different from previous. They were able to produce a good translation result by collaboration and discussion based on CWP procedure. Another research to make this paper was *Improving Students' Translation Ability through Cooperative Integrated Reading and Composition Technique* written by Ulya Mila in

2013. This research was carried out with the non EFL learner as subject of the research. The result explained that *cooperative integrated reading and composition* was able to improve twenty five non EFL learners translation ability. Based on her research, in every cycle of test, the score of translation research improved which do not give a clue that they can translate text well. Moreover, by using the CIRC method, the situation of the class was alive. Regarding on the explanation, I choose CIRC method due translation needs a reading activity to run for EFL students in higher education.

As a final point, both researches did not mention the weakness of translation result and what they understood about translation. Moreover, they also did not discuss yet about the competencies the students get after joining the class but focusing on the possibility whether the method is appropriate to improve translation ability or not. Therefore, this paper aims at explaining how CIRC enhancing EFL student knowledge in translation ability. In this case, I will focus on the translation error of they made after joining class.

RESEARCH METHODOLOGY

This research paper was small-scale research. It is included as technical action research which concerned on the improvement of translation skill acquisition of student at higher education. Kemmis and McTaggart explained that In technical action research, the participant-researcher aims to control and improve the outcomes of her or his practice (2014;14). In this case the research was conducted at Language and Letter Faculty (Fakultas Bahasa dan Sastra) Unipdu Jombang. Subject of the research was twelve EFL students program in academic year 2015/2016. The limitation was on translation studies which focused on basic concept of translation and translation improvement. Therefore some steps were planned to arrange this research. They were based on Kemmis and McTaggart (2014;18) spiral of self-contained cycles of planning, acting and observing, and reflecting suggests. Furthermore, I put in order a syllabus and material which would be given to the students. The observation was done during the teaching learning process, while the reflection did in the end of every meeting. The reflection ran by interviewing the students and observing the students worksheet of every test. Technique of data collection was test (pre and post test), observation, and depth interviewed. Meanwhile, the analysis of data collection, I would describe based on the observation (interviewed) and result of the test.

FINDING AND DISCUSSION

Based on the method of the research, I prepare some activities before the research. The first was pre test which was useful to check their understanding about translation and their ability to re-writing the meaning of source language text into target language. It was done on second of April 2016. In this pre test, I gave them, eight sentences to translate individually which should be finished not more than 25 minutes. Also, I asked them to used translation aids such as dictionary and computer.

During the pre-test, they seemed difficult even though most of them had a good score for their English Grammar. Based on the result of pre-test, it showed some translation problems. The problems were:

1. The error of Indonesian grammatical construction.

Based from twelve worksheets, there were three students did error grammatical construction of Indonesian language (as a target language). The example of their error work as follow:

- a. **SL: I have no pen with which I can write.**

TL: Saya tidak memiliki pulpen yang bisa ditulis

The error "underline sentences" above contributed to different meaning. It means that the meaning of source language does not deliver in Bahasa Indonesia well. In this case, the exact meaning is a pen for writing not "a paper" to write in.

Meanwhile, there was one students constructed sentences which contribute to ambiguous meaning. The sentences example as follows:

- b. **SL: I have no pen with which I can write.**

TL: saya tidak mempunyai pen yang bisa membantusaya menulis

The result above gives the reader an ambiguous meaning. Why? Because above translation result shows that there are active Indonesian verb at the end of the sentence which give a meaning as if the pen can do something

2. The word choice/Diction

Based on the worksheet, there are three students chose a wrong diction. This also contributes to different meaning of source language. The example of sentence as follow:

a. **SL: the cells carrying the germ**

TL: bakteri yang dibawah sel penyakit tuberkulosis

The underlined word shows that, the students chose a wrong word. Perhaps, he or she thought that the chosen word was right but in fact, it was different meaning. The word “di bawah” is different with “dibawa”. The first word means under, meanwhile the second one is bringing or carrying.

b. **SL: The problem is hard to solve**

TL: Sebuah masalah sulit untuk memecahkannya.

The above example has the same thing as previous. The word “memecahkan” means active words meanwhile the source language insists passive one. Therefore, the translation result is not right.

3. The repetition words

Based on the translation result, there are three students made some repetition words. The example sentences as follows:

a. **SL: The hotel at which we stayed is beautifully built.**

TL: Hotel yang saya kunjungi itu bangunan yang indah.

The students repeated the same vocabulary “yang” twice. It is important to understand that in Indonesia linguistic system, the repetition one vocabulary twice is not allowed. In this case, the word “yang” aims to be conjunction which uses to describe the cohesive tie between clauses or section.

Based on the pre test result, it can be said that the students still do not understand what translation is and how to do the translation. They still think that the translation is just replaced source language word by target language without considering the culture or target language linguistic system. Moreover, they are still reliable on language source which contribute to literal or word for word translation. Therefore, it is important to plan a translation syllabus and implement it to assist the students to get a better understanding about translation.

PLANNING

Considering the result of preliminary test, I planned to hold 3 meetings which three days for course and 3 cycles was for test and observation. The translation syllabus was made to support teaching learning process while at every test finished; there would be a reflection to review their understanding and difficulties. The meeting was started at 16 of March 2016 until April 28th 2016. In the meantime, to conduct CIRC method, I would ask them to make a group of three, while also to bring some dictionaries such as English – Indonesia, Thesaurus, technical term dictionaries and laptop for internet connection. The material would be delivered were language and culture as well as the basic concept of translation which involved translation procedure, understanding the meaning and a translation strategy.

First Meeting

In the first meeting, I discussed about language and culture. It is important to discuss about language and culture because every language has their culture as well as the culture build the language. Here I explained the different between English and Indonesia Language as well as their culture. This aimed to reduce their error thoughtful of translation. Moreover, this will lead them to understand that every language has their own characteristic, thereby we cannot I gave them a translation example as follow:

SL: Mrs Jonoe *eats* soto

TL: Bu Jonodaha *rs* soto

The example above insists the required target language culture. We cannot say “*mangan*” (a Javanese word of eating for the same ages) for older people than us, but we have to say “*dahar*”. Furthermore I also gave them another example:

SL: Takagawa ate rice

TL: Takagawamakannasi.

The word “*rice*” means “*beras*” but it is impossible for everyone to eat raw material. Commonly, Indonesian people eat “*nasi*” which was cooked from “*beras* or *rice*”. Therefore, the proper translation of English to Indonesian rice is “*nasi*”. Giving these examples were the easiest method to put in their mind. Furthermore, to overcome the difficulty of language culture, I suggested them to read Indonesian thesaurus dictionary and article that deals with translation text not just English – Indonesia dictionary.

Second Meeting

At the second meeting, I explained basic concept of translation. Here, basic concept is the definition of translation. In this case, I also involved how to understand the meaning. I told them to understand that translation does not substitute the word of source language but understanding the meaning and transferring it into target language. Consequently, they should read the text many times to get the meaning and construct it into target language considering the linguistic system and the culture. Meanwhile, I explained them basic requirement to be a translator is identified with source and target language capability. Thus, in understanding the meaning source language they have to be able to master it well. Furthermore, the capability of target language in term of linguistic system and culture will completed their translation work.

Third Meeting

A second basic concept was translation procedure and its technique. This was very important to give as basic knowledge. As language students, they have to understand how language turns into different language. This is such implementation of translation definition which describes some steps to translate sentences or text. It starts from reading a text to obtain the meaning until the construction in target language. Furthermore, in constructing the meaning of source language into target one does not merely put every word to sentences, but it needs a technique or proper strategy. This will help the translator to generate a better translation result.

First Cycle

At this time, the research was conducted. There were for group which each was consisted of three students. I gave them a text entitled *A Comparative Analysis of Job Motivation and Career Preference of Asian Undergraduate Students*. Then, I gave them two tasks, first was answered the question about the text and the second was translated this text into Indonesia. Before, they worked at their tasks; I made sure that they brought their translation aids such as English-Indonesian dictionary, thesaurus dictionary, technical dictionary and laptop with internet connection. Furthermore, I gave them 30 minutes to do the reading text and 60 minutes for translated it.

During the students did the reading test, they were busy to read and open dictionary to find vocabulary they did not understand. The class was quite. After 30 minutes, they started to translate. At this time, the class was lively with discussion. In every group, the students shared the idea to make a good translation. They also did not forget to open the dictionaries as well as to find a correct Indonesia vocabulary for some technical term by reading an Indonesian articles deals with above translated text.

Observation

Based on the result (see table below), there are three most common things of translation error occurred. The first is **word choice**. All group made error word choice. The example was *undergraduate*. The first group translated it becomes *siswa*. According to the result, this group was inconsistency. In the beginning of the text, the translated it as *mahasiswa*, however in the middle and end text, it changed into *siswa*. In addition, the third group translated *motivated to benefit society* into *motivasi dengan keuntungan masyarakat*. This was wrong. The equivalent translation was *motivasi untuk bermanfaat bagi masyarakat*. The second error was

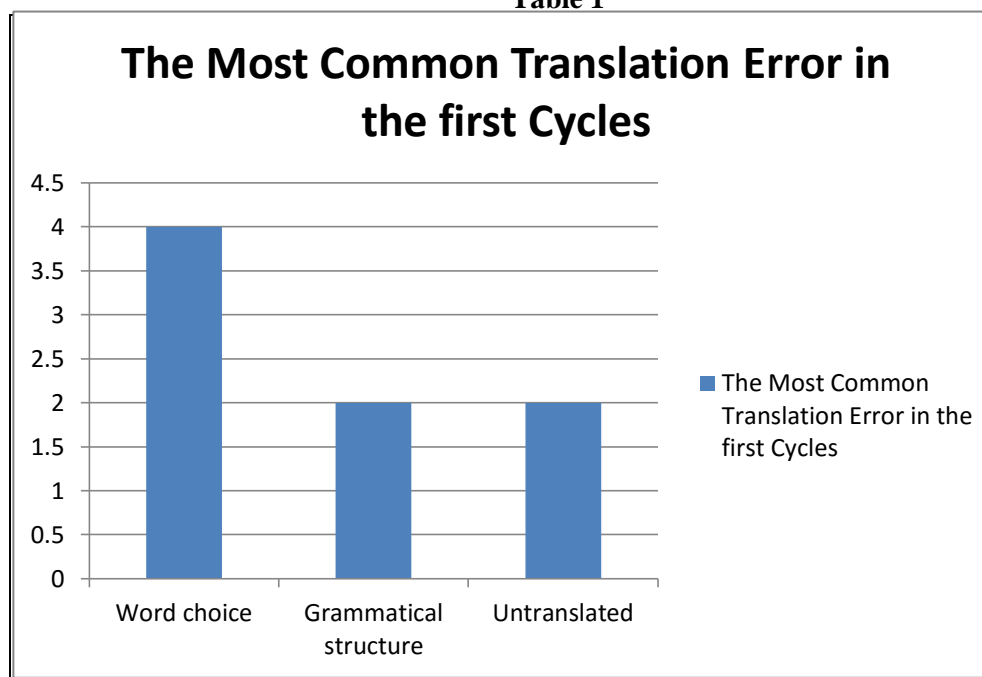
grammatical structure. The second group translated a phrase “comparative analysis” into “perbandingananalisis”. This result is incorrect because the difference between English and Bahasa Indonesian linguistic system. The proper translation is *analisisperbandingan*. The last common error translation occurred in this cycles was **un-translated** word. In this cycle, the first group forgot not to translate a title.

Reflection

Based on the above result, I did a reflection by interviewing them to discover what they did during the translation test. The explanation based on the interviewed of what they did was they felt confuse about that term. They were afraid of making mistakes. Every group made mistake in choosing the words. It did not mean that the meaning was wrong, but the word chosen was too literal. Mostly it was about technical term. Another reason was as the students work in a group, they felt difficult to unify the idea they want to deliver. In this case, they faced the difficult situation because the entire member of the group of had a different idea, especially in the first and the third group. That was the cause of the difficulty to determine what words should be placed in the sentences. They must have a long debate to decide right equivalent words of source language in target language. Therefore, they took much time to finish the translation work, while the result was not good and still it was influenced by source language.

However, not all groups are difficult to make a better translation, the fourth group in particular. They had a job description in ding the test. Each member of the group has different job such as, understanding text more deeply, finding a proper words of target language and writing the sentences. Here, they believed to get assist by using an internet and dictionary. They said that using those kinds of aids helped them to decide what equivalent words and constructing them into a better sentences. Then to do the next cycle, I would give the students with a guidance deals with working in a team and

Table 1



Second cycles

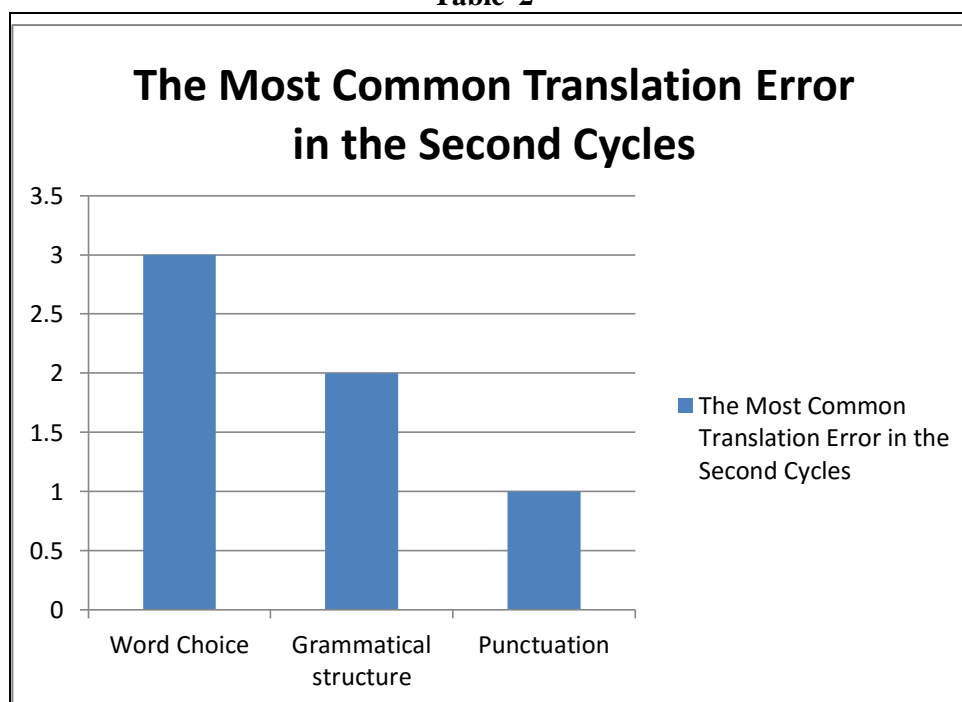
At this time, I did the same thing as a previous meeting by working in a group. In this case I gave the text entitled *How Green Marketing Can Create a Sustainable Competitive Advantage for a Business*. Before, the test began; I explained how to work the test in period of time, including how to work in a team. As the previous I found them, still difficult to work in a team which influence on translation quality. I insisted them to control their emotion to get a good result. Meanwhile in doing the test, I asked them to do the reading comprehension by answering some questions to get a better understanding individually. After that, they had to work in a group to translate a text.

During the test, they were more relax but worked hard. They answered reading comprehension quickly than previous meeting. While in translating the text they were all quite busy to divide a job to finish it. During this translating occasion, also I guided them to how translate and constructed words in *bahasa Indonesia*. I asked them to construct a sentence not more than 20 words even less than that. This will prevent them to translate literally. In addition, they read an article that had a correlation with translated text.

Observation

During this cycle, the students were enthusiastic. No one of the students was absent. They helped each other to finish the translation. This was in a line with the result of their works. As explained in the table below;

Table 2



In this cycle, the result was better than the first test even though the text was a bit difficult. The quantity of translation error made decreased. The word choice occurred three time, while error on grammatical structure is twice. The last one is punctuation which occurred once only in the second group. Based on the detail result, there are three common errors. First is still **word choice**. However, in this cycle, this kind error was lower than previous. Only three group got this. The first group for example, they translated environmental consciousness as *doronganlingkungan* which is less accurate. They were wrong to choose what equivalent word should be put to replace the source language. The second error is **grammatical structure**. Based on the paper work, some sentences of the translation result of the first and the third group still are influenced with source language structure. Thus, this will influence on quality of translation accuracy. The last common mistake is punctuation. The second group made it. They forgot to put comma, which reducing the readability of the text.

Reflection

Based on the interviewed, during this cycle the students felt better than before. They can work together to understand the reading text and translated it into bahasa Indonesia. As they tried to work on translation test, they did not forget to share the idea. In this session, they were happy to give opinion and each member of the group did not want to dominate. They thought to finish it and got better result. This was a good atmosphere of working in a group which was a bit difficult to find in the first cycles. Moreover, they feel that their understanding about translation has increased.

Post Test

Post test was done to check whether the CIRC method gives impact on every student. They would do the test individually. The post test was done on 27 of April. I asked them to translate the same text as they did in the pre-test. Eight sentences had to be translated for 20 minutes. They might bring their dictionary.

After twenty minutes the students had to stop their translating work and they had to submit it. The result of the test was surprised. It was better than the pre test. The error mistake was less although there were still error but it truly decreased. Furthermore, it will be explained in the discussion.

DISCUSSION

Based on the finding of the research, there is an interesting phenomenon. At pre-test, the result was disappointed. But it is not surprising that they did not at all about translation. From twelve students, there were three students that got a good translation. The rest of them got terrible translation. Therefore, there must be a treatment by using a specific method during this course to improve their translation knowledge.

Throughout the course, I applied “*Cooperative Integrated Reading and Composition*” or CIRC. This method insists the students to work in a group by reading and discussing. After three meetings of courses which discussed basic concept of translation and language and culture, I continued with some tests. Based in the first cycles, it can be said that the students still confused with working in a group. They thought that heir idealism disrupt their work. However, the result shows that there are some errors made, while these errors do not contribute to the meaning. But, they confessed that during the test they could corporate to each other. This happened to first and second group. Furthermore, the review was made by me as a researcher to reduce the conflict during the test.

In the second test, I asked them to work in team and reducing their idealism. Then they read a text as well as answering the question to empower their reading comprehension. Furthermore they continued to translate the text. In this step they did share a job, share the idea and unify it to get a better translation. The result was wonderful. The error translation decreased although there are some mistakes, but it does not influence of the meaning. Another result is all groups start to be able to leave source language grammatical structure. The third group for example, in the first test they made some terrible translations, but it was reduced in the second one. Moreover, the second, the third and the fourth group have a few error translations (see second graphic table).

Furthermore, in the post test, the student had to do individual translation task. Still I asked them to bring their translation aids. The result shows that from 12 students, there were 2 students made grammatical error while in the pre test there were 9 students. Meanwhile three students made 3 repetition words whereas in the pre test there were 8 students. This is such interesting phenomenon. The students are able to improve their translation knowledge, showed by the decreased of error translation made. This means that CIRC has increased EFL students for their translation understanding.

CONCLUSION

Based on the above explanation, it can be concluded that CIRC method has increased the student's knowledge on translation course. It can be understood by the result of their works. The number of error translation result decreased from pre- test until post test through the method applied. In this case, as a beginner level that learns about translation, they have started to understand what translation is. They can discover equivalent target language words. Moreover, they can construct the meaning of source language into Bahasa Indonesia, with few error made. Therefore, it is important to apply CIRC method to improve their skills.

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GENDER REPRESENTATION IN THE NINTH GRADE STUDENTS' ENGLISH TEXTBOOK *THINK GLOBALLY ACT LOCALLY*

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ABSTRACT

Learners' perceptions and attitudes towards stereotypes have compelled teachers to examine not only sexism or gender in textbooks generally but also whether stereotypes of masculinity and femininity are portrayed in learning materials. The gender disparity portrayal in textbook has its influences on the students' minds and beliefs. Thus, as compulsory and newly published textbook with regards to the implication of Curriculum 2013, the ninth grade students' English textbook Think Globally Act Locally should not promote the dominance of one sex over the other. With the widespread distribution of this new textbook, analysis of the materials are needed to take more control over its use. This ongoing study aimed at examining the content of the English language textbook with respect to gender image portrayal, sexist language and gender role stereotype and to determine whether the problems exist. The document analysis as one of branches in qualitative method is used in this study. The finding of this study reveals that the frequency appearance of the male images is higher than that the female images. The analysis of omission category showed that the textbook content does not meet these criteria.

Keywords: *Textbook, gendered image, sexist language, gendered stereotype*

INTRODUCTION

English textbook in Indonesia is potentially become the only English learning material in students' hand, since every students will equipped by the textbook. Most teachers often use textbook as a primary resource book for ideas and instructional activities as well as giving guides for what they do (Garinger, 2002). In brief, as the main teaching materials, English textbook in English as foreign language (EFL) classes play very important roles to facilitate language learning in the classrooms.

According to the Decree of Minister of Education and Culture No 58/2014, the purpose of English teaching in secondary schools is to develop students' potentials in acquiring communicative competence, both in spoken and written, comprehensibly using the accurate and acceptable linguistics elements, and inculcate noble values of the nation's character, in the context of life. During the learning process, the learners are encouraged to use English as a mean of communication. Hence, all the learning aspects are expected to be as close as possible to the real life situation. Moreover, the Act No 20/2003 stipulates that every Indonesian has the equal right to education.

The UNESCO's Global Monitoring Report (2003) point out that girls and boys are must be offered the same chance in education and enjoy the teaching method and curricula that are free of stereotype. It is clarified above that there should be no discrimination in all aspects of education including gender disparity. This includes the nine-year education program, which is designed to ensure that all Indonesian, both male and female, get the minimum standard of education. Thus, when gender equality is appreciated, the textbook should also portray the same value. For instance, the value of social life in regards to the role of male and female depicted in the images and texts. It can be assumed that the national goals take into account the gender equality. Since textbooks can potentially portray the existence of gender and even lead to a certain portrayal of gender stereotypes, through their interaction with the textbook, learners might construct their knowledge of such gender value.

In most cases, textbook is the only written learning material in students' hand and serves as the front liner in achieving the stated curriculum goal, in addition to teachers. Therefore, as a part of curriculum, textbook should represent the compulsory education goals that stipulate the standard competences, the syllabus, and learning objectives which are the main principles to be considered for developing the learning materials.

An English textbook entitled *Bahasa Inggris: Think Globally Act Locally* is a new English textbook developed by the Ministry of Education and Culture of Republic of Indonesia in line with the implementation of new designed curriculum, the 2013 curriculum. The textbook intended for ninth grade of junior high school students is distributed for free to all schools in Indonesia which aims are to support education in certain aspect, i.e. the availability of teaching materials and to avoid or eliminate the gap between education quality in developed and underdeveloped areas. This textbook is considered as the primary textbook based on Education Ministry Regulation in succeeding the implementation of National Curriculum (Kementerian Pendidikan Nasional, 2008). Additionally, since all schools in Indonesia are starting to implement the 2013 curriculum so that automatically this book will be used by all junior high schools in Indonesia.

With the widespread use of this new textbook, English teacher has opportunity to perceive inside the materials on textbook in order to take more control over its use and impact for the students. Cunningsworth (1995, p. 22) explains that course book analysis helps teachers to gain good and useful insights into the nature of material so that it is useful for teacher's teaching development progress. English textbook is expected to have qualified contents in accordance with the applicable curriculum both in terms of curriculum standards, content, and should be easily understood by both teacher and the students. In brief, the analysis on the textbook material is needed for the effectiveness of the use of the textbook in gaining its aims of second or foreign language acquisition.

The contents within the textbook, as the teaching and learning materials, can represent a varied group of features. One of the features is gender. Gender is attached to the textbooks since it is merely displayed to construct a learning fulfillment. However, gender representation in the textbooks can lead into gender biasness and stereotypes, thus, studies on gender biasness and practices of gender stereotypes in school's textbooks have entailed a number of interests among researchers over the past decades (Yasin et al., 2012).

The argument of gender equality is still generally about the necessity of positioning women in the right position, not only giving them a fair role in a household matter but also in the society role. As the evidence, there are many women have important position in government and other field. Traditionally, women are assumed as the one who only good as housewife, good mother, good wife, and so on, with respect to the community's norms and stereotypes for appropriate female behavior (Holmes & Meyerhoff, 2003, p. 104). Now, all of people admit a necessity of equality, fairness, freedom and women empowerment.

The perception of gender roles is gained through many channels of information but the most important channels are school and the study materials used in schools, i.e. textbooks, which is contributed much in building a perception. But Frawley (in Verikaite, 2012, p. 63) argues that children's perceptions of gender roles are also affected by the "hidden curriculum" – the subtle lessons that children encounter every day through teachers' behaviors, feedback, classroom segregation, and instructional materials. It assumed that those hidden curriculum also contribute much in building the perception. As a result the teachers' behavior and the textbook authors' writing in treating gender are influenced by their social life or their culture.

In order to support the learning and teaching activity, the textbooks are designed as interesting as possible for the learners. The authors include image or picture to illustrate the text and to carry certain message, for example gender message. Sometimes, the way of the authors write and design the textbook are influenced by their background culture as a member of society. Mohamed (2015, p. 98) stated that textbooks is seen as an ideology carrier in the sense that they reflect the authors' culture or their surroundings. In other words, their work is the result of the culture influences that shape their mind and presented in how they illustrate gender message in language of their writing. Risanger and Hartman & Judd (in Mohamed, 2015, p. 98) add that language textbooks contain a lot of messages. The messages, which are communicated through the images and the texts, are expressed explicitly or implicitly. The implicit message according to Mohamed (2015, p. 96) serve as hidden connection that include gender portrayal and the underlying ideology.

The messages, both explicit and implicit, communicated by the textbook influence the learners' way of thinking, especially how they treat themselves and others as a social member, which has certain roles. English language textbook is designed to be used within a social context

by the teachers with the learners in the classroom. The texts of the English language textbooks are considered as expression of social practice. The examples portrayed in a textbook gives the social learning for the learners. Further, Kress and Leeuwen (2006, p. 19) point out that both language and visual communication express meanings belonging to and structured by culture in the one society.

The way the author portrayed gender disparity in the textbook have its influences on the minds and beliefs of the readers consciously and unconsciously. For students studying a foreign language, textbook is one of the main learning resource and a guide to a proper language use. Children think it is a source of repository truth and trusted (Othman, Hamid, Yasin, Keong, & Jaludin, 2012, p. 101). Therefore, textbook should not promote the dominance of one sex over the other, usually the dominance of males over females, because the stereotypical image reinforced children and ingrained their minds. Moreover, textbooks can be served as a powerful means of acquiring certain gender role perception.

Furthermore, Delamont (1990) state that ESL materials considered being sexist language in three categories. First, *ommission*, where male appeared more frequently than female. The assumption of man as standard sometimes influences the invisibility of woman. The second is *firstness*, in that the order of mention related to male and female. Male usually put first when a male and female are mentioned. The masculine word always came first when there are two nouns paired sex given. The third sexism category is *occupation*, which is the portrayal of males and females in occupational roles. When an occupation is mentioned, it is most often assigned a male character name (*John is a doctor, Keith is a teacher*).

Areo (in Oyebola, 2003) enhances that one of characteristics of good school textbooks should not contain gender-role stereotypes. Moreover, Swann (in Holmes & Meyerhoff, 2003, p. 625) also highlights that textbook also should contain less stereotyped images. The texts and images portrayed in the textbook should manifest a balanced view of the role of women and men in society and not perpetuate inaccurate generalizations about women and men and their roles (Wolfson in Verikaite, 2012, p. 64). Assuming that negative effect of gender portrayal might influences the learners' future perception and their roles as a family and society member, a good English textbook should meet the balance of gender role portrayal. This ongoing study tries to provide gender information of the English textbook currently used. In terms of practicality, this study enables teachers to develop their awareness in selecting and presenting teaching and learning materials.

METHOD

This study use qualitative approach to describe data obtained from the textbook. In obtaining the data, this study will employ document/content analysis technique to provide answers that correspond to the research questions. The analysis focuses on the gendered images, sexist language and gender-stereotyped roles in the textbook. The analyzing technique will be conducted by counting the frequency of appearances of gendered images and sexist language. The result from the frequency of appearances then used as basic data for interpretation. The description and discussion of the result will be presented in words rather than numbers, number refers to counted result in this research is a way used to infer the phenomena emerge on the textbook in order to perceive the result. As Miles, Huberman, and Saldana (2014) suggested that qualitative research focuses primarily on data in the form of words. Since this study aims to describe the gender representations, that are portrayed in the textbook through analyzing its image, texts and the messages implied from those images and texts, it will be conducted through content analysis which according to Manion and Morrison (2007, p. 475) refer to the process of summarizing and interpreting written data for the purpose of identifying specified characteristics of the material (Ary, Jacobs, Sorensen, & Razavieh, 2010, p. 457).

The source of data in this study is the ninth grade students' English Textbook *Think Globally Act Locally*, while the data in this study are images and texts contained in the textbook. The images are animated human images that possess particular gender (male or female). Meanwhile the texts are *written utterances* that function as *learning instructions*, *texts model*, and *student's exercises* in the textbook. To facilitate data collection about the content of textbook related to its images and texts, this study uses content analysis sheets as the instrument.

FINDINGS AND INTERPRETATION

This ongoing study will accomplish the complete result by June-July this year since currently this study is still in the process. Therefore, the whole and comprehensive result cannot be presented yet in this article, but the assumption of the result tentatively achieved through the first round content analysis. From the counting of gendered images found that the number of male images appearances is higher than that of female images. The amount difference is 170 (51.5%) for male images and 160 (48.5%) for female images. Thus, this textbook promotes imbalanced gender images in its content, where the balance is counted as half of the appearance of the images on the textbook. However, there are five sets of pictures with identified and unidentified gender images in this textbook. It found in chapter 1 and 9. In these sets of pictures, there are counted gendered images in the analysis because of their clarity and some removed images because their obscurity. There are also two sets of pictures with unidentified gender images character found in chapter 13 and 14. In order to avoid ambiguous interpretation, these two pictures are removed from the counting since the gendered images contain in these pictures are unclear. The appearances of gendered images in the whole chapters of the textbook are presented in the following chart.

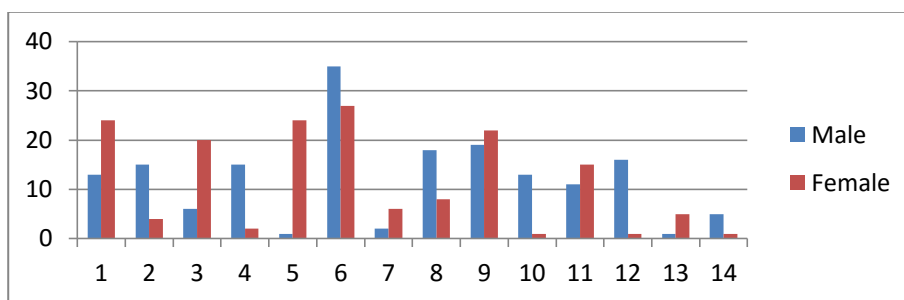


Chart 1. The appearance of gendered images

The higher number of gendered images used is in chapter 6 with the theme *Everybody is in the middle of something*. In this chapter both male and female images are used more than the other chapters, 35 male images and 27 female images. Whereas, there are chapters that only used a certain gendered image once. Chapters 5 and chapter 13 only used 1 male image. Female images also only used once in chapter 10, chapter 12, and chapter 14. The significant differences of the gendered images, male and female, used are shown in chapter 2, 4, 5, 10 and 12. Chapters 2, 4, 10, and 12 present their contents by male gendered images, in the contrary chapter 5 utilizes female gendered images in presenting its contents mostly. The theme of the fifth chapter, *recipe*, might be the reason why the female images put in a higher number proportion than the male images in this chapter.

The existence of sexist language can be evaluated by counting the appearance of male and female. From the analysis of male and female participation in dialogue and monolog of the text models, the result shows that female participation is higher than male participation. It controverts to the definition of omission category, where male appears more frequently than female. Then the sexist language does not exist in this textbook due to not accomplishing the omission category. It can be seen in the chart below:

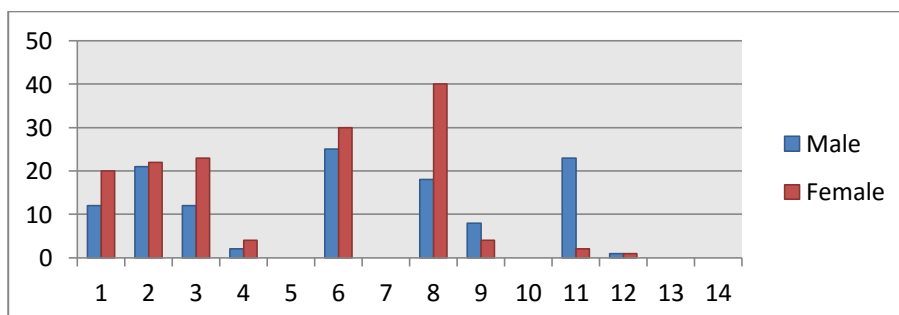


Chart 2. The appearances of male and female as participant in text models

The text models provided by the textbook which are counted in this analysis are the dialogues and monologues that is delivered by a certain gender. The counting is in order to investigate male and female participation in the dialogue and frequency of a certain gender delivers monologue. From the analysis, the total number of male participant is 122 (45.5%), while the female participant is 146 (54.5%) in all text models. The total number of male participant are divided into 17 (13.9%) for the monologue text models and 105 (86.1%) for the dialogue text models. In contrast, the total number for female participant consists of 15 (10.3%) for the monologue text models and 131 (89.7%) for the dialogue text models.

The assumption of those data clarifies that females were chosen by the authors to represent text models. Related to the theory said about feminism roles, authors decided this influenced by the social life and view to females. Females represent the text models because females are trusted to be the one who deserve to tell something good in term of teaching something new. The following chart presents the appearance of male and female participation in dialogue and monologue of the exercises.

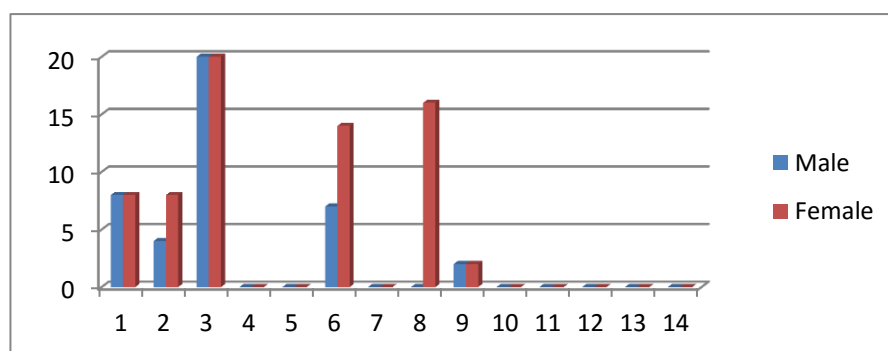


Chart 3. The appearances of male and female as participant in exercises

The analysis of exercises counted there are 41 (37.6%) male participant and 68 (62.4%) female participant. The total number of male participation is divided into two exercises, monologue exercises and dialogue exercises. There are 2 (4.9%) male participation for the monolog exercises and 39 (95.1%) for the dialogue exercises. On the other hand, the total number for female participant consists of 2 (2.9%) in the monologue exercises and 66 (97.1%) in the dialogue exercises. The author's decision in using more female participations in the exercises draw an assumption that the author persuades the learners to appreciate female role in social relationship, especially in doing conversation or delivering a monologue.

The male tendency to dominate in conversation was not surprising news, since talkativeness studies in general have concluded that men dominate discussion group everywhere. What surprising thing was the calculation of female and male participation reveals that female participation is higher than male participation both text models and exercises. The higher amount of female images and participation tells us that the author try to eliminate the common assumption about male dominance. Again, it emphasizes the controversion of the omission category, as stated above that male appears more frequently than female.

The exercises in forms of dialogue and monologue in this textbook are fewer than the text models in the same form. Even some chapters do not provide these forms of exercises while on the other hand they provide dialogue or monologue text models such as in chapter 4, 11 and 12. The higher quantity of text models imply that the authors try to provide knowledge by reading the text models. This occurrence is by aim to lead students in gaining the information or the knowledge of language and topics. In other case, five chapters do not provide both text models and exercises in form of dialogue and monologue by certain gender. These chapters related to non-gendered theme such as recipes, animals, songs, advertisements and materials. The inconsistency intention in displaying both text models and exercise imply the author non-pattern concept in providing both text models and exercises.

The analysis of text models and exercises related to the existence of sexist language showed that the textbook does not meet the *ommission* category, i.e. male appeared more frequently than female. From both analyses, the total number of male participation in dialogue

and monologue is 163 (43.2%), while female participation is 214 (56.8%). It can be assumed that this textbook appreciate the female participation in social relationship. The good willing in rising women in sexist language should be appreciated well as the authors have already attempted to avoid imbalance in sexist language existence.

CONCLUSION AND SUGGESTION

Because the conclusion and suggestion related to the findings, consequently, this article will merely sum the tentative existed result of this study but throughout the analysis above, it can be concluded that the authors have already tried to provide a good textbook for students in a term of acquiring a second language.

The effort should be appreciated even some lack are still occurred, which are not appropriate for second language acquisition process in term of gender and its effect to students perceptions. The result displayed tentatively well because it clarifies the analysis in detail, such as the amount of female and male existence is not significantly different. Text models and exercises, which are written in textbook even without by fixed pattern, at least still have contribution. Text models give a good and enough input for the learners to gain the topic discussed, but the exercises give the learners lack of chance to have a real communication in the target language.

The textbook still have some lack based on the tentative content analysis especially in both the quantity of male and female in images, text models and exercises. The lack of both items will influence students in construct their knowledge of such gender value. It means the authors do not have pattern in designing the images and deciding the roles of each items. However, it is not prevailing in image pattern of each pattern because the pattern has already commutated. Therefore, to minimize the influence of perception construction, the author should have a fixed pattern since learners see the textbook as a 'framework' or guide that helps them to organize their learning both inside and outside the classroom.

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A BLENDED LEARNING: AN APPROACH TO ENHANCE COLLEGE LEARNERS' READING SKILLS

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ABSTRACT

Blended Learning is also known as the mix methods in which a portion of the traditional instruction and the technology used in a class is to maximize teaching and learning. Singh and Reed (2014) describe it as a learning program where more than one delivery mode is being used with the objective of optimizing the learning outcome. By this definition, enhancing student learning can be fulfilled through blended learning. Specifically, the writer offers the use of blended learning in teaching reading for Indonesian college learners. It is chosen because the reading of Indonesian students needs improvement as investigated by Iftanti (2012) and Hamra&Satriana (2012). As well, Government Regulation Number 19 year 2005 clearly mentioned that language education develops language competence with special emphasize on reading and writing. However, the writer prefers to select the reading skills as its importance for students' academic learning and to perceive the reading problem faced by Indonesian students. For this reason, this article elaborates the procedures of blended learning and how to apply it for teaching reading as well as the recommendations for teaching college learners. In conclusion, the article proposes the practices of blended learning in teaching English reading especially for college learners.

Keywords: *Blended Learning, Reading Skills and Teaching Reading*

INTRODUCTION

Learning a second or foreign language which aims to communicate is basically concerned on language competence and language skills including speaking, listening, writing and reading. Reading, which is one of the four language skills, can be defined as an essential skill for L2 learners to master in academic context Grabe (1991). Among all skills, special attention is given to reading skills, which is known as tool in fostering good language acquisition. In language learning, reading can be important factor for success in acquiring a language. In Indonesian context, regarding to the English language teaching, Government Regulation Number 19 year 2005 clearly mentioned that language education develops language competence with special emphasize on reading and writing according to the literacy level set for every level of education. Especially for college learners, most of them are required to take English courses focusing on reading skills to comprehend academic disciplinary text (Masduqi, 2014). They have to have adequate reading skills for their learning especially to comprehend their academic texts. However, some of them do not have sufficient skills on how to read the text comprehensively.

According to *The International Association for the Evaluation of Educational Achievement* (2003), Indonesian students are just capable of mastering 30% material, and find difficulty in reading text. Recently, some researches (Iftanti, 2012; Hamra&Satriana, 2012) found that reading habits of Indonesian EFL students are still poor 3,85% and they state that reading comprehension of Indonesian students need improvement.

Regarding to the problem on reading, the writer proposes the method in teaching reading especially for college learners. In improving teaching-learning progress in a classroom, educational practitioners have tried to design their classroom effectively for their students. As the development of technology, the innovations in teaching and learning are also developed as well. However, the classroom existence is not avoided. This reveals the method called blended learning which is considered close to modern way of studying without avoiding a classroom. Scholars, researchers and practitioners have been studying the inherent characteristics which compose effective learning and teaching practices and analyzing the benefits from its application. Singh and Reed (2014) describe it as a learning program where more than one

delivery mode is being used with the objective of optimizing the learning outcome. It also supported by Bath & Bourke (2010) stated that in many cases the act of “blending” achieves better student experiences and outcomes, and more efficient teaching and course management practices.

Related to the description above, this article aims to discuss teaching reading for college students by using blended learning. To achieve this aim, it firstly describes the meaning of blended learning and relates it to the method of teaching reading. Secondly, in light of the description of blended learning and teaching reading method, this article highlights the advantages of applying blended learning and the practice of blended reading especially in reading classes. Finally, drawing the recommendations for teaching college learners on the practices of blended learning. Indeed, this article also outlines the recommends future direction of teaching EFL reading especially in the Indonesian context.

METHOD

This article applies qualitative documentation study. The data were collected through literature review from some journal articles and books which talk about blended learning and its practices. After the data were gathered, the synthesizing was done to find out and summarize the information related to the topic. The finding is described, presented and discussed in the conference presentation.

DISCUSSION

1. Blended Learning

The rapid growth of information technology has promoted the increasing use of blended learning in higher education (Ellis, Goodyear, Calvo, & Prosser, 2008). This strategy provides students and teachers with an environment in which they can interact in both face-to-face instruction and online learning.

Some review of related literature has clearly mentioned the meaning of blended learning. Blended learning generally means the application of two or more methods or solutions for learning need. It can refer to the combination of e-learning with traditional methods. Garrison & Vaughan (2008) blended learning can be defined as a design approach whereby both face-to-face and online learning are made better by the presence of the other. It offers the possibility of recapturing the traditional values of higher education while meeting the demands and needs of the twenty-first century. It is like a way of thinking about course design is required to reconcile traditional values and practices with evolving expectations and technological possibilities. Likewise, Colin & Insung (2010) conveyed that blended learning, combining technology-based, face-to-face or hands-on learning is often more appropriate in Asian contexts. So let us examine these instructional design issues in greater detail. They also conveyed that blended learning is often the preferred approach. Because face-to-face communication and context are important in Asia, blended learning is often the preferred approach.

Another simply definition defined by Singh & Reed (2001) clearly mentioned that blended learning focuses on optimizing achievement of learning objectives by applying the “right” learning technologies to match the “right” personal learning style to transfer the “right” skills to the “right” person at the “right” time. It can be delineated that the focus of blended learning is on the learning and students’ outcome rather than the learning of technology. This emphasizes on the maximizing the use of technology as well as classroom environment for students’ learning along with their outcomes. It can be simply said that the most effective learning strategy is “just-what-I-need, just-in-time” as covered in blended learning method.

While, Krause in Bath & Bourke (2010) stated that blended learning is realised in teaching and learning environments where there is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction. Besides, Singh & Reed (2001) also mentioned the principles of blended learning that are the lecturer or the teacher must focus on the focusing on the learning objective rather than the method of delivery, many different personal learning styles need to be supported to reach broad audiences, each of us brings different knowledge into the learning experience.

While, the authors of *Issues in Digital Technology in Education: Blended Learning* (Wikibooks, 2009) identified four broad principles of education design for blended learning. These are:

- A thoughtful integration of face-to-face and fully online instructional components
- Innovative use of technology
- Re-thinking the way we teach
- Sustained assessment and evaluation of blended learning.

Tough the use of blended learning has been broadly recognized by the educational practitioner, the writer assume that there is still a lackof understanding of how best to use technology to advance thegoals of higher education in terms of engaging students in criticalthinking and discourse. For the next discussion, the writer describes the use or the practices of blended learning. Further, it also elucidates the use of blended learning in teaching reading especially for college learner.

2. Advantages of Blended Learning

Thorne (2003) mentioned some advantages in applying blended learning in teaching-learning program. He stated that blended learning can help the lecturer to focus on learning purposes since it combines teacher explanation and the use of media. It also enables learners to have interaction with the teacher and later on with their classmates in a group discussion. Hence, the learning situation will be varied in using different techniques for the technologies. Besides, the materials used are readily accessible and can be maximally utilized to achieve learning target. Singh and Reed (2014) also revealed that blended learning can boost learning effectiveness as found in the research in University of Tennessee and Stanford. The research found that the applied blended strategy fulfils what is offered by learning program and what learners want to learn.

In addition, Wilson &Sminalich (2005) also stated that blended learning contributes to optimize the learning result and gatherstudents' diverse needs. Firstly, with blended learning, students are taught effectively and appropriately with their goal. We know that the students have different learning style for example some students prefer to learn by listening, others preferto read about a concept, and still others need to see a demonstration. As proposed by learning style theorythat different people learn in different ways. Hence, the teachers are supposed to design their classroom effectively and to cover various styles of their students' in learning. In line to the description above, blended learning addresses these different learning styles by providing a varietyof learning solutions and methodologies. Since the learning styles are different among students, there must be varied and different students' need. It is also supported by Sahin (2010) who stated that blended learning is facilitated by aneffective combination of different learning techniques, technologies, and deliverymodalities to meet specific and individual needs. This means that blended learning provide an ease for students or individual needs. By using various technique and technologies provided, the teachers who use this method will be success in accomplishing their students' needs.

Specifically, related to the use of blended learning for college learners. Sharpe et al. (2006) study found that some universities see other benefits of blended learning, notably:

- The ability to support operating in a global context;
- Offering greater efficiencies, especially with increased student numbers/group sizes;
- The support it can offer professional/work-based skills development

3. Implementing Blended Learning

The main point of applying blended learning for teaching-learning is the use of technology which covers the range of activities between conventional face-tofaceinteractions and those that are fully online.Griffith's Blended Learning Strategy identifies three modesof operation to indicate the level of use of technology in learning and teaching called Blended Learning Implementation Strategy. The modes are shown in the following table.

Table 1 modes in Blended Learning Implementation Strategy

Mode 1 Technology is used to facilitate course management and resources for learner support. Forexample, to provide information and resources to students (e.g.,

lecture notes or recordings, assessment guidelines), and to perform basic administrative functions (e.g., announcements or course emails).

Mode 2 Technology is used to enrich the quality of the student learning experience through interactive learning activities beyond those attainable through face-to-face classroom interactions. For example, utilising technology to support communication and collaboration, assessment and the management of your course.

Mode 3 Technology is used to support learning that is largely self-directed but also involves the use of interactive and collaborative learning activities. In this mode courses are delivered fully online.

Additionally, as mentioned in the book entitled *the other blended learning*, Wilson and Smilanich (2005: 89-233) proposed six steps of blended learning in applying blended learning for the classroom, the teachers or the lecturer need to know and understand the characteristics of the teaching-learning processes. They might understand the goal and students' characteristics as well as the strategy to reach those goals. The steps are as follows:

3.1 Determine the Need

The first procedure in implementing blended learning is that the teachers have to know the characteristics of their class especially students' characteristic. Hence, the teachers are able to know the problem faced by their students and simultaneously find the solution for their problems. It is impossible if the teachers do not know the students' problem if they would like to find for a solution. Therefore, the first thing to do is determine the need. It refers to the students' orientation as well as classroom orientation. The important to investigate the need is getting the specific goals so that the teachers can know and define an appropriate method to teach their students to achieve the goals.

Others, the reason why determining the need is important that is for identifying and distinguishing students' characteristics. Later, it will also affect students' attitude toward their learning as well as their achievements. Moreover, by this method enables the teachers to understand the real learning problems and afterward eases them to choose variety of methods to be applied in classroom.

3.2 Create Goals and Objectives for the Program

If the teachers have already determined the need, they might decide what they want to achieve with the blended learning. In this case, teachers or lecturers only need to specify the objectives which are steps to help reach the goals. The teachers or the lecturers who have known the goals then they have to decide and also make sure for the objective of the program in order to achieve the goal oriented. Therefore, they can clearly construct the objectives which are close to the goals. The construction of the objectives would lead to identify the learning outcome. In this step, stipulating the learning objectives assist to step the next stage of applying blended learning that is designing the program.

3.3 Design the Blended Program

After defining the learning objectives, it will lead the teachers to design the program. In this procedure, the teacher may determine and consider what and how to apply blended learning as well as define its appropriateness for the learning objectives.

3.4 Create and Coordinate the Individual Training Solutions

Once the teachers construct the program, then they should have such as coordination between the other practitioners who apply the blended learning. Everyone's designs must be coordinated, just as different teachers have different problem as well as its solutions.

3.4.1 Implement the Blended Program

After completing the above procedures, implementing the blended program is required. This procedure will be useful for the teacher to evaluate and measure the program whether it is appropriate to be practiced for their classroom or not.

3.4.2 Measure the Results of the Program

The last procedure is to measure the overall results once the blended-technique has been executed. The teachers may evaluate each technique or all blended-techniques to uncover the effective method. Common performances to evaluate teaching-learning process, specifically in language learning, are *reaction* and *learning*.

In *reaction*, teacher can give out the end-of-training questionnaire to students and ask them to honestly assess the technique. It is easier to do this kind of evaluation since we can get the quick and clear answers. In *learning* evaluation, students are measured based on what they have learned during the program. It can be a demonstration of their final project or in the form of written test.

Those are the steps in applying the blended learning in the classroom. Indeed, there are theories that also propose the method in conducting the blended learning. Though, there are differences in making blended learning, the main point is almost the same. The other procedures in designing for blended approach proposed by Bath & Bourke (2010) are planning, designing and developing, implementing, reviewing and improving.

3.5 Reading skills and Teaching Reading

In language learning, reading can be an important factor for success in acquiring a language. As stated by Mikulecky (2008) reading skills is the basis of instruction in all aspects of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assisted language learning programs.

In teaching reading, the teachers should know the processes covered in the reading processes that bottom-up and top down. Brown (2007) has clearly definition of these processes. In bottom-up processing, the readers have to recognize linguistics signals such as words, phrases, grammatical clues, etc. Whereas, in top-down processing, the readers must know and understand the text by using their own intelligence. That means in bottom-up process, the readers are demanded to comprehend the text by employing their own experiences or knowledge.

While, for the types of reading class, Brown (2007) proposed two kinds of reading namely intensive and extensive reading class. In intensive reading, students spend lots of time analyzing the text under the close supervision of their teacher. It is reading process in which the students focus on grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications. The aims of intensive reading are to help the students to construct detailed meaning, develop reading text and enhance vocabulary and grammatical knowledge. On the other hand, Carrell and Carson (1997, 49–50) in Richards and Renandya (2002) stated that extensive reading generally involves rapid reading of large quantities of material or longer reading (e.g., whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language. These extensive reading is mostly performed outside of the classroom which meant for pleasure reading Brown (2007). This process can be helpful for the teachers to develop reading habits, enhance language learning areas such as vocabulary, grammar, etc.

For the purpose of reading, in academic context, reading can be meant as the process of comprehending the text. Related to the teaching reading, researchers and educational practitioner has increasingly developed teaching strategy. A theory called a comprehensive approach that used to increase students' comprehension. By this theory, students are taught through direct explanation, teaching modelling and feedback (Richard & Renandya, 2002). Historically, ESL/EFL reading began along with the emergence of the widely-recognized as the first language teaching method, i.e. the Grammar Translation Method (GTM), also called the reading approach. This method emphasizes on the word knowledge. Further, the theory namely ALM (Audio-Lingual Method) which is regarded to the reading instruction is aimed at developing and strengthening the students speaking skills (Lado, 1961: 223). However, the previous methods could not fulfil the demand that students need to comprehend messages conveyed by reading texts. The new strategies are then employed such as psycholinguistic model

and interactive theory acknowledges. Therefore, as the importance of reading in ESL/EFL, further investigation on the reading theory is still needed.

3.6 Applying Blended Learning in the Teaching Reading

This description focuses on the use of blended learning for teaching reading. As with any curriculum, the learning and teaching activities need to be meaningful and relevant for the students' learning. As mentioned before that blended learning is the mix methods in which technology and face-to face classroom are employed. When the teachers are going to design blended learning for teaching reading, firstly, the teachers need to recognize the design of any aspect of curriculum. Relating to the course aims and learning objectives and considering how to best support students in achieving quality learning are also crucial. Besides, the teachers also need to know the students' difficulties as well as their learning style in reading classes. Further, the following sections, the writer provides guidance adopted from Bath & Bourke (2010) that are planning, designing and developing, implementing and evaluating of blended learning approaches.

3.6.1 Planning for integrating blended learning into your course.

At the first stage, take a look at some general curriculum and course design guidelines. It is important to have course aims and learning objectives set before considering blended learning opportunities for your course. Besides, it is also important to ask yourself such as what is the knowledge and students' achievement should achieve? What should students' accomplish and what learning and teaching activities would best support the students' learning.

In the teaching reading, the lecturers should design or plan the classroom by taking a look at the curriculum and course design guidelines. For example, in the first meeting, the lecturers are going to describe the material such as context clue. Since they will use blended learning, it is important to consider the media used whether it is appropriate or not. Once the lecturers use media online such as news media online to teach context clue material, they need to select it appropriately. For the reason that it is reading class which is purposed to build up students' comprehension, hence the lecturers have to be aware of selecting the text used. The text should be familiar which can build up background knowledge and recall students' experiences.

3.6.2 Designing and developing.

The next procedures is designing and developing the blended learning elements including face-to-face, online and assessment. In this stage, the teachers need to have some activities that should be purposeful, appropriate and possible as well as authentic materials. The activity is as much as possible relevant, real-world activities so that students can demonstrate their competency in a more 'true-to-life' setting. For example, in teaching context clue, the lecturers may use video from YouTube to have brainstorming section before delivering the text. Providing an access to an image from related website that students can practice their identification can also be used in the teaching reading.

Moreover, offering weekly or end of module online quiz (either for revision or summative assessment purposes) in addition to lecture and textbook material. It is also essential to consider a group work activity to facilitate student learning. For example set up a wiki for each group to allow students to work online collaboratively discussing and sharing their analyses and ask them to have a presentation. In this stage, the lecturers also need to arrange assessment activity which is used to measure students' achievement appropriately with the lesson given. The types for designing assessment can be in the form of peer and self assessment. These assessments can be lecturers' site to set up the assessments. The tool enables students to submit work (by either responding to a question online in essay format or by uploading a file), and then for themselves and/or their peers to evaluate according to set criteria.

3.6.3 Implementing the blended learning design.

After designing and developing the media and classroom activities, the lecturers then are going to practice teaching using blended learning. They need to guide the students in the classroom activities.

3.6.4 Reviewing (evaluating) the effectiveness of your blended learning design.

In reviewing or evaluating the blended learning, Herrington et al. (2001) propose a model of evaluation for online learning and teaching which is based around the three main areas such as pedagogies, resources and delivery strategies. Related to the previous description, in teaching context clues materials for reading, evaluating pedagogies evaluation is the most important. Here, the lecturers need to evaluate the learning activities which underpin the unit. Then, having resources evaluation that deal with the content and information which are provided for the learners. The last, evaluating delivery strategies used that deals with the ways in which the course is delivered to the learners.

3.6.5 The last step is planning for the next delivery of your course then involves improving the blended learning experience. In this stage, the lecturer can use or redesign the blended learning along with the other subject materials.

3.7 Suggestion for Teaching Plan

The blended-learning by and large has been one of teachers' choices to improve class meeting to be more effective and interesting. In applying blended learning, Thorne (2003) recommend some points for teachers that they should know how to:

a. Create the right environment to learn

Thorne (2003) states that many people prefer to learn through discovering with others rather than being told the facts by a specialist. It does not mean students do not want to learn from the expert. They require time to reflect and specific coaching to help them develop what they need to know.

b. Understand learners' different style of learning

In a class, the teachers should know the differences among students' learning style. They might find students who prefer conversation with others, some are serious in every learning session, some enjoy working individually and at the same time there are some enjoying to work in team. They know better what they want to explore the ideas. Of all those styles, students enjoy learning through doing the most. It demands teacher to create a fun teaching-learning process that fulfils the needs of students and, surely, fulfils the target of study.

c. Making learning a real experience

The aforementioned point shows that learning by doing is better than sitting in silence. Teacher can conduct team or individual presentation, finishing a project, completing an activity, solving the problems, and the like to create an enjoyable learning environment. By experiencing in learning, students will make mistakes and later need feedback from teacher. They will find that making mistakes is no big deal in learning process.

d. Plan what to do differently next time/meeting

It is suggested that teacher must have creative ideas to apply many methods in teaching-learning process. It is not forcefully said. It allows teachers to find many sources to make the English class more joyful for students. So, there will be no opinions from students that English is a devilish lesson to be learned.

Additionally, when the lecturers are willing to put lecture materials online, it is worth considering the file size and image compression, timing and release of materials, printing costs, format and purpose of materials.

CONCLUSION

This article has reviewed the theory namely blended reading especially for college learner. This strategy combines two or more methods in teaching-learning which a portion of the traditional instruction and the technology used in a class is to maximize teaching and learning. As may be seen from the above review, the teachers or the lecturers can gain successful result by applying blended learning. This article also conveys the teaching procedure for blended learning. In applying this strategy, the teachers or the lecturers have to know their goal and objectives in reading classes. They also need to be aware of their students' difficulties

especially in reading. However, the lecturers have to consider some factors such as the number of student, how to assess students' achievement and also the availability of the technology used

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MASSIVE MULTI-STUDENTS ONLINE LEARNING: STRATEGIC ONLINE LEARNING INSPIRED BY MASSIVE MULTI-PLAYER ONLINE ROLE GAME PLAY

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ABSTRACT

The global-digital world creates the world smaller through technology and internet connection. People realize the importance to communicate and share knowledge as the world global community. In education field as the part of global community, there are a lot of online platforms offered as instruments to conduct online learning, such as Quipper, Schoology, or Comodo. Those platforms has its unique characteristics but the question is why the users spent their time in the platform not for a long time? It is completely different when an online game user, especially for multi-player online game, spent their time for a quite long time. Inspired from massive multi-player role game play (MMORPG), a massive multi-students online learning could be created as an option for teachers/lectures to conduct an online class in real-time interaction, such as chatting, transferring photos, videos or goods, buying, selling, or achieving something, with all of the students from the whole world through internet connection and to increase the users' time spending (interest) in the platform to, both consciously and unconsciously, study which is in line with the local culture.

Keywords: *Massive Multi-Player Role Play Game (MMORPG), Massive Multi-Students Online Learning (MMOL), online platform(s), real-time interaction, and local culture.*

INTRODUCTION

The uprising of the generation Z, generation which born in 1996 to early 2010 (Williams, 2015) that familiar with the technology especially the internet because of in that period internet was booming among countries also do a lot of activities using electronic devices, creates innovations or even inventions in many sectors such as education, games, or social media that could be accessed through internet. Social media, websites, online, streaming, upload, download, software, programming, games, and so on are very common terms for generation Z. (Magid, 2015) called it Pluralist Generation has the continual erosion of dominant media, the rapid emergence of fragmented and niche-based voices, the power of ground-up consensus building, the bold contrast of Gen X and Baby Boomer parenting styles, the growing conflicts surrounding demographic. This phenomena also emerge among us that children, age 15 or less, could operate easily electronic devices that has high technology innate such as smartphones, tablets, or smartwatch to conduct further actions like do video call, play games, access social media, stream movies, download and upload pictures, or editing videos.

In education field, students who teachers face today is the part of generation Z. Those who are familiar and tend to be more “technological” than the teachers today. We can see, today, students bring smartphone and close to technologies supported. Whether we, as teachers, do not know what is inside their smartphone or how they use their gadgets. Do they use the gadget fully-responsible? What is their activity in internet through their gadgets? There will be a lot of questions raising if we sharpen it. But this is our, teachers, responsible to manage the technology wisely used in order to give positive paradigm and function among the students.

Along with the development of internet, its wave also touch the education sector that stimulate this field to synchronizing its role to global range. There are platforms developed across internet as facilities for teachers and students to make them able studying through internet without leaving their house, even their seat. The effect of this phenomena is possibility to study across regions or countries. We assume that this possibility can raise equality of education quality, of course, we have to consider some aspects.

There are learning management systems (LMS) that offer features to manage activities of teachers and students to conduct online learning. The phenomena emerge is the students' time spending in the platform is not satisfying because they only spent in a very short time. Finishing and/or checking the material become major activity of students. Students visit the online class in order to know something new to complete his course only, but the willing of study itself does not emerge. This emergence, self-enforcement, is very important for every students because it stimulates and pushes students to learn something new without anyone's insistent. Besides self-enforcement, students also need interaction between other students in the same online class. Most LMS does not have this feature, even though, there are many students in the same online class but they could not interact directly each other. They could not chat or discuss face to face. Teachers could use third-party software installed in PC to use Skype to cover this, of course, with certain consideration.

There is a famous game genre called Role Play Game (RPG). It is a fantasy game that the player acts or feels as the character in the game. It raises sense that the game player as if the one who in the game regardless time, space, or cultural background. Role-playing games offer people the chance to actively take part in their own alternate expression of identity, exploring parts of themselves (Bowman, 2010). The player could decide what actions he will take that effected to the character and the world in game. This genre later developed in Massive Multi-player Online Role Play Game (MMORPG) as the consequence for the development of internet that could connect millions people in the earth together in one place. According to Nielsen, the average US gamer age 13 or older spent 6.3 hours a week playing video games during 2013, 5.6 hours in 2012, and 5.1 hours in 2011 (Aamoeth, 2014).

Inspired by MMORPG that could make the player stay in 6.3 hours a week, we as educator are stimulated to design a similar platform that enhance students to stay and self-study in longer time. We propose a platform named Massive Multi-students Online Learning (MMOL) to increase students' study duration online that could record every activity of students real-time. Real-time evaluation is seeing the window for immediate space of use related to situated learning and measurements in online learning. This feature offers stakeholders adequate information from real-time data gathering, data analysis, and design interventions (Zaphiris, 2007).

METHOD

This qualitative study tries to conduct an innovation in education methods concerning to increase the self-reinforcement studying through online platform with massive students among the country. The first step is building phase. The platform built from adopted Ragnarok Online (RO) that support massive player gather in one place. Adaptions cover the whole main frame of RO including both client and server side. In building phase, the adopted RO is installed with custom scripts to create new events that related to our educational purposes. The custom scripts are scripts for equipment that could be gotten by a certain quests. Quests are designed related to course materials in English as the educational purpose. So does the language used in game is English in order to improve students' comprehension in the language. Besides quests, we put custom script for in-game-lecture via Non-player Characters (NPC). Stock characters that appear in the social world of the game and are called Non-player Characters (NPC). NPCs could be the villains, allies, mentors, family members, retainers, or neutral Player Characters (PCs) (Bowman, 2010). The original scripts is kept to maintain the environmental harmony of the game.

The custom scripts installed divided into several types; there are single game event, series of game events, regular game events, and conditional game events. Single game event is activity that if it is done by the Player Character (PC), the PC will get the reward and the event could not be retaken. Series game event is in order to get final rewards the PC should pass series of quests. To finish the event, usually, PC have to spend their time and energy higher or it could not be done in one-time login. Regular game event is event that represented by NPC who appear or ignite an activity regularly to give PCs reward if they meet the requirements. Regular game event could be ignited hourly, daily, weekly, or monthly. Conditional game events is an event that randomly emerge, including story, enemies, missions, or it has single or serial series, based on AI's (artificial intelligence) decision so does the reward given. AI illustrates connected parts

such as human body that could experience in one area to predict the outcome of similar event in another area. For instance, illustration of when human step on fire by his foot, he feels hot. He will not hold the fire again using hand (Lecky-Thompson, 2008).

The second phase is inviting students to register to MMOL in order to let them play in the game. Students as PCs are directed by NPC to tutorial map that consists of NPCs that will give tutorials and helps. In tutorial map, they found to-do list and quests that they could do. In this phase, students improve their character's skills and equipment. Unconsciously, students used English as their game-language which all NPCs and events descriptions used English. In finishing some quests, they are faced academic questions in English. If they do not know the answer, the NPC refers them to read some reference book.

Start from this phase, the log book works to record all activities of every PC or students' activity start from the time they login or logout, average in-game-time-spent, their conversation, their transactions, their events that be done, their inventory, their skills and ability, and their recent activity. This analytic features innate in server side game, therefore, it helps a lot in revealing students' anxiety using MMOL. Furthermore, we monitor their activities with other students/PCs in the game. Those activities are their communications, their team building, cooperation, discussion, planning, transactions, and defining their goals.

The students targeted to be tested in MMOL are students of English Department students of STKIP AL Hikmah Surabaya who programmed Introduction to Linguistics course. There are 18 students with ages ranged from 18 to 20 years old. All the students are assumed to have background knowledge to use computer and internet. They are expected to learn branches of linguistics through many sources supported by MMOL. MMOL provided tests in form of game events related to the course materials in Introduction to Linguistics spread out across in-game-world. In the end of the semester, students tested in offline written final examination based on knowledge that they got via MMOL.

There are limitations for this study. The first limitation is the participants are 18 students of English Department of STKIP Al Hikmah Surabaya who programmed Introduction to linguistics class. The second limitation is custom scripts installed in Ragnarok Online main frame. Those custom scripts were originally made by developer and team that need to be improved in the future. Those are not free-bug scripts. Also, these scripts are as another subject of this study.

FINDINGS AND INTERPRETATION

The result of this study shows that custom scripts that installed in Ragnarok Online platform reach 110 custom scripts divided into several sections (see Table 1). The custom scripts installed have different difficulties in building in based on how complex the script. The custom script has different grade, there are grade A represents scripts that has very long content and complex function. It has more than 10 parallel functions. Grade B represents scripts that has long content and complex function. It has 7 to 8 parallel functions. Grade C represents fair content and complex function. Grade D represents scripts that have fair content and simple function. Grade E represents scripts that have short content and simple function. From those custom scripts, there are some scripts that contains unresolved bug until this report is made. Those are script of Campus Graduation, Study with Vesper, Lecture for Tree Diagram in Syntax topic, Input International Phonetic Transcription, Campus Time Counter, and Students ID Analyzer NPC. The problem rouse because of, mostly, typing feature in Ragnarok Online is based on text that does not support symbols, and diagonal line in NPC chat box.

Table 1 custom scripts installed in Ragnarok Online system

No	Custom Scripts Level	Total	Script
1	Grade A	10	Job Quests, Advance Job Quests, Reborn Job Quests, 3 rd Job Quests, Ph.D. headgear, Hikmah armor quest, Hikmah shoes quest, Hikmah shield quest, Campus Graduation.
2	Grade B	18	World time-spent point, world daily reward, Valkyrie Helmet Ex quest,

3	Grade C	29	Satan Morroc Ex Quest, Global CP score, Mjolnir Quest, Gnungnir Quest, Global Kafra Trading, Point Trading, Nydhogg for Learning Quest, Sleipnir Quest, Study with Thanatos, Study with Valkyries, Study with Lord Orc, Study with Orc Hero, Study with Vesper, Study with Alice. Course material quest, such as Language and Its Role, Phonology, Phonetics & Phoneme, Voiced/Voiceless, Place of Articulation, Manner of Articulation, Phoneme Labeling, Morphology, Free & Bound Morpheme, Lexical & Functional Morpheme, Inflectional & Derivational Morpheme, Enchanters, etc. Campus access, Class access, Lectures, Registration, Campus item rewards, Campus points, Last Man Standing, Advance Banker, Card Trader, Campus Point Trader, Students Daily Reward, Disguise, Campus Healer & Buffer, Campus Mall, Campus Warper, etc.
4	Grade D	21	Common Bank, Trading, Announcement, Town Traders, Mount Renter, Rent Weapon, Rent Armor, Rent Helmet, Rent Shoes, Campus Ticket Seller, Campus Warp Ticket Seller, Campus Security, etc.
5	Grade E	32	

The total player of MMOL Ragnarok Online based is 87 players. There are high amount of player because of MMOL RO based is an MMORPG that connected to internet. So people who want to join to this game is not restricted. Restriction of registration is not applied because those players could be the subject of further research.

Players who registered to in-game campus, Al Hikmah Campus, is 31 students. The amount of those students registered in Al Hikmah Campus is higher than the real STKIP Al Hikmah students which are only 18 students that program the course. This number shows that players' enthusiasm to join in in-game campus become an indicator that conducting class or lecture in game stimulates people curiosity, even though, there are motives behind this. Motives emerged are players who are the real STKIP Al Hikmah students that using this electronic learning media, players who are not the real STKIP Al Hikmah students that pursuing the reward or facilities, and players who are purely curious about the event.

Difficulties faced by STKIP Al Hikmah Students in the beginning using MMOL is they have to adapt and study the game play. Furthermore, RO offers wide maps across the in-game world. They need about one week spending 2 – 3 hours login to the game daily to learn the game play before they go further to the course materials.

There are seven checkpoints that students must finish in four month using MMOL. Those checkpoints represent subtopic discussed in *Introduction to Linguistics* course. Every checkpoint passed, they rewarded by several items that become the proof to the facilitator that they already pass the checkpoints. From 18 students of STKIP Al Hikmah who finished seven checkpoints, there are three students only. There is four student who passed six checkpoints. Four students passed five checkpoints, five students passed four checkpoints, and two students passed three checkpoints.

The final examination score of this course is in line with result of checkpoints passed in game. The highest final examination score is achieved by student who passed seven checkpoints. The lowest score is recorded by student who passed three checkpoints. The average score.

In line with (Caladine, 2008) that studying in group or individual in communities could improve the ability of the learner. Because of the environment in MMOL RO designed using English as the main language, all players used English if they want to communicate each other, even though, not in form of spoken language but in form of written form that appear above the playable character in-game. It is reflected when real class discussion conducted, the students discussing in-game topics using English.

After passing thru the adaptation phase, students are being used with the game play. They found checkpoints that have to be achieved, moreover, supported by RO game basis that it has no ending. The game only direct the player to be the stronger and provides events that give them reward to get stronger. So, it gave player to explore the world widely to finish the checkpoints that spread-out across the game world. The average in-game time spent is 1,5 hour daily or about 10,5 hours a week. If we compare with the statistical data about time spent to play game in US above, the subject spent fewer time than time spent to play game in US because variables in this research is very limited and educational purpose.

CONCLUSION AND SUGGESTION

We believe that there are pro and contra about MMOL RO based that combine learning and playing online game. However, the result of this qualitative study that tried to conduct an innovation in education methods concerning to increase the self-reinforcement studying through online platform with massive students among the country. Proved that our students is the product of generation Z that could adapt faster with new technology they faced. Because we believe that they are the technology itself. The result of the learning process is also satisfying and in-line with students' ability to absorb information served in MMOL. Their initiation to discuss topics in English is increasing because of they share the same in-game community and interest. Students in-game time spent average is 10,5 hours a week, it is still low compared with USA statistical data of playing game stated above.

Since this learning method is still new, further development of this project could be conducted to improve its quality and accuracy. There are still weak aspects that need to be developed such as custom scripts for educational purpose, in-game socio-control to maintain purpose of education, enhancing the quality of in-game lecturing via NPC, and the quality of in-game assessment.

By developing this line of research, option ways to conduct interesting learning process borderless and limitless could be realized.

ACKNOWLEDGEMENT

We thank all the students who participated in this study, the script developer, eAthena open source of Ragnarok Online server, Ragnarok Online Company, and all players in MMOL RO. We also express our gratitude to the Head of STKIP Al Hikmah for supporting this research.

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EXPANDING LANGUAGE LEARNING EXPERIENCES THROUGH THE USE OF MODERN INFORMATION TECHNOLOGY

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ABSTRACT

In the era where information technology is increasingly more accessible and affordable, there are great opportunities for language educators to enhance their teaching-learning activities. They can expand their students' learning experiences through the use of a wide range of tools and websites on the Internet. Not only can students gain supporting facilities from the Internet but they can also exercise self-assessment on their vocabulary use in their writing, and adjust the learning environment to suit their personal styles. By engaging the students in online interactions, the teacher encourages otherwise passive and less able learners to participate more. This paper presents a few web-based sources that can cater to those needs.

Keywords: *expanding learning, information technology, online interactions, out-of-class learning*

INTRODUCTION

Connectivism As The Basis

Several learning theories are pertinent to today's learning (Larson and Lockee, 2013; Ng, 2015). The first is Behaviorism, which posits that learning comprises a set of habit formation in which good performance is rewarded by appreciation and praises while poor performance is punished by low scores and harsh correction. The second is Cognitivism, which believes that there is a system in the human mind that processes information and therefore the task of a teacher is to create learning environment that promotes effective memorizing, storing, and retrieving of memorized knowledge. Finally, the third is Connectivism, which is characterized mainly by the function of networking in one's effort to learn. Learners learn by accessing the network to learn new knowledge, and by contributing information to the network. Closely related to Connectivism is Constructivism, which stresses the importance of interaction and experience in shaping the quality of learning. The rest of the discussion in this paper hinges on these last two learning theories.

Expansion of learning experiences

By expansion, it means that learners are encouraged to seek more learning hours in addition to the formal class hours. Students of English at university level usually spend an average of 800 – 1000 minutes every month being exposed to English language in classes. That amount of time equals 16 – 17 hours a month, or 192 hours in a year. If mastery of English requires around 720 hours and most non-native English speakers reach that amount in around 60 weeks (McKay and Brown, 2015), that total amount of time of classroom lessons is obviously inadequate. The learners should make efforts to have more exposure to English and more practice opportunities outside the class hours.

Before the advent of advanced information and computer technology, extra learning hours can be obtained through conversation club, print magazines and books, and radio or TV broadcast. From the year 2000 onward, the information technology has been advancing very rapidly, making expansion of learning even more possible through Internet-connected gadgets. Now the learners can benefit not only from conventional means of extra learning such as joining conversation club or reading novels, but also take advantage of the vast cyberspace that offers a myriad of learning sources. Thus, the additional learning experiences are made available by the cyberspace.

With the right guidance from their teachers, these learners should be able to find access to resourceful tools and media on the Internet. Once they start engaging in the virtual activities on the Internet, the teacher should ensure that they keep working on these activities.

The cyberspace and what it offers for learning

The cyberspace abounds with a lot of sources that can enhance one's learning experience. Not only does it offer helpful tools and media for learning, but it also connects people from all over the world to engage in a teaching-learning activity. Thus, Connectivism fits perfectly in this interconnected world because essentially it is about hooking up with others and sharing information with them. From the vantage point of a teacher with great passion for teaching, the Internet has made available some facilities that enhance their out-of-class teaching.

Twitter

The first Internet-based facility is Twitter. Twitter can be used as a means for teaching various aspects of language. Borau et al. (2009) did a study on the use of Twitter for training communicative and cultural competence, and obtained encouraging results. I have been using Twitter for enriching my students' vocabulary. In the Vocabulary class that I teach, it serves to expand the learners' experiences, bringing an added element to the regular class that they attend once every week. By following my Twitter account (@inggrisanda), my students can learn a few new words in addition to the words they learn from the face-to-face session with me. Occasionally, I put out a few simple multiple choice items to let them have a practice in recalling the meanings of some new words they have learned. Currently, my Twitter account has raked more than 1000 followers, a sure indication that people from other places than my university have noticed it and used it as source for their own vocabulary learning. This is obviously Connectivism that manifests in the cyberspace.

One of Twitter's facilities is PLN (Personal Learning Network). By establishing a PLN, a learner can obtain and refine his or her knowledge, and connect with other people of the same interest. This interaction gives rise to enhanced knowledge, something that obviously is an application of Constructivism learning theory.

Online dictionaries

Dictionaries are indispensable tools for those who are learning English as a foreign language. Instead of carrying bulky print dictionaries, today's learners can carry around much more handy and portable dictionaries in their gadgets. Even typing a new word into Google search engine space can sometimes produce quick definition of the word, complete with the phonetic transcription and the spoken pronunciation. A discussion about what online dictionaries serve best is in order.

Three online dictionaries are highly recommended for learners of English: <https://dictionary.cambridge.org>, <https://merriam-webster.com> and www.dictionary.com. Not only do they define the meanings of new words, but they also demonstrate how the words are used in their typical contexts, and how they are pronounced correctly. In addition to those, the dictionaries also offer idiomatic expressions and phrasal verbs which use the words being learned.

Tools for vocabulary learning

In order to learn new words, learners have to go through a few steps. First, they have to see or hear the word and establish the form-meaning correspondence in their mind. Second, they have to see and understand how the word is used in its linguistic context. Third, they have to be familiar with its pronunciation. Finally, they have to recall the word by using it in an appropriate context. If they do this on a regular basis with different new words, their vocabulary mastery will increase significantly.

The site that take learners through these steps is www.rewordify.com. Learners can choose a text they like and paste it onto the space provided by the site. Then, upon clicking the button, they will see some new words highlighted, each with the respective meaning visible as the mouse hovers over the word. The learners are then prompted to decide how many words they would like to learn from that text. Once the learners choose the number of words, they will

be presented with the meaning of each word. Then, the pronunciation of the word is given for them to learn. Following this, the usage of the word in context is given. The next step is practicing the new word by writing it. The cycle ends with a multiple choice test asking the learners to select the right meaning from the four options.

Another online tool that caters for the out-of-the class interaction between the teachers and the learners is www.vocabulary.com. Here, the teacher has ample opportunities to set tasks for the learners to memorize new vocabulary items on a regular basis. After setting up a class and getting the learners to sign up for the class, the teacher can choose an interesting text from the Internet, paste it onto the space provided, and have up to ten new words to be learned by the students. The students can first of all see the new words with their definitions and examples in simple English, and then do the recognition tasks that measure how well they remember the meanings of the new words. If the teacher has had a Twitter account, she might just as well link the text to the account and tweet the text being studied. This way, she will invite even more people to join the learning activities.

What vocabulary to learn

The next facility is some vocabulary profiling sites which should help with two activities: (1) identifying words that are worth learning, and (2) measuring their own achievement in using new vocabulary in their writing.

Learning English as a foreign language requires a lot of exposure to English words used in authentic contexts. Yet, when faced with authentic passages composed of vast number of words, learners hardly know which ones should be learned intentionally and which ones should be guessed from the context. Teachers uninformed about the power of cyberspace tools will also at loss to help their students decide which words need intentional and organized learning.

Ali, Mukundan, Baki and Ayub (2012) investigated learners' interest in three Vocabulary methods, one of which is using CALL. They found that the learners were drawn to the method that used CALL for their vocabulary learning. Another empirical evidence about the learners' enthusiasm over Web-based technology is shown by Binkai (2012). He found that learners are enthusiastic about corpus-driven vocabulary learning aided by concordancing software. In short, tools from the Internet harness the potential for expanding learning experiences.

A site that can help learners sort out words from a text is www.lex tutor.ca. The first step for the learners is to find a text that they like from the Internet, and then copy and paste it onto the vocabulary profiler in the site. After the "submit window" button is clicked, the tool generates several color-coded categories of the words that are contained in the text. The blue words are the first 1000 most frequent words; the green ones are the next 2000 most frequent words; the yellow words are academic words, and the red words are words that do not fall into the previously mentioned categories. Now, the learners have at their disposal some new words that should be learned with full attention, namely the academic words and maybe some less frequent words coded in red. They can also run a quick check of their mastery of the green and blue words to determine if they have mastered these frequent words well enough.

For learners who wonder if their essays have contained enough academic words, this facility easily enables them to look at the profile of their words. They can simply paste their essays onto the space provided, click the "submit window" button, and immediately see the proportions of academic words, and more frequent words that they have used in their writing. Certainly, if they see that their essays contain mostly high frequency words and very few academic words, they can rewrite the compositions to make them sound more academic.

Encouraging online interaction

Many years ago, interaction among learners or with the teacher was only possible in a face-to-face fashion. Today, with the rapid advance of information and computer technology, such interaction can also be conducted through the cyberspace. This kind of interaction proves beneficial for a conventional class where students of various learning styles, personality, and level of proficiency come together to learn. In such setting, some reserved, shy, and less able learners sometimes feel the psychological pressure of having to keep up with their more able peers. The out-of-class online interaction lifts off the pressure and allows these students to work

together with friends which suit their psychological predisposition. My own study (Djiwandono, 2014) showed that these students mustered enough courage to participate more and even initiate a discussion.

A cyberspace media that allows for online discussion and provides a host of helpful learning facilities is Coursesites and Edmodo. They provide a space for the teacher to announce the topic of the lesson and then refer the course participants to folders containing relevant materials (video clips, pdf files, links to various websites, MS-Word documents). After some time is allowed for the students to read the materials, the teacher can prompt them to a discussion room where he or she can pose a few questions for the students to answer. The learners respond by discussing the questions with their respective groups, and then type their answers. Since the answers are now visible for everyone to see, other groups may comment on the answers or present their own answers.

I used Coursesites to conduct a class of Language Testing last year. A close examination of the written interaction between the students and the teacher revealed traces of prompting questions that provoke further thinking, peer corrections, and scaffolding. In the excerpt below taken from an online session on the Coursesites, (1) is an evidence that students accessed other sources than the main textbook, an indication of expansion of their learning sources; (2) is an acknowledgement from the teacher; (3) is a confirmation about the students' response, (and (4) is a prompt for the students to think further.

The students' answer:

Maulidya M 211210022 Rahmanai H 211210026 Tia S 211210028 there are 3 points to make an effective and good language test : 1. Validity : a test should be valid to measure accurately what we want to measured 2. Reliability : a test should reliable as a measuring instrument 3. Administration: a test which can be handle and practicable (1) <http://english-language-testing.blogspot.com/2011/04/chapter-3-criteria-for-good-test.html>

The teacher's response:

(2) Very good, Tia, Maulidia, and Rahmani Husna. (3) Yes, validity, reliability, and practicality. (4) Can you elaborate on reliability? What do you mean by "reliable as a measuring instrument"? Other groups may suggest answers, too for this.

Moreover, this kind of interaction is recorded permanently in the Coursesites system, thus allowing for the next class to peruse the discussion and learn a few points from it. Again, this is Connectivism and Constructivism at work.

Bringing them together

The cyberspace tools described above can then be brought together in a sequence that accords with the learners' developmental stage. First of all, in the early semesters, they can be introduced to Twitter and online dictionaries to expand their vocabulary learning experiences. Then, as they move on to the next semesters, they can be assigned to use the vocabulary profiling sites that will help them prioritize certain types of words in their intentional learning. At a stage where they begin to practise writing, they are encouraged and trained to use the profiling sites to measure the lexical diversity of their own writing. Finally, when they embark on learning the content of certain courses, they can be prompted to engage in Coursesites or Edmodo where they practice delivering written ideas and learning from the teacher as well as from each other.

CONCLUSION

The paper has brought up a review of tools and media on the Internet that have the potential to help learners expand their learning experiences. In addition to learning English in the formal classes, they now have at their disposal some websites that will add more time for learning. The teacher can provide extra learning through Twitter, help with the new vocabulary through online dictionaries, and have the learners interact more through Coursesites or Edmodo. This is the manifestation of Connectivism and Constructivism learning theories.

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ENGLISH FOR JOB HUNTING: ENHANCING EFL STUDENTS' CAREER MARKETABILITY

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ABSTRACT

As job competition is getting more challenging, higher education institutions need to cater for their students' career development. This paper discusses a case of an elective course preparing Indonesian students majoring in Information Technology (IT) hone their language and life skills to initiate their career steps. Focusing on writing skill to prepare application documents and oral competence to perform job interviews, this course applies principles of task based language teaching (TBLT) facilitated by strategy training of job hunting. The scaffolding activities cover classroom tasks dealing with life skills, namely soft-skill inventory, self potential identification, and examination of career interests. The course conduct is facilitated by the university e-class management system, a website containing job-interview videos, and web-based tools of document sharing. As the course output, learners are required to write a resume and a cover letter on their interest of job postings to be simulated in an interview session. A seminar of winning job competition by HRD managers and a short workshop by guest trainers discussing hands-on strategies to perform well in the selection process enrich the curricular activities. A model of ESP pedagogy to facilitate EFL students' initial career development is the ultimate objective of this course.

Keywords: *ESP, Task Based, Blended Learning*

INTRODUCTION

ESP (English for Specific Purposes) pedagogy addresses the relevance between specific focus of language training and the communication purposes they perform in their job. In other words, the language competence resulted from classroom learning and practice should be pertinently applied into practice when they work. Dudley-Evans and St John (1998) point out that one of the main concerns of ESP deals with preparing learners to communicate effectively in the tasks prescribed by their study or work situation. Accordingly, Basturkmen (2010:8) states that in an ESP situation, it is understood that "learners would want to achieve 'real world' objectives, the ones requiring specific linguistic competencies".

Aligned with language programs to facilitate professional purposes, this study focuses specific needs of preparing students for job recruitment process. Mainly it addresses the needs of writing application documents and performing well in job interview sessions. Suggesting task based of language teaching (TBLT) as the framework, this paper reports the classroom tasks and elaboration of ICT to facilitate the learning process.

Task Based Language Teaching (TBLT)

There have been various approaches and methods of second or foreign language learning. Jeon & Hahn (2006) propose that the task-based view of language teaching, based on the constructivist theory of learning and communicative language teaching methodology, has been in response to some limitations of the traditional PPP (Presentation, Practice, and Production) approach (Ellis, 2003). Therefore, it has the substantial implication that language learning is a developmental process promoting communication and social interaction rather than a product acquired by practicing language items, and that learners learn the target language more effectively when they are naturally exposed to meaningful task-based activities.

TBLT is an adaptable approach to language teaching. Ellis (2009: 224) proposes "there is no single way of doing TBLT". Bygate, Skehan and Swain (2001:11) offer a core definition of task, as "an activity which requires learners to use language, with emphasis on meaning, to attain an objective". Meanwhile, Ellis (2005) argues that task-based approach to language teaching differs from other approaches in that it makes no attempt to stipulate the language

forms (and associated meanings) to be taught. Instead “the content is specified holistically in terms of tasks”, which can involve listening, speaking, reading or writing or any combination of these skills.

In relation with its conceptualization, Willis (1996) offers a framework of TBLT consisting pre- task (teacher introduces a topic and task), task cycle (consisting planning, doing the task, and reporting) and language focus (comprising analysis and practice). Elsewhere, Nunan (2004) proposes that real world task as the instructional objectives should be transformed into pedagogical tasks which further placed into a continuum from a rehearsal tasks to activation tasks.

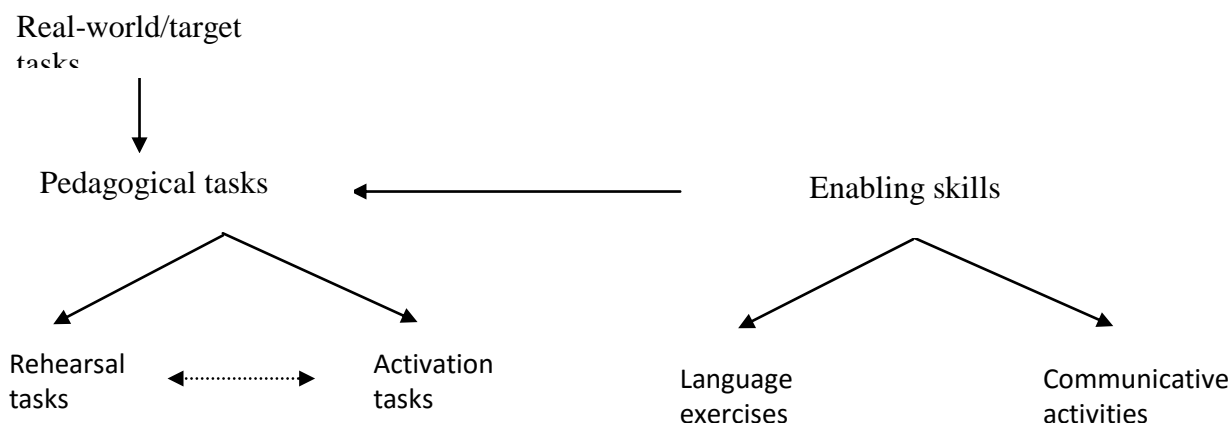


Figure 1: Framework of TBLT (Nunan, 2004)

Blended Learning

Blended learning has been widely known to elaborate more than one method of learning comprising conventional and *high-tech* modes. While it has many wide-ranging and often conflicting definitions (Oliver & Trigwell, 2005), within university language learning programs, it can be defined more easily by focusing on the spaces and materials assigned to teachers. Some classes are assigned to CALL laboratories, where pedagogic activities are limited to online or software-based programs. Other classes are assigned to face-to-face classrooms, where pedagogic activities are limited to course books and face-to-face interaction between students and teachers. However, a blended room removes these limitations by providing both online/software-based learning with face-to-face learning in the same physical location (Hanson-Smith, 2007).

The term “blended learning” has been popular, therefore it is necessary to build an initial groundwork for the term.

“Blended learning is the combination of different training “media” (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term “blended” means that traditional instructor-led training is being supplemented with other electronic formats.

Bersin (2004: 15)

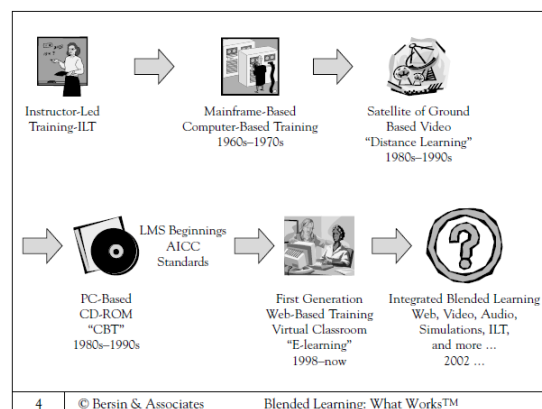


Figure 2: History of blended learning (Bersin, 2004)

The figure illustrates firstly that blended learning is not a new concept. Secondly, the origins of blended learning are the simple but powerful to extend the classroom experience in space and time. Then, it can be accomplished through variety of media, whether it is mainframe-based, video-based, or web-based. The key issue is not making the technology exciting but fitting technology seamlessly into a program appropriate for the problem at hand (Bersin, 2004).

Blending multimedia into language skill instruction, one of its potentials is to facilitate different modalities of learning, one of which is the coding of verbal and non verbal communication as stated in Berk (2009). Similar to real life conversation, these modes of communication inevitably interact. Non-verbal clues through body language or facial expression play a very essential role of completing information of verbal language. Other clues depicting context and visual information from a piece of communication discourse in a video scene also complement the verbal language, eventually facilitating comprehension. Secondly, dual channel assumption (Baddeley, 1986) and (Paivio, 1986) in Mishra (2005) proposes two distinct channels in human cognitive system for representing and manipulating knowledge: a visual pictorial channel and an auditory verbal channel. Thus, moving pictures in videos enter the cognitive system through the eyes and may be processed as pictorial representations in the visual pictorial channel. Spoken words enter the cognitive system through the ears and may be processed as verbal representation in the auditory verbal channel. Then, active processing assumption which states that meaningful learning occurs when learners engage in active processing within the channels, including selecting relevant words and pictures, organizing them into coherent pictorial and verbal models, and integrating them with each other and with appropriate prior knowledge (Mayer, 1999; Wittrock, 1989 as stated in Mayer, 2001)

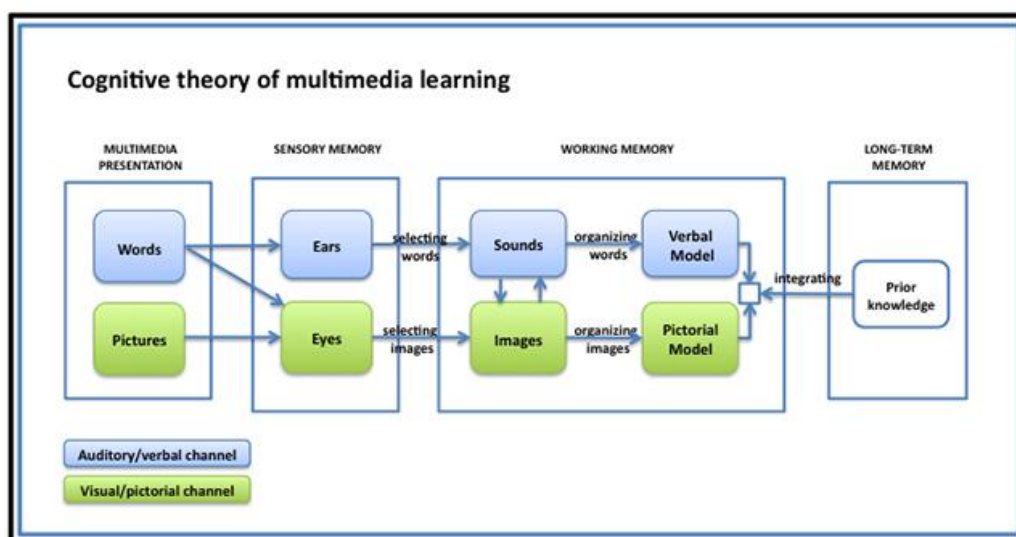


Figure 3: Cognitive Theory of Multimedia Learning (Mayer, 2001)

The use of various media for language learning (text, video, audio) to develop speaking skills in this study aims to provide more clues of verbal and non-verbal languages in a communication context. The language function, accent, and intonation interact with gestures, facial expressions, and other context clues. Bret (1996) proposes that multimedia enables teachers to deliver wide variety of message and to attract learners' attention. Moreover, it offers variations of simultaneous learning media. Lastly, multimedia material is known to be relevant with some principles of language teaching such as language input, noticing, and motivation (Bret, 1996).

ENGLISH FOR JOB HUNTING

An ESP (English for Specific Purposes) program is designed to accommodate the needs of specific discipline or purposes it serves. Comprising two departments, Informatics Engineering and Information Systems, the school of Information Technology is established upon the vision of "*....preparing a new breed of professionalsresponsible for developing information technology expertise*". The pedagogic process is then directed to provide education and promote learning in the area of information technology based on innovative approach and to

nurture skills of leadership, communication and entrepreneurship. In accordance with the vision, an elective ESP program called English for Job Hunting was initiated preparing students to market their expertise as new breed of professionals.

In regard to more specific needs of increasing IT students' marketability in the job selection process, not only English competence is required, other competence related to self identification covering personality traits, soft-skills, strengths and weaknesses, and interests are also necessary. As the students have indentified "who they are", they expectedly choose a career path suitable with their interests and self potentials. By then, raw material for their resume has been collected. Subsequently, choosing job postings and learning about the companies or organizations would precede the application process. It is, therefore, the course is directed towards the learning output of preparing students' job application documents and performing well in job interviews preceded by scaffolding activities. Tasks to facilitate preparation of application documents are:

1. Completing a *mind-map* describing students' qualification profile covering personal identity, strengths, weaknesses, education, skills, hobbies and interests, and future goals. These tasks require some instruments; self potential identification, soft and hard skill inventory, multiple intelligence assessment, personality quiz.
2. The self research prepares students to the next task, writing motivational essay for a job elaborating description of their qualifications, strengths, and weaknesses. Students are required to write between 500-750 word essays.
3. Summarizing major qualifications from the essay making up learners summary of qualification and formulating well written personal statements/summary of qualification. To scaffold this task, teacher introduces/reviews noun phrases, adjective clause, and the use of formal words to succinctly formulate summary of qualification
4. Conducting job market research in accordance with their qualification. Criteria for the job advertisements are established, such as clear job description and requirements, availability of contact information, and company information on the website.
5. Comparing the self potential with the requirements on the job postings, the students are supposed to select the ones matching their qualifications.
6. Developing resume and cover letter. Teacher firstly provides guidelines of writing these documents including the objectives, types, format, styles, and mechanics. These documents are constructed based on the self qualification and market research they have conducted previously. Later on, the job interview simulation would be administered upon these documents.

The second half of the semester aims to prepare students for job interview which covers strategy training of job interviews. The nature of job interviews is firstly discussed. The next topics deal with building first impression, cross cultural understanding on self introduction and formal talks in English, and effective use of gestures. The other sessions train students' strategies of answering general questions, job fit questions, behavioral interview, and HRD questions. As enrichment of this course, a seminar is held in cooperation with the university career center. A talk on strategies winning the job competition by human resource managers or the university alumnae offer new insights on professional demand they are about to face. Once, guest lecturers were invited to talk about related topics such as how to dress properly in job interview and how to prepare for a Psychology test.

ELABORATION OF ICT (INFORMATION AND COMMUNICATION TECHNOLOGY)

The first ICT instrument used in this study is the university E-class. It offers E learning platform to manage class conducts and administration. Menu dashboard on the left side offers choices of classroom properties to access. Figure 4 illustrates the E-class interface logged in as teachers offering list of classes, discussion forums, material posting, announcement, assignment, student assistant list, and class grade. This platform is mainly used to facilitate the class communication by means of announcement, discussion, assignment, and material delivery. Material in forms of video, audio, text, graphics, or web links could be uploaded within the size of 10mb.

SEMESTER GASAL 2015/2016
Kelas
Materi
Feedback

Menu

- Daftar Kelas
- Diskusi
- Materi**
- Pengumuman
- Tugas
- Peserta
- Asisten
- Nilai

[PB5033] ENGLISH FOR JOB HUNTING

Bobot3 SKS
PengajarPaulus Widiatmoko, S.Pd., M.A.
PeriodeSemester GASAL 2015/2016

Silabus Grup A, B

TAMBAH SILABUS

No	Judul	Jenis File	Grup	Aktivitas
1	Silabus EFJH <i>oleh: Paulus Widiatmoko, S.Pd., M.A.</i>	DOC 64.0 KB	A, B PILIH	Download Ubah Hapus

Materi Grup A, B

TAMBAH MATERI

No	Judul	Jenis File	Grup	Aktivitas
1	Personality Test <i>oleh: Paulus Widiatmoko, S.Pd., M.A.</i>	URL	A, B PILIH	Lihat Ubah Hapus
2	Multiple Intelligence Test <i>oleh: Paulus Widiatmoko, S.Pd., M.A.</i>	URL	A, B PILIH	Lihat Ubah Hapus
3	Technical vs transferable skill <i>oleh: Paulus Widiatmoko, S.Pd., M.A.</i>	PPTX 50.0 KB	A, B PILIH	Download Ubah Hapus
4	Transferable skill checklist <i>oleh: Paulus Widiatmoko, S.Pd., M.A.</i>	PDF 77.9 KB	A, B PILIH	Download Ubah Hapus

Figure 4: Interface of the E-Class

The ICT facilities for the learners to submit, revise, re-submit their works are email, the university E-class, and Dropbox file sharing. The first two are mainly used for assignments of their application documents, whereas the last one offers bigger capacity for job interview video submission.

SEMESTER GASAL 2015/2016
Kelas
Materi
Feedback

Menu

- Daftar Kelas
- Diskusi
- Materi
- Pengumuman
- Tugas**
- Peserta
- Asisten
- Nilai

[PB5033] ENGLISH FOR JOB HUNTING

Bobot3 SKS
PengajarPaulus Widiatmoko, S.Pd., M.A.
PeriodeSemester GASAL 2015/2016

Grup A > Detail Tugas

<< KEMBALI KE DAFTAR TUGAS

Self Description28 Agustus 2015

Please read the attached instruction.

File referensi untuk tugas ini: [Assignment_1_for_class_AB.docx](#)

Ketentuan tugas:
- Tugas terakhir dikumpulkan **tanggal 31 Agustus 2015**
- Tugas dikumpulkan **melalui situs e-class dengan mengirimkan file**
- Tugas boleh dikumpul ulang (*file terakhir kumpul yang akan dinilai*)

Waktu server sekarang: 20 Desember 2015 09:29:23 WIB

Pengumpulan Tugas:

No	Nim	Nama	Tanggal Kumpul	Jawaban
1	23080378	Simon Widiyanto	-	-
2	71110086	Leonardus Ramses Masardi	-	-
3	71110141	Edwin Djloy	-	-

Figure 5: E-class assignment submission

To facilitate learners' exposure to techniques and language expressions of job interviews, a website containing links of streaming videos on the techniques, tips, and samples is designed. The media are classified into:

1. Videos on general tips contain preparations prior to the interview, tips on body language and manner, and some do/don'ts of this particular formal communication. Then, personality questions which deal with the candidate personally, their personality profiles, interests, strengths and weaknesses, and what they expect from an employer.
2. Videos on job fit questions to determine if the candidate personality profiles match with the company culture and the team. Samples of these could be “why do you want to work here” or “why should we hire you”.
3. Behavioral interview videos that discusses on how candidates handle past situations when they demonstrate skills, abilities, and teamwork in various situations. Questions of this kind could be “tell us a time when you demonstrated excellent leadership qualities” or “have you ever been in a situation that requires multitasking abilities”.
4. Lastly, HRD questions which usually deal with the company organization and human resource regulations such as “how much would you expect for your first salary”.
5. Collections of top questions and general tips for preparations are also included.

Video material has been chosen in this study due to its potential source of language practice in EFL contexts. As language input, it prepares learners' readiness for the topic, provide samples of language use in context, and facilitate learners for oral production or language output. Language output “pushes” learners from the “semantic processing” required for comprehending the input to the “syntactic” processing” needed for encoding meaning (Swain, 1985: 249) and it is “the trigger that forces the learners to pay attention to the means of expression needed in order to successfully convey his or her intended meaning “ (Swain, 1985: 249). Moreover, it helps learners notice the gap between their linguistic resources and the target language system (Swain, 1995). At the end, students are expected to learn linguistic and non linguistic samples of text in the media for their specific English practice.



English for Job Interview

This page contains videos on job interview topics. Streaming videos on tips, tutorials, and simulations of job interviews are organized starting from the preparation steps to typical interview questions.

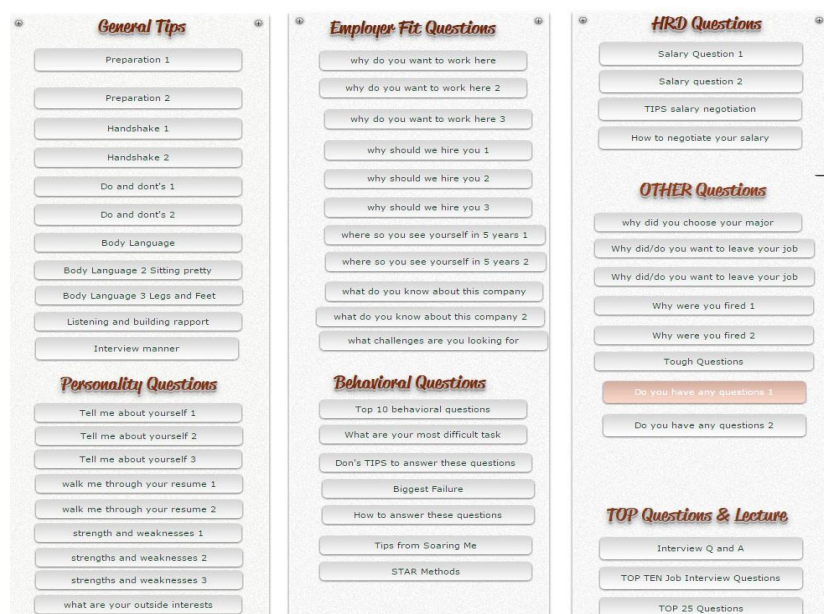


Figure 6: Interface of the Job interview website

The media in the website is applied to classroom instruction and learners' independent practice. As resources of activities in the class, the media provides illustrations of formal situations and job interview atmosphere. Language expressions are highlighted and more importantly, the media demonstrates how formal communication requires specific formulations

of sentences and choices of words. In terms of addressing the needs of answering typical job interview questions accurately, samples of effective answers are also presented in the media. Provided with samples from the video, learners are required to perform a role play or to demonstrate answers to some job interview questions in pairs. Their performance was evaluated by their peers and the teacher by means of job interview rubrics addressing their responses to the questions, language use, appropriateness, and delivery.

CONCLUSION

English for Specific Purposes has been known to serve academic or professional needs nurturing the students' future endeavors. The English course in this study aims to prepare students initiating their career path by performing well in job selection process. Frameworks of Task Based Language Teaching appear to be relevant with the class conducts of this elective course. Real world tasks of applying for a job transformed into pedagogic tasks require scaffolding activities and enabling skills. Moreover, linguistics foundation and communicative activities are directed upon building stepstones and foundation towards the attainment of instructional objectives.

Multimedia as a product of technology could be blended with conventional classroom management for language teaching purposes. Learners' independent learning could be facilitated by providing them self-access media containing audio-visual material. An online learning management system supports the process by providing more flexibility both for teachers and students to interact. Aligned with principles of task based language learning, this offers different scheme of classroom interaction and teacher-student communication. However, meeting students personally and facilitating them throughout the process on weekly meetings is still the backbone of this course. Further research could be directed addressing the questions to what extent this method potentially brings more benefits towards the attainment of the instructional objectives.

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DEVELOPING E-MODULE FOR ESP STUDENTS OF COMPUTER AND NETWORKING TECHNOLOGY

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ABSTRACT

ESP students need specific English materials to support their learning of their specific major. This current study was aimed to develop the E-module for ESP students of Computer and Networking technology at one of vocational high school in Jember. It was a research and development study where researchers developed the E-module based on the data employed on previous studies such (1) needs analysis and (2) developing a purposed syllabus. Need analysis was functioned to explore the gap between the current situation and target situation through interviews, material evaluation, and questionnaires. A purposed syllabus was developed based on the need analysis with the focus was competence based syllabus. Finally, researchers developed E-module for ESP students of computer and networking technology based on data taken from those previous studies. The E-module will be very significant for the English teachers and students of computer and networking technology in one of vocational high school Jember in particular and Indonesia in general in order to use the appropriate English material during the English learning process. Suggestions for future research are also discussed.

Keywords: *E-module, Students of Computer and Networking Technology*

INTRODUCTION

Computer and Networking Technology is one of the program in one of vocational high schools in Jember. Based on the interview result to the curriculum developer (Mr.X), this program is expected to produce professional computer network technicians where they are responsible to keep a business's or organization's IT running smoothly and securely. Specifically, the students will be the one who ensures all computers, servers and other devices are networked effectively. It is supported by Bonaventure (2011) who said that computer and networking is the study about several host that give-and-take messages between themselves. In addition, based on the result of interview with a staff in charge of human relationship (Mr.S), the vision and mission of this school are oriented to the production of talented students who can get a job right away after the school graduation and train them to become professional workers in the job fields related to their study program. Therefore, it was important for the students to get all knowledge that support their major including the specific English language materials for computer and networking technology.

Contrast to the fact, based on the need analysis done by (Pirmani & Puspa, 2015) in this vocational school, they found that the students did not learn the English related to their major. They learned the same English material as the senior high school, the same book and publisher. In addition, based on their qualitative study doing the need analysis in this school, they also found that Computer and Networking Technology (CNT) students needed all the four English skills (reading, writing, listening and speaking) with the skill of reading considered as the main skill needed with the topic related to the computer and networking technology. The same researchers (Pirmani & Puspa, 2016) had developed the syllabus for CNT students based on their need analysis done in this school in which themes of the syllabus based on the learners' interest (Richard, et.al, 2002). To reach the students' needs, developing the English material based on the result of need analysis and the purposed English syllabus for CNT students was considered important to be conducted.

Based on writers' interview to an English teacher in this program, she stated that she could not use the English specific materials for the students because she needs to prepare the students to face the national examination as the government rules no.13 (67) year 2015. Regarding to this, Pirmani and Puspa (2015) proposed CNT students to have the additional class to learn English specific purposes for CNT students. Due to the fact, based on the writers' preliminary study doing the observation there, having the additional class seemed to be difficult regarding to the full schedule that the students had in the school. In addition, based on our interview to the administrative staffs there, some of them stated that many considerations needed to be thought regarding to the available room, permission from the headmaster, English teacher's schedule, and students' schedule. Based on those considerations, the staffs stated that the English additional class could not be implemented in the near future. Regarding to this condition, the writers decided to create the E-module of English for CNT students to help them understand the English words, phrases or texts that they found during their learning in CNT major.

This study was focused on developing the material in the form of E-module based on the purposed syllabus developed by Pirmani and Puspa (2015). E-module in here was developed based on the characteristics of E-module suggested by Vembrianto (1976). He suggested the E-module must consist of the learning objectives, teacher's instruction, students' activities, students' worksheet, answer key, evaluation sheets, and the evaluation keys. The E-module developed by the writers are expected to be very useful materials in order to support them in their field, computer and networking technology.

RESEARCH METHOD

Research and development approach was implemented as the design of this present study. Referring to the aim of the study, a need analysis had been implemented by previous researchers, Pirmani and Puspa (2015) and the writers in order to identify the problems and the English needs for CNT students. The need analysis processes covered teachers', students' and administrative staffs' interviews, documents' analyzation, and classroom observations. The results of need analysis were applied as the basis for designing and developing the product in this study. In addition, a syllabus has been developed by previous researchers (Puspa & Pirmani, 2015). In the sequel, material developments were conducted by the current writers to meet the needs of the CNT students.

The syllabus developed by (Puspa & Pirmani, 2015) was based on Yalden's model of syllabus (1987) with the learners' interests used as the theme based (Richard and Rinandya, 2002). There were five steps that followed in designing the syllabus: (1) needs analysis, (2) the description of purpose, (3) the choice of a syllabus type, (4) the proto syllabus, and (5) the pedagogical syllabus (Yalden, 1987). In the first step, reviewing documents used in the classroom and semi-structured interviews were applied to investigate the needs and the problems faced by the students and the teacher. In addition, the school administrator staffs were also interviewed in order to gain the information about the school management. This analysis process was intended to answer five WH- questions in order to fully understand the specific objectives of the course (Hasim, 2005). Next step was the description of the purpose. The purpose was to promote English syllabus for additional class of CNT students in order to evaluate the existing product used in the learning process. The third step was choosing the syllabus type. Competence-based syllabus that covered cognitive, attitude, and skill elements was chosen as the syllabus type. The elements covered were suited to the regulation of Standard of Graduation Competence in Indonesia. Then, the programs proposed were set in the proto syllabus. Finally, the detail syllabus proposed by the researchers as the evaluation for the previous product used in the classroom were written in the detail.

The materials developments were constructed based on the purposed syllabus focusing on the reading skills only in order to enrich CNT students' vocabulary items. They were constructed in the form of E-module. The consideration in developing the materials into an E-module was to assist the students in learning particular topics on their own. The E-module consists of the learning objectives, teacher's instruction, students' activities, students' worksheet, answer key, evaluation sheets, and the evaluation keys (Vembrianto, 1976). The E-

module was expected to help the students to understand the E-module and they would get much knowledge which can support their learning of computer and networking technology program.

The stages in developing the materials were adapted from five basic steps proposed by Hasim (2005). They were (1) study, (2) need analysis, (3) E-module planning stage, (4) evaluation, and (5) E-module. Figure 1 below represents the 5 basic steps for developing the E-module adapted from Hasim (2005).

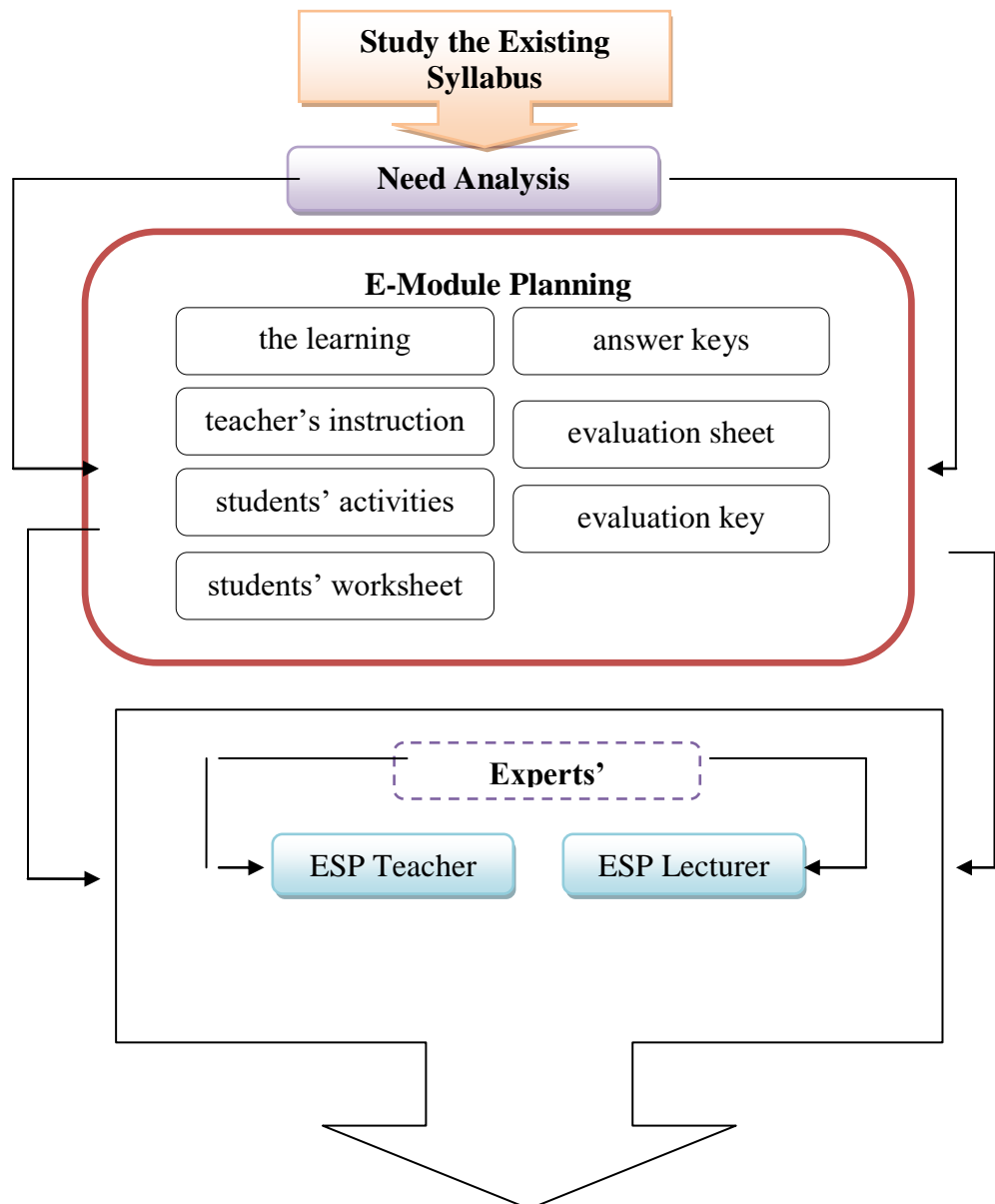


Figure 1: steps in developing the materials

5 BASIC STEPS TO DESIGN/DEVELOP THE E-MODULE FOR CNT STUDENTS

Step 1 – Study

In this stage, the researchers studied the purposed syllabus developed by Puspa and Pirmani (2015). The writers analyzed all the components of the competence based syllabus

Step 2 – Need analysis

In this step, main analysis for developing the syllabus had been done by Pirmani and Puspa (2015) but the writers did additional need analysis to adjust the proposed syllabus with the real context.

Step 3 – E-module planing

In this step, E-module was planned based on the characteristics of the E-module suggested by Vembrianto (1976). Selected learning objectives were chosen from the existing purposed

syllabus. Next, teacher's instructions were designed related with the students' activities. Others (students' worksheet, answer key, evaluation sheets, and the evaluation keys) were designed complete with the selected topic and material related to computer and networking technology.

Step 4 – Expert Validation

At this stage, materials were evaluated by discussing it between the writers with the English teachers and the writers with the ESP lecturers.

Step 5 –E-module

This was the final step where the E- module was arranged and developed well and it was ready to be used by the CNT students

FINDINGS AND DISCUSSIONS

The need analysis which was done by the writers through interview questions to the teachers, administrative staffs and students and the analysis of the developed proposed syllabus and the observation, revealed that additional class could not be implemented in the near future. In this case, E-module was designed in order to be able to be used by the students independently. In addition, not all the skills are constructed to an E-module. Regarding to the practicality, reading skill focusing on enriching the CNT students' vocabulary items was selected in developing this E-module.

Material Developments

The materials were developed based on the proposed syllabus formulated by Puspa and Pirmani (2015). They were emphasized more on reading comprehension and vocabulary items. Moreover, the goals of the syllabus was to build the mastery of students' vocabulary items related to computer and networking technology in order to ease the students in understanding their CNT materials written in English. Thus, each unit in this developed E-module suggested by Vembrianto (1976) was focused on the reading comprehension and vocabulary items. There were seven units presented in this E-module. The units consist of the teacher's instruction and students' activities which were reflected in the learning activities and the learning objectives. In addition, the students' worksheets, answer keys, evaluation sheets, and the evaluation keys were also provided in the E-module.

The learning objectives of the first unit were reading and comprehending the text about computer with the theme, "the history of a computer". The text was aimed to give the information to CNT students about the history of the computer. The students' activities were reading the text and discussing the difficult vocabularies that they found in the text. Audio of the text was also provided where the text was spoken by the English Native Speakers. It was aimed to advance their ability of reading aloud. In addition, the students were also required to answer the questions related to the text in order to confirm the information that they perceived from the text. At the end of the unit, a guessing game was presented in order to build the students' motivation and kill their boredom. The source of the material of this unit was taken from <http://www.computerhistory.org/timeline/computers/>.

The second unit presents some sentences of errors in the computers. The students were expected to be able to comprehend the intended meaning of the particular terms and sentences in any errors in the computer. The theme of this unit was "How Should I Solve it?". Some pictures of errors box were provided in this unit. The students were required to underline the difficult words and found out the real meaning of the difficult vocabulary items and discussed them with their pairs. Later, the students were asked to discuss and share any possible errors appeared in the computers with their classmates. Thus, the students' activities in the second units were having translation and discussion. At the end of the unit, English poem by using some technical and internet terms was provided to create the interesting atmosphere of learning. The source of the material of this unit was taken from <http://www.makeuseof.com/tag/10-common-pc-maintenance-errors-that-you-can-avoid/>.

The theme of the next unit was "internet safety". Related to the learning objectives, the students were expected to be able to comprehend the text about the internet safety. In addition, the students were expected to understand a short video, with the topic of the video "The bad impact of an internet". The video was aimed to give the information about the bad impact of internet to the students, and enhance their vocabulary items. At the end, the unit wanted the

students to have discussions related to the meaning of some difficult words. The source of the text was taken from http://education.jlab.org/reading/internet_safety_r.html, and the source of the video was downloaded from <https://www.youtube.com/watch?v=hnoj7jvaQO0>.

Memorizing some vocabulary items related to English terms for computer and networking technology became the learning objectives of the fourth unit. The theme of this unit was “What does the World Wide Web mean?”. In the activities, the students were expected to memorize terms related to computer and networking technology and expressed them in the form of simple sentences. A simple quiz was held to help the students repeat their memorization. The English terms of technology and networking were taken from <http://www.myenglishteacher.eu/blog/english-for-information-technology-professionals-and-software-engineers/>, and http://www.myenglishpages.com/site_php_files/vocabulary-lesson-information-technology.php.

The fifth unit provided some sentences of errors in the computers. The theme was “Types of Computer Errors”. The aim of the materials were to enrich the students’ vocabularies related to CNT programs and enrich their information about any kinds of errors in the computer. The provided instructions forced the students to find the difficult words and translated all the sentences into their first language. At the end of the unit, the students were required to have more discussions with their pairs or classmates related to the topic of this unit. The source of the material of this unit was taken from <http://dcjtech.info/topic/types-of-computer-errors/>.

The next unit talked about other possible errors appeared in the mobile phones with the theme, “should I buy the new mobile phone?”. The students were required to comprehend the difficult words and able to decide what they have to do in order to solve the problems. Translating and discussing were the students’ activities in this unit. At the end of the material of this unit, the students were required to find out the errors that often appeared on their mobile phones and shared them to their friends. The source of the material of this unit was taken from <https://support.t-mobile.com/docs/DOC-5352>.

The learning objective of the last unit was comprehending the jokes in the form of text which were related to the computer and networking technology with the theme, “Let’s have fun”. In this unit, the students were required to comprehend the text and understand the jokes. They needed to find out the meaning of difficult words. At the end, the students were required to create their own jokes using the English terms of computer and networking technology. The source of the materials of this unit was taken from <http://www.rd.com/jokes/computer/>.

Expert Validation

The expert validation was done to two experts which were the English teacher of this vocational high school and the ESP lecturer. First, after developing the E-module for CNT students, the writers gave the E-module to the English teacher of this vocational high school. As the result, some parts were changed in terms of the difficulty of the materials provided in the E-module, the teachers’ instruction and the suggested learning activities. Finished with the first expert, the writers gave the developed E-module to ESP lecturer, one of the lecturers in state university of Malang. As the result, the E-module was revised related to the effective teacher’s instruction, the grammar, the learning activities and the learning objectives.

CONCLUSION AND SUGGESTION

The materials developments designed in the present study aims to solve the problems found in the previous study done by Pirmani and Puspa (2015). The students were complaint that the English materials that they received in the school were not appropriate for their practices which focus on computer and networking technology. They were lack of English vocabulary items which related to the computer and networking technology. For those reasons, the writers designed an E-module consisting of materials of English for computer and networking technology based on the developed purposed syllabus (Puspa and Pirmani, 2015). This E-module is expected to be useful for the students to help them understand the CNT materials written in English.

The materials in the E-module were composed into seven units talking about particular themes such as, “The History of Computer” (Unit 1), “How Should I Solve it” (unit 2),

“Internet Safety” (Unit 3), “What Does The World Wide Web Mean?” (Unit 4), “Types of Computer Errors” (Unit 5), “Should I Buy The New Mobile Phone” (unit 6) and “Let’s Have Fun” (unit 7). In addition, the E-module covers learning objectives, teacher’s instruction, students’ activities, students’ worksheet, answer key, evaluation sheets, and the evaluation keys. The themes provided on the E-module were expected to be useful materials to support vision and mission of the school producing profesional computer network technicians.

There are some strengths of developed E-module. First, the purposed product was developed based on the students’ needs and context. It is expected that the E-module will help the students understand the materials of CNT program written in English. Next, the E-module was designed with various interesting learning activities in order to attract students’ attention to the E-module. Then, the E-module provides some picture, audios and videos to create the interesting learning process. The last, the materials were in the form of E-module where the students are not going to spend money to buy and carry the books. However, there are some weaknesses of this E-module. This module has not been tried out and revised based on the triout out result. Regarding to the lack of time of the writers, this material was developed until the expert validation only. Regarding to this condition, the researcher suggests other further researcher to do research and development with the complete step until the final product. In addition, this module was not focusd on the specific class, whether it can be used for first, second or third class of vocational high school students. Regarding to this consideration, the writers suggest further researchers to have the specific material for specific English level.

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TRAINING BEGINNER TEACHERS TO PROMOTE INTEGRATED APPROACH AND PERSONAL BELIEFS INTO LEARNING MATERIALS

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ABSTRACT

Assessing learners' needs for EFL learning material are supposed to focus on learners' background and surrounding environment for more learners' flexibility to engage in learning. By introducing contextualized materials into the syllabus the learners would experience culturally relevant themes and feel at ease in learning since other cultures has been limited in the material although topic relevance to global world is also vital to keep the learners up to date to the dynamic world. Integrated skills as the trending issue in designing EFL lesson in Indonesia is the focus of this discussion paper. Moreover, this paper briefly describes how 64 beginner teachers are trained making use of limited resources accessible to turn to comprehensive material design. They need to use approaches and methods flexibly and creatively based on their own judgement and experiences. This builds confidence in preparing course for their future teaching in remote places. Several questions to address in this paper are 1) Should beginner teachers involve their personal beliefs into learning material design, 2) How to promote beginner teachers using integrated approach as well as communicative approach into learning materials; 3) What is the implication of the practice to design towards the beginner teachers during their training?

Keywords: *integrated, personal beliefs, learning materials*

INTRODUCTION

Learning material is the basic of teaching and has been the direction to run activities in the classroom. However, there is very few teachers capable of designing good learning materials including textbooks, cd, modules, video, and dialogues. Richards (2001: 262) views that effective teaching materials preparation is similar to the processes for planning and teaching a lesson. Principles, knowledge and skills are fundamentally integrated in professionally competent teachers (Pettis, 2001: 394). Principles and pedagogy believed by the teachers will influence the content of the materials and this shows the output of the design. Teachers whose concerns is about making their students to talk or participate actively in class, will prioritize 'self-confidence, risk taking, overcoming anxiety, self-efficacy' (Brown, 2007: 73) within their design or selection of materials.

Issues overcreated versus authentic materials has been debated among English textbook writers. Both types of materials serves certain purposes. Created material, in this regards, can motivate and ease the learners, provide graded syllabus, whereas authentic materials contribute positively to students, give authentic cultural information, provide target language exposure, directly close to needs of learners, support creative approach to teaching (Richards, 2001: 253). However, in EFL context, authentic materials need strong ground knowledge of students to make meanings to the materials and this consequently requires teachers' extra work to explain target language culture which are absent from students' repertoire. Foreign language teaching textbooks no longer just develop concurrently with the development of foreign language pedagogy in a narrow sense, but they are increasingly participate in the general cultural transmission within the educational system and in rest of society (Cunningsworth, 1995:90). Furthermore, he (p.10) mentions that teachers' dependency greatly on textbooks can repress innovation and extremely reduce flexibility. Teachers should take part in preparing material for teaching and learning to fill this gap.

Take an example from Indonesia, the education authority regularly published EFL textbooks for schools according to each curriculum product released. In 2006, however, the country education board released school-based curriculum *KTSP* which allowed teachers' to think professionally and manifest their capacity into teaching materials. Unfortunately, many

local teachers' attitudes towards this flexibility sounds very rigid, claiming that teaching materials and activities should exactly the same for parallel classes. Teachers are made reluctant in material development and preparation as the government always make the textbook. Uniformity is indeed counterproductive as this neglects the dynamic atmosphere of students learning in each class. Another reason is probably the long held control influence from common practice in schools that teachers experienced with the prepared textbook deskill their innovation to prepare their own. What should be negotiated in this situation is indeed to see homogeneity for preparing parallel class learning material in terms of difficulty level of the theme and topics, EFL grade, area of skills taught, length of learning, and scope of materials under the syllabus released by the education board. Developing materials are real tools to accomplish dreams of teachers for their class.

PROBLEM STATEMENTS

This paper derives largely from work done with students on one of teacher-training courses, i.e., Instructional Design, over a semester. Successful teachers are persistent people who continuously develop their professional lives (Ur, 1991: 317), they need to qualify in material development. Hence, this discussion paper is motivated 3 key questions, namely 1) should beginner teachers involve their personal beliefs into learning material design? 2) How to promote beginner teachers using integrated approach as well as communicative approach into learning materials? 3) What is the implication of the practice to design towards the beginner teachers during their training?

LINKS TO THE LITERATURE

In nature, material development is aiming at creating effective learning and the key to teaching lies at the intersection of content and pedagogy (Richards, 2001: 262), the two link and carefully planned in the materials. Learning materials and learning are at stake if designer teachers lack of strong ground knowledge regarding the subject contents and pedagogy. Both knowledge closely interrelated with goal to make learning meet the objectives. Shulman (1987 in Richards, 2001: 262) describe it as transformed knowledge which is applied into 4 stages namely preparation, representation, selection, adaptation and modification to students' needs. He further specifies the stage 1 as analytical thinking process when designer teacher refers to curriculum and syllabus and texts and goes on to structuring the materials and grouping according the purposes of each subdivision. Stage 2, the thoughts are represented in various types of texts. Stage 3, time for decision concerning modes of teaching, materials and topics organization and materials delivery arrangement. After all 3 stages done, learning materials should be adjusted to students' characteristics such as their concentration span, intellectual range, age group, schemata knowledge, language proficiency, cultural background and motivation level. Crawford (2002: 87) views language learning is largely individual process for new information collection and to integrate it to existing language system that the students established. She emphasizes on the significant use of students previous experiences for meanings towards new input and this leads to intake which students organize them into meaningful wholes.

Roles of materials in language teaching (Cunningsworth, 1995 in Richards, 2001: 251), are resource for presenting spoken and written materials; source for learner practice and communicative interaction; reference source for learners on grammar, vocabulary, pronunciation; source of stimulation and ideas for classroom activities; syllabus for teachers to reflect on; and support for less experienced teachers who have yet to gain confidence. Roles of learning materials serves 2 purposes; more positive to develop teachers' professional capacity and foster learning autonomy in part of students; in that they should not be restrictive (Crawford, 2002: 80) in learning but can explore more into learning or expand it beyond the scope as their interest.

Many non-native teachers and students supports English material contextualization. The materials are supposed to be contextual as this opens acceptability in different learning situations. According to Crawford (2002: 84-86), materials must contextualize the language it presents and accordingly the activities proposed must be flexible, designed to develop skills and strategies which can be transferred to other texts in other contexts (Crawford, 2002: 84-86).

Organizing English materials as the real tool for communicating requires teacher to integrate all language skills and sub-skills representing communicative tasks as in real life. Language is not the sum of its discrete parts and is best learned when oral language and written language are integrated and mutually reinforcing (Beglar & Hunt, 2001: 102). This is prominent because once students have begun on certain route to learning using a set of integrated course materials, it can be very hard to adjust to different direction later within the same program (Cunningsworth, 1995: 8). Out of 9 types of non-linguistic content for learning materials, Ur (1991: 198-208) includes zero or trivial content and home culture content into consideration for the English content selection. She explains the former is for basis for improvisation for teaching from the sample of language items and the latter is to supply familiar, interesting and motivating subject of discussion.

One issue in beginner teacher development is dealing with material writing practice. It is because the complexity of the design lies on finding correct linguistics level, making coherence with the whole, balancing and integrating the materials and keeping the content interesting and motivating (Cunningsworth, 1995: 19). The best materials are written by authors who teach (Ur, 1991: 327), because their daily or regular teaching give them enriched indications what work well and what still need room for improvement. This shows that designer teachers are not only thinkers but also practitioners in their area. Dudley-Evans & St. John (1998, in Richards, 2001: 260) mention 4 abilities of materials providers 1) select properly from the available, 2) modify the available ones, 3) adapt activities to meet students' needs, 4) add extra activities and extra exposure toward the target language. In more advance level, the more detailed analysis takes place during learning materials development, i.e., analysis of the obtained data; interpretation of data using judgement and experience; evaluation reflecting self-perspective and priorities; selection focusing on previous stage, targeted learning and teaching situation; and establishment criteria of approach to use (Cunningsworth, 1995: 9).

Factors affecting materials development are the instructional environment, the degree of instructor dependency, availability of existing materials, and the amount of instruction, individualized or group instruction, size and characteristics of the target group, personnel, facilities and equipment (Dick and Carey, 1978: 132-136). It is clearly optional for teachers to develop learning materials which will be used whether for solely classroom or for extended learning beyond classroom setting, and how the materials are designed whether the students should be accompanied from time to time doing the learning activities or it is well equipped to allow self-learning. Teachers-designers are not to reinvent the wheel yet to look at the available resources and modification and improvisation may take place. The amount of time to fulfil learning material either per goal or per unit should be informed to students in advance so they can reason out why a task is done for certain duration and what they should do about it. Knowing targeted population to use the material is a good starting point to plan the activities whether it will be for group or particular individual work. Considering time for doing learning materials is as important as knowing exactly the characters of the targeted learners because this information gives clue to designer teachers taking strategy for task accomplishment. Personnel of schools, facilities and equipment are needed to run instructional strategy of the learning materials.

Debate over using available materials such as textbook or making their own learning material is still confronted. Favor of using course book is due to 7 reasons such as clear framework, systematic syllabus, ready-made texts and tasks for any users, economy or affordable price, convenience package, useful guideline and support, autonomy for students (Ur, 1991: 184). However, there are some arguments against using coursebook, namely inadequacy of course book for each student's needs, irrelevance or lack of interests due to different or unfamiliar discourse, inhibit teachers' creativity, homogeneity of skills of students from the learning made, deskill the teachers to innovatively create their own (p. 185). Richards (2001: 264) enlists qualities each material should reflect the benefits of lesson for students, direct applicative use from teaching, sense of achievement, interesting learning items, pleasurable learning experience, opportunity for success, individual practice, personalization, self-assessment of learning. These foundation of learning material development should lead to thoughtful answers for teachers to decide whether designing is necessity or modifying from the commercial products or adopting from government textbooks. In addition to the materials,

worksheet and workchart for students activities are important. Guideline for teacher-made materials (worksheets and workcharts) should be neat, clean, with level lines of neat writing, clear margins, different components well-spaced, begin with short and clear instructions, include an example, clear and attractive to look at, have a balanced and varied layout, use underlining and other forms of emphasis to draw attention to significant items, clearly do-able by learners on their own, include a self-check facility (Ur,1991: 193).

FINDINGS AND DISCUSSION

Question 1. Using personal beliefs into learning material design

The 64 beginner teachers in Instructional Design course, 5th semester were given choice to pick up one English folklore song from the available ones, e.g., Hush Baby, Don't You Cry, Mary Had A Little Lamb, Working On The Railroad, O Susana, Red Little Valley, Grandma House, House On The Range, Billy Boy. Full script of the songs were copied from Traditional and Children Folklore, released by US embassy, 1995. The scenario prepared for these beginner teachers as if they were in inaccessible information and technology area and the only source available was English pop song for commercial use. Some leading questions to facilitate their first thoughts in the design are namely *'what is the story about, what are the rhyming words found in the song and what other words can be added to the list for students EFL exposure, what is the grammarfocus point used in the song, what can you expand more from the grammar, what cross culture understanding issues your students can learn from the song, what similar situation or story you can make of referring to your area cultural background to replace the native speaking country culture as in the song?'*

Minor project that these teachers should make is a bookletconsists of some parts such as Foreword, Table of Contents, Lesson Plan, Justification Format of Skill designed (comprising of main skill and sub-skill, steps or procedure, reasons of each step), 4 up to 6 skills of English (Reading, Listening, Writing, Speaking, Grammar, Vocabulary), attachment to the booklet (simple media visual and audio, games).The teachers then discussed in small groups of 5 up to 6 members and drafted their materials believing that each member contributes something useful for the task. Using theoretical reference is not of high priority at this stage as this may defer from exploring more creative ideas. It was observed during discussion that everyone started to talk and laugh finding out some ideas sound funny and strange. Negotiation took place among peers and with the tutor as they make the justification and decide logic behind each activity. This what efficiency is about.As far as heard during the discussion, the beginner teachers took model of teaching and learning design from their previous experiences in middle schools. Some other beginner teachers initiated tochange monotone atmosphere into energetic and communicative by using games, vocabulary, song and the students' active engagements are their high priority.

Table 1. Teachers' Personal Beliefs in Sequence of Activities

Skill &Sub-skill: Listening (Listening for Comprehension)

Teacher: HK

Procedures:

1. The students understand text in the song
2. The students make summary in the song
3. The students can memorize words
4. The students write appropriate words in the incomplete sentence
5. The students interact actively in the classroom

Purposes:

1. To make students understand words used in the listening
2. To make students understand context in the listening
3. To develop students' imagination of the song
4. To make students active discussion
5. To develop students' ability in listening

Skill &Sub-skill: Reading (Reading for Comprehension)

Teacher: CIUL

Procedures:

1. Teacher asks students to sing along 'Red River Valley'
2. Studentsgive their opinions related to the song

3. Teacher asks students to read the story one by one
4. Students answer questions from the reading passage

Purposes:

1. Students are able to enjoy the song
2. Students are able to imagine the song after listening to it
3. Students train themselves their reading skill
4. Students are able to make similar story as the song

The sample above which written by beginner teacher, HK on listening activity shows her belief that after students were exposed to song 'Hush, Baby, Don't You Cry', they need to visualize the song to get the imagined situation as described in the song. This way assists them to comprehension to the song. Whereas teacher, CIUL finds reading activity is the next step after listening skill towards a song entitled 'Red River Valley'. He sees both skills are receptive and they should happen prior to productive skills. This is more conventional view that input is discretely separated from the two and the students should be exposed completely before they can produce their spoken or written English. He mentions that one of steps is to ask the students to sing along for happy feeling at the beginning. This might be working well from his past experience as this step could be a motivation to go to more difficult skill such as reading for comprehension and writing similar story in simple English.

Question 2. Promoting the use of integrated approach and communicative approach into learning materials

Some beginner teachers believe authentic materials from English native speaking country attracts attention from students as something new and foreign. Whereas the other teachers change several words which they cannot find in their environment from the song with other objects but modify them to make contextual stories. Some beginner teachers drew pictures for reading passages with similar environment as to local context of East Nusa Tenggara. The stories, which inspired by the original song, were composed by these teachers for reading skill and they sound very similar to local area daily discourse rather than of English speaking country. These following examples show.

The song 'O, Susana' below is changed into short reading passage by inserting brief sentences telling a boy and girl are fond of each other. Yet before reading, visualization technique is tried to make clear picture in the mind about Susanna. Vocabulary is also attached to the reading for students' comprehension on the texts. The banjo, string instrument is still introduced and so is the field with cactus at the back similar to outback in other country.

Table 2. Communicative Language Teaching Materials

Skill & sub-skill: Reading (Skimming and Scanning)

Teacher: RS

Procedures:

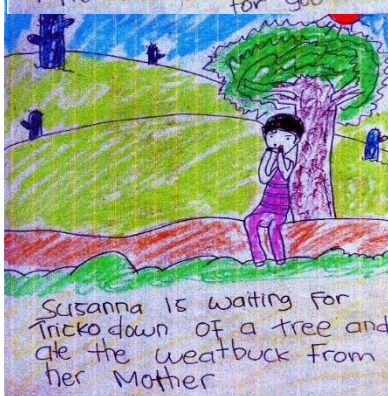
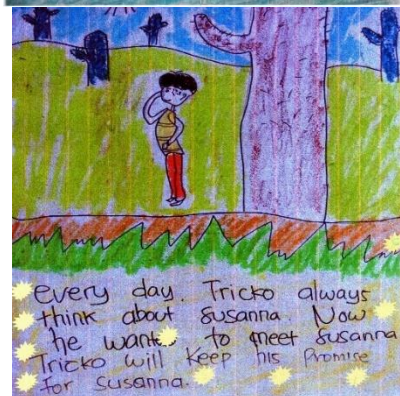
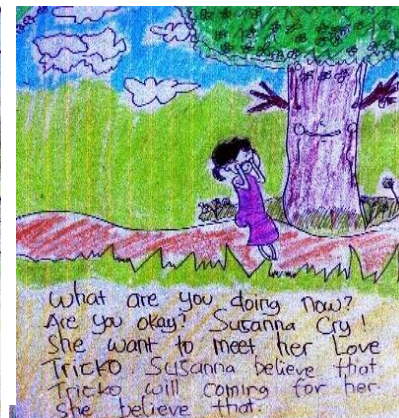
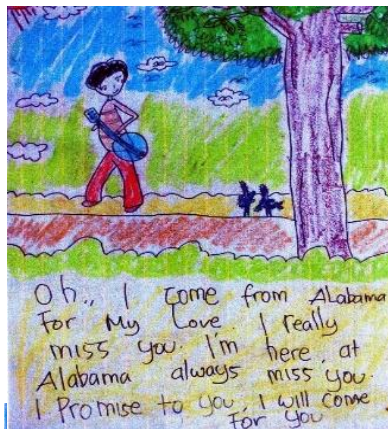
1. Students look at the pictures from the story
2. Students imagine what the story told about from the picture
3. Students read the vocabulary
4. Students read some sentences and read quickly
5. Students read the whole story

Purposes:

1. Before reading, students imagine the story from the pictures
2. When they imagine, it helps them to read
3. Vocabulary can help students to understand difficult words
4. Only read some sentences and important words from the story
5. Read again to find out the main ideas from the story

Reading Passage (Inspired by Original Song, 'O, Susanna')
Skill & sub-Skill: Reading (Reading for Comprehension)

Reading Activity




Whereas sample from Table 3 is more likely Indonesia' daily discourse. Mother has main role to take care of infants and babies whereas father is not common with this responsibility. In the story, the baby would cry under the father's caring. The story clearly defines mothers' job is with the young. The father tries to calm the baby uncreatively and failed to stop the crying. This is quite different from western culture where egalitarian concept is common practice, and thus men in household task will take full responsibility even for caring children when they have the shift. The reading is a starting point in the local area to bring up this issue to students at schools concerning gender equality in community where father can have task as mother nowadays.

Table 3. Mini Project: Instructional Design by Beginner Teacher

Reading Passage (Inspired by Original Song, 'Hush, My baby, Don't you cry) Skill & sub-Skill: Reading (Reading for Comprehension)

Teacher: RNEF

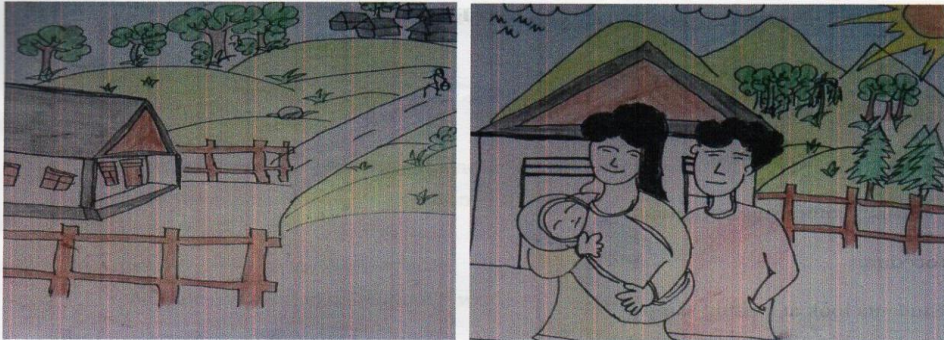
Short story:
Taking Care A Baby



His father tried to calm him but he did not what to do. Then, his father sang lullaby to make him stop crying and to sleep. But he cried even harder.

Question 3. Implication of the practice to design towards the beginner teachers during their training?

Beginner teachers gain self-confidence as they design the learning materials. Reducing oneself from regular usage from commercial textbooks may establish within themselves of local value pride, that local discourse as interesting and important as the international discourse. Students are at ease learning English as a foreign language which brings its own difficulties and challenges. Lack in the targeted language is not a serious problems for students in local area because these beginner teachers begin to replace the culture with something from local. the



His mother came back from the market. Josh was so happy and finally he stopped crying. In a minute he felt asleep in his mom's arms. What a hard day for Josh to take care of him.

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A RESPONSE TO STUDENTS' LOW SPEAKING SKILLS

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ABSTRACT

The mastery of speaking skill is usually on the top priority of the language learners' target. Communicative competence has become an essential skill in this 21th century, and English has been a central language for global communication. Communicative language teaching (CLT) which is derived from communicative competence theory has been widely used for years too, but the problems in mastering oral language competency still persists in until today. There are many students who could not orally communicate with others in English although they had learnt English for years, even English is regarded as a compulsory subject. Many researches on CLT practices revealed factual problems which may become the reason of students' low speaking skills. The problems avoid students to achieve communicative language competence. There is an attempt to generate students' metacognitive strategy awareness to be combined with CLT to increase the learning result. Metacognition is the ability to be conscious of one's mental processes. Many researches show that metacognitive learners who take conscious steps to understand what they are doing when they learn tend to be the most successful learners. This study gives an overview of theories and practices in the field of metacognitive knowledge and language learning. The result is expected to be a reference as an alternative innovation in teaching speaking as teachers are required to improve their perception and implementation of modern language teaching approach, and to create a supportive environment for language learning. All of these, finally, are expected to increase the students' speaking competence.

Keywords: *communicative competence, speaking*

INTRODUCTION

The mastery of speaking skill is usually on the top priority of the language learners' target. Many learners traditionally believe that mastering second-language or foreign language is proven by the ability performing the spoken language. It is understandable since language is regarded as a mean of communication which is usually conducted orally for social and professional activities. Related to language as a mean of communication, the participants are required to have a competence to communicate which is so called as communicative competence (Canale and Swain, 1980). This communicative competence covers not only linguistic competence but also other competences in language like sociolinguistic, discourse and strategic competences.

The need of excellent communicative skills in foreign language is urgent in the contemporary age of high professional requirements. Even now, communicative competence has become an essential skill in this 21th century, and English has been a central language for global communication. Therefore, students need to use English fluently to fit with international communication (Poolsawad, Kanjanawasee, Wudthayagorn, 2015). It leads to put successful learning of communicative English language skills, especially speaking skills, to be the goal of language teaching.

Although many learners put priority on oral skill of language, but it has hardly been less prioritized in EFL/ESL courses (Jabeen, 2014). Perhaps, it is not intended to be left behind, but some facts prove that speaking skills are less developed. It happens in many places like in Lithuania (Kaminskiene & Kavaliauskiene, 2014), China (Luo, 2006), Japan (The Japan Times, March 17 & 28, 2015), and Indonesia (Adi, 2012). In these countries English is regarded as foreign language. In Lithuania the problems in learning good speaking skills and low English proficiency of schools' graduate happens every year. This lack of speaking competence is said to be a public secret. While in China, Luo (2006) wrote in her dissertation that many Chinese educators criticized the "dumb English" phenomenon which happened around the beginning of 21st century. This described most Chinese students who could not orally communicate with

others in English although they had learnt English at least for six years. This problem of low speaking skill usually occur on places where English is as foreign language, because English is not medium of daily of educational communication although it is commonly being used in professional communication. But almost the same problems happen in India (Betageri, 2014) and Malaysia (Raisi & Mohd.Nor, 2013) where English is regarded as the second language. This low achievement of mastering speaking English still happens although English had been taught for years. It is still regarded essential for educational and professional communication.

This paper wants to describe and analyze practices of communicative language teaching in English as second language (ESL) and English as foreign language (EFL) classes. The analysis is undertaken on how CLT is implemented, focusing on teachers' perception, classroom activities, students' motivation, learning materials and other related things. The conclusion is expected to be able to give suggestion to solve the problem of the low number of successful learners in mastering speaking competence in many language classes.

COMMUNICATIVE COMPETENCE AND COMMUNICATIVE LANGUAGE TEACHING

Definition of communicative competence

The term of communicative competence has previously been developed for more than four decades as Hymes (1971) stated that communicative competence is the ability to use language or interpreted language correctly in the process of interaction with the social environment such as the use of language in the proper regulation of social practices. This is a development and elaboration of Chomsky's notion of competence that is a reaction to two aspects of the Chomskyan view of language and linguistics. Later it is defined by Canale and Swain (1980) that involved linguistic competence (knowledge of linguistic forms), sociolinguistic competence (the ability to use language appropriately in contexts), discourse competence (coherence and cohesion), and strategic competence (knowledge of verbal and non-verbal communicative strategies). This is the theory which is underlying the communicative language teaching.

Furthermore, Richards (2006) explained clearer this by mentioning the aspects of language knowledge such as knowing how to use language for a range of different purposes and functions, knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication), knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations), knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

Communicative competence is the underlying concept of the communicative approach to language teaching. The approach is used to develop language learners' communicative competence; that is the learner's ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environments.

Communicative language teaching

Communicative language teaching is based on concept of communicative competence (Hymes, 1971; Canale & Swain, 1980) which is an extension of Chomsky's (1965) concepts of linguistic competence and performance. Berns (1990: 79) emphasizes that linguistic or grammatical competence alone is not enough to be able to use language in a given cultural social set up. Thus, the situation in which language has to be used becomes relevant for language teaching. She further emphasized that a normal child's acquisition of knowledge of sentences is not only grammatical but also appropriate because of communicative competence.

Richards (2006) stated that communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Based on the current theories, language learning is viewed as resulting from processes such as interaction between the learner and users of the language, collaborative creation of meaning, creating meaningful and purposeful interaction through language, negotiation of meaning as the learner and his or her interlocutor arrive at understanding,

learning through attending to the feedback learners get when they use the language, paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence, and trying out and experimenting with different ways of saying things. Furthermore, Richards (2006: 14) describes one of the goals of CLT is that to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.

The activities in a classroom that is run through CLT are based on the concept that language is a well-developed means of communication. Thus, language learning is supposed to lead to using language in communication. Methods applied in many classes for language teaching and learning seem unable to satisfy the needs of the learners who intend to learn a language and use it effectively in a natural communication in the real world. Therefore, it can be inferred that CLT tries to lead the learners to this goal of language learning (Sadoughvanini & Shamsudin, 2015).

CLT IMPLEMENTATIONS.

Jabeen (2014) and Kumar, Philip, & Kalaiselvi (2013) reported a communicative language teaching implementation in India. They said that there was a likely inconsistency between perception and practice of communicative language teaching although most teachers interviewed expressed favorable attitude towards communicative approach. Even some of them, believed that language teaching should be done only through communicative approach as the most effective approach (Jabeen 2014). It was also revealed that majority of the teachers asked for freedom in using any method for their teaching practice. They also insist to combine with Grammar-Translation Method (GTM). These teachers hold traditional views on language teaching method. They also said that despite their willingness to adopt communicative approach they could not do it due to constraints like inadequate syllabus or teaching materials and students' lack of prerequisite proficiency or minimal level of language proficiency needed for communicative approach.

Because of these reasons, the teachers felt that communicative language teaching could not be carried out well nor it can be effective. Traditional grammar is taught through translation in the classrooms because they think that mother tongue can be used in ESL classrooms because avoiding to waste time in explaining something. Related to developing oral competencet majority of the teachers feel that oral communicative activities cannot be done regularly due to heavy amount of writing work to be completed in stipulated time. Even, in some schools teacher omit activities like pair work, group work fearing such activities may lead to the noisy scenes in the class.

The CLT implementation in Malaysia where English is a Second Language (ESL) is reported by Raisi & Mohd.Nor (2013). One of the most important factors to teach CLT in ESL context is to create an atmosphere of real life situation. All people need to be fluent enough in English at society. Most teachers have positive attitude regarding the principles of CLT in their perceptions But some teachers were unsatisfied with the materials for less enough authentic materials. They havementioned that by using CLT principles they can encourage their students to speak effectively and meaningfully in a touristy country like Malaysia. In the contrary, some teachers believe that old language teaching methods like Grammar Translation Method (GTM) and Audio Lingual Method (ALM) still works well and seems effective for their pedagogical purposes. The reason is that CLT is not useful for their pedagogical purposes and it is too difficult to apply in a class with the students with different L1 background. At the same time some of them believe on modern language teaching approaches like Communicative Language Teaching (CLT) and Task Based Language Teaching (TBLT) approaches which are focusing on communicative competence of the students. Related to this, it is also reported that there were some mismatches between what is going on in Malaysian English classes and what has been assigned to do by the curriculum of the ministry of education of this country. Nevertheless, most teachers mentioned favorable attitudes regarding the implementation of CLT.

This study reveals problems regarding the implementation of CLT in Malaysian context. The first is about students' different cultures and language backgrounds since Malaysia is a multicultural society consisting of three different races such as Malay, Indian and Chinese.

From the students' point of view, this is also admitted that there are different contextual and cultural problems regarding implementation of CLT (Raissi, Nor, Aziz, Zainal, Saleh, 2013). The second problem is that related to teachers' focus on students' accuracy rather than fluency. They believed that ignoring students' errors will be fossilized in the learner's minds. The last problem is that related to less facility that teachers can utilize.

The next description of CLT implementation is that one from China where English is regarded as a foreign language (EFL). After the Chinese Ministry of Education issued a revised version of the Chinese National English Language Curriculum for English Majors at the college level, a communicative or innovative language teaching approach, i.e., a student-centered approach should be employed in English classrooms (Lixin, 2011). It requires that teachers should place emphasis on the cultivation of students' cross-cultural communicative competence, to change themselves from traditionally dominant role to student-centered learning implied by CLT. However, so far few empirical studies in China have systematically examined the relationship between Chinese EFL teachers' perceived attitudes to or concepts of communicative language teaching (CLT) and their daily instructional practices in which they really adopt in their English classes.

Related to the learning objective and attitude, the Chinese students cared more about scores than the communicative nature of the oral practice. This is in contrast to the educational philosophy underlying the CLT principles, in which interactive activities were emphasized; fluency was viewed more important than accuracy and "students are encouraged not only to develop academic competence, but also to demonstrate communicative competence in a social setting in order to do well in school. Many students mentioned that they felt very anxious and nervous without referring to prior-written notes when they spoke English in front of the whole class.

The result of observation showed that there is also a gap between the commitment of the teacher and the learning practice in the classrooms. The teachers adopted the traditional teaching method to deal with the text materials. At the same time, they stressed the importance of students' oral practice in class. The contradiction is also found by Luo (2006) that English was regarded as a compulsory subject for all universities and colleges in the Chinese National Higher Education Entrance Examination, but the test covered listening, reading and writing skills only, without speaking. While at the lower levels, English learning is mainly focused for this college entrance examination.

Communicative language teaching is also implementation in Indonesian schools. It seems that the condition in Indonesia is almost the same where many teachers find difficulty to develop a condition of a supportive language environment at schools (Musthafa, 2001). There are many reasons for this. One is the teacher's degree of confidence in using the language in front of his/her students. The second reason is the time constraints, which practically preclude the teacher designing a lesson that requires learners to get involved in social communication in the classroom. Another reason is the type and focus of the exam, upon which a student's relative success in learning English is judged. Other hindrances might be the absence of good, authentic learning materials, teachers' tendency to rely on non-communicatively engaging learning tasks (such as grammar-based worksheets), and the absence of visible social uses of the language outside the classroom confines.

Adi (2012) has different opinion about English as a foreign language (EFL) teaching in Indonesia. He realizes to be more aware that the use of the communicative language teaching (CLT) does not always suit all English teaching situations. Teachers have also discovered that they need many teaching methods to deal with everything that concerns the form, the use, and the content of English. The approach is in many ways a commitment to eclecticism in practice. But he also emphasis that English teaching should be communicatively oriented, so students can acquaint themselves with appropriate language usage.

DISCUSSION: PROBLEMS RELATED TO THE IMPLEMENTATION OF CLT

Based on the description of CLT implementation in several countries in Asia region, there are the same problems which occurred in almost all countries to be observed. The problems can be divided into five sub-problems, i.e. the teacher, teaching methodology, learner's competence, instructional materials and the infrastructure.

Many facts show how important the role of teacher is to success of CLT implementation. Many teachers can accept modern or new approach of teaching and learning, but they ask for freedom in using any method for their teaching practice (Jabeen, 2014). This freedom is used to choose Grammar Translation Method (GTM) to be practiced because they still hold traditional views on language teaching. The same problem also happened in Malaysia (Raissi & Mohd.Nor, 2013) where the teachers used GTM and Audio Lingual Method (ALM) to teach. Surprisingly, the teachers admitted to believe on modern language teaching approaches like CLT and Task Based Language Teaching (TBLT). Teachers may face difficulties to implement the CLT principles and techniques (Sreehari, 2012). It is due to that CLT is a theory and not a methodology. Its interpretation for classroom practice can be applied in a variety of ways and so there is no uniform method of implementing it in a classroom. Furthermore, communication skills are difficult to evaluate in traditional tests. These make teachers' perception regarding CLT and the practice in the classroom seemingly contradictory. Although English communicative competence is still being overlooked in China but the teaching and learning process is focused on entrance tests to university or college. Almost the same condition also happened in Indonesia. The teacher did not use only CLT (Adi, 2012) because they believed that CLT cannot accommodate all learning objectives.

The poor implementation of CLT is still related to teachers' perception. Actually Littlewood (1981) has distinguished two major activity types-functional communication activities and social interaction activities. Functional communication activities are aimed at developing certain language skills and functions, which involve communication. Social interaction activities include conversation and discussion sessions, use of dialogues and role plays. These can be guidance for teachers to generate variety of activities in communication classes focusing on developing language skills and functions in authentic contexts. But, the interpretation of CLT for classroom practice varies and people may implement it differently.

The condition is getting worse that in real life context, the present examination system is mostly memory based and there is no common method available, at present, for testing CLT. It aims at getting good exam results, which need not be the outcome of knowledge. As a result the teachers tend to concentrate on exam results rather than imparting knowledge because the performance of the teacher is measured only by exam results. Passing the exam means much more to the students' life and future.

Lack of prerequisite proficiency or minimal level of language proficiency becomes the reason for teachers in India not to implement CLT (Jabeen, 2014). Therefore, teachers prefer to do correction on individual basis. The teachers seem to focus on linguistic competence only in their communicative language teaching.

Teachers in Malaysia mentioned that except some parts the quality of the textbooks is satisfactory from their point of view but those textbooks didn't have enough authentic materials which can help students in order to improve their communicative competence. They also suggested that curriculum designers should pay more attention to the student's cultures.

CONCLUSION

CLT is thought as a methodology to teach English to meet high professional requirement, and English has been a central language for global communication. But its introduction in India, Malaysia, China and Indonesia has revealed several difficulties. The success of CLT means giving a sense to the learner that they can really use the language. As the paper analyses, CLT's success depends on many related factors. All the factors discussed above interact and influence to each other.

Teachers and students have more things to do rather than developing communicative competence. Teachers focused too much on accuracy of language use. At the same time, they must face constraints like inadequate syllabus, limited allocated time, teaching material and any external pressure, for example, national university entrance test. On the other hand, students paid more attention to score than to competence. These are the reasons why communicative competence is difficult to achieve.

From the above discussion we can make conclusion that although Communicative Language Teaching (CLT) has been recognized as an effective method in language teaching and learning but still it seems difficult to apply this method in an ESL and/or EFL context. If we

focus on teachers' attitudes regarding their perceptions and implementation of CLT, the absence of better teachers' perception will make CLT implementation impossible because teachers are the key factor in determining teaching and learning method. Although teachers believe on this method and they try their best to apply this method in their classes but still they have some problems. On the other hand, there are still teachers who didn't agree with some principles of CLT and they believed that still CLT principles cannot be applied properly. Government actually also plays an important role to determine syllabus and any educational policy to support students' progress in mastering communicative competence.

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LEXICAL DENSITY AND NOMINAL GROUP OF STUDENTS' SKRIPSIS AND INTERNATIONAL JOURNALS AND THE IMPLICATION FOR TEACHING WRITING

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ABSTRACT

This study investigated the lexical density (LD) and nominal group (NG) of students' Skripsis (labelled as SSs) and International Journals (labelled as IJs) as it supposedly provides ideal representation of novice and experienced writers. Specifically, the study attempted to measure the lexical items in running clauses and functions of NG elements from an experiential perspective along with their participants and circumstances of SSs in reference to the IJs. 729 and 702 clauses derived from SSs and IJs respectively were analyzed in terms of Halliday's method. The analysis and classification were executed by means of a table adapted from Halliday's analysis table. The study revealed that in SSs there are seven lexical items employed in a clause and ten lexical items employed in a clause of IJs. Six experiential functions of NG structure were found in both data sets (deictics, numeratives, epithets, classifiers, things, and qualifiers) especially in participant type. The use of simple ordering structure of NG to describe the entity was dominantly found in SSs. While in IJs, the use of complex ordering structure of NG was spread out as well as the simple one. To sum up, the information in SSs is less dense because of the use of simple NG and outnumbered clauses. This study implied the crucial role of NG in managing items carrying meaning to describe information of target discussion is expected to be considered in teaching writing.

Keywords : *lexical density, nominal group, skripsis, and international journals.*

INTRODUCTION

The density of lexical items in any kinds of text with its role to show writers' adeptness in managing information or ideas using words carrying information or lexical items by means of the communication process to achieve certain goals, has become one of interests in linguistics studies in these two decades (Perfetti, 1969; Linnarud, 1973; Lorin 1999; Lachs, et al., 1999; Yoder, 2006; Alami, et al., 2013; Elia, 2009; To, 2013; Perfetti, 1969; Govindaraju et al., 2001; Lawrence et al., 2001; Cummings, 2003; Stockall et al., 2004; Tomas, 2005; Backman, 2006; Stegen, 2007; Yu, 2007; Yoder, 2008; Johansson, 2008; Henrichs, 2010; Suster, 2011; Siskova, 2012; Graham, 2010; Alami et al., 2013; Khanifah, 2013; O'loughlin, 2013; Pratiwi, 2014; Marzi et al., 2014; Khamahami, 2015).

The widely usage of lexical density (hereafter LD) in any kinds of genre was utilized not only as an indicator to distinguish the target investigation texts bearing spoken or written language (Ure, 1971; Halliday, 1985) but also as a tool to investigate another grammatical units (Signes & Arroitia, 2015; Stajner & Mitkov, 2012; Cook, 2013) in particular modes (textbooks, scientific articles, headline news, etc), fields (psychology, tourism, physics, etc) and tenors (male & female, Children & parents, native & non-native speakers) through measuring the portion of lexical items in a whole text or a clause (Ure's, 1971; Halliday, 1985).

In spoken texts like speeches, daily or conversations, etc, are claimed containing low portion of lexical items, while in written texts such as essays, poems, etc are believed containing high number of lexical items (Eggins, 1994). According to Halliday & Mathiessen (2004), the grammatical intricacy and uncontrol of grammatical words of use influenced the distribution of lexical items in the spoken texts. Whereas in written texts, it is influenced by the existence number of complex nominal groups structure (Doyle, 2008). In other word, written text is more lexically dense while spoken text is more lexically sparse (Stokes, 2003). Then, the portion of lexical items in any texts of discourse, spoken and written, is associated with the way of writers packing particular items bearing meaning (Johansson, 2008) to deliver information or ideas to the target readers.

A number of the researchers believe that nominal groups (NGs) as the carrier of lexical content ; all nouns except pronoun, determiners, numerals, epithets, classifiers and qualifiers,as below example:

a chair
a wheel chair
a steel wheel chair
a Chinese steel wheel chair
a silver Chinese steel wheel chair
a new silver Chinese steel wheel chair
an expensive new silver Chinese steel wheel chair

As the group become more complex, the degree of specification is higher and the set of potential references becomes smaller. The information packaging about the Head or Thing is delivered concisely. Moreover, by adding a number of modifiers to a Head, it increases The complexity of the description without overstepping the boundaries of one single nominal group (Halliday, 1985). Thus, this study provided several question to be answered as follow:

- What is the lexical density of Introduction sections of students' *skripsis* (ISoSs) and international journals (ISoIJs)?
- What is the experiential function and ordering of nominal groups of Introduction sections of students' *skripsis* (ISoSs) and international journals (ISoIJs)?
- How does the use of lexical density and nominal group of introduction section of students' *skripsis* (ISoSs) and international journals (ISoIJs)?

METHODOLOGY

The main data of the study encompasses 729 clauses of introduction section of students' *Skripsis* and 702 from introduction sections of international journals. The main data, then, is utilized as the underpinning to measure the lexical density and nominal group in a distinct way. The Clauses in the texts are used as the divider of the lexical items to obtain the number of density lexically, while parts of a clause construction, especially participants and circumstances process, are used to get the functions of nominal group elements based on experiential perspective.

In collecting the data, to make the sources parallel, the identification of data sources was done by taking the generic structure of both data sets. Then, 10 numbers of introduction sections of both data sets were randomly collected through application named Stattek which available online on <http://stattrek.com/tables/random.aspx>. And the identified data sources were copied and then give a distinct label for each of which. The ISoS was labeled as '*ISoS-1-n* to *ISoS-1-n*' while ISoIJ was identified as '*ISoIJ-1-n* upto *ISoIJ -1-n*'. The first digit stands for the number of introduction section (1-10) while the second digit represents the clause number (n= clause number). Then, the data was inserted into the table analysis as displayed below:

Table 1. Data collecting table

Cl.	Conj.	Clause
Identity		
ISoIJ-1-1		In response to the <u>increasing numbers of second language (L2) learners studying in Canadian universities</u> , many <u>new language programs</u> have been <u>developed</u> .
ISoIJ-1-2		

Two steps was executed for calculating the lexical density based on Halliday's method. Firstly, calculating the total number of ranking clauses of introduction sections of students' skripsis and international journals (TESOL) by seeing the process. The total number of ranking clauses are used as the denominator of lexical items. Secondly, calculating the total number of lexical items occurred in each clauses by underlying the words.

The nominal group structure of experiential function was executed through three steps. First, breaking the nominal group occurred in participant types, and in circumstantial types into different table of analysis apart from its process types. It was done to obtain the number of nominal group in both types. Second, categorizing the nominal group elements into its experiential function proposed by Halliday. See table below:

Table 3. NG analysis

N O	Nominal groups										
	Cl.	participants	Pre-modifier			Head Thing	Post-modifier Qualifier				
			Dei c	Num .	Epi t.						
1	ISoIJ 1-2	the common goal of developing L2 learners' English language	1	the		1	Com mon	1	goal	1	Of developing L2 learners' English language
Note :											
		Cl	: Clause Identity			Epit.	: Epithet				
		Deic	: Deictic			Class.	: Classifier				
		Num.	: Numerative								

Third, calculating the number of each function by using basic formula provide in microsoft excel. The digit beside the function words is used as the digit calculation. It goals to obtain number of lexical items which is derived from nominal group.

FINDINGS

The analysis of lexical density was executed by calculating the lexical carrying information (nouns, verbs, adjectives, and adverbs) with the ranking clauses in the ISOs and ISOIJs. The analysis found that the ration of lexical items compare with clauses in students' *skripsis* is 7:1 while 11:1 for International journals. It means that in students' *skripsis* there are seven up to eight lexical items occur in one clause. In another hand, eleven up to twelve lexical items employ in one clause for ISOIJs. The results in detail are illustrated below:

Table 4. The LD of ISOs and ISOIJs

Identity	Clauses	Lexical items	Lexical density
ISOs	729	5635	7.71
ISOIJs	702	7694	10.9

In term of NG elements functions, the analysis found that the number of experiential functions of NG were found in both data sets. See figure below:

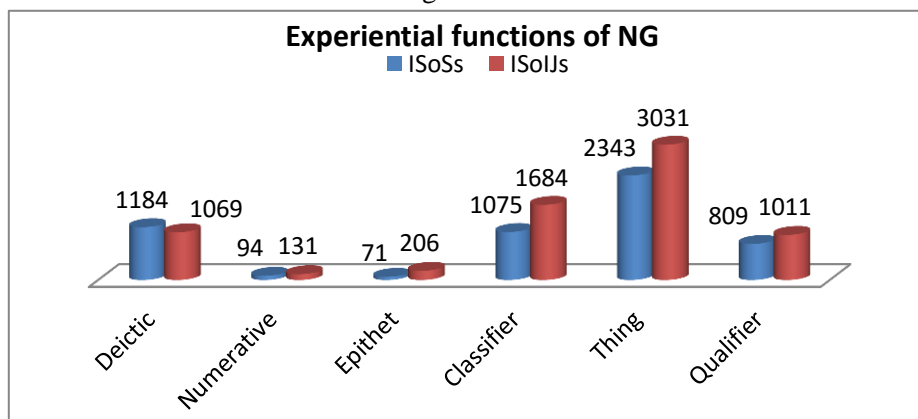
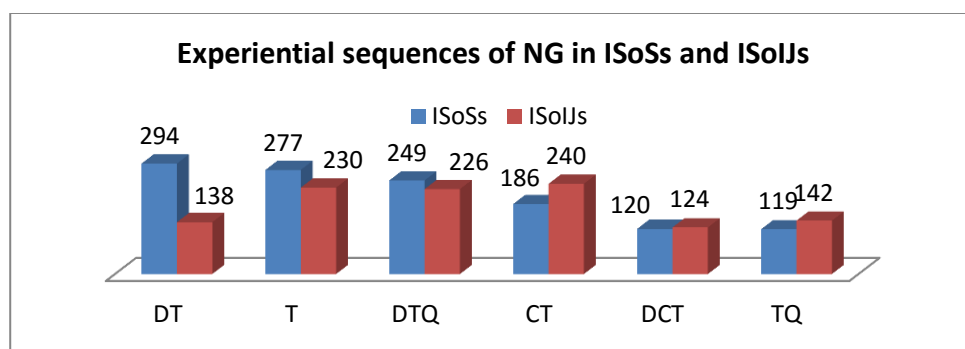


Figure. 2 the experiential functions of NG in ISOs and ISOIJs

The use of simple structures of nominal group up to complex ones appeared in both data sets. The simple and complex structures of nominal group are displayed in terms of its sequences.



Note: DT= Deictic- Thing functions, T= Thing functions, DTQ= Deictic – Thing – Qualifier functions, CT = Classifier – Thing functions, DCT = Deictic – Classifier – Thing functions, TQ = Thing – Qualifier functions

Figure 3. The Top six of NG sequence in ISoSs and ISoIJs

Based on the figure above, the experiential sequence of both data sets employed the same structures. From simple nominal group coded as DT or words functioning as deictic – thing to complex one coded TQ or words functioning as thing – qualifier. The distribution of the sequences in ISoSs is moving up to down from the simple nominal group to complex one. While in ISoIJs, the distribution is rather dynamic. The sequence of CT or words functioning as classifier – thing run dominantly followed by words functioning thing and more complex one words functioning deictic-classifier and thing. While sequence of TQ or word functioning as thing – qualifier is lowest of the top six sequences. Beside the top six experiential sequences, another sequences also found in both data sets.

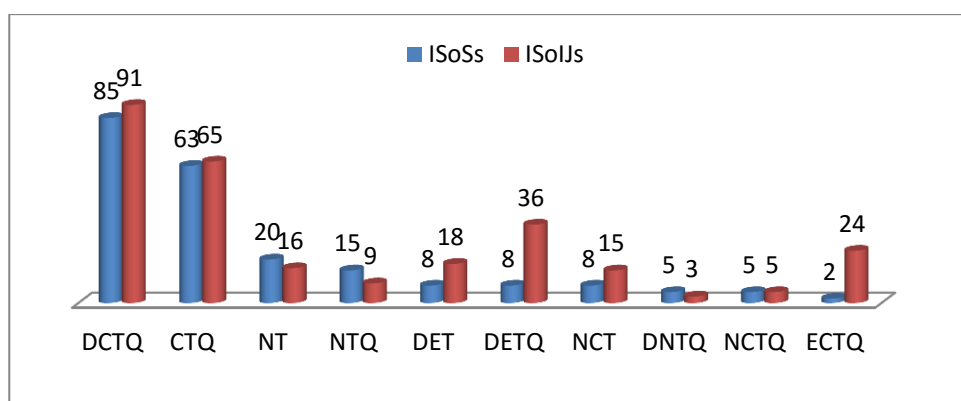


Figure 4. The experiential sequences of NG in ISoSs and ISoIJs

The occurrence of the sequences above is under a hundred. It clearly be seen, words functioning as deitic – classifier – thing – qualifier occurred slightly reaching a hundred followed by words functioning as thing – qualifier. Words functioning as deictic – epithet – thing – qualifier in ISoIJs occurred higher than in ISoSs. The lowest occurrences is words functioning deictic - numerative - thing – qualifier in both data sets. While the lowest occurrences in ISoSs is words functioning as eithet – classifier – thing – qualifier .

DISCUSSION

Two essential marks need to be considered in reference to the position of LD in ISoSs which derived from thoroughly analysis; lexical items, and clausal. In relation to both marks, the number of clauses employ negative correlation to the number of lexical items in ISoSs. The outnumbered of clauses in ISoSs affect the density of the texts lexically and produce lexically sparse (Liu, 1998). It leads to grammatical intricate which employs in spoken texts (Eggins, 2004). It means that the use of words carrying grammatical in ISoSs played dominantly than the one carrying information. It is arguably stated that lexical density is stemmed by reducing the clauses and increasing the quantity of lexicalized information packed in the text

(Halliday & Webster, 2009, p. 75). Moreover, it is worthy noting that grammatical simplification or fewer clauses accommodates the lexical items (Kazemian, et al, 2013).

Practically, the number of content carrying words per clause in scientific writings can go up exceeding ten. In ISOs, the number of lexical items in relation to the number of clauses in ratio is 1 : 8. It means that the number of lexical items per clause in ISOs run up under ten. While, the ratio of lexical items and clauses in ISOJs is 1 : 11 where lexical items employ more than ten in each clause. Thus, ISOJs are considered have fulfill the requirement of a scientific writing.

Low lexical density is caused by the lack of lexical items and clauses overload brings the writings into spoken language category not written one (Yuksel, 2011). It is clearly seen from the result analysis of clauses in ISOs. The outnumbered of clauses in the texts leads the use of lexical items spreading out among the clauses. Consequently, the lexical items becomes sparse. In addition, the information provided in the texts is considered easy to understand. See the example below (a).

(a). It does not only **mean** that [the **speaker**] **tells** [the **hearer** that she/he **feels** **scold**], || but also she/he **wants** [the **hearer** to **turn** off the **AC** or || **close** the **window** or || **turn** on the **roomheater**]. (LD=3.7 or 38%) (ISOs 7- 22)

(b) [These **programs**] **tend** to **share** [the **common goal** of **developing** **L2 learners'** **English language**] || in order to **support** [their **successful transition**] to and [engagement with **academic work** in **university**], || but they **differ considerably** in [emphasis, methodology, and approach] (LD=7 or 56.7 %) (ISOJ 1-2).

There are four grammatical related clauses in (a). The total number of lexical items, words in **bold** type, has gone up to fifteen. It could categorized a scientific writing. However, since there are four ranking clauses, the lexical density becomes 3.7. It means that lexical items occupy in each clause is 3 or 4 items. Or only 38% of the text is lexical items. The rest is dominantly placed by grammatical words. On the other hand, in (b) the number of lexical items go up to 21 with 3 ranking clauses place in the text. The lexical density becomes 7 which means that approximately seven lexical items occupy in each clauses. Interestingly, in percentage, 56.7%, shows that lexical items place slightly higher than grammatical words. It reveals that the text employing grammatical intricacy realized by clause complexes (Halliday & Matthiessen, 2009, p. 728) and the outnumbered of grammatical words affect the lexical density in the text. Generally, high lexical density is stemmed by reducing the clauses and increasing the quantity of lexicalized information packed in the text (Halliday & Webster, 2009, p. 75). Explore more in example below.

(d). [Translating **allusion**] **is** [one of the most **difficult activities** that are **faced** by every **translator**] || because [translating **allusion**] is not like **translating** [other **words** which can be **easily found** in **dictionaries**]. (LD=6.5 or 41.9%) (ISOs 1-1)

(e) **Parents want** their **children** || to **develop** **English skills** || to **benefit** from **new world orders** || and **put** **pressure** on **governments** || to **introduce** **English** to **younger children**. (LD=3.4 or 65.3%) (ISOJ 4-9).

The ranking clauses in (d) and (e) are 2 and 5 and the lexical density is 6.5 and 3.4 respectively. Previous discussions have explained that lexical density is influenced by the numbered of clauses (Henrichs, 2010). In (d), the lexical density is 6.5 which means more than 6 lexical items occupy in each clause, while in (e) less than 5 lexical items occupy in each clause. In term of percentage, lexical items in (e) is higher than grammatical words while in (d) grammatical words is higher than lexical items. Both (d) and (e) add list of the role of clause in the distribution of lexical items.

(f). As [an **international language**], [**English mastery**] **becomes** [essential need to be met]. (LD=8 or 66,6%) (ISOs 3-1)

(g) In response to [the **increasing numbers of second language (L2) learners studying in Canadian universities**], [many **new language programs**] have been *developed*. (LD=12 or 57%)(ISOIJ 1-1)

(h) Second, [economic globalisation] has *resulted in* [the **widespread use of English**]. (LD=6 or 54,5%)(ISOIJ 4-5)

High lexical density, as be seen in (f), (g), and (h), is caused by the higher number of lexical items than grammatical words employing in the texts also caused by the simple clause of use. It is clearly seen from (g), the lexical items go up to 12 with only 1 clause. It support to what Fang, Lamme, & Pringle (2010) suggested about the ideal number of lexical items in a clause which lead the writings into scientific text using the characteristics of written language (Yates, 1996 cited in Claesson, 2013).

In relation to information packaging and aspects of context, the more lexical items occupy in a text, the complex the reading of the text is unpacked. It is clearly seen in (f), (g), and (h). In (f), the clause stores information about what (English mastery) and why (due to an international language). While in (h), the information is about what effect (economic globalisation) and what cause (the widespread use of English). Differ from (f) and (h) which give limited information about something, English in these case, in (g) the information is more specific and denser. It informs the readers about the development of new language programs due to the increasing number of L2 students studying in particular place. Four points packed in the clause; (1) what is being talked? (new language programs developed), (2) why is it happened? (the increasing number of L2 students), (3) where is it took place? (Canada University), and how many? (many).

If we see the position where the lexical items stand in the clause, they dominantly stand as element in the nominal group. For instance in (f) there are [an **international language**], [**English mastery**], and [essential need to be met]. In (g) there are [the **increasing numbers of second language (L2) learners studying in Canadian universities**], and [many **new language programs**]. In (h) there are [economic globalisation], and [the **widespread use of English**]. Thus, it is considered as written texts since it could accommodate higher lexical items by shifting the clause complex into nominal group (Halliday & Matthiessen, 2014, p.728).

Functional syntactic analysis of nominal group elements in both data sets have illustrated from its experiential functions. They spread out in distinct way in both data sets. Words functioning as describing, quantifying, qualifying, classifying of the entity and expanding information after the entity are depicted. Through nominal group, the organizational strategy to use set of words and grammar to convey complex ideas in written text is realized.

The NGs in (d) bring up 13 lexical items which are derived from repetition words in usage like *translating* (repeated three times) and *allusion* (repeated two times). Those repetition items are indicated that the text contains high-frequency of lexical items (Weissheimer & Mota, 2011). Applying frequent words (repetition) by the students attribute the limited vocabulary size to access academic words (Yuksel, 2013). For academic writers lexical items are not simply known or unknown, but, it deals with the 'incremental nature of vocabulary knowledge' which underlines the fact that the vocabulary knowledge has degree of knowledge (Schmitt, 2000, p.17 cited in Holten, 2007). Nevertheless, it leads higher education students' written production are influenced by vocabulary of production used in composition (Shah, et.al., 2013).

In (a) there are (1) *the speaker* as simple NG with 'speaker' as the head, (2) *the hearer that she/he feels cold* as complex NG with 'hearer' as the head and followed by qualifier realized by relative pronoun 'that' which constructs rank-shifted clause with the process 'feels' and adjunct realized by the words 'cold', (3) *the hearer to turn off the AC or close the window, or turn on the room heater* as complex NG with 'hearer' as the head followed by prepositional phrase-function qualifier which construct another minor clauses with 'turn and close' as the process and 'AC, window as the head plus for the last minor process 'turn' the head is 'heater' which classified with 'room'. As Martin, Matthiessen, and Painter (2010) pointed out that the nominal group has the potential for including embedded groups/phrases and clauses in its structure. It reveals clearly that nominal group contributes packing the lexical items (Thompson, 1991; Halliday, 1994; Khamani, 2015). Since, English nominal group could run up to at least six distinguishable positions before the head (Gleason, 1961 cited in Bamigbola,

2015; Li, 2015). Moreover, the propensity of written language is the high degree of NG displays in a text (Lu, 2013).

On the findings above, NG carrying lexical items dominantly employ in process of participant than circumstance both in ISOs or ISOJs. Both corpora posit an enormous amount of NGs in participants (Halliday & Matthiessen, 2004; Martin et al, 2010 cited in Bamigbola, 2015). Therefore, the lexical items contribute to the density lexically is employed in participant process.

- (i) ISOs 10- 89 : a **discipline** of the **post-structuralism** in **critical theory**.
- (j) ISOs 3- 12 : a **better understanding** of the **subject** they **teach**
- (k) ISOs 8 – 31 : their lack of **understanding** of the **concept** of **formative assessment** that may **affect** the **quality** of their **assessment practices** in the **classroom** and, **eventually**, **their students' learning**.
- (l) ISOJs 5-68 : a **recall** of the **text** of the **specific postreading task** they would **encounter**

Above examples (i - l) are exemplifiers of complex NG. As stated by Foley (2013) about the consideration to construct a complex NG is as one of the indicators of developing in a language. It may derive from the modifier which comes former or latter the head (Pre-modification-head-post-modification). However, organizational strategy to use a set of words carrying information is considered playing a crucial role in academic writing (Zwiers, 2007, p. 20). The use of complex NG indicates a reflection of the writers' control of the use of meaningful items package into target language. In SFG, the structure is "held to be systematic in realizing a meaning through formulating the wording" (Stojicic, 2005).

Nouns functioning as thing play dominantly in both corpora. They distribute flexibly in participants process and circumstances process (Stojicic, 2005). Nouns functioning as thing is semantic core of the group (Halliday & Matthiessen, 2004 cited in Doran, 2010). Its occurrences in a text spread out widest since it can stand alone or modify former or latter. The number of nouns functioning as thing is unbearable depending on how complex the NG is. Davies (2012:9) explains how the use of pronouns, could be replaced with nouns, which according to Johansson (2008:65) and Biber et al (2002:11) is a feature which should be frequently.

In ISOs, the number of items functioning as thing and items functioning as classifier differs from ISOJs. However, what have found in the ISOs as the representation of novice researcher is arguable to be proud. The ordering structure pattern of experiential function has on the track to the target language product. However, the ordering gives less contribution to the lexical density. The movement of sequential structure of NG both in ISOs and ISOJ show dynamic in a distinct way. Interestingly, in SSs the words functioning as deictic-thing (DT) element place the highest order in that sequential. Followed by words functioning as thing only (T) element and words functioning as deictic-thing and qualifier (DTQ) element. These sequential show that ISOs tend to use simple NG rather than complex NG. Perhaps, it causes the NG give less contribution in carrying lexical items since the use of functional words (e.g. determiners).

The importance of determiners exposed in the result of ISOs. That is to show the particular object to be described. It proves what Kroeger (2005) classified in three big important classes (determiners, complements, and adjuncts). In fact, it contributes less to dense the text lexically because determiners are not categorized as lexical items. For example in (l), the number of lexical items are lower than functional words.

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BOOSTING STUDENTS' SPEAKING ABILITY BY PROJECT-BASED LEARNING: ITS' EFFECT AND IMPLEMENTATION (A MIX METHOD RESEARCH)

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ABSTRACT

This present research applied mixed methods research. The design of the research was sequential designs in which both quantitative and qualitative data are collected in sequence. Population in this research was the 2nd semester of English Department Students in the State College for Islamic Studies (STAIN) Ponorogo. The total numbers of the students are 85 students and the sample was 70 students. The researcher employed questionnaires, observation and interview as data collection. Since the hypothesis is intended to find the effect of the Project-Based Learning toward students' speaking ability, the Simple Linear Regression by using SPSS 19.00 for Windows was applied. The second phase, the result of observation and interview were analyzed by Miles and Huberman's view of qualitative data analysis consisting of data reduction, data display, and drawing conclusion. The result of analysis showed that there was significant effect of Project-Based Learning toward students' speaking ability. The calculation showed that the independent variable X (Project-Based learning) contributed 96.6% to the dependent variable Y (speaking ability), then 4.7% influenced by other factors. Likewise, the formed equation regression model is $Y = 37.069 + 0.658X$. Furthermore, the effective procedures for the implementation of Project-Based Learning are (a) dividing the class into group, (b) working with the project and (c) presenting the project. At last, the students showed significantly positive attitude toward the implementation of Project-Based Learning in speaking class. As a result, English teachers are recommended to make use of Project-Based Learning in speaking class since Project-Based Learning allows in-depth investigation of a variety of topics.

Keywords: *Project Based Learning, Speaking Ability*

INTRODUCTION

Responding to English as a language of international communication and lingua franca, people noticeably think to learn English, which is used and spoken worldwide for education, business and communication. Regarding to the importance of English as a Second or Foreign language (ESL or EFL), the teaching of EFL speaking has been considered essential in the Indonesian context. In fact, speaking is usually considered as the core skill in foreign language learning and it is what learners generally want to be able to do (Graham, 2007). Richards and Willy also state that a large percentage of the world's language learners study English for developing speaking proficiency. However, to be able to speak English fluently and accurately requires supporting knowledge and other skills of speaking. It involves a full understanding of what is engaged in the speaking skill. Burns and Joyce (1997) acknowledges that the mastery of the speaking skills employ a number of complex skills and types of knowledge about how and when to communicate. Similarly, Thornbury (2005) claims that in order to have an adequate skill of speaking, learners require linguistic knowledge and extra linguistic knowledge. Therefore, the significance of understanding of speaking skills might favor EFL learners to boost their speaking skill.

A common problem that occurs in a speaking class is that teachers frequently feel it difficult to involve students in the speaking activities. In fact, English instructors should work hard to attract the students to speak spontaneously during speaking class. It occurs due to many aspects such as personality problems, for instance they are not confident, reluctant, and afraid of

practicing their English. Brown (2001) asserts that one of the major hindrances faced by learners in learning speaking is the anxiety generated over the risks of revealing things out that are incorrect, unintelligent, or incomprehensible. Furthermore, Nation and Newton (2009) allege that there are many factors influencing why EFL students are reluctant to speak, namely, inadequate vocabulary and control of grammar, lack of fluency and encouragement, and the students' anxiety. These problems are still frequently experienced by lecturers and become a challenge for them in teaching speaking.

At the College of Islamic Studies of Ponorogo especially for English Department, the second semester of undergraduate students is required to take speaking II subject. Students themselves have already got speaking I subject for the previous course. The objective of Speaking II subject is enabling the students to produce simple monologue and dialogue about daily communication. This course is given in 16 meetings. 14 meeting for lecturing and 2 meetings for evaluating, in this case the 7th meeting is for mid test and the 16th meeting is for final test. Referring to the objective above, the lecturers should be responsible for providing various activities and material in raising students' speaking ability.

Project-based learning, therefore, is alleged to be an alternative model for boosting students' speaking skill. Project-based learning can be defined briefly as a model that organizes learning around projects (Thomas, 2014). It is an authentic learning model in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom (Westwood, 2008). It is one of the methods grounded in constructivism by supporting student engagement in problem-solving situations (Doppelt, 2003). Project-based learning raises students' motivation. Consequently, when teachers successfully implement project-based learning, students can be highly motivated, feel actively involved in their own learning, and produce complex, high-quality work (Blumfeld et al, 1991).

Studies have provided evidence about the successful of PBL implementation. Poonpon, a lecturer of KhonKaen University, Thailand conducted research entitled Enhancing English Skills Through Project-Based Learning. Forty-seven undergraduate students taking an English course on Information Science were required to work in groups to complete an interdisciplinary-based project. A semi-structured interview was used to elicit students' opinions about the implementation of the project and how such a project may enhance their English skills. The interview data were qualitatively analyzed. Results of the study revealed how the interdisciplinary-based project should be implemented in a language classroom to enhance the learners' English skills. Moreover, Less (2015) reported a research dealing with the successful implementation of PBL. He taught speaking skill to a population of Southeast Asian immigrant who had been in their beginning-level ESOL (English for Speaker of Other Language) classes. Their speaking skill is improved through PBL. Viewing the success of PBL implementation to the previous research above, this research tries to apply PBL in Indonesian context, especially to the university level. This present research attempts to know the effect of Project-based learning toward speaking ability and its' effective implementation.

METHOD

This research applied mixed methods research. Mixed method studies attempt to bring together methods from different paradigms (Creed, 2004). The design of the research sequential was designs in which data that are collected and examined in one stage inform the data collected in the next phase (Ary, 2010). Population in this research was the 2nd semester of English Department Students at STAIN Ponorogo. The total numbers of the students are 85 students in which, 22 students in A class, 20 students in B class, 21 students in C Class and 22 students in D class. The sampling technique used was proportional random sampling. Referring to the Cochran version, 70 respondents assigned as a sample. Furthermore, to obtain qualitative data the lecturer of Speaking 2 course and 20 student in B class of the second semester students of STAIN Ponorogo who took Speaking 2 course were subject of the present research.

In this research, researcher used a questionnaire to reveal the data about the use of project-based learning in speaking class. The questionnaire is in the form of statement that refers to Linkert Scale. The alternative answer and the scoring was Strongly Agree (5), Agree (4), Doubt (3), Disagree (2), and Strongly Disagree (1). Then, test is applied to reveal the students' speaking ability. The test is in the form of performance test in which the students of the second

semester were asked to retell the narrative story based on the selected story by using the puppets as learning media. In order to collect the data of qualitative design, the researcher applied observation and interview. The questionnaire sheet for collecting the data of the use of project-based learning is shown on the following table.

Table 1. Instrument for the Use of Project-Based Learning

Variable	Indicator	Item Number
the Use of Project-Based Learning	1. self-responsibility for thinking and learning;	1,5,11,15,20
	2. awareness of social responsibility	2,6,9,12,16
	3. thinking and acting from the scientific perspective but in a practical application	3,7,10,13,17
	4. relating both group process and product with professional practice	4,8,14,18,19

The test used in this research was in the form of performance test in which the students of the second semester were asked to retell the narrative story based on the selected story by using the puppets as learning media and its scoring rubrics is presented below:

Table 2. Analytical Scoring Rubrics for Speaking

Fluency		Accuracy	
Little or no communication	1	Little or no language produced	1
Very hesitant and brief utterances, sometimes difficult to understand	2	Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	2
Gets the idea across, but hesitantly and briefly	3	Adequate but not rich vocabulary, make obvious grammar mistakes, slight foreign accent	3
Effective communication in short turns	4	Good range of vocabulary, occasional grammar slips, slight foreign accent	4
Easy and effective communication, uses long turns	5	Wide vocabulary appropriately used, virtually no grammar mistakes, native like or slight foreign accent	5

Total score out of 10 =

The validity of each item was then analyzed by using SPSS 19.00 for Windows. After finding r_{xy} , it was consulted to r_{table} with 5% level of significance. If the value of r_{xy} is equal to or greater than the value of r_{table} , it indicates that item is a valid. According to the r_{table} value for $N = 25$ on the 5% of significance level, it listed 0,396. The result of calculation revealed that 20 items of the use of project-based learning variable were valid because the value was greater than the value of r_{table} , (0,396). Then the result of the validity for speaking test variable was valid because the value found 0.922 was greater than the value of r_{table} , (0,396). Then, the value of reliability coefficient for the use of Project-based learning and speaking test were 0.917 and 0.824 and they were categorized into very high (Sugiyono, 2008). Since the hypothesis is intended to find the effect of the use of project-based learning toward students' speaking ability, the Simple Linier Regression was applied to find the effect of the use of project-based learning toward students' speaking ability by using SPSS 19.00 for Windows. The next phase is the qualitative in which it presents the information concerning the current status of phenomenon and it is directed toward determine of a situation as it exist at the time of the study (Stake, 2010). This research tends to make a clear description on the effective implementation of Project-Based Learning in raising students' speaking. The result of observation and documentation will be analyzed by Miles and Huberman's (1994) view of qualitative data analysis consisting of data reduction, data display, and drawing conclusion.

FINDINGS AND INTERPRETATION

Sample in this research were 70 students of the 2nd semester of English Department in STAIN Ponorogo. The variables of this research consisted of an independent variable namely the use Project-Based Learning (X) and Speaking Ability (Y) as dependent variable. Based on data

obtained from a questionnaire distributed to 70 respondents indicated that these Project-based learning showed the highest score was 80 and the lowest was 4. Referring to the result of calculation using SPSS program 19 for Windows it was found that the mean score was $M = 60.7$ and Deviation Standard = 11,574. Thus it can be seen that the scores which are more than 72 is considered excellent, while the scores which are less than 49 is categorized into low and the score of between 49-72 is categorized into good. Therefore, the use of Project-based learning showed that 22% in the good category, 60% in a medium category and 18% in a low category.

Based on data obtained from a speaking performance test to 70 respondents indicated that the result showed that the highest score was 95 and the lowest was 60. It was found that $M = 76.59$ and $SD = 7.747$. Thus it can be seen that the scores which are more than 84 is considered excellent, while the scores which are less than 69 is categorized into low and the score of between 69-84 is categorized into good. It can be implied that the students' speaking ability is in the level of medium. Most of the students, in this case, 60% students' scores are in the level of medium. Then, 22% students' scores are in the level of good and the rest, 13% students are in the level of low. The result of Linear Regression analysis by using SPSS 19.00 for Windows is as follows:

Table 3 Determination Coefficient

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.983 ^a	.966	.965	1.44173	.966	1924.224	1	68	.000	.419

a. Predictors: (Constant), PjBL
b. Dependent Variable: Speaking Ability

Based on the table 3 above, the value R as a symbol of coefficient correlation showed 0,983. It means that the correlation between two variables in this research namely the use of Project-Based learning and speaking ability is categorized into high. Moreover, the value of R squared / Coefficient Determination informs about how well the independent and dependent variable interacted. The R squared above showed 0,966. It implies that the independent variable X (the use of Project-Based learning) gives 96.6% contribution toward the dependent variable Y (speaking ability), then 4.7% influenced by other factors.

Then the analysis focus on the linearity of each variable, namely, the independent variable, X (the use of Project-Based learning) toward the dependent variable Y (speaking ability), it can be seen from the ANOVA table below:

Table 4 ANOVA

ANOVA ^b					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3999.643	1	3999.643	1924.224	.000 ^a
Residual	141.343	68	2.079		
Total	4140.986	69			

a. Predictors: (Constant), PjBL
b. Dependent Variable: Speaking Ability

Referring to the ANOVA table above, the significant value is 0,000. It means that the regression model equation is significant because it has already fulfilled the criteria of linearity. The criteria is if the significant value (less than) $< 0,05$, linear regression could be applied and vice versa. Then the analysis focus on the effect of the independent variable X (the use of

Project-Based learning) toward the dependent variable Y (speaking ability), it can be seen from the Coefficient table below:

Table 5 Coefficients					
Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	37.069	.917		40.416	.000
PjBL	.658	.015	.983	43.866	.000
a. Dependent Variable: Speaking Ability					

Table 5 gives a clear description about the equation regression model through Unstandardized Coefficients B. Therefore, the equation regression model is $Y = 37.069 + 0.658X$. Referring to the result of analysis through SPSS 19.00 for Windows, it can be concluded that H_0 was rejected and H_a was accepted. It implied the use of project-based learning is significantly influence the students' speaking ability. Referring to the finding that there is significant effect of the use of project-based learning toward students speaking ability, the researcher carried on finding the effective implementation of Project-based learning in raising students' speaking ability through observation and interview. In general, the activities can be summarized into:

a. Dividing the class into groups

Most of the activities in speaking class are in the form of group work. The lecturer assigned the students to plan, discuss, and finish the project in group. For example, in assigning the students to have a project of puppet show, picture series for telling unforgettable holiday, and demonstration how to make something, the lecturers divided the class into 5 groups, so each group consisted of 4 or 5 members. However, in drama performance, the lecturer divided the class into 2 groups only.

b. Explaining the project

The lecturer explained the project apparently. It deals with the purpose of the project, the preparation that the students should make, the material and media used and the assessment for each project. For example, assigning the drama performance is for enabling the students to perform a drama. In drama performance, the groups must prepare the scenario of the story, distribute the characters and select the media related to the chosen topics. In this case, the students are given freedom to select the themes of drama they would perform. It implied that this kind of activity is categorized into learner-centered class. Hence, through project-based learning, students could perform activities which shifts away from the teacher-centered class (Educational Technology Division of Ministry of Education, 2006).

c. Performing the project

This stage, the students demonstrate the project in front of the class. During the process of students' performance, the lecturer assessed their performance based on the aspect of fluency and accuracy. The activities can be seen in the following figures.



Figure 1. The puppet show of *Ande-Ande Lumut* Story



Figure 2. Unforgettable Holiday in Grandfather's House

Figure 1 showed the students' performance in doing role play by using puppet media and figure 2 depicted the students' performance in telling unforgettable holiday by using picture series media. Each member of the group showed good effort to perform well, even some mistakes in term of accuracy occurred. However, each individual has self and social-responsibility for thinking and finding appropriate way to link ideas for constructing chronological order of the story in group. This finding is supported by Kubiátko and Vaculová (2011) who claim that self-responsibility for thinking and learning and awareness of social responsibility as the characteristics in Project Based Learning. Furthermore, during the process of implementation, the students showed significantly positive attitude toward the implementation of Project-Based Learning in speaking class. Most students actively participated in every steps of implementation.

CONCLUSION AND SUGGESTION

The finding showed that the independent variable X (the use of Project-Based learning) gives 96.6% contribution to the dependent variable Y (speaking ability and 4.7% influenced by other aspects. Likewise, the equation regression model can be formed as $Y = 37.069 + 0.658X$. It implied the use of project-based learning is significantly influence the students' speaking skill. Furthermore, the effective procedures for the implementation of Project-Based Learning are (a) dividing the class into group, (b) explaining the project and (c) performing the project. Also, the students showed significantly positive responses to the implementation of Project-Based Learning in speaking class.

Finally, English teachers are recommended to make use of Project-Based Learning in EFL class since Project-Based Learning allows in-depth investigation of a topic worth learning more about especially in speaking class. Also, other researchers, particularly, those who are interested in using Project-Based Learning, it is suggested conducting a research in different field.

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INDIVIDUAL ACCOUNTABILITY IN COOPERATIVE LEARNING AS A MEDIUM FOR PROVIDING LEARNING EXPERIENCE AS MANDATED BY THE 2006 AND 2013 CURRICULUMS: THE CASE OF SECONDARY SCHOOL EFL CLASSROOMS

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ABSTRACT

Cooperative learning (CL) is a mandated teaching method in Indonesian schools. Nevertheless, little is known about how this teaching method is implemented and how it promotes learning. Through qualitative research methodology, this study investigated how individual accountability as one of CL principles and activities was enacted in secondary school classrooms and how it enhanced EFL learning. Data were gathered through three data collection strategies and analysed using constructivist grounded theory (Charmaz, 2014). Seven roles of individual accountability in CL were identified and one of them was reported in this paper. Through their performance of individual accountability in CL, the EFL learners gained learning experience as mandated by the curriculum implemented in their school. By performing their individual accountability in CL, i.e., communicating what was learned, the EFL learners in the middle school carried out the communicating phase, which was one of the five phases prescribed by the 2013 curriculum's scientific approach. In the case of the high school's EFL learners, through their individual accountability performance, they elaborated on what they learned. This activity was a manifestation of the elaboration phase mandated by the 2006 curriculum. This study recommends the inclusion of what constitutes CL in the Process Standard of Primary and Secondary Education.

Keywords: *individual accountability, cooperative learning, EFL*

INTRODUCTION

Generally speaking, this study was concerned with the use of cooperative learning (CL) in English as a foreign language (EFL) classrooms and how it benefited EFL learners. When this study's data collection was conducted (i.e., during the second semester of the 2014/2015 academic year) in Semarang Central Java, the 2016 and the 2013 curriculums were being implemented, with the latter under revision. The 2013 curriculum was being implemented in schools appointed as try-out for the curriculum, or in schools that have implemented the curriculum for three semesters (i.e., from the 2013/2014 academic year). The 2006 curriculum was being implemented in the schools that implemented the 2013 curriculum only for one semester (i.e., in the first semester of 2014/2015 academic year).

Document analysis carried out throughout this study showed that the 2006 and 2013 curriculums adopted competency-based curriculum and employed genre-based approach as one of the ways to help learners achieve the goal of their English learning. The goal of English instruction in Indonesian secondary schools has been to develop learners' communicative competence. According to Agustien (2015), when this is the goal, Communicative Language Teaching (CLT) is also one of the approaches that guide the instruction. Richards (2001) underlines CL as one of the teaching methods under CLT.

In this study, CL is defined as a group learning activity in which individual students' contribution to the learning is realized through performance or presentation, which is beneficial not only for their own learning but also for their peers' learning. Literature demonstrates that CL increases EFL learners' achievement (e.g., Bejarano, 1987; Ghaith, 2003; Liang, 2002; Sachs, Candlin, & Rose, 2003). However, little research has been done on how CL works and enhances EFL learning. Literature also suggests that CL works when its principles are enacted (Chen, 2011; Johnson & Johnson, 1999; Olsen & Kagan, 1992; Slavin, 1996, Slavin, 1999). Nevertheless, research on CL principles is scant. This study focused on one of CL principles (i.e., individual accountability) and explored how this principle enhanced EFL learning.

Individual accountability in CL, in this study, is defined as an activity (performance or presentation) that individual students do in front of their peers, which means that it is public or witnessed by other students, and is required to complete a learning task. Four levels of individual accountability in CL were identified: 1) individual accountability in pairs, 2) in home groups, 3) in other groups, and 4) to the whole class.

This study sought to answer the following question: What is the role of individual accountability in CL in Indonesian secondary school EFL classrooms? In this paper, I present one of the seven identified roles of individual accountability in CL in the studied EFL classrooms, and I argue that through their performances of individual accountability in CL the EFL learners gained learning experience as mandated by the 2006 and 2013 curriculums.

THEORETICAL FRAMEWORKS

I used two theories as my theoretical frameworks. The first one is Cultural-Historical Activity Theory or CHAT (Engeström, 2000; Leont'ev, 1978; Jonassen & Rohrer-Murphy, 1999; Yamagata-Lynch, 2003, Yamagata-Lynch, 2007, Yamagata-Lynch, 2010). The second one is Interaction Hypothesis (Long, 1996) that encompasses the concepts of comprehensible input, comprehensible output, interaction, and negotiation for meaning. Through its concepts of activity system and its components (subjects, tools, object/goal, rules, community, and division of labor), CHAT was used to make sense of how individual accountability as an activity in CL serves as a medium of conscious learning in Indonesian secondary school EFL classrooms. The activity systems analysed were the implementation of CL in the middle school and the high school EFL classrooms. Interaction Hypothesis was utilized to understand how individual accountability in CL promotes second language acquisition and development. In combination, the two theories were employed to understand the role of individual accountability in CL in enhancing EFL learning in the studied classrooms.

RESEARCH METHODOLOGY

To address the research question, I employed qualitative research methodology, with the purpose of exploring the role of individual accountability in CL in enhancing EFL learning. To meet this purpose, I used qualitative case study because I needed a case or cases as specific illustration of the enactment of individual accountability in CL in EFL classrooms. This qualitative case study is categorized as multi-case study because two cases were involved and they were also the study's units of analysis: 1) individual accountability in CL in middle school EFL classroom, and 2) individual accountability in CL in high school EFL classroom. Data were gathered through three data collection strategies: 1) participant observations, 2) in-depth interviewing, and 3) document analysis. To guide data collection and analysis, I used constructivist grounded theory (Charmaz, 2014).

As indicated earlier, the study took place in two secondary schools: one middle school and one high school. One teacher from each school was involved, respectively: Andini and Putri (pseudonyms). Since students were the subjects in the activity systems (i.e., the doers of individual accountability in CL), students of the two teachers were also involved as research participants, especially those whose class were observed. From these students, I recruited four focal students for the in-depth interviewing. The middle school implemented the 2013 curriculum and the high school implemented the 2006 curriculum.

FINDING

Through their performances of individual accountability in CL in their classrooms, the EFL learners gained learning experience as mandated by the curriculum implemented in their school. The relation between the subjects (i.e., the EFL learners who were the doers of individual accountability) and the rules applied in the activity systems helped me to identify this role. Rules refer to any formal and informal regulations that in varying degree can constrain or liberate the activity and provide guidance to the subject of what are correct procedures and acceptable interactions to take with other community members (Engeström, 1993). Among the rules analysed were the formal regulations or constructs, i.e., the curriculums that set the target competencies and learning objectives/goals, the lesson plans, and the official documents

(relevant Decrees of the Minister of Education and Culture). These rules guided how learning processes should take place to help the students attain their learning objectives/goals.

Case One: Middle school

As stated in the Process Standard for Primary and Secondary Education (National Education Standard Board, 2013a), the learning experience mandated by the 2013 curriculum was learning experience under the scientific approach. This approach was aimed at enacting a number of learning concepts used to develop the curriculum that reflect a paradigm shift in learning valued by Indonesian education system. The learning concepts include: “from teacher-centered to student-centered learning,” “from passive to active learning” and “from individual learning to learning in groups” (National Education Standard Board, 2013ba, p. 2). References suggest (e.g., Cohen, 1994; Keyser, 2000; Richards, 2002; Sharan, 2002) that the aforementioned learning concepts are some of the underlying concepts of CL.

The Process Standard for Primary and Secondary Education (National Education Standard Board, 2013a) specified three stages of learning in a lesson: opening, main, and closing. The 2013 curriculum dictated that five learning phases should take place at the main stage of a lesson: 1) observing, 2) questioning, 3) exploring, 4) associating, and 5) communicating (Ministry of Education and Culture, 2014). The communicating phase, in Andini’s observed lessons, was realized through individual accountability performance in CL. More specifically, Andini’s students communicated their understanding or mastery of the target texts to their peers through their individual accountability performance in CL (Field Notes, 20150331, 20150401, 20150404, 20150406, and 20150413). Additionally, Andini’s students performed their individual accountability as one of the learning activities at the opening stage of their lesson (Field Notes, 20150406). The following paragraphs will showcase how, through their individual accountability performance in CL, the student participants in the middle school gain learning experience as mandated by the 2013 curriculum.

In two of the five observed lessons, the student participants in the middle school learned from notices (the day’s target text). Working in pairs and through a CL structure named Think-Pair-Share (see Kagan&Kagan, 2009), each student participant had a notice with them and was asked to think about the answers to these three questions: 1) What does the notice mean? 2) What should we do? 3) Where can you find the notice? After the Think phase, the student participants presented their answers to their partner (i.e., individual accountability in pairs). This is the Pair phase. Next, with the help of the previous presentation and feedback from their partner, the student participants presented their answers again to the whole class (i.e., the Share phase, or individual accountability to the whole class) (Field Notes, 20150331, 20150404). In short, by performing two levels of individual accountability in Think-Pair-Share, the student participants communicated their understanding of the assigned notice. Through their individual accountability performance in CL, these EFL learners experienced the communicating phase of the mandated scientific approach.

In the other observed lesson, the middle school students learned about narratives, more specifically fables, through a CL structure named Numbered Heads Together (see Kagan&Kagan, 2009). Their performance of individual accountability through this structure was to communicate their comprehension of a fable they read, entitled *Mousedeer and Crocodile* (Lesson Plan, 20150413). A few steps of Numbered Heads Together, however, were missed by Andini. How she used the structure is as the following.

The students sat in their group. They were then given a number as a label (i.e., one, two, three, four, or five) and listened to Andini’s comprehension questions. After she finished reading one question (e.g. what did the mousedeer want to do?), Andini asked students with a certain number to quickly raise their hand and the quickest student was given the chance to answer the question to the whole class (Field Notes, 20150413). This was an individual accountability to the whole class. It took place in the main stage of the lesson for the students to communicate their understanding of the text they read.

The English teacher’s book for grade eight (Ministry of Education and Culture, 2014) describes that the communicating phase of the scientific approach is for developing the students’ ability of presenting the knowledge and skills, either in spoken or written mode, that they have mastered or have yet to develop. Andini explained that since the target language skill

for all of the observed lessons was speaking, the communicating phase her students did through the individual accountability in CL was for them to speak in English (First Interview, 20150406). This indicated that her students' individual accountability performances in CL were to give them learning activities relevant to the target language skill and functioned a medium for them to gain the learning experience as mandated by the curriculum. This also showed how Andini as the teacher played a role as one of the tools in the activity systems. The learning activities Andini designed and facilitated followed what was mandated by the curriculum and they were aimed at covering one of the competencies set by the curriculum for EFL instruction, i.e. the students' mastery of the language skills to communicate the target texts they learned (the Content Standard, National Education Standard Board, 2013b).

In sum, the communicating phase was mandated by the 2013 curriculum to take place at the main stage of the lesson. Through their performances of individual accountability in CL, the student participants in the middle school experienced the communicating phase in the main stage of their lesson. Through their individual accountability performances in CL, these students gained the learning experience set by the 2013 curriculum.

Case Two: High School

Through their performance of individual accountability in CL, the student participants in the high school (tenth graders) experienced the elaboration phase of learning, which was mandated by the Process Standard of Primary and Secondary Education for the 2006 curriculum (National Education Standard Board, 2007). This Standard consisted of the guidelines for the planning and the process of teaching and learning. Similar to the Process Standard for the 2013 curriculum, the Process Standard for the 2006 curriculum prescribed three stages of learning, including: the opening, the main, and the closing. The Standard dictated three phases of learning: exploration, elaboration, and confirmation that should take place in the main stage. The Standard also stated that CL was one of the teaching methods that teachers should use in the elaboration phase. The paragraphs that follow will showcase how through their performance of individual accountability in CL the student participants in the high school gained learning experience as mandated by the 2006 curriculum. They will also discuss how the formal constructs (the relevant Decrees of the Minister of Education and Culture) aligned with individual accountability in CL in terms of giving the students the learning experience that these constructs set.

In the first observed lesson, the students learned about short news items (the day's target text) through Numbered Heads Together. Like how it went in Andini's class, a few steps were missed in Putri's use of this CL structure. Her students sat in groups of four or five and worked on an exercise sheet containing a short news item with 12 blanks in it. As Putri was reading the complete news item aloud, her students individually filled in the blanks. Each student in the group was then given a number (i.e., one, two, three, four, five or six). One number was called out and assigned a blank to fill in. The students having the corresponding number raised their hand quickly and the quickest got the chance to write their answer on the white board. This was their individual accountability to the whole class (Field Notes, 20150318). In short, in this lesson, individual accountability in CL was used to facilitate the students in presenting the result of their individual work to the whole class. This activity was a manifestation of the elaboration phase, which was mandated by the Process Standard to take place in the main stage of a lesson.

In the same lesson, through One Stray (see Kagan & Kagan, 2009), the student participants performed their individual accountability in the other groups and again to the whole class. Putri used the CL structure to elicit words related to news items. Working in the same groups as they did in Numbered Heads Together, Putri's students listed down as many news item-related words as possible. Next, one member from each group was asked to stay in their group while the rest visited the other groups. Meeting the other groups' members and sitting with them, the student participants shared their word list (i.e., individual accountability in other groups). When requested by their peers, they also explained the meaning of the words. Then, everybody went back to their home group and added words to their list of news item-related vocabulary. After that, one representative from each group came to the white board to write their words (i.e., individual accountability to the whole class) (Field Notes, 20150318). Hence, in this lesson, individual accountability in CL was used to facilitate the students' presentations

of their group's work, and this activity allowed the students to gain learning experiences related to the mandated Process Standard. More specifically, they elaborated on the learning materials as part of the lesson's main stage of learning.

Still in the same lesson, the high school students carried out another performance of individual accountability to the whole class. Through Team Jigsaw (see Kagan&Kagan, 2009), Putri got her students to explore the aspects of a news item. Each group was given one aspect: group one got the definition, group two the social function/purpose, group three the generic structure/organization, and group four the language features. They were then asked to discuss the assigned part. Afterwards, one student from each group presented to the whole class the result of their discussion (i.e., individual accountability to the whole class) (Field Notes, 20150318). There were also a few steps missed in Putri's use of Team Jigsaw. As in Putri's use of One Stray, individual accountability in Team Jigsaw was for the students to present the group's work, and this elaboration activity was mandated by the Process Standard to take place in the main stage of a lesson.

As described above, the use of individual accountability in CL in the observed lesson was for the student participants in the high school to present or elaborate on the learning materials, i.e., news items, including relevant vocabulary and the aspects/features of the text to their peers (Field Notes, 20150318, 20150401). Putri asserted that her focus in her teaching was for her tenth graders to master the knowledge of news items, especially because this text genre was new for them. Her students' mastery of this text genre was realized through their presentations of their own and their group's work (Third Interview, 20150404). These presentations, carried out through performances of individual accountability in CL, were the forms of elaboration activities mandated by the Process Standard. This identified role of individual accountability in CL, as in the case of Andini, showed Putri's role as one of the tools in the activity systems. She designed and facilitated her students' learning in activities that followed what was mandated by the curriculum while at the same time aimed at covering one of the competencies set by the curriculum for EFL instruction, i.e. the students' mastery of the knowledge of the target texts (the Content Standard, National Education Standard Board, 2006).

All in all, individual accountability in CL in the secondary school EFL classrooms played a role as a medium for the students to gain learning experience as mandated by the curriculum implemented in their respective school. The Process Standards of Primary and Secondary Education and the other Decrees of the Minister of Education and Culture applied in the two schools were the rules that provided guidance for the teachers in designing and carrying out their lessons. This guidance included the incorporation of CL and where in the lesson their students should communicate or elaborate on what they had learned, i.e., performing their individual accountability. This analysis also showed that in their effort to comply with the Process Standard (i.e., with regard to how learning should take place), the teacher participants also aimed at covering the competencies mandated by the Content Standard. From a CHAT lens, this shows that the identified role of individual accountability in CL emerged not only because of the interconnectedness between the subjects and the rules but also because of the internal relationships between these two components and the tools in the activity systems. The teacher participants were among the tools in the activity systems because they were the implementer of the curriculum, the designer of the lessons, and the implementer of CL in their EFL classrooms.

DISCUSSION AND CONCLUSION

Despite the fact that CLT is enshrined in EFL curriculum in most educational contexts, research on how it is actually used is scarce, not only in the literature of EFL instruction in Indonesian contexts but also that of broader Asia Pacific countries (Nunan, 2003). CLT been adopted for EFL instruction in Indonesia for more than three decades (Lie, 2007) and still remains in place today (Agustien, 2015). However, similar with EFL instruction in other Asia Pacific countries, there is a huge gap between ministerial rhetoric and classroom reality (Nunan, 2003). Indonesian EFL teachers are weak in teaching methods and do not have a strong enough teaching repertoire (Alwasilah, 2012/2013) as evidenced by their emphasis on rote learning (Alwasilah, 2013).

The identified role of individual accountability in CL discussed in this paper provided evidence of how through their individual accountability performance, EFL learners involved in this study used the target language, either in spoken or written mode, to communicate or elaborate on their understanding and mastery of the learning materials to their peers. This is a learning activity mandated by the curriculum implemented in their school. This identified role of individual accountability in CL also demonstrates how CLT's underlying concept was put in practice, i.e., language learners learn the target language through using it to communicate with their peers (Larsen-Freeman, 2012; Richards, 2002). In other words, this study offers a description of CLT was in use and how CL, through its individual accountability, could accommodate the application of CLT in EFL instruction.

While this study's document analysis (particularly on the Content Standards) demonstrates that genre-based approach was adopted in the EFL instruction, data gathered from other data collection strategies do not show the manifestation of this approach in the teacher participants' instruction. As the previous section has shown, the two teacher participants' instruction followed what was mandated by the Process Standard of the curriculum in their respective school. While the teacher participants employed CL in their instructions, the gathered data did not indicate that their CL implementation was due to their understanding of the connection between CLT and CL. This appears to indicate that the teacher participants need to develop their understanding of approaches to language instruction relevant with the goal of their EFL instruction, i.e., to develop their students' communicative competence.

It is beyond this study's data can tell but based on my observation (including teaching Curriculum and Materials Development courses to EFL teacher candidates when the 2006 curriculum was implemented in all schools), I believe that CL can accommodate the four learning stages of genre-based approach: 1) building knowledge of the field, 2) modelling of the text, 3) joint construction of the text, and 4) independent construction of the text. In other words, I believe, as how CL could provide the EFL learners learning experience as mandated by the 2006 and 2013 curriculums and how CL helped to put CLT in practice, CL can also accommodate the use of genre-based approach. CL can be used at any stage of the four learning stages. Hence, I recommend TEFLIN to provide our English teachers with comprehensive practical guidelines that encompass the underlying concepts of the adopted approach(s), including relevant teaching methods such as CL, which can help our English teachers to actualize the approach(s) and facilitate their students' EFL learning. Additionally, as the previous section has indicated, there were a few steps missed in some of the uses of CL structures in the studied classrooms, which had consequences for the EFL learners' interaction with their peers (not discussed in this paper due to the space limit). Hence, since it is a mandated teaching method, I also recommend the inclusion of what constitutes CL in the Process Standard of Primary and Secondary Education, including the variety of CL approaches, CL principles, and samples of CL structures along with their functions and procedures. With this inclusion, it is expected that teachers will implement CL more effectively. As for English teachers, the practical guidelines from TEFLIN and the Process Standard should guide them to better help their students acquire and learn the target language, and in turn achieve the goal of their EFL learning: increase in communicative competence.

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INCORPORATING ISLAMIC VALUES IN AN ENGLISH LEARNING MODULE OF ISLAMIC BOARDING SCHOOLS IN WEST NUSA TENGGARA

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ABSTRACT

The aims of this research are (1) to identify what is the design of the module of Islamic boarding schools, (2) what are the characteristics of a good module, and (3) how is the quality of the module. The module is developed based on Curriculum 2006 and it will be enrichment materials to the students. This type of the research is Research and Development (R&D) which is adopted from Borg & Gall and Dick, Carey, & Carey models. The data obtained were analyzed quantitatively by distributing questionnaires and qualitatively by interviewing the students and teachers. This research was located in Islamic boarding schools in West Nusa Tenggara (WNT) because WNT is one of the highest numbers of students who attending Islamic boarding schools. The module is designed based on the Islamic boarding school contexts and based on students and teachers preferences. By incorporating Islamic contexts, contents, and values and providing Islamic and motivation corner in the module showed that the module can encourage the students in learning English. The product is considered appropriate and applicable as indicated by average score within the interval of $\bar{X} \geq 3.28$. Minister of Religious Affairs (MORA) are expected designing and developing other modules or textbooks that are in line with Islamic contexts and values.

Keywords: *incorporating Islamic values, Islamic boarding schools, developing an English learning module*

INTRODUCTION

Along with economic and technology globalization, English become one of main subjects in schools in which students must learn and master English including for Islamic school students. However, most students in Islamic Boarding Schools (IBS) in WNT felt that learning English is useless. The students also believed that there is no relationship between heaven (Islam) and English. They preferred learn Arabic to English because Islam related to Arab. Thereby, it is important that the teachers provide special materials or method in teaching and learning English in order to motivated learning the subject.

The English learning materials in IBS should be suited with the environment contexts to change their perspectives about English. They assume that there was no relationship between learning English and being good person. Based on the results of interview and discussion with the students that learning English in Islamic schools might be nothing. It relates to Basthomi's experience (Rohmah, 2012, p.158), his view toward English language as he goes to say:

Such a personal perplexity, however, did not last quite long and, in fact, caused as I started to get along with Moslem students in the context of an Australia university. The fact that I had to use English to socialize with other fellow Moslems led me to the awareness that English (as any other languages) is neutral, to some degree: I was even confronted with the fact that English was used to communicate (Islamic) religion lessons. This situation drastically dropped my previous believe that there was direct connection between English and my religion – Islam.

The students assume that learning English will not help them become a good Muslim because there was no connection between learning English and Islam. So that they felt that there was no advantage for Muslim students to learn English. This case is challenging to the English teachers

to develop interesting and suitable materials based on Islamic contents and contexts to change student's perspectives, because actually, English and Islam are interconnected.

The teaching of English might be crucial to bring values, contents, and contexts in classroom. English learning material is one of the main pivotal roles in teaching and learning language, because the materials will guide students to achieve the goals of the study (education). Not all materials in textbooks are relevant to the students' preferences. Therefore, teachers should choose selectively the appropriate materials which are relevant to the students, especially to the Islamic contexts. Islamic boarding school students have different cultures, preferences, and ideologies from regular school students. So that, the Islamic boarding school students need special teaching and learning materials to enhance the motivation to read more and to improve the proficiency.

Developing English supplementary materials can solve the problems. Supplementary materials namely modules are needed to design/develop. Modules can improve the students' knowledge of certain subjects that are in line with English. According to Goldshmid (cited Sukiman, 2012, p.131) module is "a self-contained, independent unit of a planned series of learning activities designed to help the student accomplish certain well defined" and through module, the students can learn the materials independently at home (Kurniasih & Sani, 2014, p.61). Based on the theories and concepts, a module as independent unit of learning activities assist the students to learn certain materials. A module is self-contained materials that are designed with various activities to help the students achieve certain objectives of the study and the materials can be learnt independently.

The aim of this research is to incorporate Islamic values and contents in an English learning module for grade eleven students of Islamic boarding schools in WNT. The data of Education Management Information System/EMIS (2013, p.47) listed that there are 26.000 Islamic boarding schools in Indonesia and West Nusa Tenggara is one of the highest percentages of children attending Islamic schools approximately 25% as well as estimated by Rohmah (2012). For governments, particularly Minister of Religious Affairs (MORA) are expected to design and publish certain books based on Islamic contents and contexts.

METHODS

Mix method was used in this research, namely qualitative and quantitative. This study involves three types of instruments that are questionnaire, observation, and interview. The data obtained were analyzed quantitatively by distributing questionnaires and qualitatively by interviewing the students and English teachers. The questionnaire had two parts. They are a need analysis questionnaire and an evaluation questionnaire.

The material developer conducted the needs analysis before developing the module. The needs analysis is conducted by interviewing the students and English teachers and observing of the teaching and learning process in classroom. The first questionnaire was distributed to the students to gain information in terms of their necessities, lacks, and wants (the target analysis) and the learning needs of the students. Meanwhile, the second questionnaire for evaluation of the module was tended to expert's contents and media, and also the teachers to obtain information about the development and implementation of the module. The questionnaires were developed referring to theories proposed by the National Education Department (2007), Nunan (2004), Nation and Macalister (2010), Hutchinson and Waters (1994), and from other sources. The organization of the needs analysis is presented in Table 1.

Table 1. The Organization of the Needs Analysis Questionnaire

Aspects	The purposes of the questions	Reference
Target Needs		
Necessities	To gain some information of students' necessities in the target situation.	Hutchinson and Waters (1994, p.55) Nation and Macalister (2010, pp.24, 27)
Lacks	To gain some information of students' lacks.	Hutchinson and Waters (1994, p.55) Nation and Macalister (2010, pp.25, 29)

Wants	To gain some information of students' wants.	Hutchinson and Waters (1994, p.56) Nation and Macalister (2010, pp.25, 30)
Goals	To gain some information of learning goals.	Nunan (2004, p.42) Nation and Macalister (2010, p.35)
Learning Needs		
Input	To gain some information of the students' needs related to the materials.	Nunan (2004, p.49) Hutchinson and Waters (1994, p.62) Nation and Macalister (2010, p.26)
Procedures	To gain some information about students' preference in terms of activities	Nunan (2004, pp.57-63) Hutchinson and Waters (1994, p.62)
Setting	To gain some information of the that student's lacks in learning English	Nation and Macalister (2010, pp.28-29) Hutchinson and Waters (1994, pp.55, 56)
Learners Role	To gain some information of the learners role.	Nunan (2004, pp.57-64)
Components of Module	To gain some information of the components of module that should be provided or developed.	Depdiknas (2007, p.170)

While the organization of the expert judgment questionnaire is displayed in Table 2.

Table 2. The Organization of Expert Judgment Questionnaire

Aspects	Goal	References
Contents	To evaluate the materials and topics of the module.	Brown (2001) Depdiknas (2007, p.170)
Presentation and sequence	To evaluate the presentation and the sequence of activities in module.	Brown (2001) Depdiknas (2007, p.170)
Language	To evaluate the language in the module.	Brown (2001) Depdiknas (2007, p.170)
Graphic	To evaluate the graphic of the module.	Depdiknas (2007, p.170)

The quantitative data were analyzed based on Suharto (2006, pp.52-53). The range of the score used is proposed by Suharto (2006) as follows.

$$R = \frac{Xh - Xl}{4}$$

R = range

Xh = highest score

Xl = lowest score

4 = likert scale (the amount)

To gain detailed and specific information, interview guided was one of the pivotal ways to obtain more valid data. Semi-structure interview was used to the students and English teachers. The material developers prepare some questions and clarify the students' and teachers' responses in depth interview.

This study had limitation which relates to the sample size. The sample size consisted of 65 students for grade XI in the first semester. The try-outs were conducted twice in three Islamic boarding schools in Lombok (*Ponpes NW. Darul Istiqomah, Ponpes Darussalam Al-Qubro*, and *Ponpes Darul Abror NW. Gunung Rajak*). It was begun from 17th October 2014 to 8th May 2015. This research was not concerned on the students' improvement performance and also there was no control and experimental group. It merely developed a module, described, and analyzed the product in terms of the expert judgment data, the students, and the English teachers' agreements.

FINDINGS AND INTREPRETATION

The results of the research show that most students agreed Islamic corners (quotations of AL-Qur'an) are available in the module. The data of the needs analysis questionnaire show that 40% of the students agreed and 33% strongly agreed. The students believe that the Islamic corner could encourage them learning English. Based on the topic provided in the module, the data indicate that 29% of the students preferred topics related to daily activity and religion was the second highest option as suggested by 15%. The data also indicate that 14% of the students wanted to the topic that relates to their hobbies. Then, education was preferred by 13% of the students. They were not really interested in health and politics. By incorporating Islamic messages and values in the module are effected positive to the students' motivation. English materials embeded by students' preferences and school contexts evoke the students in learning. John (2008, pp.12-13) argue that the texts are constructed based on the social contexts and values and then should be meaningful, purposeful, and functional might be enhance the motivation and proficiency. Willis (2003, p. 23) adds that language is most productively viewed as a system of meaning (learning English as a context) rather than as a system of formal pattern (grammatical). Therefore, the materials that are available should be based on the contexts of Moslem cultures.

The syllabus was designed in accordance with the data gained from the needs analysis and the curriculum used in the schools (Curriculum 2006). Then, it was used as a guideline in developing an English learning module. In this study, the syllabus contained the framework of the materials; standard competences and basic competences of grade XI of Islamic boarding schools are as a guide. The framework of the materials covered unit/genre, topics, learning objectives, vocabulary, key grammatical structures, activities, and input. There were three types of genre in the module, that are report, narrative, and analytical exposition texts. The decision of the text types was based on the standard competences and basic competences.

The module covers receptive (listening and reading) and productive (speaking and writing) skills. The text types that would be covered are report, narrative, and analytical exposition texts. The titles of the three units are *Natural Disasters* (report text), *A Long Time Ago* (narrative text), and *3D: Drugs = Danger = Death* (analytical text). The components of the module consists of the preface, materials, grammar corner, tasks (activities), and vocabulary lists, exercises, summary, reflection, evaluation, feedback and follow-up, listening script, and answer key. Afterwad, the organizations of the module are the sequences of the materials are logic; the pictures and illustration are placed correctly to help the students understand the materials; the organizations among paragraphs (tasks) are systematic; and the organizations among the units are logic and systematic.

The way integrating the Islamic values was adopted form Rohmah (2012). She proposed three ways of how to integrate the Islamic values in English materials/teachings. The first, using and/or writing English course-books loaded with Islamic teaching and the second, using authentic materials containing Islamic values and contexts. The last, using Islamic supplementary materials that are available in schools and bookstores. The second ways might be applied in this research. Rohmah elaborates that authentic materials are available in daily life, teachers may take the materials such as novels, Radio and TV show, newspaper, magazines, and short stories related to the Islamic contents and contexts. Teachers may develop their materials by taking the authentic materials based on Islamic contexts and values. By adapting and/or adopting the authentic materials will support the students in learning second/foreign languages. Rosaldo (1989) cited in Gregory (2008, p.25) adds that:

“cultural patterns – social facts – provides the template for all human action, growth, and understanding... rather than rules, it is a set of associative chains which tell us what can be linked up with what – we come to know it through collective stories.”

The characteristics of good materials that are proposed by Rosaldo are similar to Richards and Renandya (2002, pp.80-89). They give a nutshell that effective teaching materials must be contextualized; language development requires learners engagement in purposeful use of language; the language used should be realistic and authentic; classroom materials will usually seek to include an audio visual component; second language learners need to develop the ability to deal with the written as well as spoken genres; teaching materials foster learner autonomy;

materials need to be flexible enough to cater to individual and contextual differences; and learning needs to engage learner both affectively and cognitively.

Based on the findings, there are some characteristics/features of a good module. The characteristics of a good module are: a) the goals are formulated clearly, b) the materials are designed based on Islamic contents and contexts, c) it provides pictures, examples, and illustrations in the materials related to the Islamic values, d) it provides summary, self assessment, feedback and evaluation, motivation corner, and Islamic corners. The criteria of a good module are the module has various tasks or activities and enjoyable activities, the organizations of a module organized and arranged in good order, provided interesting materials, provided some pictures to help the student understand the materials, and the font face and the font size are readable. In short, the features of an interesting and good module involve the activities and the topics are relevant to the students' preferences and needs, then the module are designed based on Islamic contexts and values.

To identify the quality of the module, it was tried out in some schools in Lombok. There are four items evaluated such as the appropriateness of the content, presentation, language, and graphic. In terms of students' agreements related to the content, the students agreed with the content in the module which refers to the data of the questionnaires. The results belong to the students' agreements of the content in the form of the descriptive statistics data are presented in Table 3. Table 3 shows that the mean scores range of the data are from 3.11 to 3.50. The highest mean score of the contents is 3.50, while the lowest mean score is 3.11. According to the quantitative conversion, the mean values of all items in the table are categorized as "very good" and "good". The highest mean value which is more than 3.28 is categorized as "very good" and the range of the mean values 2.52 – 3.27 are categorized as "good".

Table 1. The Appropriateness of the Content

No	Statement	Mean Values	Category
1.	The materials in the module are suitable with students' needs.	3.50	Very Good
2.	The materials in the module can assist the students to increase their English skills.	3.38	Very Good
3.	The materials in the module include the fourth skills.	3.53	Very Good
4.	The explanation of the materials in module is clear enough/easy to be understood.	3.14	Good
5.	Instructions in the module are clear enough/easy to be understood.	3.15	Good
6.	Texts in the module are clear enough/easy to be understood.	3.16	Good
7.	The explanation of grammar in the module is clear enough/easy to be understood.	3.22	Good
8.	The numbers of task in materials are enough.	3.28	Very Good
9.	The difficulties in the materials are relevant to students' level.	3.19	Good
10.	The materials order (the unity of the topics and the information) are clear enough and easy to be understood.	3.11	Good
11.	Sentences in the materials are clear enough/easy to be understood.	3.13	Good

Based on the data, most students agreed with the materials in the module and the materials were suitable for them. The data further would be added and supported by the following interview between materials developer (MD) and students (S).

MD : It means that the module is relevant to your preferences?

S : Yes, of course.

MD : The module can assist you to achieve the goal of learning English?

S : Yes, *Insha Allah* I think so.

MD : What do you think about the topics in the module?

S : That's interesting because the topics related to our daily life.

The materials is one of the essential factors in learning and teaching success. The materials could be the students' needs and wants. It was showed by the topics, the subthemes, and the materials are related to the Islamic contexts. The English materials in the module are adapted from Middle-East stories, such as *Abu Nawas*, *Nasreddin*, *Jonah*, *Aladin*, and the other stories. Inserted then *Assalamualaikum* and *Walaikumussalam* in the materials could evoke

them to read the texts. Incorporating Islamic values in the materials is aimed to motivate the students to learn English.

Related to the theories, using the available materials/modules, the teachers might be adapt and or adopt the materials. Adapting and adopting materials are needed. It is better when teachers give materials or texts to the students based on a real life that the situations are around them, such as at the bank, in the market, river, rice field, garden, and the others. Brosnan et.al (cited Nunan, 2004, p.51) offers the following justification for the use of real-world resources.

- 1) The language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, motivating the students, and other purposes).
- 2) It offers the students the chance to deal with small amounts of print which, at the same time, contain complete, meaningful messages.
- 3) It provides students with the opportunity to make of non-linguistic clues (layout, pictures, colours, symbols, the physical setting where it occurs).

The texts are constructed based on the social contexts and values and then the texts should be meaningful, purposeful, and functional. The texts contain good values and construct social values. Teachers should select carefully what kinds of the text will be used in teaching and learning language. Adults need to be able to see immediately the relevance of what they do in the classroom to what they need to do in outside it, and real life reading materials or texts treated realistically makes connection obvious. Adults are easier to understand the materials when the texts based on the real-world around them.

After knowing the students' agreements in terms of the contents, this part was done to identify the students' agreements about the appropriateness of presentation. Based on the data, the students agreed with the whole activities in the module. The detail data of the presentation can be seen in Table 4.

Table 2. The Appropriateness of Presentation

No	Statement	Mean Values	Category
1.	Activities in the materials can make the students learn listening.	3.31	Very Good
2.	Activities in the materials can make the students learn speaking.	3.45	Very Good
3.	Activities in the materials can make the students learn reading.	3.37	Very Good
4.	Activities in the materials can make the students learn reading.	3.29	Very Good
5.	Activities in the materials can make the students learn grammar.	3.22	Good
6.	Activities in the materials can make the students learn pronunciation.	3.29	Very Good
7.	Activities in the materials can make the students learn vocabulary.	3.49	Very Good
8.	Activities in the module are relevant / appropriate to students in learning English autonomously.	3.34	Very Good
9.	Activities in the module are arranged from easier to more difficult.	2.98	Good

The data indicate that many students agreed with the activities provided in the module. The range mean values of the data are from 3.49 to 2.98. It means that the activities in the module are "very good" with the equivalent $\bar{X} \geq 3.28$, while the equivalent $2.52 \leq \bar{X} \leq 3.27$ means that the presentations of the module are "good". The data detail would be added and supported by the result of the interview. The students highly recommended English Islamic activities in the module. These students are motivated to learn English because the activities are interesting. There is a puzzle also in every unit to refresh their minds. They state that "we are happy learning English using this module".

The activities in the module related to the Muslim activities such as reading *Basmalah* before reading the module, then instruct to the students to read the Islamic corner. Additionally, the activities also encourage the students to think and understand what the messages of the texts discuss. The activities are arranged from easier to more difficult. The presentation is in a good order and logic. The instructions in the tasks used bilingual (English - Indonesia). The students claim that the activities in the module were easy and readable. The first tryout, the module was monolingual (English only) but the students were asked to use bilingual because their level of English proficiency were in the beginner. Therefore, the module should be modified and edited.

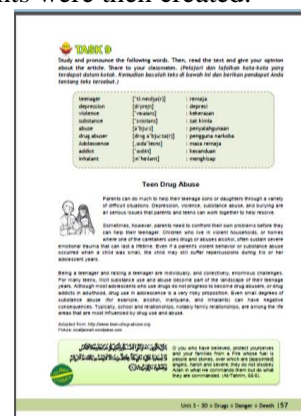
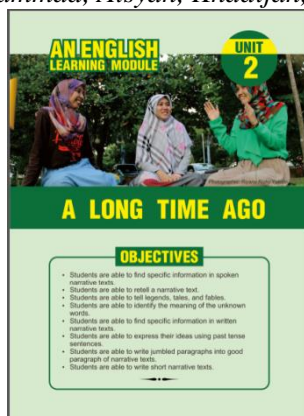
It can help them to understand easily and quickly the tasks, activities and explanation in the module.

In terms of the appropriateness of language and components of the module, most students stated that the module are good and relevant to their preferences. Table 5 describes the appropriateness of language and components of the module.

Table 3. The Appropriateness of Language and Components of the Module

No.	Statement	Mean Values	Category
1.	There are new vocabularies in each unit of the materials.	3.38	Very Good
2.	Direction of using the module is clear enough / easy to be understood.	3.18	Good
3.	The objectives can help the students to understand the English learning goals of the module.	3.14	Good
4.	The objectives are clear enough/easy to be understood.	3.11	Good
5.	The summary in the module can assist the students to understand the main point learnt in the module.	3.29	Very Good
6.	The explanation of materials in summary section is clear enough/easy to be understood.	3.08	Good
7.	The reflection gives the students opportunity to review the materials that were learnt.	3.26	Good
8.	The answer key provided is clear enough/easy to be understood.	3.55	Very Good
9.	Words bank section can assist the students in adding their English vocabulary.	3.66	Very Good
10.	The Islamic corner help them are more interested in leaning English using the module.	3.43	Very Good

Table 5 shows that the mean (x) values related to students' agreements of the language and components of the module are categorized as "good" and "very good". Some of the students agreed with the module as categorized "good" since its positions are within the interval $2.52 \leq \bar{X} \leq 3.27$ and the interval $\bar{X} \geq 3.28$ is categorized as "very good. It means that the students believe that the language and the components of the module are very good. The data show that the mean value of the data are from 3.08 as the lowest mean value to 3.66 is the highest mean value. It means that the module is appropriate and applicable for the students as indicated by the average score. Based on the qualitative data by interviewing the students, they thought that the module was very helpful and the Islamic corner was interesting, motivated, and valuable. The Islamic coner encourage the students to learn English. The pictures were modified based on Islamic contexts and the name used in the module was Muslim's names, such as *Ahmad*, *Ali*, *Muhammad*, *Aisyah*, *Khadijah*, and the others. More improvements were then created.



Brown (2007, p.47) believes that exposure to language is sufficient evoke children motivation; children do not learn language from overhearing the conversation of other or from listening but children should directly use the language. To motivate the students in learning

English, the materials should be suitable with the students' needs and wants, and integrate or incorporate to the Islamic values, contents and contexts in the module. The inclusively way is used in developing the English learning module. The Islamic messages/values used in the module deal with Islamic names, pictures, texts, activities, and the others. An instance for this case is in the module used Islamic names (*Muhammad, Aisyah, Siti, Ahmad*). Rohmah proposes that the Islamic contents might be included in the textbooks in two ways:

1. Straightforwardly, that is, mentioning the Islamic topics explicitly, such as, "How to do wudhu", "Muslim to Muslim". In this case, the title of the unit show the Islamic messages openly so teachers as well as students can see and understand the Islamic message easily.
2. Inclusively, that is, including the Islamic messages in the materials indirectly through pictures, names, building, language activities, messages, etc. Unit title, such as, "Can you keep the floor clean, please?". "Daily activities, including Muslim's activities are among the examples of the indirect inclusion of Islamic messages indirectly. The use of Muslim's names, for instance, *Ahmad, Fatimah, Lathifa, Umar Hakim, Azizah, Ali, Luthfia*, might help the Muslim students express themselves more conveniently because they might feel that their life is linked to the books.

CONCLUSION AND SUGGESTION

The module developed consists of three units: *Natural Disasters* (report text), *A Long Time Ago* (narrative text) and *3D: Drugs = Danger = Death* (analytical text). Each unit has eight components, namely: unit title, objectives, warm-up, main activities, summary, reflection, evaluation, feedback and follow-up. The module is categorized "good" and "very good" with the equivalent $2.52 \leq \bar{X} \leq 3.27$ for "good" category and $\bar{X} \geq 3.28$ for "very good" category. The module assists the students learning English by themselves at home. It is used for self learning for the students and as enrichment materials. The students should follow the instruction for using the module and then the students should evaluate themselves to know their improvements. The module can be learnt by the students at home.

The product is useful for teachers and it is an insight for them of how to design/develop an English learning module for their students. Afterward, the product becomes a review for the policy maker, especially, for Ministry of Religious Affair (MORA) to develop English textbooks, modules, or other supplementary materials for Islamic schools. Designing English learning materials for Islamic boarding schools are needed because of a big number of Islamic boarding schools in Indonesia.

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DEVELOPING PROJECT-BASED LEARNING MATERIAL FOR TEACHING ENGLISH BASED ON CURRICULUM 2013

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ABSTRACT

Project is widely used in maintaining students' creativity. However, the implementation is rarely used by the teacher since there is no project book used by the students. This paper aimed at developing Project-Based Learning material for teaching English to the tenth grade students of SMA Negeri 3 Denpasar and examining the quality of developed Project Based Learning for teaching English at SMA Negeri 3 Denpasar. This research and development used Sugiyono's Model (2009) This study was based on preliminary observation. The data were collected through questionnaire, observation, rubric and document. The result of the study showed that each chapter consisted of overview, pronunciation, grammar, practice, and project. The content validity of the developed material was measured from the score of the rubric given to the judges and the teachers. The data from both expert judges and user judges showed that the developed material was categorized as excellent materials. Moreover, through questionnaire 84% of the students stated that they were interested in project which was given by their teacher. The implication of the study is this developed material can be used as supplementary materials for the teacher in teaching English through Project Based Learning.

Keywords: *Project Based Learning, Research and Development, Teaching Material*

INTRODUCTION

When the students were bored with monotonous activities such as listening section, reading aloud or discussion session, the teacher needed to give them interesting and challenging activities. Based on preliminary observation done in tenth grade students of SMA Negeri 3 Denpasar, it was found that the students were asked to answer the questions from the textbook and perform dialog in front of the class. This activity will not improve students' motivation in learning English. It is caused by this activity was not challenging for them. The students should be given contextual material which means it is close to the students' real life context.

Encouraging students to practice their English can be done through giving project. Project is one way to involve students' participation in learning English. However, the preliminary research was conducted to the tenth grade students at SMA Negeri 3 Denpasar. It showed that 66% of the students said they were rarely given project by their teacher. It can be seen that there was lack of teacher readiness in implementing project in classroom. Besides, there were many obstacle faced by the teachers in conducting project based learning in teaching process. From the preliminary observation and questionnaires, it was found that most of the teachers did not implement project based learning because the teacher did not have proper guidance for the implementation of project based learning. They did not know the steps of giving project to the students. They admitted that they were really lack of information in conducting project based learning in the classroom. The researcher found that the teacher only gave students homework in order to give exercises in learning English.

Teaching material still becomes one of the important parts in conducting teaching and learning process. As material become source of learning, it is beneficial for the teachers to provide good and appropriate materials for the students. According to Allwright (1981) materials should teach students to learn. They should be resource books for ideas and activities for instruction. Using materials can make teaching and learning process become efficient in terms of time and money. Since the students can learn and prepare their lesson through textbook, the teacher can give them some exercises. So, the teacher will be easier for the teacher to explain the material. Besides that, textbook also give opportunity for the students to practice English. They can practice the exercises at their homes.

From the problems which had been explained, it is needed to find out an innovative activity to encourage students in learning English. The teacher can give project based learning to the students since it includes discovery learning and inquiry learning. Reeder (2013) defines a project as an authentic performance assessment task in which students must apply the knowledge and skills learned in class to solve a genuine problem outside the classroom. It shows that project is the implementation of the theory to the students' real life. A project should motivate the students to think and produce work which they are proud of.

Through document analysis, the content of the English book gives small portion for the teacher to give project to the students. Most of the assignments were in the form of homework. It was only as an exercise for students to repeat the material at their home. The students are given exercise to be done at home. According to Harmer (2007) one way to solve the problem is the teacher must give them interesting and enjoyable task to do. The teacher must make sure that they understand about the task given. The enjoyable activity can be in the form of project which requires the students to interact with their social life. Project can require the students to work in group or individual.

Based on the description and questionnaire in the real field, it can be said that there was gap between the government expectation and the implementation in school. The teachers were confused to implement project based learning due to lack of information about the guidance in conducting project. Therefore, this research was conducted to develop project based learning materials that can be used by teacher in teaching English. This material was developed as supplementary material in the form of book. Hopefully, it can be used as guidance to assist teacher in giving project which can be appropriate used in learning activities.

METHOD

The present study was research and development (R&D). It focuses on producing a certain product and also to assess the effectiveness of the product. It used Sugiyono's model which contained of ten steps such as potential and problem, data collection, product design, design validation, design revision, product testing, product revision, empirical testing, product revision, and massive production (Sugiyono, 2009, p. 298). However, this study was only conducted until product revision due to limitation of time.

This study was conducted in SMA Negeri 3 Denpasar. The study was conducted to the tenth grade students of SMA Negeri 3 Denpasar in academic year 2015/2016. Problem identification was done through the process of questionnaire and document analysis. The documents analyzed were the syllabus and existing material. The questionnaires were given to the students and the teachers. The result of potential and problem identification showed that 72% of the students stated that the textbook did not provide project as a strategy in learning English. It indicated that project based learning has small portion in textbook. Therefore, it was needed to develop project based learning material in teaching English.

The data is analyzed in descriptive qualitatively. Data from document and rubric will be analyzed by using curriculum 2013 syllabus. The interview will be analyzed qualitatively using data analysis model proposed by Miles and Huberman (1984) in Sugiyono (2009, p. 246). To find out content validity, the data were analyzed by using Gregory Formula. It uses expert judgments to give validity and reliability of the product because the researcher cannot determine the validity of the developed materials. The purpose of the validation was to gain the evaluation comments and advices as well as input on the assessment profiles. Then, the revision was done based on the result of the expert judgments.

FINDINGS AND INTERPRETATION

The Materials Needed for Teaching English to the Tenth Grade Students of SMA Negeri 3 Denpasar

This study was conducted to the tenth grade students of SMA Negeri 3 Denpasar. The result of potential and problem analysis showed that the teacher usually used teaching material in the classroom. It was used for giving exercises and homework. However, the teacher was lack information about the guidance to implement project based learning. Therefore, the researcher needed to develop project based learning material.

The materials needed by the teacher were decided based on syllabus. These topics were in accordance with basic competence which had been stated in syllabus. There were some topics related to materials to the tenth grade students. According to syllabus, there are twelve topics were chosen as the project topic. It can be seen on the table 1.

Table 1. Topics of the Project Book

No	Semester	Topics
1	Semester 1	Talking about self
2		Complimenting and Showing Care
3		Expressing Intention
4		Congratulating Others
5		Describing People
6		Describing Places
7		Announcement
8	Semester 2	Meeting My Idol
9		Keeping a Diary
10		Talking about an Idol
11		Narrative Story
12		Learning through Song

The material was developed based on criteria of good material proposed by Thomlinson (1998). This supplementary material consisted of twelve chapters. Each chapter was started with warming activities to introduce the topic to the students. Here, there are some guided pictures which lead the students to brainstorm their idea. It also told the topic which was discussed in the chapter. Then, there were objectives of learning. Objective of learning aimed at giving information for the readers about the skill which will be acquired after learning. The learning objectives were derived from indicators in syllabus.

The students were also introduced pronunciation. Pronunciation is very important in learning English. Through learning pronunciation, the students would know how to pronounce the words. According to Gower et. al. (2005), pronunciation was important for two main reasons such as to help students understand the spoken English they hear and to help them make their own speech more comprehensible and meaningful to others. It means that, through pronunciation aspect, students would learn some aspects such as word stress, rhythm, and intonation with the guidance of the teacher

Then, the students were introduced language focus. This activity encouraged the students to understand the use of language such as genre of text and expressions used in daily activities. Language focus became fundamental information which should be acquired by the students since it would be beneficial for doing a project. For example, the students should know analytical exposition text in order to be able to writing an essay. According to Tang (2006) teaching genre becomes the most important element of writing. The students will know type of text when they are reading text and also writing. In fact, writing is done for social purposes such as to inform, to entertain, and to persuade.

After that, there was reading section which was important for the students to comprehend the text. Reading comprehension concerned on content of the text. Reading comprehension came from combining what we already know and the new information which we get from the text. This activity closely related with language focus. After knowing the genre of the text, the students should read the text to find information. The material of reading text should be contextual. Bern and Erickson (2001) stated that contextual material means a conception of teaching and learning materials that helps teacher relate subject matter content to real world situation. In here, the material should connect the students' knowledge and its application to the real life.

The next part is grammar. Grammar refers to set of rules in learning language (Harmer, 2007). In the developed book, there was grammar corner. It aims at giving information for the students about the rules when forming a sentence. Most of students stated that grammar was hard to be learnt. Here, the teacher should insert grammar innovatively. The grammar was also

given based on topic. For example the topic in chapter 8 was about keeping diary. In here, the students needed to tell their past experience through writing a diary. They needed to know past tense which supported them to be able to write in English. In this chapter, they were introduced past tense.

In the developed materials, exercises are also given to the students. It consists of rearranging words into correct sentences or order, rearranging sentences into correct dialogues, filling in the blank as grammar or vocabulary practices, completing sentences in dialogues, making appropriate expressions based on the situations given, and matching the words and its meaning. Those exercises were used to test the students' ability in acquiring the language.

At the end of learning, the students were given project which was related to the topic. By giving project, students are actively engaged in the process of learning. There were some steps in conducting project planning, creating schedule, collecting data, analyzing and presenting their findings. In planning phase, the students should plan what to do, what is the function, what is the product. In collecting data, the students collected the data which were needed to create a product. The last is analyzing and presenting. In here the students should analyze and present their product in front of their class.

According to Kementerian Pendidikan dan Kebudayaan (2014) the benefit of Project Based Learning was it can motivate the students. The students will do some challenging activities which can increase their curiosity in learning. It was supported by Richard and Renandya (2002) text projects means gathering information from the texts such as literature, reports, news media, video and audio materials rather than people. It showed that in giving project, the students must create a new product through conducting some steps. Besides, this project was also appropriate with the statement in curriculum 2013 that learning can be done in outdoor. When collecting the data, the students visited interesting places in Bali. Then, they had to do interview and took picture there.

According to Lee (2005) on his research stated that through giving project, the students can have lot of opportunities to practice English. They are more fluent in writing and speaking English. Moreover, Materials should encourage learners to apply their developing language skills to the world beyond the classroom. It means that learning can be done outside the classroom. The students are not only getting information from the learning indoor but they can get knowledge from their environment and society.

In conclusion, this project based learning material gives advantages for the students. Besides it stimulates interaction, the students can get information from outside the classroom. It will be beneficial when they come to the real life.

The Quality of Project Based Learning material for teaching English on the tenth grade students at SMA Negeri 3 Denpasar.

The quality of the developed materials was validated by expert judges and user judges. The expert judges were the lecturers who were expert in educational sides. The user judges were English teachers of Senior High School. The expert judges were given rubric appropriateness with syllabus and rubric based on good material by Thomlinson. The expert judges stated the quality of the project based learning materials can be categorized as an excellent material because the average of expert score was higher than standard of deviation ($163.95 \leq 179$). Meanwhile, the user judges stated that the quality of project based learning materials were also excellent material ($163.95 \leq 164.5$). It means that the mean score is higher than $MI + 1.5 SDI$ or standard deviation.

The quality of the material was also taken from doing field testing to the students. The field testing was conducted in order to know the triangulation of the quality of the product. Finally, the students were given questionnaire related to the project. This field testing was conducted in X MIPA 7 class. There were 37 students in this class. The pre-test was not conducted and the score was obtained from teacher who taught in the class. The meeting was conducted in three time meeting. The project of the first meeting is project was asking the students to create report of their friends' information. They should interview their friends since they were still doing adaptation in the classroom. The second project was making a video of an interesting place around Denpasar. This video related to descriptive text. The last meeting was the students were given questionnaire related to the developed book.

The result of the students' score after giving project by using developed material. It can be seen that there was an improvement of students' score. The mean score of students' score before applying project was 80.95. Then, the mean score improved into 83.675 after given the first project. The students were asked to create a report by interviewing their friends. By giving them project, it means the teacher opened up opportunities to use English. The students should record their interview by WH-questions. In here, they did not learn in the classroom but also outside the classroom. They had to do interaction with their friends by asking them some questions in English. The result of their interview will be presented in the form of report.

Those projects were developed according to the basic competence which is stated on syllabus. The students also get many advantages from the project given by the teacher. One of the advantages is it can stimulate interaction among students or between students and society. The students can practice their English more through giving project. They can use their skill both spoken and written.

It was supported with Gower et al (2005) stated that material should stimulate interaction. In the classroom, there should be interaction between teacher and students or among students. For example, the students are asked to do peers correction. They will have greater opportunity to use language. The students will be aware with their language before doing correction to other's work. Besides that, the students also will be less stressful in using English because their works are corrected by peers. The students will help their friend and work in group. This learning activity will build positive climate among students and between students and teacher interaction. The students will have greater motivation to show their best in learning English

It was also supported by the result of questionnaire. The questionnaires were given to the students as triangulation data. It showed that 74% of the students stated they were strongly agreed if they liked learning English through interesting project. It was caused by the project can involve the students to learn. The students can do the activities outside the classroom.

Parker (2014) argued Project Based Learning promotes lifelong learning because Project Based Learning and the use of technology enable students, teachers, and administrator to reach out beyond the school building. It means that the students can explore themselves by using technology to get information.

Then, 92% of the students stated that they strongly agree learning through project gives chance for students to practice English more. Project gave the students different kind of activities in learning English. The students can learn many things from this project. They can communicate with their friends in spoken and written form by using technology. Besides that, the project which is given to the students is really interesting. For example, the material is about congratulating others. The students were asked to create congratulation card to their friends. In here, they can explore their knowledge to make their card as interesting as possible.

It was supported by Lee (2005) on his research stated that through giving project, the students can have lot of opportunities to practice English. They are more fluent in writing and speaking English. Moreover, materials should encourage learners to apply their developing language skills to the world beyond the classroom. It means that learning can be done outside the classroom. The students are not only getting information from the learning indoor but they can get knowledge from their environment and society. The knowledge which they get from school should be applied outside the class.

CONCLUSION AND SUGGESTION

Based on the finding and discussion, it can be concluded that Project Based Learning material was needed to be developed to the tenth grade students. It was due to the weaknesses of the existing materials and the result of questionnaire given to the students and teacher. The material was developed based on criteria of good material proposed by Thomlinson (1998). There were twelve chapters in book. Each chapter consists of overview, pronunciation, reading, grammar, exercises, and project. The material was based on syllabus of curriculum 2013.

The quality of the developed materials was validated by expert judges and user judges. The expert judges were the lecturers who were expert in educational sides. The user judges were English teachers of Senior High School. The expert judges stated the quality of the project based learning materials can be categorized as excellent material because the average of expert score

was higher than standard of deviation ($163.95 \leq 179$). Meanwhile, the user judges stated that the quality of project based learning materials were also excellent material ($163.95 \leq 164.5$). Besides that, the field testing was conducted in order to know the triangulation of the quality of the product. The students were taught by using developed book then they were given questionnaire. It showed that 92% of the students stated that they strongly agree learning through project gives chance for students to practice English more

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PROJECT BASED LEARNING: STUDY ON VOCATIONAL ENGLISH TO TEACH ENGLISH FOR NON ACADEMICS

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ABSTRACT

The demands of AFTA barely ask every Indonesian to be individually competitive not only in trading area but also equipping communication skill. Yet, some non academics, which define as those who do not experience in formal education and lack of English knowledge, are marginalized from government attention by means to give them chance to have English training. This study explores the innovation of vocational English approach to train non academics with English skills throughout project based learning. The examples of non academics are becak driver, florist, housewife, parking man, housewife, bus ticket seller and others who are ignorant. This study applies series of steps, they are a) designing and tracing need analysis for the target learner, b) designing course rationale, c) describing entry and exit level of target learner, d) designing and selecting course content, e) designing one syllabus model, f) designing blue print materials, g) designing lesson plan for teaching, and h) go teaching week . The results of the study show that there is an improvement of target learners to use English as their wish especially in condition where they need to talk with foreign people.

Key words: *vocational English, project based learning, target learner*

INTRODUCTION

Asian Free Trade Area (AFTA) demands the Indonesian to be skilled and competence both trading and communication, especially actively using English as a tool of communication. In 2007, Statistics Indonesia declared that demographics of human resources in Indonesia were ready to face the upcoming of AFTA as 72% of the population or the productive age (about 110 million) were as workers group. Meanwhile, in 2015 as reported by Research Support Team of World Bank that labor market in Indonesia has gradually expanded in 2014 and 2015 as the unemployment were declined and employment were growth. In Indonesia, vocational education is offered in the secondary level of three year program that prioritized students to enter the workplace and expand their professional attitude (World Data Education, 2010); therefore, it is not surprising that the saturation of junior and senior high school graduate remain dominate the labor market in Indonesia (Newhouse and Suryadarma, 2011). Apparently, the availability numbers of Indonesian labor is still not proportionate with the demand of modern economic community because most Indonesian worker are still underqualified (Newhouse and Suryadarma, 2011). Most workers do not have other qualification besides their occupation skill, for example English language as one of major competence seemed to be neglected.

Vocation as occupation suggests that vocational education must be highly approachable to the industrial standard and the involvement of government to support the mobility of economic imperatives (Billet, 2011). In addition, the purpose of vocational education is about providing an effective preparation and transition for students into the occupational practices of the kinds needed in the community. Hence, in this conception of vocational education, it is mainly concerned with developing the capacities required for particular forms of work (i.e. occupations) that need to be undertaken and in ways that meet societal needs (i.e. demand for skilled labor). Vocational English teaching for the non academics is intended to provide transactional English training based on the needs of non-academics profession. Vocational education is mostly purposed on how to use transactional and interpersonal communication in workplace, how to use some technical terms that would be useful for their occupational environment. Yet, vocational education haven't touched the

area of non-academics which actually as the economic pioneer. This study is intended to give English skill based on the needs of non-academics profession. Some sequences were applied before the teaching and learning process started.

However, the non-academics is literally defined as group of people who have certain professions yet except being an office employee without English competency or less knowledge about English and even illiterate. The example of this group are parking man, florist, meatball seller, landlady, bus ticket seller, jewelry seller, *becak* driver, retail store employees, resort and hotel employees, and others. In addition, this group of people usually has direct interaction to serve society needs not only the locals but also foreign visitors which they called *bule*¹ who come to visit Malang². Vocational teaching is usually intended for academics students who wish to sharpen their skill for industrial purpose, yet in this study the area of vocational teaching is expanded to non-academics with similar purpose as the academics one. Though the non academics, which are also part of economics actor, have close interaction to the community, they are marginalized. Apparently, they are limited with life skill to support their profession, such as illiterate including English knowledge.

METHOD

Project based learning (PjBL) is a process of engaging the real world task with authentic materials as an effort to use creative and critical thinking through investigating, creating content and drawing conclusion (Strippeling et al, 2009 in Maro and Nurbatra, 2014). Project based learning also becomes one of recommended learning methods in the recent Indonesian curriculum called *Kurikulum 2013* (K-13). There are some steps to be applied in Project Based Learning, such as (1) formulating basic questions, (2) Planning project activities; (3) planning the schedule, (4) monitoring, (5) evaluating the results, (6) evaluating experiment. All of those activities become the basis procedure of conducting the sequence of English teaching and learning for the non academics. In addition, as it named, a series of Project Based Learning's activities were conducted in group at of three students . The students would apply the vocational English teaching for a target learner whose lack of English competency even doesn't have any experience of formal education.

Therefore, to start with the sequence of PjBL, students conducted **(1) formulating basic question** that students designed basic questions like (a) *how* often the TL interact with the foreigner in their daily works? and (b) *how do the students find solutions of TL's English language problem based on their profession?*. The purpose of (a)'s question actually helped the students to just focus on those TL who often have interaction with foreigner; and the (b)'s question led the students to frame their ideas on how to teach the TL based on their English profession needs. The next step is **(2) planning project activities** such as (a) designing and tracing need analysis for the target learner, b) designing course rationale, c) describing entry and exit level of target learner, d) designing and selecting course content, e) designing one syllabus model, f) designing *blue print* materials, g) designing lesson plan for teaching, h) *go teaching week*, and (i) reporting. After designing some planning, students immediately **(3) planning** the time **schedule** for each project activities and making appointment with the TL about their spare time to conduct the learning process. For the next activity that is **(4) monitoring**, students conducted the *Go Teaching Week* for two weeks in which students observed teaching style of each member and gave feedback for better performance in front of TL. In addition, toward their teaching style, students also observed TL's understandings and progress in **(5) evaluating the results** by considering the entry and exit level of TL's performance in every meeting. At the end of PjBL process, **(6) evaluating experiment** was about reviewing the relation among presented courses, media used, students' teaching style and the output of TL for the other meetings.

¹ *Bule* : (pronounced 'bule') is a commonly used word in Indonesia to describe a foreigner

² Malang : a big city in East Java, Indonesia which is well-known with its culinary and historical building of Dutch colonial architecture

FINDINGS AND DISCUSSION

First of all, students designed need analysis to gain information about the TL profile communicative needs. There are 9 points of *Munby model* (Schutz and Derwing, 1981 in Richards, 2002) as an instrument of TL deployed by the students to collect data before designing materials of teaching and learning process. Mostly students used structured interview in conducting need analysis process. The Munby model requires students to collect information about TL's (a) Personal Information such as age, English educational background, hobby, last education, and the most important one is how often the TL meet foreign people; (b) the purpose of study such as TL's problems which need to develop; (c) Setting, type of TL workplace/occupation, position in workplace; (d) Interactional variables or the relationship between the TL and the foreign people; (e) the medium or types of skill to be developed (writing/speaking, etc); (f) dialects, it is about TL's preference of teaching style either formal or informal; (g) Target Level, to know TL position in English proficiency level (basic, intermediate, advanced); (h) anticipated communicative events or students tried to figure out the materials needs such as taking request, bargaining and pricing, direction, etc; (i) key, is about how the learning process will be presented. In designing the interview items, the students was directed to provide the purpose for every presented question's item in order to hook on the appropriateness of teaching and learning process. To assist them in conducting their need analysis project, the teacher provided revision and consultation for students' works.

Collecting information from need analysis tracer, the students need to analyze the results by secondly constructing course rationale. Course rationale is two to three paragraph statements about background of the project, the purpose of conducting teaching and learning English for the target learner, materials construction, and the expected results for the target learner. In addition, course rationale also reveals personal opinion's belief in applying teaching methods or strategies to improve target learner's competency. Though course rationale mostly about belief of teaching methodology, some theoretical bases also involve to balance between empirical and theoretical purpose. For example, students figure out that based on need analysis, they wish to improve a target learner who is a bus ticket seller to be able to use transactional utterances. Students are required to declare their beliefs of having speaking skill as the appropriate skill for the target learner. In this point, students are boosted to analyze a collection of information from need analysis instrument which most of students preferred to use interview. Therefore, a significant achievement of teaching and learning process for non academics would be benefit both practically and theoretically. Practically, students could suggest examples of media, courses, and teaching planning which believed could influence target learner competencies, while theoretically students could declare some experts' theories which bridging teaching and learning problems between teacher (students) and the target learners.

Regarding planning course for target learner, it is suggested to recognize the start and the expected results for the target learner performance which called as the entry and the exit level (Richard, 2001). The third activity was designing entry and exit level table. Entry level defined as basic competence of English skills required to be accomplished while exit level is about the improvement of particular skills in some points of achievement. To start with entry and exit level, students are asked to look at the sample of analytic English proficiency scoring rubric like IELTS because it provides detail description about English proficiency test performance which is presented in band score. In addition, it will be advantageous for students to place the target learner English competency both in entry and exit level. For example, the target learner needs to be trained about how to do bargaining, say some prices and greeting which mean the target learner needs speaking. Therefore, to start designing the entry level, students firstly have to consider micro and macro skill of oral production and aspects of speaking assessment (Brown, 2001). Besides, students required to look for information about speaking assessment component to identify the competencies need as well as writing the criteria details.

This study proposes analytic scoring system and referred to IELTS scoring rubrics. Thus, entry and exit level would have similar design yet it is distinguished on the details of criteria. The

adaptation of IELTS scoring rubric helped to furnish grading scale of target learner, so that clearly equate the highest achievement of single criteria for the target learner. The following table is a model of entry and exit level:

Band Score	Pronunciation	Fluency	Vocabulary
1	a) The target learner pronounce the words like what is written b) The target learner was hesitant to pronounce c) The target learner couldn't identify the words or expression	a) The target learner is occasionally hesitant to say simple numbers, for example using other language than English. b) The target learner need to repeat more and more to remember names of numbers and expression	a) The target learner is not able to say cardinal numbers b) The target learner b) The target learner use gesture to say some numbers and expression
2	a) The target learner could identify how to pronounce steeply b) The target learner is no longer to be hesitant c) The target learner slowly could identify some words and expressions	a) The target learner could say simple numbers and expression though incomplete b) The frequency of repetition could be minimize steeply	a) The target learner is able to identify ten cardinal numbers (1-10), and prices with little use gesture b) The target learner can correctly name some expression though incomplete
3	a) The target learner could understandably pronounce words and expression though in some points need to be revised and drilled b) The target learner could show his confident to say	a) The target learner has confidence to say numbers and expression though still need to be prompted	a) The target learner could say the numbers and prices but still need to be prompted

Table 1: Entry and Exit Level

The table above illustrates the model of entry and exit level which adapted from IELTS scoring rubric. It is then redesign in some points based on the TL's needs. The table above indicated that the target learner's need was speaking. As Brown (2004) mentions that, there are five components of speaking skill, they are grammar, pronunciation, compression, fluency and vocabulary. Among those components students just selected two to three component which could help the target learner to communicate based on their need. Brown (2004) also indicates the five components of speaking by rating them into 5-scale competencies which can describe the different ability of EFL speaker. In addition, students modified the rubric criteria based on their course planning. For example, the needs of target learner (*Becak driver*) was able to say prices and say some transactional conversation, so that the competencies required was only pronunciation, fluency, and vocabulary with modified criteria.

Mostly, students started the entry level or the lowest proficiency in number 1 (one) and the exit level could be possibly started from number 2 (two) to 3 (three) as the time for Go Teaching was only 2 weeks due to students' class schedule. Apparently, students couldn't oblige the target learner to be a fluent user because of their workload, age and maturation of thinking. As Kang in Richards and Renandya (2002) mentions that there are some factors affect adult EFL learner's oral communication, such as age or maturation constraints, aural medium, socio-cultural factors and

affective factors. The detail description of every band is from micro and macro skill and aspects of speaking assessment; however, students were suggested to write based to modify with the need analysis information of TL. Thus, not all aspects of speaking assessment were included as suggested in IELTS scoring rubric.

Addressing a set of course content for the non academics are quite challenging because it actually reflects the nature of language, language use, language learning elements and how they are to be presented. The next step after setting up the entry and exit level was students started to work to search for appropriate course content. In choosing course content students interpreted from the results of interview with the target learner. For example the target learner is a *becak* driver, students gave structured and purposive questions interview like “how do you say *lima belas ribu rupiah* in English?”, “how do you say if a *bule* ask you the closest hotel from here?” or “how do you say if you want to say *selamat siang* to the *bule*?”. Those assisted questions helped the students to recognize that the *becak* driver need to be improved in speaking skill area by giving some transactional courses like giving direction, *saying* prices of *becak* and how to greet the foreigner. Therefore, information collection about the courses would be about three courses to be applied in *Go Teaching Week*. Thus, students started to write content courses planning such as (1) greetings (2) introducing numbers, (3) introducing prices, (4) direction, (5) asking and giving direction, (6) expressions to do bargaining (7) expression to say acceptance, (8) expression to say rejection, (9) expression to have communicative conversation, and etc.

All possible courses were written then later be decided which of those has high demand for the target learners. Before saving the appropriate courses for the target learner, students must present their rationale to the teacher as well as the content of each course respectively. Not all courses planning could be delivered to the target learner considering to time constraints and maturity of understanding. The point is target learner could use English for their profession needs. In other words, though the *becak* driver whose possibly doesn't have particular terms to be acquired, some other professions such as mechanics, florist, tourist information officer, retail store employee, parking man, and others definitely introduced to help them while they are on work. Therefore, assistance and feedback were provided by the teacher to help students decide two to three courses that are predicted mostly used. In addition, carefully picking and selecting the materials would influence distribution of appropriate technique in *Go Teaching Week* which only provides two weeks for teaching and learning process. This means in two weeks, students must be able to improve particular competencies for the target learners which the indication of improvement identified in entry and exit level.

To make successful teaching and learning process in limited time with a lot of workload to do, the next step is about designing blue print of materials. Designing blue print of material could visualize the needs of course content because carefully thinking is applied to decide a proper media with particular content. Designing blueprint of materials, students were not directly composed based on their preference. Students literally aware though most of the target learners are not well-educated in English, they believed giving appropriate material could definitely benefit for the target learners' profession. Hence, Richards (2001) suggests some considerations factors in developing material; teacher, learner and contextual variables. Teacher is required to have teaching experience and training also knowledge in language proficiency. Learner's factors include learner learning style preferences, their language needs, interests and motivations. Contextual variables are about the setting of school culture, classroom, and the availability of teaching resources. Therefore, the function of the teacher in this project is more about facilitator.

To start with designing blue print of material, teacher always keep the students' mind to whatever students' action that they must relate with the results of need analysis. Therefore, students planned some activities in designing blue print of materials, they were (1) designing tasks with communicative and interactive media, (2) listing some possible tasks activities to be approved in consultation session with teacher and making lesson plan. For example, students decide to use flashcard and a booklet; flashcard was used to learn about money (numbering) and booklet was made to practice transactional conversation when *becak* driver met *bule* in certain situation. For

example, students submitted the blue print of flashcard by drawing some pictures of imitation money (a thousand, a hundred thousand, twenty thousand, and etc) which underneath the picture students gave the vocabulary and its pronunciation. In the other hand, booklet was about conversation based topic, such as greeting bargaining *becak* service prices, and asking direction. The conversation was very simple which about 2-4 sentences, beside students also put their attention of font size, color, background picture and size of the booklet. Interestingly, a group of students sticking famous Indian celebrity from booklet cover and every other pages before the materials. The reason is quite simple to attract target learner attention to always practice the content of booklet as target learner looked happy to see the idol everywhere in the booklet. One suggestion from the teacher was that all blueprint materials must show its real picture of every target learner daily. Therefore, students preferred to copy real picture of *becak* driving instead of putting cartoon picture.

The core activity of vocational English project based learning for non-academics was teaching which then called as *Go Teaching Week*. Go teaching week is a name called for teaching and learning activities for the target learner. Before conducting teaching weeks, students had to prepare a lesson planning which gave them overview of what they were going to do with the target learner. Some sequences in lesson plan had been modified considering the needs and time allotment provided for teaching. Obviously, teaching and learning process starts with pre teaching, whilst teaching and post teaching, yet the teaching procedures combined all together and most importantly in some hours of a day, the target learner could show their improvement. In those weeks, students have been ready to bring all materials, media, and mental attitude to teach the target learner. Students must be able to divide their role in teaching, mostly a student gave teaching and two others become the co-teacher which relatively sitting next to the target learner to give some directions of what being taught. Some planning were applied for about 2-3 weeks such as (1) teaching the target learner using media and activities designed, (2) examining entry and exit level, and (3) receiving feedback from target learner. Teaching process was conducted based on the agreement between students and target learner which possibly gave opportunity to students to meet the target learner everyday or even just twice a week. Regarding time constraint, it would be a complicated situation if the target learner gave a very short time. Therefore, it is suggested to check the availability of target learner to have teaching and learning session. If the unpredictable situation happened like target learner request to have limited time of teaching, then students have to find out another target learner and start to do the sequences of project.

In conducting teaching and learning process, students handed in a complete media to target learner which also owned by the students' group. The first teaching role was to introduce the first material such as mastering vocabulary about prices. Using provided media, students mostly taught target learner using *Audiolingualism* method. The concept of *Audiolingualism* method is about *stimulus-response-and reinforcement* by applying drilling technique (Harmer, 2004). Students started by initiating reading some words in flashcards (stimulus) then continued by the target learner to repeat after the teacher-student (response). By completing pronunciation of vocabularies, target learner was initiated to repeat until the pronounce words were correct (reinforcement). Similar method also be used while the target learner learning about long sentences in conversation. To help the target learner got quick response of pronouncing some vocabularies and sentences, for any names of media used such as flashcard and booklet were modified their spelling. The spelling was put underneath the vocabulary or sentences and also the meaning. In addition direct assessment was applied as drilling process existed in order to fill in the results of exit level.

For example:

a. Single Word Pronunciation

Write	:	money	ten thousand rupiahs
Pronunciation :	/maa-ni/	/ten – tausen – rupiyas/	
Meaning	:	uang	sepuluh ribu rupiah

b. Sentence Pronunciation

Write	:	Hello, good afternoon
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Pronunciation	:	/hello, gud af-ter-nun/
Meaning	:	Halo, selamat siang

CONCLUSION

Regarding the background of education, there should not be high expectation towards learning a new language (English). After a while conducting teaching for non academics people, the target learners showed their improvement to use the language. It is not about how to speak like native speaker or being a fluent user of English, yet it is about how language could reach your objective, especially deals with your work. Communicative Language Teaching (CLT) believes that language learning is about how to use the language, not about how to use smaller parts of the language (Harmer, 2002). It is certainly significant achievement to know the target learner who were able to identify numbers, improved to mention some prices and responded a topical conversation.

After all process completed, students then made group portfolio of their whole activities which also included some revisions and comment papers from the teacher. The portfolio pages consisted of introduction/background of the study, course rationale, choosing course content, sequencing course content, blueprint of media and materials, lesson planning and students' feedback toward their teaching experience. Regarding teaching experience, students experience that teaching English for non academics seemed like doing community service that gave them empathic to feel that learning is supposed be a chance for non academics too. Though they are limited in some points, their spirit to study is actually boiled up and need to be supported.

Some issues also arouse that students acknowledged have practiced their teaching maturity. According to the results of need analysis, age and maturation constraints were mostly factor influenced the target leaner to learn English. This also was impacted the students to think about appropriate materials and media be presented later in Go Teaching Week. For example, students realized that uttering words become a frustrating issue like Kang called as "fossilization". This happened because their progress to speak English is terminating at certain factors like age. For example, time constraint; it was definitely difficult to match target learner's schedule with students as target learner has to earn money all day. The solution offered was students would be flexible to follow the target learner schedule. Another issue which came up during the teaching process was target learner attitude of learning. Most target learner loved to make joke over words being pronounced and out of the topic. Solution applied was students responding the joke while leading them back to their learning process.

Vocational education has associated with real needs and labor use, economic structure development. In other words, it could be underpinned that vocational education connected to production and business labor use. Practically, the target learner of vocational English who are mostly senior or university that prepare themselves for industrial purpose could be expanded to non academics. What have learnt by the target leaner gave significant effect of their profession.

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ENGLISH FOR CULINARY MAJOR IN VOCATIONAL HIGH SCHOOL: THE PROTOTYPE

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ABSTRACT

English language subject which is taught in Vocational High School does not seem suitable with the needs of the students who study in specific field of study, especially in culinary. Based on this current situation, the present research and development study developed English materials for culinary students by using skill-based approach in which it includes the objective of performance and competence accomplishments. Began with needs analysis process, it was done before the development of the materials and it was conducted in SMKN 3 Malang. The needs analysis is aimed at finding the students' needs toward English for culinary major and the target students were the tenth graders who are taking culinary major. The steps in this needs analysis were determining the instruments to collect the data, designing the blueprint of the instruments, constructing the instruments based on the blueprints, collecting the data in the field, and analyzing the data. In this current needs analysis, two instruments will be used, namely questionnaire and interview. Thus, the final product of these English materials for culinary purpose is expected to give fruitful contribution in the future for both teacher and student during the teaching and learning process of English language.

Key words: *English for Academic Purpose, culinary major, skill-based approach, English material development*

INTRODUCTION

English is a significant language in the academic in Indonesia. It can be seen from its inclusion in the curriculum and National Examination (Ujian Akhir Nasional). In vocational high schools, English is taught as compulsory subject with the same structure as in senior high schools, so the core competence and the basic competence for students of both schools are the same (Permendikbud No 70, 2013). Thus, English taught in vocational schools is categorized as general English.

Consequently, English teachers conduct teaching and learning process based on the syllabus of general English. This fact result in the use of English materials which are general, as used by other schools. The teaching of English will be more focus on the topics in the syllabus with little emphasis to relate English to the students' major. If it is viewed from the vocational field, English which is needed by the students of the school should match their major so that they can apply their knowledge of English in the workplace.

Based on the aforementioned condition, designing suitable courses for different types of groups of learners in accordance with their needs seems important. Therefore, English for Specific Purpose (ESP) teaching approach was developed to support the relevance toward students' needs and interest in learning English language. As stated by Hutchinson and Waters (1987:19), ESP is an

approach to language teaching which is based on the learners' needs. Richard (2001) also had similar idea that the students who learn ESP are the students who learn English in order to carry out a particular role, such as flight attendance, mechanic, or doctor. These ESP learners need meaningful input of the language that could be applied in their specific occupational settings.

Nowadays the area of hospitality and tourism become very popular around the world and it attracts many social communities. Moreover, working in the hospitality and tourism field has been regarded as a prestigious job, and majoring in culinary arts has become a popular choice for vocational college or university students (Hou, 2013:5). This phenomenon is also popular in Indonesia as there are many vocational schools and universities which has culinary program. The students who join in culinary program expect to have international experiences too such as working with foreigners to promote the local tourism, going abroad for advanced studies, or even doing their internship abroad. However, these students need to have sufficient English language skill which is related to their field of study. Yet, they are not really facilitated well in terms of learning materials and it discourages the students to pursue their international dreams. These problems interest the researcher to develop English learning materials which are suitable for culinary major students so the students could benefited from the English language courses they had taken during their study.

Several scholars in Indonesia had done research and development studies in attempt to develop relevant teaching and learning materials for culinary major students with different approaches based on the target students' needs (Widiyati, 2012; Nurreffendhi, 2013; Istiqomah, 2014; Novitasari, 2014). The results of these studies' need analysis show mostly similar expectations from both students and teachers for relevant teaching and learning materials, which emphasize on the speaking and listening skill. Especially the students, they want to be able to communicate fluently using English in oral communication and to master vocabularies related to their field. Some language functions were also taken into consideration in the textbook development telling job descriptions, expressing complains, writing simple instructions on cooking, etc. The final products developed by these scholars were using task-based language teaching in which the tasks are used as the core of unit planning in language teaching.

The present study addresses the needs to develop specific teaching and learning materials for English language subject to be used by certain students who study in a specific field of study, in this case is culinary. This need stemmed from the fact that the general English course was not really match with culinary major students' needs as they are required to be able to use the language which is related to their academic settings and workplace in the future. Departing from analyzing culinary students of SMK Negeri 3 Malang's needs for suitable materials to learn English language, the researchers were encouraged to develop English language learning materials for culinary major students by using skill-centered approach for course design. As the essence of English for Specific Purpose (ESP) course is for helping the learners develop skill and strategies, skill-centered approach aims to make the learners into better processors of language (Hutchinson & Waters, 1987:70). Thus, by doing research and development on English subject textbook for culinary major, this study was expected to give fruitful contribution in the future for both teacher and student during the teaching and learning process of English language.

METHOD

The appropriate design used in this study is Research and Development (R&D) since the purpose is developing a prototype of supplementary material for teaching English in culinary major, for both teacher and students. In carrying out this study, some stages should be followed. For research and Development that finally will produce a certain product, the researcher adapted several models and combine it into the following steps since the project can be scaled down into a few steps of the R&D (Gall et al., 2003) considering that the stages can collect the needed data that finally product will be yielded according to the pre specified level of quality/effectiveness. The developmental stages are visualized in Figure 1.

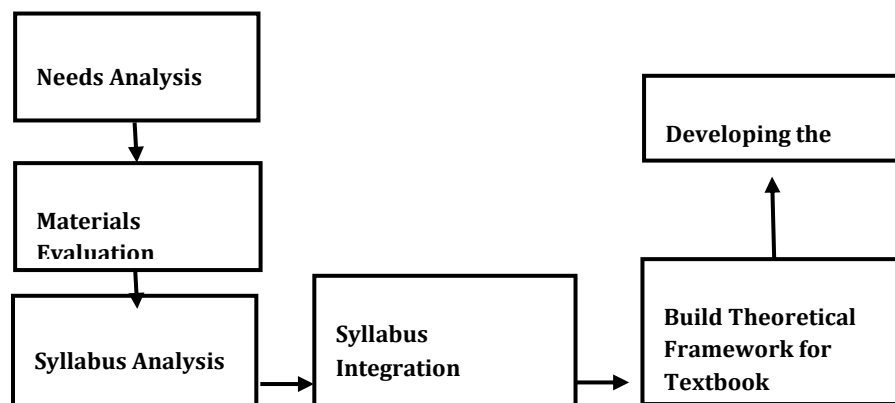


Figure 1. Stages in Developing the Textbook

During needs analysis stage, two instruments were used, namely questionnaire and interview. Those instruments in general would collect data to support present situation analysis and target situation analysis. Questionnaire is administered to the tenth-grade students of culinary major of SMKN 3 Malang. The objective of the questionnaire is to investigate the students' current condition of English learning, their current progress in English, and their expectation on English class. The second instrument, interview, is conducted to the students after administering the questionnaire. Furthermore, English teacher and the culinary teacher are also interviewed for certain purposes. Interview with English teacher is aimed at collecting information about the current practice of the teaching of English for culinary major, the teacher's problem, and the teacher's expectation regarding the materials and English competence of the students. Researchers also used several documentation such as English textbook entitled Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1 and Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 2 which are published by Kemdikbud for materials evaluation, and also the syllabus of K-13 for English subject to be analyzed during syllabus analysis stage.

FINDINGS AND DISCUSSION

Needs Analysis

The first step taken in this materials development, in which the final product is in the form of textbook, was collecting data for needs analysis. The researchers designed the questionnaire by adapting several aspects made by Dudley-Evans and St John (1998, in Basturkmen, 2010:18). The aspects include professional information about the learners, personal information about the learners, English language information about the learners, language learning information and what the students want from the English class.

Based on the result of the questionnaire, first, the students do listening activity both for general and culinary-related purpose more frequently than speaking, reading and writing activity. Second, most students feel that their previous knowledge of English course is useful for their current English learning. The third point is concerned with the English material in which most students think that the English material they receive is less relevant to their major. Moreover, the students' responses which consider the availability of particular English learning material for culinary is sufficient and less sufficient are equal. This finding needs to be clarified with the result of student interview. Next, according to the students, lecturing and presentation are the activities always conducted by the teacher, while discussion, drill, question and answer activity, modelling, and reading materials and doing tasks only are the activities often conducted by the teacher.

The next highlighted point is that the most emphasized skill by the teacher in the classroom is speaking skill. Regarding the English ability, the percentage of the students who consider their listening skill good and fair is equal. According to them, their reading and writing skill are also good, while their speaking skill is fair. Furthermore, regarding the mastery of language components,

most students think that their grammar and pronunciation mastery still needs to be improved, while they think that their vocabulary mastery is already good.

Furthermore, there are some points which can be concluded from the aspect of what the students need and expect from their English class. For teaching technique, lecturing, question and answer activity, modelling and presentation are considered as necessary techniques for teaching and learning process. Regarding the use of media and textbook, most of the students agree that the use of both media and textbook is very important. Additionally, most students consider speaking and listening as skills which need to be prioritized more than the other skills. Among three language components, pronunciation and vocabulary can be considered as nearly equal prioritized language component to be mastered, while grammar is at the last place of the priority. Finally, the last highlighted point is that most of the students strongly agree that they need particular English learning material for culinary major in order to develop their English ability in that major.

The instrument of interview was conducted to five culinary students in this need analysis. The aim of student's interview is to know more about students' current condition in learning English, problems, and their expectation on English class, based on the questions from the questionnaire. According to the interview results which are related to the needs of English material development, it can be concluded that the students of culinary major need more supporting materials of English language for the specific purpose of culinary. Most of the students in the interview stated that the materials used in the English class are not enough yet to cover culinary vocabulary they want to learn. They obtained this knowledge of culinary vocabulary from their culinary class. English materials only cover very limited terms in culinary and the culinary materials do not support the students with language use. From this case, the English materials used by culinary students should include not only culinary vocabularies or terms, but can also help the students in using language for culinary-related purpose.

Next, the first interview was done with two English teachers from the tenth grade. The purpose is to gain information on teaching materials, classroom activities and the skills the students need to master. It can be concluded from the interview that the two teachers agree to the needs of English materials development which are relevant to culinary major. They also expect that the materials will include vocabulary, speaking, and reading as the components in the developed materials. The supporting materials of English language for specific purpose of culinary will facilitate in improving students language and culinary knowledge because the students of culinary major must be able to understand English materials and terms about culinary and use English for communication to deliver culinary content.

Besides collecting the interview data from English teachers, interview with the culinary teacher was also done to obtain more information about the topics the students in culinary major should learn, the competences they have to master and the teacher's opinion on the importance of English for the students from culinary point of view. The results of the interview shows that it is important for the culinary students to have more improvement in English for culinary as early as possible, in this case the students must begin this improvement from the tenth grade. If the students begin earlier, it will help them especially in demonstrating their practical and theoretical knowledge in culinary. Moreover, they need to prepare more before they begin their On Job Training (OJT) program so that they will perform well in a real work situation. To help the students to do these, it is needed to develop the English materials for culinary purpose.

Materials Evaluation

The next step done was evaluating the English teaching materials used in SMKN 3 Malang for tenth grade of culinary major. English teachers of SMKN 3 Malang teach English to the tenth grade students of cookery major by using an English textbook entitled *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1* and *Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 2* which are published by Kemdikbud. Thus, those textbooks are evaluated by using the guidance from Hutchinson and Waters (1987) as it gives complete and detailed procedure on how to evaluate materials.

From the result of our materials evaluation, it can be concluded that the existing material for vocational students of cookery major in SMK 3 Malang is already appropriate and good for teaching purpose. However, the writers decide to develop a new English learning material for the cookery major students. This decision is made under the consideration of the contrasting content of the available book used by 10th grade students of cookery major. The content of the book is aimed for general purpose of English since the target users of the book are both SMA and SMK students. Yet, the content matter is very crucial especially for vocational students of cookery major because they need more specific English related to their major to promote a meaningful learning. Therefore, developing a new and more specific material is needed for the 10th grade students of culinary major rather than adopts and adapts the existing material. The writers will develop the material based on 2013 curriculum for SMK which has been integrated to cookery content.

Syllabus Analysis

After the researchers had done with materials evaluation, K-13 syllabus of English subject for SMK which is used in SMKN 3 Malang was analyzed. In general, the components of the syllabus have matched and support each other. To achieve the basic competences, the materials used are based on the features listed in each basic competence, namely the language function, text structure, language features and topics of the materials. The learning activities which are based on scientific approach are also designed to create meaningful learning based on the the expected basic competences. Generally, the activities listed in the syllabus are the same as the ones we find from the teacher interview. Moreover, the assessment and the learning source also match the learning activities, materials, and basic competences.

However, several points of the syllabus still need to be improved. First, as the syllabus is for English subject, it should be written in English. Some Indonesian terms we find in the syllabus do not sufficiently reflect the intended meaning of the English terms, such as *menangkap makna* and *memuji bersayap*. If it is written in English (comprehending, extended compliment), the meaning becomes clearer in terms of how it can be measured.

Second, in component of the material, the topics provided for some materials are too general. The example of the too-general topic is '*Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. terkait dengan kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun, peduli, percaya diri, dan cinta damai*'. The topic should be more specific based on the material taught, for example in teaching extended compliment and congratulation, the topic can be about winning competition, achieving success in school, birthday party, graduation, and soon.

Next, the collaborative work of using English in the part of collecting information should be put in communicating part. The activity named "*kegiatan lain yang terstruktur*" in the collaborative work needs to be mentioned clearly to tell what the structured activity is. Variation in the learning activities is very necessary to make learning experience motivating, interesting, and to avoid boredom.

Improvement in learning activities also needs to be made in observing part for descriptive text, narrative text, recount text, and song material. According to the syllabus, the students are instructed to copy several texts with correct spelling and punctuation. Copying several texts will take much time and consequently will make the learning activities ineffective. As suggestion, for the sake of effectiveness, this activity should be omitted as observing texts can be done by doing previewing technique, skimming, etc., which are more effective. The next point of improvement deals with the observing part for announcement material in which the students are asked to collect announcement text in Bahasa Indonesia. The announcement text collected should be in English since the students are in English lesson and the focus is on the generic structure and language feature of English. The announcement text written in English can become the model for students to study

Relating to the result of needs analysis, the syllabus has matched the skills emphasized in the teaching of English by the teacher, namely speaking, reading, and writing. It has also matched the skill mostly needed by the students, namely speaking. In general, the syllabus has helped the teacher

to fulfill the students' need of general English. Nevertheless, some improvement discussed above should be made to optimize the teaching of English in SMKN 3 Malang for the tenth grade.

Syllabus Integration

According to the interview result with cookery teacher of SMKN 3 Malang in previous needs analysis and the curriculum of cookery for tenth grade used by the school, the tenth graders of culinary major only get the material of Basic Culinary (*Boga Dasar*) which covers several topic, namely kitchen utensils on how to operate them, basic handling technique for cooking, the process of cutting food material, cooking technique, food and beverage garnish, served place for vegetables and fruit, basic ingredient of Indonesian food, and sambal in Indonesian food. Those topics are learned mostly for theoretical knowledge with some practices for performing the knowledge. Therefore, after learning those topics, the students are expected to have sufficient theoretical knowledge on those topics and can demonstrate their knowledge well.

Integrating the aforementioned cookery topics into the English syllabus for the tenth grade cannot be done by entirely change the existing topics in the syllabus. This is due to the fact that the syllabus is based on the Curriculum of 2013 by the government and the English materials for tenth grade also are also designed to help the students to improve their knowledge at early level for facing the national examination at the end of their study later. Consequently, a starting point to provide students of cookery major with English for cookery can be done by transferring some suitable and relevant topics of cookery into the English syllabus and adjusting the internal part of existing English syllabus to the cookery topics needed to be learned by the students.

Theoretical Framework of Textbook Development

Based on the findings from each stage explained above, the next step is to determine what to be done based on the information of learning needs gathered regarding to the material development. First is choosing the appropriate approach to be used in the material. In this English materials development for culinary purpose, the approach that will be used is skill-centered approach. As the essence of English for Specific Purpose (ESP) course is for helping the learners develop skill and strategies, skill-centered approach aims to make the learners into better processors of language (Hutchinson & Waters, 1987:70). Before the researchers began to develop the textbook, theoretical framework for textbook development was done and the summary of framework was illustrated in Figure 2.

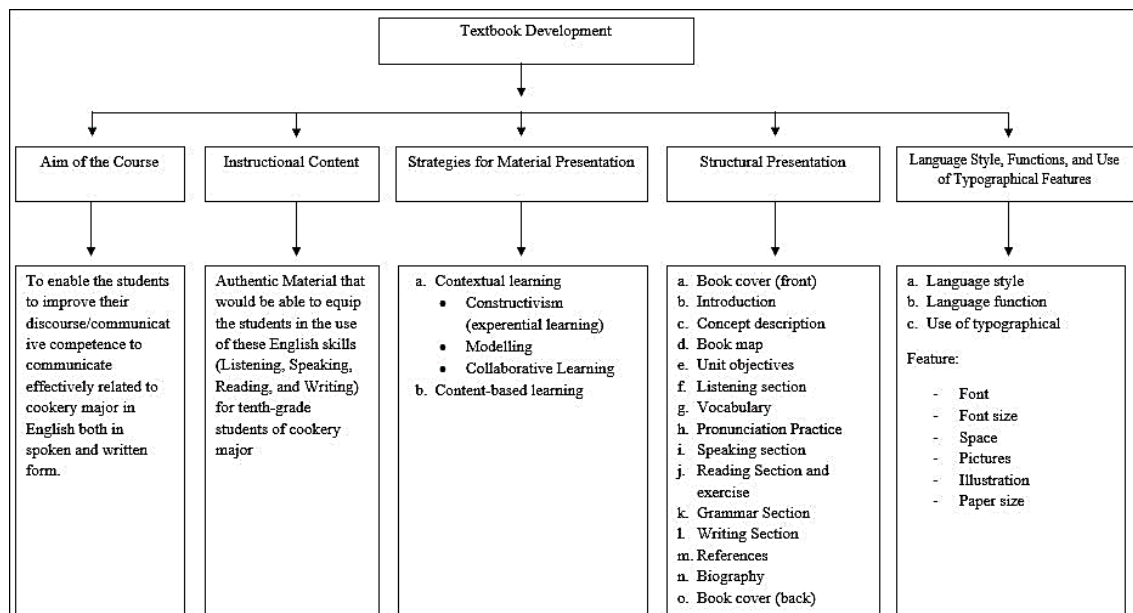


Figure 2. Theoretical Framework of Textbook Development for Tenth Grade Students of Culinary Major

Second, the English materials were developed based on the topics taught in “Boga Dasar” (Basic Culinary), namely kitchen utensils on how to operate them, basic handling technique for cooking, the process of cutting food material, cooking technique, food and beverage garnish, served place for vegetables and fruit, basic ingredient of Indonesian food, and sambal in Indonesian food. The topics of English lesson for the tenth grade are also considered and evaluated to decide which ones should be included in the materials. Furthermore, the materials will be developed by adopting and adapting English materials which are relevant to culinary topics from textbook and internet. The instruction in the materials will lead to individual and group activities in form of question and answer section, presentation, and demonstration to facilitate speaking practice. Table 1 below will show the organization of the textbook from Unit 1 to Unit 6 based on the results of needs analysis, materials evaluation, syllabus analysis, and syllabus integration.

Table 1 Topic Mapping of English Textbook for Tenth Grade of Culinary Major

Basic Competence	Unit of Material	Topic in the Unit	Structure of the Presentation
3.1 Analyzing the social function, text structure, and language features in self description based on the context. 4. 1 Comprehending spoken and written self description 4. 2 Organizing spoken and written text to describe, ask, and respond to self description by paying attention on the sosial function, text structure, and language features correctly based on the context	Unit 1	Introducing Oneself <i>Doing Self-Promotion (Cookery Major)</i>	a. Listening section b. Vocabulary c. Pronunciation Practice d. Grammar Section e. Speaking section f. Reading Section and exercise g. Writing Section
3.2 Analyzing the social function, text structure, and language features in the expression of extended compliment related to cookery and its response based on the context 3.5 Analyzing the social function, text structure, and language features in the expression for extended congratulation on others' achievement in Cookery field based on the context 4.3 Organizing spoken and written text to give and respond to extended compliment related to cookery by paying attention on the sosial function, text structure, and language features correctly based on the context 4.6 Organizing spoken and written text to give extended congratulation on others' achievement in Cookery field and the response by paying attention on the sosial function, text structure, and language features correctly based on the context	Unit 2	<i>Complimenting on Products, Place, and People in Cookery Field ; Congratulating on Others' Achievement in Cookery Field</i>	a. Listening section b. Vocabulary c. Pronunciation Practice d. Grammar Section e. Speaking section f. Reading Section and exercise g. Writing Section
3.6 Analyzing the sosial function, text structure, and language features in the expression of showing care on kitchen accident and the	Unit 3	<i>Showing Care on Kitchen Accident</i>	a. Listening section b. Vocabulary

<p>response based on the context</p> <p>4.7 Organizing spoken and written text to show care on kitchen accident and respond to it by paying attention on the sosial function, text structure, and language features correctly based on the context</p>			<p>c. Pronunciation Practice</p> <p>d. Grammar Section</p> <p>e. Speaking section</p> <p>f. Reading Section and exercise</p> <p>Writing Section</p>
<p>3.7 Analyzing the sosial function, text structure, and language features to tell and ask about intention or plan to do cookery-related activities based on the context</p> <p>4. 8 Organizing spoken and written text to tell and ask about intention or plan to do cookery-related activities by paying attention on the sosial function, text structure, and language features correctly based on the context</p>	Unit 4	<i>Expressing Intention to do Cookery-related Activities</i>	<p>a. Listening section</p> <p>b. Vocabulary</p> <p>c. Pronunciation Practice</p> <p>d. Grammar Section</p> <p>e. Speaking section</p> <p>f. Reading Section and exercise</p> <p>g. Writing Section</p>
<p>3.7 Analyzing social functions, text structure, and language features in descriptive text about the students may choose the topics of kitchen utensils, basic handling for food, and Indonesian cuisine based on the context.</p> <p>4.8 Comprehending simple spoken and written descriptive text about kitchen utensils, basic handling for food, and Indonesian cuisine).</p> <p>4.9 Editing simple spoken and written descriptive text about kitchen utensils, basic handling for food, and Indonesian cuisine by considering social functions, text structure, and language features based on the context.</p> <p>4.10 Organizing simple spoken and written descriptive text about kitchen utensils, basic handling for food, and Indonesian cuisine by considering social functions, text structure, and language features based on the context.</p>	Unit 5	<i>Describing Cooking Component and Products, Famous Chefs, Famous Restaurants</i>	<p>a. Listening section</p> <p>b. Vocabulary</p> <p>c. Pronunciation Practice</p> <p>d. Grammar Section</p> <p>e. Speaking section</p> <p>f. Reading Section and exercise</p> <p>g. Writing Section</p>
<p>3.8 Analyzing social functions, text structure, and language features in announcement related to cookery (cooking competition and cookery assignments) based on the context.</p> <p>4.11 Comprehending announcement text related to cookery (cooking competition and cookery assignments)</p> <p>4.12 Organizing short and simple announcement</p>	Unit 6	<i>Giving Announcement in Cookery Field</i>	<p>a. Listening section</p> <p>b. Vocabulary</p> <p>c. Pronunciation Practice</p> <p>d. Grammar Section</p> <p>e. Speaking</p>

related to cookery (cooking competition and cookery assignments) by considering social functions, text structure, and language features based on the context.			section f. Reading Section and exercise g. Writing Section
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CONCLUSION AND SUGGESTION

The investigation to the needs analysis for English materials which relevant to culinary field has been done in SMKN 3 Malang to gain information from many aspects from both teacher and students. From the results which have been elaborated in the previous chapter, it can be concluded that English materials for culinary major are very important for the students. As insufficient materials of English language for culinary purpose are used during the class, the students need supportive materials which can help them to gain knowledge in language and culinary. The materials itself is considered important because it may facilitate in improving students language and culinary knowledge because the students of culinary major must be able to understand English materials and terms about culinary and use English for communication to deliver culinary content. If the students are not well prepared, especially when they are going to do their On Job Training (OJT) program, they cannot perform well in a real work situation.

Thus, English materials for culinary students were developed by using skill-based approach in which includes the objective of performance and competence accomplishments. The approach of skill-based used in the materials should be equal to the material of *Boga Dasar* or basic culinary taught in tenth grade. The English materials for culinary which is going to be developed gives emphasize to speaking skill and listening skill. The two skills will be put as classroom tasks in the materials for the students' performance, while reading skill will be used as an input knowledge and writing skill will be used for students' assessment. It will also cover the components of integrated vocabulary and grammar such as past, present, and future tenses, speech acts of instruction, compliment, complain, and serving.

The final product of these English materials for culinary purpose is expected to give fruitful contribution in the future for both teacher and student. For the teacher, the materials can be used as their teaching materials in class to facilitate the students to learn English for culinary so that the teacher do not overgeneralized their teaching topics which are not related to culinary fields. For the students, it is expected that the materials will help the student for their self-confident in what concerns the development of their professional oral and written communication in English, which is very important for perfecting their communication and for positively motivating it. For future researchers, we suggest that the advanced English textbook for culinary major will be developed, especially the textbook for the second semester as the present developed products only focus on the first semester.

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CONDUCTING WINDOWS MOVIE MAKER AS A CALL (COMPUTER ASSISTED LANGUAGE LEARNING AID) IN TEACHING CREATIVE WRITING

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ABSTRACT

Writing has an important role for English learner in the real language learning activity. In fact, the evidences gathered around the field showed that students still have difficulties with conveying their ideas into a paragraph, and creating a sentence as well. They encountered various obstacles while they were writing their ideas into paragraphs. It seemed most of them cannot write well as they are afraid of making any mistakes. One of teachers' ways to assist students generate their ideas in composing creative writing is by using Windows Movie Maker (WMM) as CALL. Via WMM, teachers could make videos of a series of pictures that have a special sense. Then, students were able to compose or write several paragraphs according to the pictures. the teachers also have been more creative since they could produce their own material. In connection with this paper, the researcher described 1) How the Windows Movie Maker as a CALL is implemented in teaching creative writing, and 2) What the students' creative composition is like in terms of its organization, logical development of ideas, and grammatical features as a result of Windows Movie Maker as CALL in advanced-level, intermediate-level, and novice-level students' writing. The descriptive qualitative approach was applied in this research as the research method while the data were taken by doing observation field note and students' composition. The findings found that implementing WMM in teaching creative writing gave advantages to the students' composition in terms of the organization of the text, logical development of ideas, and the grammatical features.

Keywords: *Students' Creative Writing, Windows Movie Maker, CALL*

INTRODUCTION

Writing takes an important role for English learner in the real language learning activity. According to Chastain (1979:110), having ability of writing nowadays in society and school is very important, and should be the essential objective of language study. Those are listening, speaking, reading and writing skills. These four skills cannot be separated each other. It means we should integrate them in learning and teaching activity. Regrettably, people commonly ignore writing skill. They often think that the main important skill should be mastered is only speaking skill. In fact, mastering writing skill is also essential to do since mastering writing is not easy (Tribble, 1996:12).

Alongside that statements above, the reality gathered around the field showed that some of students still get difficulty to tell their idea into a paragraph, and the others find difficulty in creating even a sentence. This problem occurs because students think that writing is extremely difficult as they have to be able to comprehend some of language competences at the same time while they are writing.

The majority of language learners find various obstacles when they want to write their ideas into paragraph. It seems most of the students cannot write well as they are afraid to make any mistakes. Recount texts become one of the essential texts that should be mastered by the freshmen since it stated on the syllabus. Because of it, the teacher must be able to improve students to create paragraphs of recount texts.

One way to help students gaining ideas to make good paragraphs of recount texts is by applying *Windows Movie Maker*. It is a teaching aid which is used to deliver teaching material for students. According to Hoover (1996:127), teaching aid is material or equipment used in teaching by teachers, facilitators, or tutors to help learners improve reading and other skill, illustrate or reinforce a skill, fact, or idea, and relieve anxiety, fears, or boredom. In addition also means any device, object, or machine that is used by a teacher to clarify or enliven a subject.

Windows movie maker is a software application in computer that can free be used. It is an example of computer software which help teacher in creating material to teach her students. Although a wide variety of film editing software is available, ranging from freeware to more professional alternatives. Unfortunately, professional software packages can present educators with challenges that can make implementation difficult. For example, site licenses for such packages may not be affordable for institutions with limited budget allocations. In addition, foreign language teachers need to be aware that professional software is often more challenging for students who are not proficient in English (the language in which much of the software is written) or familiar with video editing software (Gromik, 2008:86).

WMM gives some advantages to the teacher who wants to make teaching aid with this software. Through this application, teachers can make video by collecting series pictures which have special sense. A picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events. It aims to help students so they can create or write a series passage according to the pictures. In this case, students must arrange some paragraph about recount texts.

Picture series has some benefit according to Tang Li Shing (1981:11) "The Picture had an irascible appeal for the children. They created suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language." There are also some advantages of pictures, such as (1) they are inexpensive and widely available, (2) they provide common experiences for an entire group, (3) the visual detail make it possible to study subject, which would turn back to be impossible, (4) they can help you to prevent and correct disconcertion. By applying *Windows Movie Maker*, teacher also can be more creative, since they make their own material, they can choose the appropriate pictures related to the material and lesson plan that students' need and arrange them into a good movie for their students.

WMM is implemented in the teaching activity in one class of Syariah Faculty in UIN Sunan Ampel Surabaya. The lecturer used software *WMM* to teach writing recount texts. Based on this experiment which she claimed successful, the researcher had curiosity about this teaching aid. Therefore, in this research, the writer would like to describe about the students' composition as a result of the application of windows movie maker by addressing the research problem as "What is the students' composition like as a result of *Windows Movie Maker* as Computer Assisted Language Learning in advanced-level, intermediate-level, and novice-level students' writing?"

Brown (2000:335) stated that writing is a process of thinking in which a writer puts many elements in account such as accuracy, spelling word, arranging words and sentences grammatically. Alongside with the previous background of the study stated above, and some theories investigation, here the researcher discovers three research questions that need to be explored deeply through the field of investigation in this research. Those are:

1. How is the *Windows Movie Maker* implemented in teaching writing activity?
2. What is the students' composition like in terms of its organization as a result of *Windows Movie Maker* as Computer Assisted Language Learning implementation in advanced-level, intermediate-level, and novice-level students' writing?
3. What is the students' composition like in terms of its logical development of ideas as a result of *Windows Movie Maker* as Computer Assisted Language Learning implementation in advanced-level, intermediate-level, and novice-level students' writing?

4. What is the students' composition like in terms of its grammatical features as a result of Windows Movie Maker as Computer Assisted Language Learning implementation in advanced-level, intermediate-level, and novice-level students' writing?

METHOD

In this research, the researcher conducted the research by using the descriptive qualitative. Descriptive research focused on understanding and meaning through verbal narratives and observation rather than through number (McMillan, 2011:13). Therefore, descriptive research is a research which purposes to describe about something that is part into analysis that is not statistic data. The result is in the form of description and interpretation of some phenomena that exist during the research.

Alongside with Mc Millan, Bogdan and Biklen (2007:27) also stated that the qualitative research must also be conducted in natural, descriptive, process-oriented, inductive, and meaningful. The research has been done in natural setting and the researcher interacted and involved herself with the sources of data in its natural context. It means that the data being collected, analyzed, and interpreted are not manipulated. The study was descriptive as the data are collected, analyzed and described in the form of words. The researcher was the key instrument in the study because she concerned with the research process and spent much of her time to collect, analyse, and interpret the data inductively.

This setting of this study was one class in Syariah Faculty of UIN Sunan Ampel Surabaya. It is located on Jl. Ahmad Yani Surabaya. This university had good environment and conducive situation. The students were provided with facilities that support the teaching and learning activities, such as library, computer, and laboratories for languages. In each class, the laptop computer and LCD were also provided. This university provides the best facility to the teaching and learning in the classroom activity, the observer decided to choose it. Moreover, the lecturer also applied the *WMM* as a teaching aid in delivering the material in teaching writing of recount text. While, the subjects of this study were one class of Syariah Faculty of UIN Sunan Ampel Surabaya. In the classroom activity, the teacher was the instructor and facilitator of the Windows Movie Maker's implementation in writing class. The students did the activities regarded with the teacher's method. There were 30 students which consisted of 16 female and 14 male students. However, the researcher only grabbed six students as the prominent subjects. They were two students from advanced-level, two students from intermediate-level, and the last two students from novice-level.

The data of this research generated from the students' writing composition during the teaching learning process in the implementation of Windows Movie Maker in teaching writing class. The data that were obtained in this research were in the form of words, phrases, clauses, and sentences as stated in their composition which utilized by the students during the learning writing process.

Bogdan and biklen (2003:207) stated that data analysis is the process of systematically searching and arranging the audio-visual and interview transcript, field notes and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. As stated previously, the data were gathered and analysed based on the result of observation (field notes), and students' writing composition. The brief analysis for each item is defined as follows:

1. The data from observation (field notes) were analysed descriptively for each meeting. The researcher analysed the activities done by teacher dealing with the implementation of Windows Movie Maker in teaching writing class. Furthermore, the result of observation described the teaching and learning process (pre teaching, whilst teaching, and post writing).
2. The researcher gathered twelve students' composition from advanced-level, intermediate-level, and novice-level students' writing as sample to be assessed. The students' writing composition were assessed by using analytical scale for rating composition tasks in order to know the students' ability in writing as a result of the implementation of *WMM* in teaching writing. The analysis was focused on three components of writing namely: (a) organization

consisted of introduction, body and conclusion of the text, (b) logical development of ideas (content), (c) and grammatical features. Each components of writing were analysed by some criterion. For instance, to analyze in organizing the text, the researcher used the generic structure of the text and checked it by the analytical guide for composition whether it was fulfilled the criteria of excellent, good, fairly adequate, unacceptable or not college.

FINDINGS AND INTREPRETATION

1. Teaching of writing process by the implementation of windows movie maker

Before entering the classroom with the video to teach her students, actually the teacher had created her own video which suitable to teach her students and appropriate with the ability of her students. Thus, there are some steps to create the video. The steps were starting from (1) process creating the video by the *WMM* application, (2) the implementation of windows movie maker video in pre-writing activity, and (3) the implementation of windows movie maker video in whilst-writing activity, the implementation of windows movie maker video in post-writing activity.

From the field note taken from the field, it showed that the teacher have prepared the material carefully before she entered the classroom to teach. Having prepared the material carefully before entered the classroom to teach is a good way to ensure that the students would be able to achieve the educational objectives which is stated in the competence based. Teacher also discussed with her students about some mistakes that occured in the students' composition. The teacher discussed in order to make her students realized their common mistake and be more conscious of recount texts especially in terms of organization, logical development of ideas, and grammatical features. She also used polite ways to address the students who made mistakes in composing by not mentioning the name of the students so they would not feel ashamed of it.

2. The organizations of composition as the implementation of windows movie maker

Brown & Bailey in Brown (2004:244) stated that there are five criteria to analyze the organization of the text to help teacher provides positive feedbacks on components of writing. Those are (a) excellent to good, (b) good to adequate, (c) adequate to fair, (d) unacceptable, and (e) not college-level work.

Spiegel (1981:81) described the term of organization as the capability to produce well-formed paragraph using clear idea and supporting details. It is a foundation to construct a written text and a structural framework in writing. It is very essential since it gives the readers with a framework to fulfil their expectations for the text. In doing analysis the organization of a text could not be separated from the text's genre. In the classroom activity, teacher taught her students about recount text. The organization of recount text focused on the introduction called as orientation, body called as a record of events, and conclusion called as reorientation.

The orientation part deals with the introduction in which the writer starting to introduces the participants in the story and provides background information needed to understand the text or the detail setting. It tells about who was involved, what happened, where the events took place, and when it happened. The second part is the body or commonly called as series of events, these parts were very useful to show the steps of the story where the writer tell what happened and in what sequence. The whole thing or activity which happened in the event is organized into a chronological sequence. Thus, essentially this part is the main part of a recount text. The last part is conclusion or well-known called as reorientation. The reorientation told the writer's comments or evaluative remarks of the incident. From the data during the classroom activity, the researcher took twelve compositions from advance-level students, intermediate-level students, and novice-level students. The description of each composition was described below.

a) Advance-level students in response of *WMM* implementation in terms of the organization of the text

ALS 1 had improved her ability in writing recount composition text in terms of the organization of the text. In the beginning of the *WMM* was implemented, she was in good to

adequate level. Now, after several times *WMM* was implemented, ALS 1 was in the excellent to good level.

ALS 1 gave appropriate title based on the topic given, she gave effective orientation paragraph, and also provided important elements such setting, participants, background information needed such in the sentence (e.g : In my last holiday, I went to Jakarta with my family. I went there by plane).

ALS 1 also provided the reiteration part which previously never mentioned in her last composition such in sentence (e.g And I had many pictures which were beautiful view. We was so fun). It seems that ALS1 practiced to build up her capability in making good organization which had clear difference of its organization, series of events, and reorientation in her composition. Student of ALS 2 also mentioned the orientation of the text well by mentioning the setting, topic, and participants of the texts in the first paragraph (e.g Last holiday, my family and I went to Jakarta).

He also made his sentence more grammatically correct. ALS2 provided transitional expression to unite between one paragraph to another paragraph (e.g After we went to Ancol, we continued to Taman Mini Indonesia Indah). The word after was used to unite first and second paragraph. In terms of the series of events part, ALS2 was also able to provide the series of event that has plan or could be outlined e.g (1) My family and I went to Jakarta, (2) We arrived in Jakarta, (3) We went to Ancol, (4) We continued to Taman Mini Indonesia Indah.

The writer also had improvement in the terms of grammatical features such by using proper past tense to address activities happened in the past. The last, in the part of reorientation of the text, ALS2 also had mentioned in his composition which did not exist in his previous composition (e.g After we have a lot of fun, we went to go home).

Although there was still small mistakes in the word have which should be written as had, HPS2 had improved his ability in writing recount texts in terms of the organization of the text. Thus, the researcher concluded that he increased his level into excellent to good level.

b) Intermediate-level students in response of *WMM* implementation in terms of the organization of the text

From the data gathered, it showed that ILS 1 had improved his ability in writing recount texts in terms of organization of the text. He was able to provide the important element in recount text (a) orientation part which had correclation with the topic given such as in the sentence e.g last holiday, my family and I went to Jakarta; (b) good series of events such as in the sentence e.g After we arrived, we went to Ancol, Our holiday continued to Taman Mini Indonesia Indah, Then, I took a picture...

The ideas of ILS 1 could be outlined by the reader since it had good sequence of events. The last one, ILS 1 also was able to mention the reorientation of the paragraph by giving personal comment in the last sentence such as in this sentence e.g Also we never forgot to take a picture; That was my good experience at Jakarta.

To conclude the description above, it can be said that ILS 1 had improved his ability in writing recount texts in terms of the organization of the text. Thus, the researcher concluded that he increased his level into excellent to good level.

Similar to student ILS1, from the data it showed that ILS 2 had improved her ability in writing recount texts in terms of organization of the text. In her composition, ILS 2 had completely provided three essential elements in recount text such as (a) orientation part which had correlation with the topic given such as in the sentence e.g Last month ago my family and I went to Jakarta by plane; The first my family and i went to airport for waiting the plane. This orientation provided the important parts such as adverbial time e.g e.g Last month; setting of the events in Jakarta, in airport and the participant who involved in the events e.g .. my family and I; (b) good series of events e.g The first my family and I went to airport, After that my family and I visited the hotel, (c) ILS 2 also wrote reiteration or personal comment in the last paragraph e.g I was very very happy but it was

short time; i hopped in the next holiday I can be go there again ... Although the grammar in that sentence was not the correct one, but if it was seen from the organization of the text point of view.

Thus it can be concluded that ILS 2 had also improved her ability in writing recount texts in terms of the organization of the text. The researcher categorized MPS2 into excellent to good level.

c) Novice-level students in response of *WMM* implementation in terms of the organization of the text

Based on the data gathered, NLS 1 already made improvement in terms of organization of the texts while composing recount text. Researcher stated that NLS 1 have made improvement since the writer provided some important elements in composing recount text such as (a) orientation part, e.g Years ago, my family and I headed to the airport by car to get to Jakarta. This orientation provided the important parts such as adverbial time e.g years ago; setting of the events to the airport, in Jakarta and the participant who involved in the events e.g my family and I ... ; (b) series of events part e.g The first my family and I went to airport, After that my family and I visited the hotel. However, NLS 1 forgot to add the reiteration part in her composition. As a result, the researcher categorized NLS 1 composition into adequate to fair level, since the writer was not able to give her personal comment in reiteration paragraph. This composition above was categorized into good to adequate level.

On the other hand, NLS 2 had improved her ability in writing recount text in terms of the organization of the text. Her composition was classified into good to adequate level because NLS 2 actually was able to give adequate (a) title related to the topic e.g Good Experience, (b) orientation part e.g In the holiday, I and family would to Jakarta, (c) reiteration part e.g And we never forget to take pictures in there. That was my good experience, (d) acceptable series of events that could be outlined by the reader e.g In the first, I and family want to airport, and then we bought ticket to Jakarta. After that, we went to plane to go to Jakarta. Unfortunately, she had not fully developed her ideas in the series of events in the paragraph two. She needed study more how to provide a good series of events paragraph that had proper elaboration. As a result, LPS2 composition was categorized into good to adequate level.

3. The logical development of ideas of students' composition as a result of the implementation of windows movie maker

The term logical development referred to the comment, the ability to think creatively and develop thoughts, excluding irrelevant information. It also means the coherence of the text. In doing writing, the logical development of ideas must be coherent and are expressed clearly and logically such as by giving supported reasons and examples.

Therefore, the reader can follow the argument and intentions of the writer. In a written text (Spiegel, 1981:85). Moreover, Brown & Balley in Brown (2004:244-245) stated the term of logical development of ideas as content of the texts. There are five criterion to analyze the logical development of ideas. The following is the description of the students' composition related to the logical development of ideas based on Advanced-level, Intermediate-level, and Novice level students.

a. Advance-level students in response of *WMM* implementation in terms of the logical development of ideas

ALS1's composition was classified into excellent to good level. It could happen because ALS 1 made her composition by addressed the topic given e.g by stating her title in line with the topic; her ideas in the composition were also concrete by giving further elaboration and it can be seen that her ideas were also thoroughly developed. ALS 1 also did not mention unneeded material in her composition different from her which stated unneeded comment in the series of event paragraph.

Having similarity with ALS1, the composition of advanced-level student 2 (ALS 2) also classified into excellent to good level. This could happen because ALS 2 made his composition addressed the topic given e.g by mentioning his title related with the topic given.

ALS 2's composition ideas were also concrete by giving further elaboration as stated in the paragraph two and paragraph three. Thus, it can be seen that his ideas were also thoroughly developed.

b. Intermediate-level students in response of *WMM* implementation in terms of the logical development of ideas

The result of the logical development of ideas for intermediate-level student 1 (ILS 1) at the beginning of the implementation of *WMM* was classified into good to adequate level. Since ILS 1 was able to address the issue quite well such describing series of event during tsunami. After several meetings the *WMM* was implemented, ILS 1 had improvement. His composition became classified into excellent to good. This could happen because ILS 1 made his composition addressed the topic given e.g by mentioning his title related with the topic given. His ideas were also developed well so they could be outlined. His composition also did not have unneeded material.

In the previous composition, intermediate-level student 2 (ILS 2) was classified into adequate to fair level. She got the result as she was not able to divide the paragraph exactly, her second paragraph was consisted only two sentence, and in the paragraph three she only wrote one sentence. However after several times the *WMM* was conducted, ILS 2 made improvement. Her composition became classified into good to adequate level as she was already able to divide the paragraph exactly. ILS 2 also made her composition addressed the topic given well, but still have minor such stating extraneous material e.g I was very very happy multiple times in her.

c. Novice level students in response of *WMM* implementation in terms of the logical development of ideas

In the previous composition, novice-level student 1 (NLS 1) was classified into unacceptable level. The researcher gave this assumption since NLS 1 ideas were incomplete e.g The sentence (a) Tsunami are natural disaster ever to hit one of the in Aceh did not have correlation with the next sentence (b) All people panic when large waves toward the tsunami....

It seems that the NLS 1 was hurriedly written her ideas without thinking deeply how to create it into a good order. However, in the second composition, NLS 1 made improvement as she was already able to divide the paragraph exactly and seemed to have deep consideration in creating the paragraph into a good order. Unfortunately, she made minor mistakes such stating extraneous material e.g that night we stayed in Villa grandmother it was wrong because actually this part should write about the reorientation of the first paragraph and should contain writer's comment. As a result, her composition became classified into good to adequate level.

Similar to the first composition of NLS 1, the novice-level student 2 (NLS 2) previous composition was also categorized into unacceptable level since the NLS 2 was rushing in composing her ideas so there was no correlation between first and second paragraph. Moreover, the relation of each sentence did not reflect the careful thinking of the writer. However in the second composition, LPS2 made improvement. She was not rushing in composing her ideas. Thus, among the paragraphs there was a good correlation. It can be seen that the writer had thought deeply before making the composition. Moreover, the relation of each sentence reflected the careful thinking of the writer, but unfortunately she made minor mistake by unfinished her last sentence, it could be she made mistyped in her composition. As a result, her composition became classified into good to adequate level.

4. The grammatical features of students' composition as a result of the implementation of windows movie maker

The term grammatical features could not be separated from the type or genre of the text. Since in this research the focused of the study was the grammatical features of recount texts. Priyana, Irjayanti, & Renitasari (2008:69) stated that there are some grammatical features in recount text. In recount texts some grammars which often occur are: (a) proper noun or pronoun to identify people, animals or things involved, (b) descriptive words which giving clearly details such as who,

what, when, and how the event took place are regularly stated to give clearly details about who, what, when, and how the event took place since the purpose of recount text itself is to tell the reader about what happened or the writer's experience, (c) actions verbs in order to refer the events, (d) the form of past tense used to locate events in relation to the writer's time, (e) conjunction and time connectives to sequence the events, (f) adverbs and adverbial phrases are used to indicate place and time.

Below is the example of students' composition which were taken after the *WMM* was used to teach writing skill several times. These following students' composition were from advanced-level, intermediate-level, and novice-level.

a. Advanced-level students in response of *WMM* implementation for several times in terms of grammatical features

Based on the data gathered, ALS 1 made an improvement related to the grammatical features. The researcher could find the adverbial time that was absent in the first composition e.g In my last holiday, I went to Jakarta.

A slight grammar problems occurred e.g (a) Tomorrow, my family and I will to visited in of placed in Jakarta, (b) In there, my family and I try out some games. The good side is the ideas for the whole paragraph could be followed and outlined. As a result, the researcher classified the second composition of ALS 1 into good to adequate level.

Similar with the improvement occurred in ALS 1's composition, ALS 2's composition also had an improvement related to the grammatical features. In her composition, the researcher also could find the adverbial time that was absent on the previous composition e.g Last holiday, my family and I went to Jakarta. A slight grammar problem occurred e.g (a) After we went to Ancol, we continued to Taman Mini, (b) after a long we walking we are decided to take a rest at hotel, but it did not influence the meaning that could be got through the whole paragraph since the ideas could be outlined. Based on the result gathered, this composition was classified into good to adequate level.

b. Intermediate-level students in response of *WMM* implementation for several times in terms of grammatical features

In this composition, ILS 1 made only a slight grammar problem which did not influence the way the writer communicate as the ideas from the whole paragraph could be accepted. A slight grammar problem such as missed to type the pronoun in the sentence at the first paragraph e.g After arrived, we went to Ancol □ it should be written as After we arrived, we went to Ancol. As result, in his second composition ILS 1 was in good to adequate level.

Similar to ILS1, ILS 2 also had improvement in the grammatical features of the text since the adverbial time existed e.g Last month my family and I went to airport. A slight grammar problem occurred such as the sentence e.g We lunch in there □ it should be better write as We had lunch in there. However, that problem did not influence the meaning that could be got through the whole paragraph since the ideas could be outlined. As a result, the researcher classified this composition into good to adequate level.

c. Novice-level students in response of *WMM* implementation for several times in terms of grammatical features

Based on the composition, NLS 1 made a significant improvement related to the grammatical features. In this composition, the researcher could find the adverbial time that was absent previously e.g Years ago in the first paragraph to indicate the time signal when the event happened. NLS 1 also made improvement in the way of writing the sentence. In this composition, NLS 1 knew that he must use simple past tense to indicate the activity happened in the past e.g (a) we waited at the airport, (b) we visited monas, and (c) After that, we bought souvenir. Although there were a slight mistake that could be found, that problem did not influence the meaning that could be got through

the whole paragraph because the ideas could be followed. As a result, the researcher classified this composition into good to adequate level.

Similar to NLS 1, novice-level student 2 (NLS 2) also had significant improvement in his performance related to the grammatical features. It can be seen that NLS 2 have mentioned the adverbial time e.g In the holiday in the first paragraph.

NLS 2 also recognized that in composing recount texts, the writer should use simple past tense to indicate the activity happened in the past e.g (a) First, I and family went to Jakarta, (b) We bought ticket, (c) We took picture, (d) Then we went to TMII, (e) We took some pictures. Although there were a slight mistake that could be found, that problem did not influence the meaning that could be got through the whole paragraph because the ideas could be followed. As a result, the researcher classified this composition into good to adequate level.

CONCLUSION

Based on the observation and students' composition above, it can be concluded that all the sample starting from the advanced-level, intermediate-level, and novice-level were improved in the terms of organization of the recount text. The subject of the study were able to provide important elements for instance orientation, series of events, reorientation in their compositions. To conclude, it seems that the implementation of *WMM* in teaching writing of recount texts was successful in terms of improving the students in composing a text with good organization.

In addition, in the terms of logical development of ideas. The subject of the study were able to provide the proper title based on the topic given. The ideas were also improved as the sample gave further elaboration. Thus, they were not rushing in composing their ideas so among the paragraphs there was a good correlation. It can be concluded that they have thought deeply to develop their composition.

The last one in terms of in the terms of the grammatical features, it can be concluded that all the sample starting from the highest one into the lowest one were improved in the terms of the grammatical features. The subject of the study were able to recognize that in composing recount text, they needed to put the adverbial of time to indicate the past event. Then, they also knew that in composing a sentence, someone must put the sentence in order e.g (Subject + Verb 2 or Subject) or (Subject + Was/Were + Adjective/ Adverb).

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THE GAP BETWEEN THE ESP CLASSROOM WITH THE WORKPLACE NEEDS (THE CASE STUDY OF RESTAURANT SERVICES)

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ABSTRACT

Preparing the students for career in the hospitality industry, particularly those who are working in the restaurant services require an ESP textbook that can meet the language skills needed in the workplaces. However, there is a mismatch between the content of the ESP textbooks and the actual workplace language demand. In order to help the ESP teachers to recognize and rectify the mismatch, this paper aims at describing the actual need of the restaurant services and the ESP classroom into a three-step methods 1) collect data about the employees needs of restaurant services, 2) use that data to evaluate the textbook used in the ESP classroom, and 3) supplement the ESP textbook to make it more relevant to the employment setting. By taking the students of Food and Beverage Services who have just finished doing job training in the restaurant as the sample of this research, it was found that the ESP textbook should be revised both in the language skill and the language content to meet the students' need in the workplace.

Key word: *hospitality industry, ESP textbook, language skills, language content, and demand*

INTRODUCTION

English is a vital need for those who are working in the hospitality industry. And the vocational institutions have important role to provide the language skills needed. ESP subject is one of the subjects which can provide the materials that can meet learners' need. Hutchinson (1976) stated that ESP is designed to meet learner's need which aims to enable learners to function adequately in a target situation. Therefore, ESP textbook used in the classroom should fulfill the language skills demand of the workplace. However, there is a mismatch between the content of the ESP textbooks used and actual workplace language demands. The objective of this paper is to find out the relevance of the ESP textbook - in this case, *an International Restaurant English (IRE) textbook* with the needs of employees in the workplace in this case, in the food service industry or restaurant services.

To help teachers recognize and rectify the mismatch between the ESP textbook and the workplace demand, this paper describes a three-step method to 1) collect data about the needs of employees, 2) use that data to evaluate ESP textbook used, and 3) supplement the ESP textbook to make it more relevant to the employment setting. To gather data from the employees about their English language needs, the writer used a questionnaire followed by some interviews. The sample of the research was all the fifth semester students of Food and Beverage Service department who have just been as employees in the restaurant for six months in 2014 and 2015 for job training.

RESEARCH FINDINGS

A. *The Description of the Respondents*

It has been explained previously that the respondent of this study was the students of food and beverage services department who have just finished their job training for six months in the workplace. Therefore, they were considered understanding the actual needs of the employees in the workplace particularly in the restaurant. The number of the students of food and beverage service department who have did job training in 2014 and 2015 were 59 students and did job training in the six different places as described in the following table.

Table 1 The Places of Job Training

No	Places of Job Training	Frequency	Percentage
1.	Bali	10	17
2.	Bandung	1	1.7
3.	Batam	11	18.6
4.	Jakarta	8	13.5
5.	Jogyakarta	6	10.2
6.	Makassar	23	38.99
	Jumlah	59	100

Based on the data described above, it seems that all the students did job training in the stars hotel (four to five star) and most of them did their job training in Makassar (23 students) followed by Batam and Bali. During the job training, each student had different position and job description as described in the following table.

Table 2 The Position in the Job Training

No	Job Position in the Job Training	Frequency	Percentage
1.	Waiter / waitress	22	37.7
2.	Bartender	11	18.5
3.	Server in the Banquet	8	13.5
4.	Room Service	9	15.2
5.	Greeter / Receptionist	7	11.8
6.	Cashier	2	3.4
	Jumlah	59	100

Based on the data described above, it has been found that most of the students had job position as waiter or waitress in the hotel restaurant. Based on the result of the interview, also it has been found that most of the students did two different positions or even three during the job training, such as the first three months as a waiter and the second three months as a bartender. The data description presented above were taken from the first position and / or the longest time position during the six months.

B. Survey of Employees

It has been stated previously that this research used three- step method in collecting data. Firstly, used the questionnaire and followed by interview to get information about their job training in terms of the place, position, and the using of English in the workplace (restaurant), secondly, the results of the questionnaire used to evaluate or analyze the textbook (International Restaurant English) used in the classroom, and thirdly, supplement the textbook to make it more relevant to the employment setting.

In terms of survey of employees, a workplace needs analysis describes the entire context in which English is used, including the skills, settings, topics, and relevant language functions. Official statistics about languages and language use in the workplace and other environments are not always readily available. Therefore, to conduct a language needs analysis for the hospitality industry, the writer began collecting data by giving questionnaire to the restaurant employees in the hospitality industry. The results of the questionnaire analysis can be seen in the following description:

- Based on the results of the questionnaire, it seemed that not all of the positions in the restaurant require English skills. From six kinds of position mentioned, the position as the restaurant manager require most English skills (40,6%) and followed by the reception /handling reservation (28.1%) and then waiter or server (22%) and the rest is greeter / welcome the guest (9.3%).

- The frequency of using English by the employees depends on the place and the position of the employees in the workplace. There are only 15,7% of the employees always speak English (100%) in the workplace and those of them worked in Batam and most of them, 46.8% said that they often (75%) speak English in the workplace and those of them worked in Bali and Yogyakarta. And 25% said that they sometimes speak English in the workplace and those of them worked in Bandung and Makassar even there is one employee said that he never speak English in the workplace.
- The English skill most needed by the employees in the restaurant is speaking skill. There are 50% of employees mentioned that speaking skill is the most important skills needed in the workplace, followed by listening skill (31.2%) and then structure or grammar (12.5%) and the rest are writing skill (4.7%) and reading skill (1.6%).
- Regarding to the topic required in the restaurant, explaining the menu (food and beverage) to the guest is the most required material in the restaurant (31,2%) followed by welcoming the guest (21.9%), handling guest complaints and handling reservation are 18.8% and 15,6% respectively. And offering food / drink and serving food / drink had 6.3% in each.
- Not all of the materials covered by the textbook, there are some other topics or materials needed in the employees in the restaurant such as serving wine, handling room service and handling events in the banquet.

To gather data from the employees about their English language needs, beside giving the questionnaire, the writer also did some interviews to the 14 employees from 6 different places and 6 different position. Following are some of the most important conclusion from the interviews:

- Most employees said that English skills would be required for the high level position in the restaurant, such as restaurant manager and restaurant supervisor. Almost all of them view English as either necessary or very important for carrying out their jobs.
- Most employees with English skills are offered a job in the front area with serving the guest by face-to face such as greeter, waiter/ servers, and bartender.
- The largest need is for waiters / order takers and receptionists in terms of welcoming the guest, explaining the menu (food and drink) include serving wine, handling guest complaints. The least priority is for the back office employees such as stewards.
- Speaking and listening skills are far more important than reading and writing skills in the hospitality industry. However, some employees said that they still need grammar or structure to communicate correctly. While reading and writing skills are not so important for them but would be required by the high level (employers) in terms of writing business letter.

The data indicate that, in general, employees who use English as part of their daily routine possess an intermediate level of spoken English language proficiency and need to be improved. Some employees also need to improve their English grammar and English writing skills. Overall, the employees surveyed indicated the following problems:

- Employees cannot express themselves coherently or fluently in spoken English.
- Employees cannot understand native English that is spoken at a normal speed.
- Employees have an inability to recognize and express the specialized terminology of food and drink.
- Employees confuse formal and informal language styles. For example, an employee might say, “Drop your coats.. I’ll take ‘them to the cloakroom” to a guest who has just welcomed rather than the more appropriate, “May I take your coat, Sir?”
- Employees are unfamiliar with important language topics and functions needed for effective communication with English-speaking visitors.

C. Evaluating the ESP textbook

After collecting data from the employees regarding the using of English in the workplace, the next step is to analyze or evaluate the ESP textbook. There are many ESP textbooks related to

the job-workplace for the hotel, restaurant and tourism industry sold commercially in the bookstore. Whatever the kind of book used in the classroom, the ESP teachers should select the textbook used to meet the English language needed by the employees in the workplace. In this research, the textbook that was being analyzed is *International Restaurant English ; IRE (Keane, Leila.1990)* as the compulsory textbook used in ESP subject in the FBS department. This text book will be evaluated to find out the degree to which this textbook met the English language needs as identified by the employees in the hospitality industry.

There are many methods can be used to evaluate the text book. Harmer (1991:279) stated that the evaluation of the materials should be as formal and principled as possible, and that is why we need the materials evaluation forms and use of checklists based on criteria such as grammar and vocabulary lesson, the appropriateness of topics, and the overall relationship to the syllabus. Cunningsworth (1987:5-7) introduced four major principles used to evaluate textbook. Grant (1987:118) stated that the perfect textbook that is going to be used in teaching does not exist. Nevertheless, the best book should be available for students and for teachers. Such a book should satisfy three conditions: 1) It should suit the needs, interests, and ability of your students, 2)it should suit you as the teacher, 3) the textbook must need the needs of official public teaching syllabus or examinations. Accordingly, to evaluate the text book, the writer used the questions introduced by Grant by selecting the questions related to evaluate the suitability of the English skills needed by employees in the workplace. The questionnaires are as follows:

1. ***Does the textbook suit your students? In terms of is it attractive and cultural acceptable? Does it reflect your students' needs and interests? Are there enough authentic materials as the real life of the students? And Does the book contain enough communication activities to enable then students to use the language independently?***

The IRE textbook was designed attractively and used the relevant pictures to introduce the topic in each unit and this can attract the students' interest in learning English. However, this book will be more attractive if the pictures are colorful (not white and black color). And the contents of the textbook are the expression used in international standard of the restaurant services and are understandable and acceptable by Indonesian people and culture. All the topics related to the students' needs in the restaurant service. However, it does not contain authentic materials for local people, such as Indonesian students in general, particularly, for Makassar students. Example, the topic of "Restaurant and their Services", it should cover all restaurant types in Indonesia such as *lesehan, warung tegal, and bakso kiosk*. Because the customer or foreigner probably may ask about that. The activities introduced in the text book are communicative activities but still not enough. They do not cover all the communicative competence needed by the students in the workplace.

The lack of culturally relevant content in any textbook is detrimental to student motivation. Students may feel alienated when everything in the book is taking place somewhere else. A student could be forgiven for asking, "Where am I in all this?" Students' self-confidence and motivation are boosted when instructional material is directly relevant to their culture and way of life. The selection of textbook content should take into account the cross-cultural dimension of the hospitality industry. Textbook writers and instructors have to keep in mind that future graduates will most likely work in a culturally diverse context. They should therefore aim to raise learners' awareness of culturally appropriate language related to music, sports, food, and pastimes, to name but a few. Students find the material much more exciting when there is something for them to identify with.

The textbook also does not offer opportunities for student to demonstrate understanding of similarities and difference between their own cultures and the culture of people from English-speaking countries. Students should, for example, be aware that the physical distance between speakers during a conversation is important for communications. When speakers stand close to each other in Indonesia content, it is perceived as "being friendly," but the same distance might be disconcerting to a British or American traveler and would be interpreted as "breathing down their

neck,” especially when you have only just met them. Without a full awareness of other peoples’ (and our own) attitudes, mind-sets, and ways of life, misunderstandings will prevail and communication will suffer as a result. When preparing the content for a course, teacher must draw up an inventory of topics and situations that are relevant to students’ needs likely to motivate learning. By the time student graduate, they should be able to carry out the basic communicative tasks required in the hospitality industry. Many of the useful topics in are not covered at all or are presented so generally that they are not relevant to the hospitality work environment. For example, the contents of unit : Banqueting arrangements (unit 13) are more suitable for employees in operational level. They are not useful for students who are starting their careers at the bottom of the ladder as receptionists, greeter or waiters. At this stage and their careers students are less likely to find themselves in situations where they have to organize or arrange big events and make negotiation. Based on the data collected it seemed that not all of the ESP course such as International Restaurant English (IRE) helps students learn the English language functions they will encounter in the hospitality industry. Although the IRE textbook may be perfectly appropriate for a different ESP course, it does not entirely satisfy the communicative needs of the hospitality industry because there is insufficient presentation and practice of many of the specific language functions.

2. Does the textbook suit the teacher? In terms of Is there a good, clear teacher’s guide with answers and help on methods and additional activities? Are the recommended methods and approaches suitable for you and easily adaptable?

The textbook has no teacher’s book that can be used to guide the teacher in teaching the materials. Although the methods and approaches used mainly communicative, the classroom condition and facilities seem not to support the teaching activities. The classroom lay out which is very closed each other cannot allows students to move easily and speak loudly particularly in listening activities. Since the book does not provide enough materials to cover language skills needed, the teacher should create other additional materials.

3. Does the textbook suit the syllabus and examination? In terms of syllabus of competency based training?

Since the Tourism Polytechnic of Makassar applied syllabus of competency based-curriculum, all the materials should meet the curriculum and syllabus need. The contents of the syllabus are arranged to meet the workplace needs. The textbook of International Restaurant English cannot covers all the communicative competences needed by the syllabus. The textbook places a strong emphasis on listening and its audio component provides plenty of listening input, so there is a lot of opportunity for students to improve this skill. However, the textbook fails to focus on speaking, which is the language skill most suggested in the syllabus and most needed in the hospitality industry, as reported by employees in the survey and other skills such as reading and writing are ignored in this textbook. English subject in the syllabus divided by three level namely Basic Level , Supervisory Level and Managerial level. The IRE textbook is suitable for supervisory level and preparation to managerial level. Therefore, the textbook is suitable for the fifth semester students for Diploma III.

D. Supplementing the ESP textbook

In Indonesia, students have limited exposure to English outside of the classroom. Apart from the few occasions where learners get to meet native speakers of English-mainly business people and tourists-there is little opportunity to use the language. To compensate, English language programs must provide learners with a rich and diverse linguistic and cultural experience. Tomlinson (1998) point out that, when evaluating instructional material for language teaching, it is important to consider how interesting the content is for the learner’s, but it is paramount for the material to be clearly linked to the course objectives.

However, no textbook is perfect. In other words, instructors will almost always need to supplement materials to a certain degree based on learners' specific needs. According to Allwright (1981: 9) "There is a limit as to what teaching materials can be expected to do for us. The whole business of the management of language learning is far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials." And according to Hutchinson and Waters (1987), if existing materials are found to be ineffective, they can be adapted or reflect the learning needs and objectives that have been identified.

Based on the data from the employee surveys, many chapters of *International Restaurant English* need to be supplemented with rewritten or adapted material to meet the needs of the English language learners in the hospitality industry. Teachers can take advantage of English language newspapers, magazine, and internet content to supplement the textbook in the following ways:

- The textbook can be supplemented with additional topics and language functions applicable to the local hospitality industry. Not only do students have to learn how to express these important language topics and functions, they also need lessons on how to use the correct language style to distinguish levels of formality as it relates to age, gender, social status, and setting.
- The speaking skills is very important in the hospitality industry, but it is the employees' weakest skills, and it is insufficiently dealt with in the textbook; this calls for the writing of authentic dialogues for group work and role plays based on the critical language topics and functions.
- Reading and writing skills are a lesser priority for most employees, but these skills area still important; therefore, the exercise in the textbook can be adapted as necessary for practice in reading, writing, and translating promotional material and business correspondence.
- English Grammar still required by the employees in order to communicate not only fluently but also correctly. Also, some other topics should be covered in the textbook such as handling room service and serving wine as requested by the employees.

CONCLUSION AND RECOMMENDATION

ESP textbook used in the classroom should be relevance with the employees' needs in the workplace. Before selecting or being assigned an ESP textbook used, teachers need to assess its usefulness. The steps to make teaching methods correspond with students and employment needs require gathering data from stakeholders through observation, interview, and questionnaires to describe the specific workplace language demand. This data can then be used to evaluate the textbook and will lead to valid decisions for supplementing the textbook with extra material or activities.

Using the textbook as the sole instructional guide, from cover to cover, without any supplemental material, will not address the realities of individual learning situations. By their potential employers, ESP teachers can judge the requirements of the workplace and be able to bridge the mismatch or irrelevance.

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REASONS WHY LISTENING IN ENGLISH IS DIFFICULT: VOICE FROM FOREIGN LANGUAGE LEARNERS

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ABSTRACT

Listening is not as easy as people think, particularly when the English language has status as a foreign language that is different from a second language as well as first language. For many reasons, foreign language learners find it difficult to listen to English. Although some language learners find it easy to comprehend listening, there are still more learners who have got difficulties in listening than others who do not. There must be some factors that hinder listeners to do it well. Although listening is categorized as a receptive skill, it is an active process. Listeners have to focus on what they are hearing since this involves many mental processes. If a question is asked 'how many people in a foreign language setting are able to listen very well?'. For the first sight, the answer is not many. However, when a lot of trainings are conducted, the answer will be different. This study documents some reasons why students have got difficulties in listening in English in order that some assistance to help the learners of English can be provided in strategic ways.

Key-Words: *listening, difficult, foreign language*

INTRODUCTION

English serves different status in different countries. Kachru (1992) in his book *The Other Tongue: English across Culture* and Kachru (2005) in his book *Asian Englishes Beyond the Canon* discussed countries in which the English language had developed extensively and stated within which group or circle those countries belonged. English may serve as the first language, the second language, or as a foreign language. There are five countries speak English as their first language, namely, the United States of America, the United Kingdom, Australia, New Zealand, and Canada. Some countries such as Singapore, Philippines, Hong Kong, and India appoint English as the second language. People in those countries are able to speak English through their colonials. Some ex-British colonials occupied those countries. Other countries, such as Thailand, Japan, Korea, and Indonesia learn English as a foreign language. English is learned and taught at schools and universities in those countries.

The trend of globalization has spread and developed English around the world and this provided unlimited access to many fields such as intercultural understanding as well as entertainment, in addition to science, ICT, and economic (British Council, 2013). The trend and the dynamic force in global age have affected English as a Second Language (ESL) or as a Foreign Language (EFL) spread worldwide. There has been a great demand in English instruction that results in competent English users both in Western and Asian countries. As English is becoming 'a global language' (Crystal, 1997, p. 3), a number of people from various continents are able to speak English nowadays. As the most popular used language in the world, in various forms, English is estimated spoken by 400 million people as a mother tongue and an additional 2 billion as a second and/or foreign language (Demont-Heinrich, 2007). By the year 2040, this number is estimated to increase up to 3 billion functional users of English, or about 40 per cent of the world's projected population at that time (Graddol, 2006).

In English language teaching, it is necessary to identify language performance. The human race has fashioned two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading. Language is distinguished into two types, namely, spoken language and written language. Listening and Speaking are identified as spoken language,

while Reading and Writing are identified as written language. Many people in the world want to speak English fluently without considering that they have to master other skills of English as well. As a result, much of language-teaching energy is devoted to instruction in mastering English conversation with neglecting the importance to incorporate of numerous other forms of spoken language into a language course, especially in teaching listening comprehension. This may be one of many reasons why people find it difficult to listen in English. Although the ability of speaking in English is important, globalization requires people to master English and all its aspects, reading, writing, speaking, including listening. Some people find it easy to listen in English, while others do not. Following a presentation entitled 'How easy do you find it to learn English' (Rintaningrum, 2016), it is necessary to investigate the reasons why listening is difficult. Some sources documented some reasons why listening is difficult. They are listed as follows:

1. *Clustering (a group of similar things; putting words into groups; brainstorming, mapping).*
2. *Redundancy (rephrasings, repetitions, elaborations, and little insertions of 'I mean' and 'you know')*
3. *Reduced forms: spoken language has many reduced forms and sentence fragments (Gd day, mate, I'll, I've, 20 five cents: stress on five)*
4. *Performance variables (in spoken language, hesitations, false start, pauses, and corrections are common).*

But, uh....I also.....to go with this of course if you're playing well....if you're playing well then you get uptight about your game. You get keyed up and it's to concentrate. You know you're playing well and you know...in with a chance then it's easier, much easier to...to you know get in there and....and start to...you don't have to think about it. I mean it's gotta be automatic.

5. *Colloquial language (idiom, slang, reduced form, and shared cultural knowledge= dine in or take away).*
6. *Rate of delivery (fast)*
7. *Stress, rhythm, and intonation (The PREsident is INTerested in eLIMinating the eMBargo).*
8. *Interaction (Students need to understand that good listeners (in conversation) are good responders. They know how to negotiate meaning (to give feedback, to ask for clarification, to maintain a topic) so that the process of comprehending can be complete rather than be aborted by insufficient interaction).*

Listening, in most general terms, is simply described as the act of hearing. While such definition merely alludes to listening as a neurological event, listening involves many invisible mental processes of understanding speech in a second or foreign language (Rost, 2002). No single definition exists that captures the complexity of these mental processes and thus what constitutes listening comprehension. Nevertheless, several aspects have emerged from evolving body of research over the last few decades that have contributed to better understanding of the nature listening comprehension. These aspects include (Rost, 2002):

1. **Receptive** (*receiving what the speaker actually says*):
 - *Getting the speaker's idea, decoding the speaker's message, receiving the transfer of images, impressions, thoughts, beliefs, attitudes, emotions from the speaker.*
2. **Constructive**
 - *Catching what is in a speaker's mind, finding out what is relevant for you, noticing what is not said.*
3. **Collaborative**
 - *Responding to what the speaker has said, acting interested while the speaker is talking, signalling to the speaker which ideas are clear and acceptable to you.*

4. *Transformative*

- *Involvement with a speaker without judgment, empathizing with the speaker's motivation for speaking, the process for altering the cognitive environment of both the speaker and listener.*

Listening is a vital primary stage of language acquisition. If students do not listen or learn to listen well, then the latter stages of the complex pattern of language acquisition within a productive framework (in other words, Speaking and Writing) in the communicative classroom will be difficult. This study documents a number of perspectives on why listening in English is difficult for foreign language learners. Listening in this study means when students have listening practice, for example listening to the dialogue, monolog, or long conversation. Moreover, students find it difficult when they have listening test with similar types of the listening practice above.

Research Question

The research question to ask is:

1. How difficult do you find it to listen in English?

The Purpose of The Study

The purpose of the study can be stated as follows:

1. Investigating how the learners of English find it difficult to learn to listen in English as a foreign language.

METHOD

Survey

Surveys were used to obtain information from students who learn English at TPB class 20 in academic year 2016. The number of students surveyed at the University was forty. The participants were given questionnaire about their perspectives and views on the processes of teaching and learning English as a foreign language, in particular, when they are learning to listen in English. In undertaking the surveys, questions were employed as a guide, and each of the participants was given approximately from 30 to 45 minutes to discuss and answer these questions. Since this is open-ended questions, the participants are free to express their ideas and comments as well as feedback.

RESULTS AND DISCUSSION

This section discusses the participants' points of view concerning how easy they find it to learn to listen in English. The results of the interview are recorded in Table 1.1.

Table 1.1 Reasons Why Listening is Difficult

Theoretical Categories	Indicators	Frequency
Status of the language	English is not our language	35
	I don't speak English	30
	English is not the first or the second language, but a foreign language	5
Knowledge of language	I don't understand some vocabularies	25
	I am lack of vocabulary	30
	I don't understand the grammar and structure spoken	25
Familiarity	I am not familiar with spoken language	38
	The sound I am hearing is just passing	38

	I don't understand what the speakers are saying	30
	I find it difficult with the accent	25
	I don't get what the speakers are saying	35
Lack of practice	I practice listening exercises rarely	38
	I don't watch movies in English frequently	20
	I don't feel confident when I have listening test	28
Speed of the speaker	The speakers talks very fast	25
Speaker	The speakers do not speak clearly	27
Listening strategies	I am confused when I have listening test	35
	I forget with what the speakers are saying	37
	I do not know what to do and how to listen well	37
Anxiety	I feel worry before having a test	35
	I am afraid if the test is difficult	27
	I am afraid if I can't do the test	30
	I worry if the results are not good	26
	I am afraid if I am not able to answer	30
Translation	I have to translate what I am hearing	38
Listening test demand	I have to listen and write at the same time	5
Lack of concentration	I am lack of focus during a test	7
Facilities	The sound system is not good	19

A number of reasons contribute to why listening in English is difficult. Although some people find it easy to listen in English, many people still find it difficult to listen in English. Table 1.1 records a number of reasons why listening is difficult for some people. The reasons are (1) the status of the language; (2) knowledge of language; (3) familiarity; (4) lack of practice; (5) speed of the speaker; (6) speaker himself; (7) listening strategies; (8) anxiety; (9) translation; (10) test demand; (11) lack of concentration; and (12) facilities.

Table 1.1 shows that 38 respondents commented that they find it difficult to listen in English due to the way they accept the incoming information. The study is conducted in the setting where English is learned as a foreign language. The respondents commented that they have to translate the information they receive before deciding the correct answer. This may relate to the status of the language spoken in that setting.

Moreover, the reason why listening in English is difficult is because the respondents lack practice listening in English. As a result, the participants are not familiar with what the speakers are talking. It becomes worse when the knowledge of language that the respondents have is limited. One of the reasons why respondents are not able to answer the questions in listening is due to the lack of the respondents' knowledge in grammar, and vocabulary.

Psychological factor, namely, anxiety also influences the ability of participants to respond in listening correctly. The indicators that students feel anxious are when feeling worry before having a test, feeling afraid if the test is difficult, feeling afraid if they cannot do the test, and feeling worry if the results are not good.

The result of the survey shows that 37 students need listening strategies to help them improve their listening skill. It is recorded in Table 1.1 that participants are confused when they have listening test, they are not able to remember the dialog, and they do not know what to do and how to listen in English well.

Another reason why the respondents find it difficult in listening in English is because they have to listen and write the answer at the same time. Listening test is different from reading or grammar and structure tests. The listeners' responsibility is not only listening to the speakers, but they have to be able to decide the correct answer at the same time when they are listening,

otherwise they will miss the session. This perspective is very interesting since this can be a new perspective in literature. This indicates that types of test require different approaches to do it. Lack of practice also contributes to the reason why listening is difficult. Good facilities help the learners of English listen properly. This shows that if the facilities are not good, the listeners find it difficult to listen well. Facilities influence the process of learning in English, in particular, listening.

RECOMMENDATION

The reasons why listening in English is difficult are found. Therefore, some recommendation can be made in order that the learners of English are able to improve their listening skill.

1. Students need to invest more time to practice listening in English. It is because **time investment** has an influence on English achievement. Time investment means how much time students spend in learning to listen in English. The more students practice their listening skill, the more students are familiar with English. If students are familiar with what they hear, the way and the speed how the speakers speak in English can be followed. Moreover, students need to spend more time to improve their grammar and vocabulary. The more the grammar and vocabulary improve, the higher the score students will get.
2. **More opportunity to learn** (Carroll, 1962; 1963; 1975; 1989) English need to be provided. Students need to practice listening many times in order to improve their listening skill. The more the students practice, the more the students feel confident. Feeling confident in learning English, in particular, listening helps students to reduce their stress when they get listening class or a test. Anxiety is a psychological factor that has an effect on achievement. With more opportunity to learn, with more time spending on learning English, it is expected that some psychological factors that have negative effects on English achievement can be reduced.
3. Teaching and learning listening strategies is necessary. Listening strategies can be taught separately from the process of learning or integrating teaching listening strategies in the process of learning. **Strategy investment** has a positive influence on English achievement.
4. It is not enough to master the aspects of language in an English Language Proficiency Test (ELPT). Mastering types of test is also important since this can help the learners of English to have a good preparation in a test.

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INSTRUCTIONAL ROLE PLAY METHOD: AN ALTERNATIVE WAY IN TEACHING SPEAKING (A Research Project at Access Microscholarship Program in Ambon)

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ABSTRACT

The Instructional Role-Play method as an alternative way of teaching speaking highlights the Role-Play method as used to teach a U.S Embassy Sponsored Access Program class in Ambon, Indonesia. How can the Instructional Role-Play method increase the speaking level of students? Does using the Instructional Role-Play method help with student's confidence in speaking activities? How was the Instructional Role-Play method adapted in The U.S. Embassy Sponsored Program Access class in order to be more effective? These are some of the questions that will be discussed and explained through research findings and related hands on experience. Teachers from all levels will benefit from the research being presented because it will give clear and specific guidance on how best to implement the Instructional Role-Play method immediately in your classroom in order to get the most positive benefits.

Key words: *Instructional Role Play method, teaching speaking, ELT class*

INTRODUCTION

The Role of Speaking Skill

Speaking has an important role in our life. As mentioned above there are some advantages that we can get through speaking. Brown and Yule (1983) mention three roles of speaking.

First, Talk as Interaction: Talk as interaction refers to what people normally mean by conversation and describe interaction that serves a primarily social function. When people meet each other they exchange greetings, engage in small talk, because they wish to be friendly and to establish a comfortable interaction with others.

Second, Talk as Transaction: Talk as transaction refers to the situation where the focus is on what is said or done. Getting the meaning of talk or message accurately is its main function. The example of talk as interaction, such as classroom group discussion and problem solving activity, Asking someone for direction on the street and Ordering food or menu in the restaurant.

Burn (1998) distinguishes two types of talk as interaction. First type is where the focus is on giving and receiving information and when the participants focus primarily on what is said or achieved. For example: asking someone for direction. The second type is transactions that focus on obtaining goods or services like ordering a food in a restaurant.

First point is **Talk as Performance:** Talk as performance refers to public talk that is talk that transmits information before an audience, such as classroom presentation, public announcements, and speeches. Talk as performance is more like the form of monolog rather than dialogue. The example of talk as performance such as Giving a class report, Conducting a class debate, Giving a speech of welcome and Giving a lecture

Teaching Speaking in ELT Class

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well

as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Approaches to the teaching of speaking in ELT have been more strongly influenced by fads and fashions (Jack Richards, 2008). “Speaking” in traditional methodologies usually means repeating after the teacher, memorizing a dialog, or responding to drills, although speaking is to communicate. When the teacher teach speaking to the students it is meant the teacher teach students try to communicate use the language. Julian Edge (1993) stated that communication is the heart of ELT.

A good teaching learning activity should be a good interaction between teacher and students. To teach the students the teacher should communicate or speak with them. Communication becomes the central to the learning process, without communication learning could not work well. In English class, they have to communicate in English to practice their speaking skills. Scott Thornbury suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become ‘talking classrooms’ (Harmer, 2007).

Good speaking activities can and should be extremely engaging for the students. If they are all participating fully - and if the teacher has set up the activity properly and can then give sympathetic and useful feedback - they will get tremendous satisfaction from it (Harmer 2007). It means that the teacher has to use a proper method, which can raise interest and motivation of the students to speak up in the classroom.

The goal of teaching speaking

The goal of teaching speaking actually to make students is able to speak up or communicate with others (Widiati & Cahyono, 2006). The student has to achieve the goal in speaking optimally because if they can speak they can share their feeling and ideas, they can share information in a small group or large discussion. By speaking the student also can describe person or place, narrate incident from own experience, explain and report information, influence and persuade someone, entertain people, but the most important is by speaking student can build their social relationship.

The aim of teaching speaking is communication. So it means that a perfect English is not necessary, the important thing that the teacher has to do is to force the student to speak up with English language that they have, not on their grammar.

Speaking involves three areas of knowledge (Burkart, 1998). First, **Mechanics** (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation. Second is **Function** (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and precise understanding is not required (interaction/relationship building). Third, **Social and cultural rules and norms** (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reasons.

In the communicative model of language teaching, the teacher should help student to build their knowledge by providing authentic practice that prepare student for real-life communication situation.

Role-Play Technique

The basic concept of Role-Play is by imitating a character or behavior of a person. In this sense, the students pretend as someone else in the real world situation brought into the classroom. Moreover, According to Roy Killen (1998) role play is an unrehearsed dramatization in which individual improves behaviors that illustrate acts expected of person involved in defined situation. So role play is a learning activity which the learners have a role to act like other people in a situation. They also explained that role-playing provides framework in which the students build their own sentences but they may decide by themselves what they want to say. The fact is some teachers have asked the students to write their own dialogue and students generally like this because they can consider their own interactive needs.

According to Blatner (2002) in role play, students will act like someone else in the real word situation that they bring into the classroom such as acting as a soldier who did the military exercise,

or like a pop star in his concert, or even as a teacher who teach the student. Moreover, Role play also can give the student opportunity to interact with friends to practice their speaking and build the cooperation when they are make dialogue and practice together. When students act out based on their dialogue, they become excited to practice and then perform in front of the class.

In Role Play originally the students are encouraged to be active in speaking, able to overcome their nervous and reluctance because they have conversation with their friends. Moreover, Role play can stimulate the students to speak English in direct communication and freely express their idea, thought, and feeling, in various situations in English as they act in their roles. When they have been familiar with speaking freely in role plays, they will use the language in a real life situation easily. This will motivate the students to learn more eagerly as they hope to be able to use the language.

Role play is used as a method for teaching because it is fun for students; the creative aspect of the exercise will make it seem more like play than studying. It also can motivate student to solve a problem or conflict that occurs in the story. According to Bahri Cs (2010) that the objectives of using Role-Play are first, students will appreciate other people and learn to a responsible person. They are also learning how to make a spontaneous decision in their group, learn about critical thinking and problem solving.

On the other hand role play becomes ineffective technique if the students are less confident and uncooperative. As we know that role play is the opportunity to practice improvising a range of real life spoken in the classroom. If the students feel ashamed, it will make the activities boring even embarrassing. One of the factors that makes role play difficult to be conducted is the unclear instruction. In this case the teacher gives students the situation which is too complicated for them. For example, the situation is about the president who gives speech about the politic issue in the meeting. Teacher is not supposed to give this kind of situation because it makes them difficult to imagine.

The suitable situation for them is about daily activities or the problem which is happen around them, for example about buying something in the shop. There are three factors that can contribute to a role play's success, they are: making sure that the language demanded is well within the learner's capacity, the teacher enthusiasm, careful and clear presentation and instructions. Furthermore, Harmer (1984) suggested the use of Role Play because it's fun, motivating, and students are able to express themselves in a more enjoyable way. Furthermore, role-play offering a much wider range of language opportunities.

Instructional Role-Play

Davis (1993) states that Instructional role play is a role that the students able to make a dialogue and act out to fit their views of the situation and characters they are playing. In instructional role play the students will make a dialogue based on the instruction given. Furthermore, Instructional role play gives students an opportunity to become deeply in thinking about how they would react in real world situation. The role is designed to help students understand the feelings of others by acting out situation in which there is a conflict or dilemma.

In order to have a successful Instructional Role Play, students assimilate information that is provided about their role and then act out the assigned role in accordance with their interpretation of how their character would behave in fictional situation (Roy Killen, 1998). The students will get information from what they should do based on the instruction given.

Steps for Instructional Role Play

Steps of Instructional role play according to Roy Killen (1998) as followed:

1. Select the role play scenario: The prime consideration must be the learning outcomes that the student has to achieve. The scene to be played out must something real with the students' daily life.
2. Have the role play scenario reviewed: In writing a role play, do not give too much detail because the student will not able to create their own authentic representation of a real life freely. In this part the student will make their own dialogue based on the instruction given.

3. Teacher will ask the students what they will doing and give reasons: Teacher will ask students about their expectation during the role play. Teacher must explain to them that it is a learning experience, not just entertainment.
4. Select participants and explain the role.
5. Explain what the teacher expects from the audience. Highlight some of the specific points that you want the audience to look for, for example character X's reaction when Y does some particular thing. Suggest the students to identify with or tries to experience the feelings of one or other actors.

METHOD

The researcher used Pre-Experimental research with one group pre-test and post-test design. There were two kinds of variables, independent variable and dependent variable. The independent variable is Instructional Role Play Method and dependent variable is the students' speaking ability. The population of the research was only one Access class Batch 4 Ambon Site with 20 students, therefore the teacher decided to take one class as the sample of the research. Besides the tests, I also used observation in order to answer some of those research questions.

Research Procedure

The procedure of this research was presented in chronological order. First, I conducted a **Pre-test** at the first meeting in order to measure the degree of dependent variable. The form of speaking test is oral test. I wrote six questions in the whiteboard, and the students would have a dialogue based on the questions. Each of the students would have three questions and they would ask each other. Students A would ask student B, then student B would ask student A. the score are taken in five criteria, which are the scores of fluency, pronunciation, structure, vocabulary. The questions like do you have a cat? What do you say if your friend tells that his pet is sick? What do you say to response suggestion from your friend? Do you how to make cake? What do you say to praise cake from your friend? And what do you say to response praise from your friend?

Second, I have some **Treatments**. Those are:

1. **Presentation stage:** In the presentation stage, the researcher divides students in four groups of five students. The researcher explained their roles and situation that the students have to do in the instructional role play and the goal.
2. **Practice stage:** In this stage the researcher ask the students to practice the instructional role play in their group, while the researcher goes around the class checking and giving helps as the student needed.
3. **Production stage:** In this stage the researcher ask the student to perform their instructional role play in front of the class. Next the researcher gives feedback on the wrong grammar and pronunciation.

The last research procedure would be the **Post-test**. The researcher would give the post-test for the student after doing the treatment to measure the change on their ability. The form of post-test is same with the pre-test.

FINDINGS AND DISCUSSION

The effectiveness of instructional role play method in improving students' speaking ability can be seen by comparing the result of the students in their Pre Test and Post Test. The purpose of conducting the Pre Test was to find out the ability of students before giving the treatment. The post test aimed at the result of the students' improvement after applying the treatment. There were also three meeting of applying instructional role play method. In the first meeting, the teacher gave the topic for instructional role play is "Gratitude". In the second meeting, the topic was "Giving Praise" and on the third meeting, the topic was "Greetings". The students started to perform their instructional role play method, so they had three times to perform their instructional role play method.

Pre-Test Result

In carrying out the research, the researcher started by giving pre-test at the first meeting. In this test, the researcher gave 6 questions for 2 students. Each student got 3 questions. From the question, each student was asking each other. The list of students' score of the pre-test as followed.

NO	Flue ncy	Pron uncia tion	Stru cture	Voca bular y	Score
1	4	4	4	4	16
2	3	4	4	4	15
3	3	2	2	2	9
4	4	4	4	4	16
5	2	2	1	1	6
6	3	3	2	2	10
7	2	2	3	3	10
8	3	2	3	3	11
9	2	2	1	1	6
10	2	2	3	2	9
11	2	2	3	2	9
12	4	3	4	4	15
13	3	3	4	4	14
14	2	2	3	2	9
15	2	2	2	1	7
16	3	3	3	3	12
17	3	2	4	4	13
18	2	2	3	2	9
19	3	3	3	3	12
20	2	2	1	1	6

Based on the students' test result there was no students who got poor score. Then 10 students got enough score. Those who got this score answered the question with limited vocabulary and structure. They only answered the question with yes/no. They had inaccurate pronunciation and lot of hesitation when they were speaking. On the other hands, 10 students got good score. Those who got this score had standard fluency and pronunciation, and also had limited structure and vocabulary. However, none of students got very good score. From the grades, it can be seen that half of the students were in enough grade.

Based on the data and score description of Pre Test, it showed that the students could not answer the questions in practicing the expressions. They were lack of fluency, pronunciation, structure and vocabulary. They still had lot of hesitation in answering the question and use wrong pronunciation. Their structure and vocabulary were also limited.

Post-Test Result

In the last of the meeting, the researcher did the Post Test to measure the improvement of students after applying the instructional role play method. The list of students' score of Post Test as followed.

N O	flue ncy	pronu nciatio n	struct ure	vocab ulary	scor e
1	5	4	4	5	18
2	5	4	4	5	18

3	4	3	3	3	13
4	5	4	4	4	17
5	2	3	2	3	10
6	4	3	4	4	15
7	3	2	3	3	11
8	4	4	4	4	16
9	4	4	4	4	16
10	4	3	3	3	13
11	4	4	4	4	16
12	5	4	5	5	19
13	4	4	4	4	16
14	2	3	3	4	12
15	2	3	2	2	9
16	4	3	4	4	15
17	3	2	3	3	11
18	3	3	3	3	12
19	5	4	4	4	17
20	3	2	2	3	10

The data of students' Post Test result showed the improvement of students in their speaking ability. Based on the result, it can be seen that there were still no students got poor score. Then, 3 students got score enough, 9 students got good score and 8 students got very good score. This means that the ability of students to speak up was increased. In the Pre Test most of the students got enough score, but in Post Test they got very good score. From the score it can show that after applying the Instructional role play method the students were in very good grade. Based on the data and score description of Post Test in the table, we could see that most of students got good and very good score. It means that they could answer the question well with good fluency, pronunciation, structure and vocabulary.

DISCUSSION

The effectiveness of the instructional role play method can be seen when the students can speak well. It can be shown by the increase of their fluency to speak up, good pronunciation, good structure and appropriate vocabulary. When the researcher conducted the pre-test, the achievement of the students was basically low. Many problems faced by the students in order to speak up, as the result most students couldn't speak well. But after applying the instructional role play method, the ability of student to speak up significantly improved. It could be seen by comparing the students' result in Pre Test and Post Test. Most students have achieved good score. Based on the result of the data analysis, it can be proven that the students' score of speaking were increased after using instructional role play method.

The advantages of Instructional Role-Play

When the researcher did the research, the researcher found some advantages in using instructional role play method in teaching speaking. First of all, the students were more active. The researcher found that the enthusiasm of students in learning was increased. They became more active in the class, especially when the researcher asked them to perform their dialogues in front of the class.

Secondly, the students got more chance to practice. In every meeting in two weeks the students had to practice their role, so the students had three times in two weeks to practice their English. Third, the students felt enjoyed in learning speaking. They usually felt bored because it's difficult for them to speak up. But through the instructional role play method, they felt enjoyed because the situation

was more fun than learning. The students were free to use the expressions based on their role in the dialogues.

Moreover, the students got an opportunity to practice and develop their communication skill. When the students practiced to communicate, their communication skill, such as pronunciation and fluency will increase. Lastly, the sense of cooperate will arise. In performing dialogues of instructional role play, the students have to cooperate to each other, especially when they want to determine the characters in the dialogues.

The disadvantages of Instructional Role-Play

Beside the advantages of instructional role play method, the researcher also found the disadvantages of using instructional role play method. First disadvantage is crowded class. The atmosphere in the class was crowded because the students have to practice the instructional role play in their group. But this disadvantage can be overcome by the control of the teacher. The researcher and the teacher walked around the class to control each group. The crowded class also shows that the students were active in learning process.

The next disadvantage is the absent of some students. There were some students in groups that absent during the performance, so the researcher had to find other students in other group to replace the absent students. Lastly, there were also some students that did not understand about the instruction of the instructional role play. So the researcher has to explain more clearly about the instruction to be played through the dialogue. It will take long time for the students to practice more.

CONCLUSION

In speaking class, students should be stimulated by the teacher to explore their ability to speak up. Based on the research, I concluded that, teaching speaking use instructional role play is an effective way. It can be proven by the result of data analysis. The use of Instructional Role-Play makes the speaking and learning activity more enjoyable and interesting. The use of instructional role play makes the class more active and alive. Students are willing to participate without any forces from the teacher. The use of instructional role play makes the students more motivated in learning and easier to grasp the lesson.

SUGGESTION

The success in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various techniques to manage the class more lively and enjoyable. Regarding to the teaching speaking by using instructional role play, the researcher gives some suggestion for the teacher and students.

Teachers

First suggestion to teachers would be the teacher should choose the materials that are appropriate and not too difficult for the students. Teachers also need to consider several points that are the level of the students, students' interest and make sure that the students learn the language functions.

The second suggestion to teachers would be before assigning the Instructional Role-Play to the students, the teacher should make sure that the students have fully understood and have the information they need. For example, the instructions should be very clear and teachers already taught the generic structure beforehand. The last suggestion is the teacher should keep control the students' activities.

Students

First, the students are hoped not to be shy in acting out their role. Moreover, the students are hoped to use English when they practice role play activities although it is hard for them. Also the students

should take part much in acting out role play. The last suggestion is the students should ask to the teacher if there is something that they don't understand regarding to the role play activities.

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USING ITEMAN TO ANALYZE MULTIPLE-CHOICE TEST ITEMS

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ABSTRACT

It is believed that the existence of language teaching is inseparable from language testing. Dealing with the previous truth, multiple-choice test is one of testing forms utilized to measure the students' learning outcome. Knowing its significance, this study aimed at analysing multiple-choice test items constructed by the English teacher involving 32 students of 12th grade from three different schools in Madiun who attended in GEG English course. A set of multiple-choice was tested, described, and analyzed by using Iteman to investigate its appropriateness viewed from level of difficulty, discriminating power, the function of distractors, reliability, means of biserial point, and means of level of difficulty. The results revealed that the items were in a good condition regarding on its means of difficulty that had p value of 0,681 and its means of biserial with d value of 0,456. Besides, the test was classified into reliable one since the α value was 0,70. Nonetheless, based on proportion of level difficulty, the test was suggested to be revised by adding difficult and moderate items. From its discrimination power, there were nine items need to be dropped and from its effectiveness of distractors, there were 35 alternatives were required to be replaced.

Keywords: *assessment, test, multiple-choice, Iteman*

INTRODUCTION

Ahead of preparing a proposed program in language teaching, the role of assessment to measure the students' learning outcomes must be taken into account (Frank, 2012). In relation to the previous statement, assessment can be defined as a teacher's way to identify the needs and progress of the students and at the same time it can be used for evaluating teacher's way of teaching. The choice forms of assessment are growing, however, the most common variety used is a test.

According to Brown (2004), the term test refers to a method utilized to measure the person's ability, knowledge, or performance in a particular field. In connection to its definition, a test can be concluded into a simple thing, however practically, constructing a set of test is a multifarious activity to deal with. In designing a test, the purpose of it must be determined at the beginning in pursuance of creating a specific objective. Then, in connection to its objective, test is divided into three namely placement test that is directed to place the students in a particular level of study, diagnostic test that is used to diagnose a certain aspect of language, and achievement test that is intended to measure the students' achievement in classroom (Brown, 2004).

Under the subdivision of achievement test, there are many forms of test can be chosen, one of those is multiple-choice. In this type of test, there are two basic parts that compose it which are a problem or stem and a list of suggested answers or alternatives. The stem can be formed into question or incomplete sentence while the list of alternative answers is comprised of an answer and distractors (Burton, Sudweeks, Merrill, & Wood, 1991). Understanding it, to construct a good multiple-choice test, a long period of time must be provided since the teacher is obliged to supply many alternatives answers and distractors.

However, even though multiple-choice test is difficult to be constructed (Hughes, 2003), it is frequently used to test the students' learning outcomes (Zimmaro, 2014). It is believed since there are several positive aspects of multiple-choice test viewed from its versatility, validity, reliability, and efficiency. Seeing from its versatility, multiple-choice can be used to measure many different subject-matter involving a large number of students. Then, linking to its validity, it takes shorter time to respond a multiple-choice test rather than essay form. Reflected on its reliability, the score of multiple-choice test is definitely objective. It would not be affected by the teacher's

inconsistencies since the correct answer is already provided. Then, coping with its efficiency, machine can be used to score the students' answers in large scale. The result can be seen instantly rather than grading an essay test (Zimmaro, 2014).

In line to the previous theory, based on the observation accomplished in English courses in Kabupaten Madiun, there were many of them that have students at the level of elementary, middle, and senior high used multiple-choice test. Having reviewed to the interview directed to the four English teachers in one of English courses in Kabupaten Madiun, it can be summed up that multiple-choice was often used given that it was easy to be scored. Nonetheless, referring to the same interview, in constructing the test items, teachers faced difficulty in making it. Time consuming of providing good alternatives answers became their reason. As a result, multiple-choice test was directly given to the students without testing its appropriateness. This condition produced a bias score that could not be guaranteed to represent and identify students' learning outcome at the end.

Understanding the previous lack, it initiated as a challenge for the researcher to analyze the appropriateness of multiple-choice test items viewed from six characteristics namely level of difficulty, discriminating power of the test items, function of distractors, reliability, means of biserial point, and means of level of difficulty (Boopathiraj & Chellamani, 2013). Level of difficulty of each item tested can be defined as the proportion of the students that mark the item correctly. Then, level of discrimination or also known as discrimination index is used to measure the test items' capability in distinguishing between the high scoring and low scoring students (Colbert, 2001). Next, the distractors is described as the incorrect options given by the writer of multiple-choice test items (Zimmaro, 2014). Then, reliability is the index of homogeneity of each item while means of biserial point is the average biserial correlation across all items tested. Last, means of level of difficulty is defined as the average proportion of the correct answer across all items.

In order to analyze the appropriateness of a set of multiple-choice test with the six criteria above, an application namely Iteman was chosen. By exposing the result of this research, it is expected that teachers, especially English teachers will be proficient to construct, evaluate, revise, and determine a good multiple-choice test before administering it. Besides, by succeeding in creating an appropriate multiple-choice test items, it is hoped that teachers will get an objective score that can be used to measure the students' learning outcomes and evaluate their way of teaching.

METHOD

Descriptive research was selected to cope with the problem stated previously that aimed at presenting and describing an analysis of the appropriateness of a set multiple-choice test items. Moreover, quantitative approach was implemented to investigate the six characteristics of an appropriate test which are level of difficulty, discriminating power of the test items, function of distractors, reliability, means of biserial point, and means of level of difficulty. Thirty two students of 12th grade from three different middle schools in Kabupaten Madiun that attended in an English course, GEG, were selected as research participants to complete a set of multiple-choice test items made by the teacher in that English course.

In collecting the data, a set of multiple-choice test items was tested to the students contains 30 questions with four suggested answers instructed to be finished in one hour. After that, the students' answers were collected. Then, all the information gathered covers numbers of test items, numbers of students, names of students, students' answers to the questions given, and the key answers of each item were inserted in Notepad. After the data being saved named input, they were transferred into Iteman to be automatically analyzed. The result of it came into a table namely output. To give a justification and determine the appropriateness of the analyzed items stated in output, table below was used:

Table 1 the characteristics of appropriate multiple-choice test items

No	Characteristics	Value's Classification	Justification
1	Level of Difficulty	0, 00 - 0, 30	very difficult item
		0, 31 – 0, 70	moderate difficult item
		0, 71 – 1, 00	very easy item
2	Level of Discrimination	$\geq 0, 40$	very good item that totally can be used
		0, 30 – 0, 39	good but then the item is possibly subject to be reviewed
		0, 20 – 0, 29	marginal item that mostly needs revision
		$\leq 0, 19$	poor item that cannot be used
3	Function of Distractors	76% - 125%	very good distractor index
		51% - 75% or 26% - 150%	good distractor index
		26% - 50% or 151% - 175%	poor distractor index
		0% - 25% or 176% - 200%	bad distractor index
		$> 200\%$	very bad distractor index
4	Reliability	$\alpha > 0, 70$	Accepted
5	Means of Biserial Point	$d \geq 0, 30$	Accepted
6	Means of Level of Difficulty	$0, 3 \leq p \leq 0, 7$	Accepted

Adapted from Budiyono (2012) & Sumardi (2015)

FINDINGS AND DISCUSSIONS

In this section, the input of data in Notepad and the output of data analyzed in Iteman are presented in Appendix 1 and Appendix 2 (*see appendices*). Then, followed by, there is an explanation related to the six characteristics of appropriate multiple-choice items provided in four sections which are level of difficulty, level of discrimination, function of distractors, and reliability, means of biserial point, and means of level of difficulty.

a. The Data Input in Notepad

The data input (*see appendix 1*) consisted of five primary components started from the top to the bottom part which were a control line describing data, a line of key answers, a line of the numbers of alternatives answers, a line specifying items analyzed, and the test-takers data. Moreover, in the control line describing data, there were three first digit stated which were 030. These numerals symbolized the numbers of the test items analyzed which were 30 questions of multiple-choice. Followed by, there were two alphanumeric symbols which were O that represented an omitted item and N that indicated a not-reached item. Then, the number 03 as the last part of control line describing data symbolized the number of characters of the identification used for each test-taker in this research which were S01, S02, and up to S32 that comprised of three digit numbers.

Then, in key answer's line, the alphabetic symbols of A, B, C, and D were used to represent the key answer of each item. In the first column, the alphabetic symbol D became the representative of the correct answer for the first question, D for the second one, B for the third, and up to A for the last question.

For the third line, the numbers of alternatives answer, it was stated 4 on the appendix 1. Number 4 symbolized the four alternatives answer provided for each item. It comprised of three incorrect answers or distractors and one correct answer that was the key answer.

Then, the fourth line represented the scale inclusion codes, which indicated the item that was included in the analysis. Stated in appendix 1, all items were coded Y and there was no item coded N. It meant all the items were analyzed in Iteman.

The last line which is the test takers data, the name of each student as the test taker was represented by code S01. The code S meant student while 01 referred to student's registration number, hence S01 represented the student with the first number of registration. Followed by, there were students' responses for the thirty multiple-choice given to them written in A, B, C, and D.

b. The Data Output from Iteman

The data output from Iteman are provided as follows:

1. Level of Difficulty

The level of difficulty of each multiple-choice test item was represented in appendix 2 labelled by prop.correct under the column of level of statistics. Stated on the prop.correct column, the first item tested had a prop.correct's value of 0,844. To classify this item, regarding on table 1 in the previous section, the value 0,844 was stayed between the scale 0,71-1,00. It meant that the item number one was grouped into item that had very easy level of difficulty. Besides, there were other fifteen items that categorized into the same level which were numbered by 2, 3, 5, 7, 11, 16, 18, 19, 20, 21, 22, 23, 26, 27, and 29.

Then, for the items that had prop.correct's value between 0,31 to 0,71 were categorized into items that had moderate level of difficulty. It covered item number 4 with the prop.correct's value of 0,031 and other eleven items which were numbered by 6, 8, 9, 10, 13, 14, 17, 24, 25, 28, and 30.

For the last classification, very difficult items covered only two items which were numbered by 12 and 15. Those two items had the prop.correct's value of 0,063 and 0,281 which meant they were located in scale between 0,00 to 0,30.

Regarding on the above results related to the proportion distribution of the test items in very easy, moderate difficult, and very difficult classifications, Sudjana (1995) proposed a theory on it. According to him, the ideal comparison among the three groups was approximately 1:2:1. However, the fact showed that the items tested had a comparison 8:6:1. To cope with this imbalance condition, it is suggested that the English teacher as the test-maker should diminish the items with easy level of difficulty by adding items with moderate and difficult level of difficulty.

2. Level of Discrimination

To identify the level of discrimination, point biser's column can represent it. Consulted on the table 1, there were four classifications of items based on their level of discrimination which were very good items that they totally can be used, good items that also can be used but need to be reviewed, marginal items that need revision, and last poor items that cannot be used.

Seeing from the appendix 2, there were twelve numbers of items that belong to the very good items since they have the value of point biser for more than 0,40. They were items marked by 2, 3, 11, 12, 13, 15, 20, 22, 23, 25, 28, and 30. Since the items were grouped into very good categorization, the items mentioned can be directly used to test the students without any further revision.

Next, for the second categorization, good items, it covered six items which were numbered 1, 5, 14, 24, 26, and 27. They were classified into good items given that they were located in between 0,30-0,39 scale. In relation to their revision, good items need to have minor review but they still can be used.

The third one was the test items grouped into marginal classification. It was composed of 3 items which were numbered by 10, 16, and 17. The three of them had the value of point of biser in between 0,20 to 0,29. Items in this group need a major revision before they can be used to test the students.

Last, the poor group covered the items with the value of point biser lower than 0,19. They were nine items marked by 4, 6, 7, 8, 9, 18, 19, 21, and 29. Those items cannot be revised anymore since the point of biser was very low. It cannot be used to identify the students' with the high and low score. Because of it, the English teacher is suggested to create new items to replace them.

3. *The Function of Distractors*

Prop. Endorsing column in appendix 2 became the representative of the function of distractors. The values stated on the prop. endorsing must be transferred into percentage numbers by multiplying them with 100% to know the function of distractors of each item tested. In connection to it, there were five classifications mentioned in table 1 which were very good distractors index, good distractors index, poor distractors index, bad distractors index, and very bad distractors index.

Seeing from the result revealed in appendix 2, there were only four classifications found in the 90 distractors provided. The first category was very good distractors that had the index between 76%-125% only occurred in 4B (items number 4 with the alternative choice B) and 12A. Then, the second one, good distractors that had index value of 51% - 75% or 126% - 150% was also rarely found. 6A and 15B were the two of them. Then, there were distractors labeled by 8C, 9B, 13A, 14C, 17B, 24A, 28C, 28C, and 30D categorized into poor one since they had scale index from 26% - 50% or 151% -175%. For the fourth classification appeared which was the bad distractors were mostly dominated occurred in 78 distractors. Then, there was no very bad category found in appendix 2.

To decide whether the distractors can be used or dropped, it can be seen from its function. Referring to Budiyo (2012), distractors function well if the index of it was more than 2,5% and did not have the -9.000 value. By having those values, it meant that the distractors provided were chosen by the students and were able to outwit them from the correct answer. Lower than that, they are classified into dysfunctional one since there were rarely or no student chose them. Having observed on the appendix 2, there were 35 dysfunctional distractors out of 90. Those 35 items were not allowed to be used and should be replaced by the new one. Other 55 items were accepted and could be implemented as the distractors in multiple-choice tests.

Additionally, for the distractors labeled by question mark “?” can be described as the suggested answers to the questions instead of the answers proposed in key answer that were coded by star “*”. This mark can be used by the English teacher of the test items to recheck the key answer had been made.

4. *Reliability, Means of Biserial Point, and Means of Level of Difficulty*

To give a justification for its reliability, means of biserial point, and means of level of difficulty, it was informed in the scale statistics below the table in appendix 2.

The reliability of the test represented the consistency value of it (Hadi, 2008). To check whether the test was reliable or not, it can be seen from the alpha (α) value stated in line 11 in scale statistics. Budiyo (2012) declared that the minimum standard of α value for reliable test item was 0,70. Then, mentioned in scale statistics, the α value of the items tested was 0,70. Since the value of it reached the minimum requirement of α value in table 1, the test was classified into reliable one. Knowing this, it can be said that the 30 questions given to the students had a consistent result.

Then, the value of mean of level difficulty was marked by 13th line symbolized by mean p. According to Budiyo (2012), the test items must had p value that close to 0,5. The scale criterion of it was in between $0,3 \leq p \leq 0,7$. Supporting the previous statement Hadi (2008) stated that a set of test items that had the p value close to 1 was considered into test that had too easy of mean level difficulty. In contrast, a set of test with p value that was close to 0, it was considered into test that had too difficult of mean of level difficulty. Since the mean of p value was 0,681, it was categorized into good criterion of mean of difficulty. Therefore, based on its p value, the test items were accepted to be used because it represented and gave information related to the students' achievement.

Next, the mean of biserial was indicated by the last line on the scale statistics marked by mean biserial. Budiyo (2012) stated that the mean of biserial worked well if the value of d was $\geq 0,30$. Regarding on the scale statistics, the value of mean biserial was 0,456. Since 0,456 was bigger than 0,30, the a set of test items was grouped into accepted one to be used.

CONCLUSION AND SUGGESTION

In conclusion, based on the analysis of the output of Iteman taken from the data input in Notepad towards a set of multiple-choice items given to the 32 students of 12th graders in GEG English course, the items tested were in a good condition regarding on its means of difficulty that had p value 0,681 and its means of biserial with the d value of 0,456. Besides, looking at its reliability, the test was considered into reliable one since it had α value of 0,70. However, regarding on the proportion of level difficulty among the easy, moderate, and difficult items, the test must be revised by adding more difficult and moderate items. Then, seeing from its discrimination power, there were nine items need to be dropped and from its effectiveness of distractors, there were 35 alternative incorrect choices must be replaced.

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APPENDICES

Appendix 1 the input data from Notepad

```
030 o N 03
DDBCCBCDDBACCBCCABADABCCBBBABA
44444444444444444444444444444444
YYYYYYYYYYYYYYYYYYYYYYYYYYYYYYY
S01 DDBBCBCDDBAACBCCBCCACCABBBABA
S02 DDBBCBCDDBAACBCCBCCDACCABBBACA
S03 DDBBCBCDDBAACBCCABADABCCBBBABA
S04 DDBBCACDCBAACBCCABADABCCBBBABA
S05 DDBBCBCDDBAACBCCABADABCCBBBABA
S06 DDBBCACDCBAACDBCABADABCCABBABA
S07 DDBBCACDCBAACDBCABADABCCABBABA
S08 DDBBCACCBBAACDCAABBDABCCBBBBBA
S09 DDBBCACCBBAACDCAABBDABCCBBBCBA
```

S10 DDBBCACCBBAACDCAABBCABCCBBBCBA
 S11 DDBBCBCBDBACCDCCABADABCCBBBCBA
 S12 DDBBCACCBBAACDCAABBDABCCBBBCBA
 S13 DDDACBCDDBBAADBCBBADADBAABBDDBD
 S14 DDDABBCDDBBAADBCBBADADBAABBDDBD
 S15 DDBBCBCDDBACCBBCACADABCCBBBABA
 S16 DCBBCBCBDCAAABBDACADABACCAABBC
 S17 DCBBCBCBDCAAABBDACADABACCAABBC
 S18 DDBBCBCABBAACBBCABADACCAAAACBD
 S19 DDBBCBCBDCAACDBAABADACCAABBCBD
 S20 DDDACBCDDBBAADBCBBADADBAABBDDBD
 S21 DDBBCBCDDCBACDCCABADACCAABBCBD
 S22 BDABCACDDCBADDDCCBADABDDBBBDBD
 S23 CCCACBCDDBBAADBCBBADADBAABBDDBD
 S24 DDBBCACDBAAACBBCBBADABCABBBABA
 S25 DDBBCACDBAAACBBCBBADABCABBBABA
 S26 DDBBCACDBAAACBBCBBADABCABBBABA
 S27 DDBBCACDBAAACBBCBBADABCABBBABA
 S28 DDBBCACDBAAACBBCBBADABCABBBABA
 S29 BDABCACDACABABBCABADABCCBBBCBD
 S30 BDABCACDACABABBCABADABCCBBBCBD
 S31 BDBCCADCACABABBCABADABCCBBBCBD
 S32 DDBBCACDBAAACBBCBBADABCABBBABA

Appendix 2 the output data from Iteman

Seq. No.	Item Statistics				Alternative Statistic				
	Scale- item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.844	0.563	0.372	A	0.000	-9.000	-9.000	*
					B	0.125	-0.395	0.246	
					C	0.031	-0.762	-0.308	
					D	0.844	0.563	-0.372	
					Other	0.000	-9.000	-9.000	
2	0-2	0.906	0.862	0.495	A	0.000	-9.000	-9.000	*
					B	0.000	-9.000	-9.000	
					C	0.094	-0.862	-0.495	
					D	0.906	0.862	-0.495	
					Other	0.000	-9.000	-9.000	
3	0-3	0.781	0.849	0.606	A	0.094	-0.414	-0.238	*
					B	0.781	0.849	0.606	
					C	0.031	-0.762	-0.308	
					D	0.094	-0.726	-0.438	
					Other	0.000	-9.000	-9.000	
4	0-4	0.031	-0.170	-0.069	A	0.125	-0.881	-0.548	? *
					B	0.844	0.807	0.532	
					C	0.031	-0.170	-0.069	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
	CHECK THE KEY C was specified, B works better								

5	0-5	0.969	0.762	0. 30 8	A B C D Other	0.000 0.031 0.969 0.000 0.000	-9.000 -0.762 0.762 -9.000 -9.000	-9.000 -0.308 0.308 -9.000 -9.000	*
6	0-6	0.469	-0.242	- 0. 1 9 3	A B C D Other	0.531 0.469 0.000 0.000 0.000	0.242 -0.242 -9.000 -9.000 -9.000	0.193 -0.193 -9.000 -9.000 -9.000	? *
	CHECK THE KEY B was specified, A works better								
7	0-7	0.969	0.170	0. 0 6 9	A B C D Other	0.000 0.000 0.969 0.031 0.000	-9.000 -9.000 0.170 -0.170 -9.000	-9.000 -9.000 0.069 -0.069 -9.000	*
8	0-8	0.563	0.003	0. 0 0 2	A B C D Other	0.031 0.094 0.313 0.563 0.000	-0.289 -0.265 0.180 0.003 -9.000	-0.117 -0.152 0.137 0.002 -9.000	? *
	CHECK THE KEY D was specified, C works better								
9	0-9	0.438	-0.256	- 0. 2 0 4	A B C D Other	0.094 0.375 0.094 0.438 0.000	-0.215 0.126 0.532 -0.256 -9.000	-0.123 0.099 0.306 -0.204 -9.000	? *
	CHECK THE KEY D was specified, C works better								
10	0-10	0.563	0.299	0. 2 3 7	A B C D Other	0.188 0.563 0.250 0.000 0.000	0.290 0.299 -0.616 -9.000 -9.000	-0.200 0.237 -0.452 -9.000 -9.000	*
11	0-11	0.813	0.855	0. 5 9 0	A B C D Other	0.813 0.188 0.000 0.000 0.000	0.855 -0.855 -9.000 -9.000 -9.000	0.590 -0.590 -9.000 -9.000 -9.000	*
12	0-12	0.063	0.822	0. 4 1 7	A B C D Other	0.813 0.125 0.063 0.000 0.000	-0.074 -0.395 0.822 -9.000 -9.000	-0.051 -0.246 0.417 -9.000 -9.000	*
13	0-13	0.688	0.998	0. 7 6 2	A B C D Other	0.313 0.000 0.688 0.000 0.000	-0.998 -9.000 0.998 -9.000 -9.000	-0.762 -9.000 0.762 -9.000 -9.000	*
14	0-14	0.563	0.383	0.	A	0.000	-9.000	-9.000	

				3 0 5	B C D Other	0.563 0.000 0.438 0.000	0.383 -9.000 -0.383 -9.000	0.305 -9.000 -0.305 -9.000	*
15	0-15	0.281	0.619	0. 4 6 5	A B C D Other	0.000 0.688 0.281 0.031 0.000	-9.000 -0.462 0.619 -0.644 -9.000	-9.000 0.353 0.465 -0.260 -9.000	*
16	0-16	0.781	0.341	0. 2 4 3	A B C D Other	0.156 0.000 0.781 0.063 0.000	-0.041 -9.000 0.341 -0.737 -9.000	-0.027 -9.000 0.243 -0.374 -9.000	*
17	0-17	0.594	0.359	0. 2 8 3	A B C D Other	0.594 0.375 0.031 0.000 0.000	0.359 -0.247 -0.644 -9.000 -9.000	0.283 -0.194 -0.260 -9.000 -9.000	*
18	0-18	0.906	0.215	0. 1 2 3	A B C D Other	0.000 0.906 0.094 0.000 0.000	-9.000 0.215 -0.215 -9.000 -9.000	-9.000 0.123 -0.123 -9.000 -9.000	*
19	0-19	0.813	-0.074	- 0. 0 5 1	A B C D Other	0.813 0.125 0.063 0.000 0.000	-0.074 0.051 0.076 -9.000 -9.000	-0.051 0.032 0.039 -9.000 -9.000	* ?
20	0-20	0.938	1.000	0. 7 1 0	A B C D Other	0.000 0.000 0.063 0.938 0.000	-9.000 -9.000 -0.008 -0.008 -9.000	-9.000 -9.000 0.004 -0.004 -9.000	? *
	CHECK THE KEY D was specified, C works better								
21	0-21	1.000	-9.000	- 9. 0 0 0	A B C D Other	1.000 0.000 0.000 0.000 0.000	-9.000 -9.000 -9.000 -9.000 -9.000	-9.000 -9.000 -9.000 -9.000 9.000	*
22	0-22	0.719	0.641	0. 4 8 1	A B C D Other	0.000 0.719 0.156 0.125 0.000	-9.000 0.641 -0.146 -0.881 -9.000	-9.000 0.481 -0.096 -0.548 -9.000	*
23	0-23	0.781	1.000	0. 7 6 7	A B C D Other	0.063 0.125 0.781 0.031 0.000	-0.737 -0.881 1.000 -0.644 -9.000	-0.374 -0.548 0.767 -0.260 -9.000	*
24	0-24	0.500	0.460	0.	A	0.469	-0.347	-0.277	

				3	B	0.000	-9.000	-9.000	
				6	C	0.500	0.460	0.367	
				7	D	0.031	-0.644	-0.260	*
					Other	0.000	-9.000	-9.000	
25	0-25	0.656	0.743	0.	A	0.281	-0.542	-0.407	
				5	B	0.656	0.743	0.576	*
				7	C	0.063	-0.737	-0.374	
				6	D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
26	0-26	0.906	0.663	0.	A	0.094	-0.663	-0.381	
				3	B	0.906	0.663	0.381	*
				8	C	0.000	-9.000	-9.000	
				1	B	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
27	0-27	0.906	0.663	0.	A	0.094	-0.663	-0.381	
				3	B	0.906	0.663	0.381	*
				8	C	0.000	-9.000	-9.000	
				1	D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
28	0-28	0.438	0.865	0.	A	0.438	0.865	0.687	*
				6	B	0.094	-0.514	-0.295	
				8	C	0.313	-0.079	-0.061	
				7	D	0.156	-0.946	-0.624	
					Other	0.000	-9.000	-9.000	
29	0-29	0.969	-0.067	-	A	0.000	-9.000	-9.000	
				0.	B	0.969	-0.067	-0.027	*
				0	C	0.031	0.067	0.027	?
				2	D	0.000	-9.000	-9.000	
				7	Other	0.000	-9.000	-9.000	
	CHECK THE KEY								
	B was specified, C works better								
30	0-30	0.594	1.000	0.	A	0.594	1.000	0.809	*
				8	B	0.000	-9.000	-9.000	
				0	C	0.063	-0.737	-0.374	
				9	D	0.344	-0.834	-0.646	
					Other	0.000	-9.000	9.000	

There were 32 examinees in the data file.

Scale Statistics

Scale:	0
N of Items	30
N of Examinees	32
Mean	20.438
Variance	14.059
Std. Dev.	3.749
Skew	0.012
Kurtosis	-0.705
Minimum	14.000
Maximum	27.000
Median	21.000
Alpha	0.697
SEM	2.063
Mean P	0.681
Mean Item-Tot.	0.316
Mean Biserial	0.456

THE EFFECT OF BLENDED LEARNING IN TEACHING LISTENING VIEWED FROM STUDENTS' INTERESTS

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ABSTRACT

Blended Learning is one of the modern learning methods that always follow development of the era. The aims of the research are: (1) to prove whether blended learning is more effective than direct instruction to teach listening; (2) to prove out whether the students with having high interests have better listening skill than those who have low interests; (3) to prove out whether there is an interaction between teaching method and students' interest to teach listening. This research was conducted at the English Teaching Department IKIP PGRI Madiun in the academic year of 2015/2016. The population in this research was the first grade students which consisted of 60 students deriving from two classes. The sample was taken by using cluster random sampling. The experimental group was taught by using blended learning while the control group was taught by using direct method. The instruments used to collect the data were listening test and students' interest test. The data were analyzed using ANOVA and Tukey. The research findings show: (1) Blended learning is more effective than direct method in teaching listening; (2) The students having high interest have better listening skill than those having low interest; and (3) There is an interaction between teaching method and students' interests.

Key words: *Teaching Listening, Blended learning, Students' Interests*

INTRODUCTION

Language is the important part of life that is systematically to communicate. By using language people can speak and socialize to each other. English is an International language that is almost used in all countries. Learning English is to learn four skills, namely reading, listening, speaking and writing. While listening, the students have serious problems come from many factors. Hedge (2000: 238) states, "...Not only environmental noise but also poorly articulated speech or poor attention can be responsible for creating gaps in the message that a listener hears." It means that the listener's problems are noisy environment, bad articulation or attention is not clear of the speaker. Moreover, those situations affecting to the students' concentration, where in listening, the students need environment lack of noise to build the concentration to understand the content of what speaker says.

The understanding of students in listening is different. It is influenced by lack of students' knowledge in listening. Among the basic skills, listening is primary and the researcher wants to succeed. Basically, the researcher tries to listen before using the other skills. The explanation above is supported by Lynch (2012: 203), "To be successful, they must listen carefully.... To enhance listening for understanding, students listen to stories and information, responding appropriately using both verbal and nonverbal responses..." It means that to be a successful listener, most of listeners must listen to stories or information clearly and respond it using written and orally responses.

Listening is a process to hear something. According to Nunan (2003: 24), "Listening is an active, purposeful process of making sense of what we hear. Language skills are often categorized as receptive or productive. Speaking and writing are the productive skills. Listening, along with reading, is a receptive skill." It means there are four skills categorized into two parts. Speaking and writing are productive skills, while listening and reading are receptive skills.

Listening is not merely listen. You can listen like a blank wall where every sound comes back fuller and richer. So, before you listen, the background of mind is blank. Then, after hearing

information, the background of mind is rich of knowledge.

The teacher of listening must have a variety of method. But, many teachers still use Direct method to teach listening. In this technique, the activity is teacher-centered and the students just become the followers and depend on the teacher during the teaching learning process. It is different from blended learning technique which expected to help the students to listen intensively and complete the text. Blended Learning is one of the modern learning methods that always follow development of the era. Blended Learning is a modern learning method that use technology as teaching media. Like in the definition of blended learning, Graham (2006: 5) states that the system of blended learning combines face-to-face learning with computer mediated learning.

The other things that can influence the students' listening skill come from students interest. Interest is one of the important factors in the success of teaching and learning process. Durkin (1993:272) states that by having high of level of interest to learn something, students will have a big curiosity to learn and they also want to learn harder. In other words, the students who have high interest will have high ability in listening skill, while the students who have low level of interest will have low ability in listening.

There are some factor influencing students' interest. Crow and Crow (1993: 159) classify factors influencing interest into three: (1) The factors of Inner Urges is closely related to pleasure and un-pleasure, like and dislike, and other feeling, which appear from inner urges. (2) The factors of Social Motives are factors which appear from outside individuals. Those factors can be objects and activities in society. (3)Emotional Factors are closely related to feeling and emotion. If the individual succeeds in doing the activity, he or she will be satisfied and pleased. On the other hand, if he or she fails, it will cause a loss of interest.

Interest is important in learning because interest influences the form and intensity of student's aspirations and interest will add enjoyment to any activity that the individual engages in. If students are interested in an activity, the experiences will be more enjoyable than if they are bored. Elliot and friends (2000: 349) state that interest occurs when a student's needs, capacities and skills are good match for the demands offered by particular activity. If students are interested in an activity, the experiences will be far more enjoyable than if they are bored. According to Abraham (1964:188) interest is the major factor in any learning situation. Ausubel (2000:90) states that learning process involves someone's interest and without having interest, someone will not succeed in learning. Interest is important in learning because interest influences the form and intensity of student's aspirations and interest will add enjoyment to any activity that the individual engages in. . If students are interested in an activity, the experiences will be more enjoyable than if they are bored.

Based on the theories above, the researcher can formulate that interest is a condition of wanting to learn something. Interest refers to motivating force which causes individual to give attention to a person, a thing or an activity that strive for particular goal. Interest is closely related to attention, satisfaction, willingness and pleasure.

METHOD

The population of the research was the first grade students of English Teaching Department of IKIP PGRI Madiun in the academic year of 2015/2016 which consisted of 60 students coming from two classes. The sample, two classes which consisted of 60 students, was taken by using cluster random sampling. The sample was divided in two groups, experimental and control group. The experimental group was taught using blended learning technique while the control group was taught using direct method technique In collecting the data, listening test and interest questionnaire were used. Before the instruments were used, a try out was done to know the validity and reliability of instruments. In analyzing the data, the researcher used a descriptive analysis and inferential analysis in this research. Descriptive analysis was used to know the mean, median, mode, and standard deviation of scores of the listening test. Meanwhile, inferential analysis was used to test the research hypotheses. Inferential analysis used was ANOVA and continued with Tukey Test.

Before conducting ANOVA, normality and homogeneity test were done to check normality and homogeneity data.

FINDINGS AND DISCUSSION

Based on the result of the hypotheses testing, the research findings are as follows: (1) Blended Learning is more effective than direct method in teaching listening; (2) The students having high interest have better listening skill than those having low interest; and (3) There is an interaction between teaching methods and students' interest.

According to the research findings, it can be said that blended learning is more effective than direct method in teaching listening. ". Blended Learning is a modern method which combining traditional method (face-to-face) and online. Based on the observation which is done, the researcher knows about the situation of the teaching and learning. There are two activities in teaching and learning process, that is teacher and students' activities. The teaching learning process has three steps, these are pre-activities, whilst activities, and post activities. Blended learning has some characteristics such as an effective exercise to make students listen for detail, it can be used in any type of listening passage and it can be used to make students become more sensitive to the choices of vocabulary.

On the other hand, direct method is less effective to improve students' listening skill since teacher less motivates students to involve in the teaching learning process. Students just become the followers and depend on the teacher during the teaching learning process. It is also characterized by teacher-centered and teacher-dominate classroom. In other words, it can be said that direct technique is skills-oriented that can be taught in step by step and implies to the teacher-directed and teacher's guide. Direct Instruction, the teaching process may include the teacher signaling, modeling, and following a lesson which is scripted and is designed to have the students respond chorally as the teacher signals the small group or an entire group of students. It makes students strongly depend on the teacher in listening class. As a result, the student's competent will be low.

The students who have high interest have better listening skill than those who have low interest. Students' interest is one of the important aspects of listening process. The students who have high interest have better listening skill than those who have low interest. Students having high interest have high effort, more persistent, believe themselves to be capable and successful. Students with high interest are challenged to be the best as they can be (Richard, 2001) If students have high interest, of course, they are serious and dilligent, interested in learning, more active, independent in learning.. They know what they can do well and know how they can improve themselves.

On the contrary, students with low interest have less progress in doing something. The students have low interest, their listening comprehension is lower than the students who have high motivation because they are lazy to study. They don't have ambition to achieve good proficiency. Otherwise, the students who have low interest will have difficulty in understanding the passage given because they never try to find the solution. They will comprehend the text dependently to the teacher's instruction and translation. They have low desire to learn and very passive. Therefore, it can be assumed that the students having high interest have better listening comprehension than those who have low interest.

There is an interaction between teaching technique and students' interest in teaching listening. Some teaching technique are necessary to high interest students. One of them is blended learning. This technique will be used very effectively for the students who have high interest. By having high interest, students will be more motivated and interested in doing their tasks. The students will be very active, busy, and challenged to find information and give their own opinion or ideas to solve or finish the task given. Meanwhile, direct technique does not give many opportunities to students with low interest. They do not have high interest to do their tasks. The student centrality no longer happens in this model. They depend on the teacher.

Finally, it can be assumed that blended learning is appropriate in teaching listening for the students having high interest. Meanwhile, direct method is appropriate in teaching listening for the

students having low interest. Therefore, it is assumed that there is an interaction between teaching technique applied by teachers and students' interest in teaching listening.

CONCLUSION AND SUGGESTION

Based on the research findings, it can be concluded that the use of blended learning in teaching listening is more effective than direct method and there is an interaction between teaching method and students' interest in teaching listening. Blended Learning is more effective to teach listening for students having high interest, whereas, direct method is more effective to teach listening for students having low interest. Therefore, it can be said that there is an interaction between teaching technique applied by teachers and students' interest in teaching listening. In other words, the effect of teaching technique depends on the degree of students' interest.

Based on the research findings, the writer would like to propose some suggestions. First, in teaching, the teacher should be able to take every chance for choosing and adopting various teaching method. Besides, the teacher should also consider about students' characteristics and psychological factors. In teaching listening, especially based on their degree of interest, the teacher can apply blended learning to the students who have high interest. For the low interest students, the teacher can apply direct method.

Second, to the other researchers, the writer hopes that these research findings can be used as one of references for the future researches. This research is only the beginning for other's deep researches, it can be developed into wider point of view. Hopefully, the further result of the research can support and complete this research.

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PROMOTING INTERCULTURAL CITIZENSHIP IN EFL LISTENING MATERIALS THROUGH DIGITAL STORYTELLING

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ABSTRACT

Intercultural citizenship has been around the corner since the globalization era and the paradigm of English as an international language emerges. The reasons of international posture of a nation along with other and self-nation appreciation are two among some important points to note in all English language learning classes, like listening. However the nature of materials for listening classes in Indonesian contexts is more to assessing listening than teaching listening. It certainly diminishes the potentials of gauging learners to benefit more on the tenet of intercultural citizenship. To fill this gap, a strategy of developing materials for teaching listening by incorporating digital storytelling applications and the use of folklores is proposed. The article highlights the use of literary works as materials' sources to promote intercultural citizenship. It further explores the how to use digital storytelling to maximize the outcome of the learning of listening skills.

Key words: intercultural citizenship, folklore, digital storytelling

INTRODUCTION

One of goals of listening classrooms at a college level is to help students listen to audio input, respond to people. This goal suggests that students need to be facilitated to be able to interact with all people who come from many different parts of the world who share similar means of communication, English. This is significant as students make contacts with these people so easily with the unprecedented expansion and growth of technology and the internet that pushes nation border to diminish easily, that the border feels to no longer exist. To mediate good interactions, people in general need to feel that they are interlinked, that they have no feeling of "otherness" and being "othered". It is shed light on the idea that these students are necessary to feel that they are part of a global community, to sense that they live interconnectedly to contribute to common good. In response to this need, intercultural citizenship should be taught in college listening classes because listening is (1) a social activity – there is a dialogic interaction between the audio input provider (speaker) with the listener, which later they take turns to respond each other in a series of conversation, therefore listening should be brought into a dimension where listening will not only focus on the ability to grasp messages from the audio input or overcoming difficulties of audio messages, but (2) a situated practice – students are able to produce responses to achieve particular purposes like achieving intercultural understanding and maintaining identity as a nation citizen.

In EFL listening classrooms, intercultural citizenship is rarely catered because we argue teachers emphasize teaching listening to assess or test students. Cahyono and Widiati (2009) do reviews on 10 research reports of Indonesian teachers' design of activities for listening. These Indonesian teachers, in fact, think that listening materials aim at solely developing or sharpening language proficiency. From the reviews, it can be concluded that these teachers concern more on

the activities to exercise comprehension and retaining messages. This is possible might be because of the available materials that have been becoming models to frame language skill learning, like listening activities in classroom, are created to feel like the materials test or assess students' comprehension on the given audio input (H.P Widodo, personal communication, 14 August 2015), rather than teach students on how to do something upon what they listen/ hear. When materials are designed on the way they accomodate or mediate comprehension on the given input only, they diminish chances of students to develop as an individual, and a part of community. This is arguably what set students into limited ranges of possible meaning making of the listening activities. It is to lead students to think that they learn listening for the skill not for the repertoire. Furthermore this posits listening as a separate skill from the other language skills, for in fact listening should be seen as more a continous skill that has very close relations to other skills and it is termed to target the ability to respond or to interact with people, their fellow Indonesians and non-Indonesians.

Moreover, although intercultural citizenship has been an issue for education in general, and language teaching in particular, in the context of Indonesia, it is still underrepresented. The goal of this article is therefore to address how intercultural citizenship is potentially implemented or taught in EFL listening classroom. In this respect, we contend that listening materials should be grounded on students' native culture to enable them to self-pride as citizens and prepare them to be not just Indonesian learners, but multilingual Indonesian learners. Moreover, the materials should be able to help learners to identify what correlate them as an individual and a nation citizen with other people possessing different nationalities. Overall, this article is structured into four key discussion issues on (1) intercultural citizenship in listening materials ; (2) digital storytelling derived from folklore to shape intercultural citizenship ; (3) tasks of promoting intercultural citizenship in listening materials through folklores; and (4) possible challenges of implementing the tasks

Intercultural citizenship in EFL listening materials

As Byram (2008) describes, in the late of 19th century the educational policy and aim was acquiring a foreign language for purposes of understanding the high culture of a great civilizations, however nowadays in 21st century, the aim and policy change into being able to use a language for daily communication and interaction with people from another country. The shift of focus is backdropped from some happenings such as growth and diversity of (Indonesian) students' working opportunities and eagerness to join intra-national internship. At the same time increasing interest of people and students from overseas to join degree or academic exchange is sealed with agreements of the institutions and governments. Besides, children nowadays seems to learn another language successfully from non-formal educational setting though exposures of media (Byram, 2008) and easiness to make contacts with other speakers speaking English.

These two put accentuations on the substantial marking of intercultural citizenship to be reflected in the instructional materials, like listening. This statement is possibly strong because materials like course books hold significant roles in language learning process. They are considered a given in most classroom contexts and are usually perceived by teachers' to provide structure and content for learning activities, to organize curriculum, and to frame (more or less questionable) classroom ideologies, among many other roles' (Guerrettaz & Johnston, 2013, p. 781 as cited in Tzagari and Sifakis, 2014). Generally speaking for language learning materials, there have been researches done to analyze the representation of source language's (native language, L1) culture, pragmatic competence in the target language (L2) textbooks (Ahmed and Narcy-Combes, 2011; Nguyen, 2011; Aliakbari and Jamalvandi, 2012). The analysis lead to a conclusion that L1 culture and pragmatic are underrepresented in those analized textbooks. In the context of intercultural matters, the affair renders standpoints unavoidedly to consider what is in materials to best guarantee the achieved targets; to sharpen capacity of individuals to be aware of the differences that exist between their own system of beliefs and values and that of their interlocutors and the capacity to negotiate these differences so that common understanding is achieved and solidarity is established (Nguyen, 2011).

Citizenship is the qualities that a person is expected to have as a responsible member of a community (Merriam-webster dictionary). This term is getting a more serious attention from around 40 participating countries (Western states, Latin America, and Asia) to take part in Civic Education Study (Hosack, 2011). The aim is at helping young people to develop values, knowledge to be able to respond and interact as a responsible citizen. In the context of globalization and vast growing technology, state border becomes blurred to now push the term to enter into a new territory, a territory of multinationals. In this context, then, responsible citizens mean citizens who are able to live in harmony among differences because they are committed as a (world or global) community. Hosack (2011) mentions that global citizenship (world, global, cosmopolitan citizenship) education concerns with developing feeling of a shared humanity, that they belong to a wider global community, understanding of the responsibilities that entail, acting with those responsibilities in mind as a global citizens. Byram (2011) says,

“intercultural citizenship is not a matter of creating identifications with state or any other entity. It is, rather, the development of competences to engage with others in political activity across linguistic and cultural boundaries both within and across state frontiers. International “bonds” –and the reduction of prejudice – are the intended outcomes, and cosmopolitan aspirations may well evolve at the same time”

In this article intercultural citizenship is exercised by helping students to orient themselves as a person with multiple citizenships by realizing that they share commonalities in nature with others through some global issues embodied in folklores. The following description will discuss about folklore and ways to use it as a promotion to intercultural understanding through digital storytelling.

Digital storytelling derived from folklore to shape intercultural citizenship

Digital storytelling is a technology application that allows computer users to become creative storytellers through the traditional processes of selecting a topic, conducting some research, writing a script, and developing an interesting story (Robin, 2008). The material is combined with computer-based graphic, music, voice over, computer-generated text, photographs that can be played on computer, android, uploaded in web or burned in DVD. For classroom use, digital storytelling helps students voice identity (Lambert, 2003 as cited in Ganley, 2013), creative and critical thinking, communication, connection and class-engagement (Ganley, 2013; Brenner, 2014). Lambert et.al (2010) provides seven steps of creating digital storytelling; (1) owing your insights, (2) owing your emotions, (3) finding your moment, (4) seeing your story, (5) hearing your story, (6) assembling your story, (7) sharing your story. These steps can be a manual for teachers to tap into the production of a good digital storytelling (Robin, 2008). Lambert has been working on the project of digital storytelling since more than a decade in 1994 establishing a non-profit arts and education organization namely Center for Digital Storytelling (formerly the San Fransisco Digital Media Center). The center provides workshops, and the website (www.storycenter.org) gives examples of digital storytelling produced by people. Lambert's seven steps of digital storytelling creation will be adapted in the tasks of promoting intercultural citizenship.

Folklore is popularly understood as “dongeng” by Indonesians, and classified into three groups: (1) verbal folklore; (2) partly-verbal folklore; and (3) non-verbal folklore (Bascom, 1965). It refers to pantun, legend, myth, and fables. It can cover speech dialect, riddles, traditional poetry, aphorism, rhymed quatrains, and folksong. Danandjaya (1972) defines folklore as the part of collective culture that is distributed and inherited from a generation to the next generation, traditionally in verbal form or examples followed by physical gestures and memory tool supports. Indonesia, like other nations, has ‘dongeng’. To name a few, there are *Sangkuriang*, *Legenda Batu Belah*, *Malin Kundang*, *Legenda Tengger*, *Joko Budeg*, *Reog ponorogo*, *Banyuwangi*, and many more.

Folklore has several functions (see Bascom, 1954). According to Dananjaya (1972) one of its functions of folklore is an education tool for teenagers and children based on their community's beliefs. Dundes adds folklore's functions, one of which is to emphasize collective solidarity (as

cited in Sibarani, 2013). Inside folklores, people can dig out moral values that are shared within the community. This moral values touch upon people lives, appreciated by community as they are rooted from community belief. It infers that people today, no matter how modern our life is now somehow, there is something traditional that is passed on from generation to generation as local genius, local wisdom. In line with this, we see folklore to have potentials to mediate nation's identity, and moreover a potential tool to act as media to promote citizenship.

Not only nation citizenship, folklores in general have potentials to mediate intercultural citizenship. The idea of intercultural citizenship is to make people (students) feel that they are citizens of the world where responsibility, duties are shouldered to reach world's aim. It is possible to reach by making reflection on the people (students) themselves that they can do something for the world. This is channelled by making students aware that they are part of the world; that they are similar though there lie differences; that they can work together over a problem. These targets are achieved by sharing and creating stories that is grounded on (a) global issue(s) and purposes at universal merit. We believe that people can move other's heart by story. It can be manifested through folklore. It starts with an idea that every nation has their own, signature folklores.

Apparently, after searching and reading folklores around nations, it can be drawn into a conclusion that these trans-nations folklores share similar values, and ideas on tangible and intangible things respected by the community (Setiarini, Kusumaningputri, Khazanah, 2015). These moral values contained in the stories are global issues. Although Hosack (2011) opinonates that what is considered global issue is an issue that impacts on the lives of people living in different countries and regions, and because it bears problems that nations can not take alone, therefore it needs global response, but we argue that from similarities, we can also bring a feeling of togetherness. It is in line with Jackson's argument (2011) that intercultural speakers become aware of how they and other fellow citizens conceptualize, understand, and experience their own national identities and how this may impact on relations with others. It thus builds on respect of others and willingness to cross contact with different cultures and a feeling that they are under one similar big umbrella, human beings.

Tasks of promoting intercultural citizenship in listening materials through folklores

To many listening classrooms, listening materials and tasks are meant to see, weigh students' performance on their input comprehension. However, the target of comprehending messages and linguistic resource from audio input, should not be made a single sole target of learning listening. Some tasks to handle these two fold targets are (1) audio input comprehension, (2) similarities and differences mapping, (3) digital storytelling.

1. Audio input comprehension

At the first step, teachers need folklores to select. The selected story is then transformed into audio recording. The artists who voice over the audio input can be persons who are fully-competent ELF (English as a Lingua Franca) users (Ur, 2010). If these persons are not easily met due to the experiences or other reasons, teachers can use students or the (Indonesian) natives speaking English with trainings. Using non-native speakers for the audio input is to shed light on the underlined reality that diverse linguistic encounters and cultural background must be responded. This argument of making use of Indonesian speakers speaking English to voice over the audio is in line with the existence of the paradigm of seeing English as an international language (EIL) or World englishes (WE) referring to Jenkins (2006), Seidlhofer (2004) or English as a Lingua Franca (ELF). Matsuda (2003) for example invites and argues on promotion of WE perspective in materials design to respond to this occurrence. The perspective actually gives a strong background and mediates the idea for the students to see that multicultural society exists therefore intercultural competence should be there to be achieved.

Which folklores to select can be based on their messages that becomes a global or world issue such as tolerance, peace, human rights, and other. For example is a folklore from East Java namely *Joko Kendil*. It tells about a man who had always been rejected and

despised by other people due to his physical deformity. The message of the story is to accept differences, to admit that differences are there to live side by side so as to be tolerant. To suit the genre of folklore to students of college or higher education, *Jaka Kendil* story is presented with different genre like in classroom discussion between teacher and students, or in a TV show in which it is telling about the art performance based on the story. Creative ways of which the story is presented is necessary because usually folklores are used to mediate children learn moral values. By presenting folklores as audio materials with different genre suited for college students, students will feel interested, and feel that materials are pitched at their right level. Below is the example of the folklore that is designed in classroom discussion genre.

Example:

Listen to a teacher telling the story of Joko Kendil in the class. Fill the missing words as you listen to the conversation.

Teacher : Good morning, students. On the basis of the schedule you got at the first meeting, what is the focus of today's discussion?

Students : Discussing one of the most popular (1)..... in Java, Joko Kendil, Sir.

After listening to the whole audio text, students are directed to comprehend the messages of the story of the folklore, *Joko Kendil*. The tasks' ultimate purpose is to test comprehension of the students and aimed at tackling listening problems students usually have. Renandya and Farrel (2011) and Goh (2000) find and list students' problems when doing listening in classroom. From these problems teachers offer ways to solve them by designing tasks. Some of tasks may vary to target linguistic input to be comprehended. The tasks that assess students' ability to understand audio input are various, from question-answer type of questions, filling gaps resemble to cloze test, dictation on the given audio stretched of utterances, mixing listening and reading (Stephens, 2011) and some others.

2. Similarities and differences mapping

Following the tasks of helping and assessing students to comprehend the story, focus of materials for intercultural citizenship is mediated. The target of this phase is to let students feel and see that they are under a similar umbrella, *human being*. It is by showing them that Indonesian folklores in fact have values similar to folklores from other country(ies). First, students are given a task to identify what message(s) is embodied in the story. By doing this students are set to find a global issue that later will be a topic of discussion and insight(s) to develop in their digital storytelling. After finding the message(s) of the story students are given another story to read. This story should share things in common especially the global issue that teachers want students to learn. For *Joko Kendil* story, for example, we find another story that shares a similar issue. It is "*Beauty and the Beast*" from France (www.wikipedia.com). Students are induced to find commonalities of the message between these two stories. To lead students to recognize this commonalities along with the purpose of making them aware of 'other' and how they relate to other, some questions below will be useful:

1. Do you know from which country is *Beauty and the Beast* originated?
2. What do French people look like? (teachers focus on not only appearance, but also living, housing, neighbourhood, etc.)
3. What do Indonesian people look like?

4. What value does *Joko Kendil* have? And what value does *Beauty and the Beast* have?

These questions are preparative to the third phase of creating digital storytelling. By having questions that ask them to compare French people and Indonesians, students get knowledge about societal facts of the two countries and have skills of relating and comparing two documents containing one value presented with different form of stories. Students' idea about what similarity(ies) do Indonesians and French have may still result in surface level understanding; like about performance, dresses, housing, jobs, what (Indonesians and French) people do for living. However they can result on a finding of common value that the two stories share. It is *tolerance* for example. After answering the questions, students are told that they will work on a digital storytelling project. This will be discussed in the following.

3. Digital Storytelling

There are many free available digital storytelling applications in the Internet, for example *Bublr*, *Comic Strip it*, *Comic life*, *Zooburst*, and many other. They are available with one click in *Google Play*, or some websites providers such as <http://elearningindustry.com/18-free-digital-storytelling-tools-for-teachers-and-students>, and <http://www.techlearning.com/default.aspx?tabid=100&entryid=5656> to name two. These apps are created differently for PC, Android, iPad. Besides, both teachers and students do not need to feel worry on how to make use of a specific application because the app also provides manual of how to work with it to produce digital storytelling. Besides, *Youtube* can be another resource to learn on how to make use of a specific application.

The steps into creating a digital storytelling adapt seven steps of making a digital story by Lambert et.al (2010).

a. Owning your insight

In this phase students are asked about their experiences related to *difference*. This question can be very hard for them because they seek for moment(s) in their live when they witness and get an impression of tolerance. Afterward they are asked "what is the story that you want to tell?" which is then followed by "what do you think your story mean?" It is really what the story is about. It is to lead them to tell what is between the lines to make it a good story. These questions are then followed by another question "how do you relate your story with your presence in the world of multicultural world?". This last question is to encapsulate experience to promote intercultural citizenship.

For example, "This is a story about my uncle...but really it is about sacrificing for a bigger virtue" Yet, students might find that their experience is not about themselves but about they and their friends or relatives, or strangers. Some questions to go between lines with this story are what Lambert, et al suggest are questions like "how does the story show who you are?", "how does the story show why you are who you are" and then add it with – in relation to who you are among people?"

b. Owning your emotion.

Students are told to think back about the emotion they had when they lived the story, and whether they want to share exactly the emotion that they feel or they want to go with another feeling. Do they want to disclose information about that moment, or they go make it implicitly. When they want to write it implicitly, teachers need to respect this as this might be privacy to them.

c. Finding your moment

After students are clear about the meaning of their story, students are asked to find a single moment they can use to illustrate insight. Moment here means time when a thing(s) changes or the change itself. Some series of questions that help are "what was the moment when things changed?" "can you describe the moment in detail?". The story will be shaped by showing "This is what has happened", and "This is what I have learned".

d. Seeing, hearing, and assembling your story

The project of digital storytelling is in the form of video, thus it is meant to be watched. However, not only what can be seen, but students should cater what can be heard/ listened too. It is to say that students need to choose which music, voice suitable for what effect of the story. They need to think about the pace the visual media (for example photographs) change from one slide to another to create an expected result. Silvester and Greenidge (2009) provide list of websites to browse to find web resources for music, sound effect, and graphic.

e. Sharing your story.

After the digital story is ready, it is then for the last step of the entire tasks, sharing your story. In this step teachers choose what channel will the students' story be shared. We recommend public. The reason is that the story is meant to be a tool to move people about a global issue that leads to a notion on intercultural citizenship. Students and teachers can work together to socialize this to other digital storyteller writers, friends in school and neighbourhood. The dissemination can be held in classroom, school art building, school exhibition, or in digital format like in the Internet through blogs, Instagram, Facebook and other social media. By doing this, students serve people to be inspired about a global issue that the digital storywriters feel. At the end, the stories will create a better understanding on who they are, what roles they play for intercultural interaction.

Possible challenges of implementing the tasks

In implementing the tasks as previously discussed, teachers of listening may encounter some of challenges. First, regarding the nature of listening classroom, students may feel that they are not learning listening but learning writing and speaking (Setiarini, Kusumaningputri, Khazanah, 2015). It is due to the fact that usually what they have in listening classes is listening audio input and get assessed during classroom learning. While through the series of tasks we design here, students are given a big portion to respond to what they listen, not on comprehending the messages of the audio input only. We would like to respond it as a consequence of having another target of learning to implement and the nature of content-based language instruction. To overcome this, we offer a solution of giving more than one audio input on Indonesian folklore (for example *Joko Kendil*, *Ande-Ande Lumut*, *Legend of Tengger*) just before teachers tap into the third phase of creating digital storytelling.

Second, in terms of creating digital storytelling, students may need to see a model of a digital story so that they can feel and see that they are going in the right path. Conferences between teacher-student while project assignment will shape students' understanding on some missing elements of their producing a digital story. For example challenges on selecting which photograph to use, which music should become a better sound track for shaping the story, and most importantly feedback on the linguistic production when they are doing voice over for the story. It is undeniably very necessary for teachers to work on this issue as students are learning English as a foreign language.

Third, as regards the addition of having a real feeling to cross contact with other (culture) so as to mediate the experience of having a real experience of what it is like to interact with other, teachers may direct students to join ESL/EFL darings that allow students to chat, show their digital story, receive comments on a given issue, and give responses to the comments gained. When having this, an experience to have 'other' see what they are doing will give a sort of confidence that they indeed can talk about a thing that invites similar concerns as a citizen of the world.

CONCLUSION

This paper has discussed how intercultural citizenship can be promoted in listening material through some steps having folklore as the basis, and incorporating digital storytelling. These tasks reflected on the listening materials will dwell students' identity as Indonesians and promote experience toward students' realization that they are also citizen of the world. Teaching intercultural citizenship in foreign language classroom is probably not popular yet in Indonesia. Besides it needs

an ongoing process, time, efforts, and need cooperation with other language skills classes to result best. This implies that the notion of having a competence of becoming 'multicultural' and having realizing that they are part of a bigger community serves worth competence to work with in classrooms and materials design.

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DEVELOPING READING MATERIAL in CLIL CONTEXTS: WAY to EMPOWER STUDENTS' COMPETENCES IN EFL

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ABSTRACT

As a pedagogical approach implemented in classroom, CLIL is very successful in empowering the students' competences in EFL. The aims of CLIL are learning of content and learning of a foreign language, which the subjects such as biology, history and others can be taught through English as a foreign language. Dealing with the necessary of reading material in CLIL context, it is the role of teachers to develop the material. The present research aims to develop reading material in CLIL context. The research was carried to R&D. This research focused on the first grade of high school students of curriculum 2013. This paper presented: (1) reading material that could be used by the students in CLIL context, and (2) how to develop reading material. This reading material offers comprehensive learning reading in CLIL context that can be implemented by teachers in empowering students' competences in EFL. The recommendation based on the result of the research obtained is then proposed further research on developing reading materials.

Keywords: reading material, CLIL, students' competences

INTRODUCTION

Literacy is the ability to use printed and written information that is necessary to communicate, to achieve one goal and develop their knowledge. Along with English language four skills reading, reading is an activity understanding written text. Therefore reading comprehension is a vital because it is able to support the process of mastering the other skills and improving knowledge. EFL reading practice in the Indonesian context, the English instruction for secondary school system, skills in reading written text in English have been considered very important. As Renadya (2004:124) argue that the purpose of English Language Teaching in the Indonesia education System is actually to provide learner sufficiently with the advance of reading skills that enable them to listen and comprehend science related text written in English. The activity of understanding written text involves processing the idea written by other which is transferred through the language. It also involves complex cognitive processing activities between reader and reading material in constructive meaning. The effective both of reading is the most important aspect to reach success in academic material including test. The simple fact remains us that reading is the way to receive the knowledge. The learner should be read the text book to acquire it and writing is the media to transmitting their knowledge (from reading) in print. So, reading a variety of text helps the learner to understand the text structure and language that they can transfer to their own writing. Because of these, both of are being very important language skill for the learner in learning English especially in formative test as the final production (Dick and Carey, 1937:157)

Unfortunately, the core book given by government became the main book to be thought in SMAN 3 Probolinggo, therefore the existence of appropriate material and multi task as a reading activity is very important. After conducting preliminary study in student need assessment, Researcher has found that English book for X grade at Senior high school student is not sufficient to fulfill student necessity in worksheet as the student activity. The English core material which is given by government mostly contains text with low order thinking of tasking. Indeed it didn't rise student ability upper than before. Hence, this study, researcher tries to enable student to gain the

target of standard competence in English as foreign language with student worksheet based on Content and Language Integrated Learning concept (CLIL). Approach to CLIL research is wide-ranging, addressing the learning of languages, as well as subject matter knowledge, attitudinal and motivational approaches, cognitive development and brain research. In doing so researcher would like to stress that CLIL is not only a powerful way to learn foreign languages, but that learning language and subject matter at the same time has important consequences for learning in general in the sense that the brain is fundamentally altered (Blakemore & Frith 2005). It seems that these aspects remain largely unattended in current CLIL.

The main consideration in this case is the similarity concept between CLIL and curriculum 2013. Teaching aim and what teacher is intend to do. Student knowledge, skill and understanding are the main objective to be developed. There are four guiding principles of CLIL concept are: (1) Content, at the heart of the learning process lie successful content or thematic learning and acquisition of knowledge, skill and understanding. Content is the subject or the project theme. (2) Communication: Language is an adult for communication and for learning. This activity involves language using in the way which is different from language lesson as unconscious process in mastery second language. (3) Cognition: This step is challenge student to think and review and engage in higher order thinking skill. CLIL is not about transferring knowledge from the expert to the novice but this activity is tend to lead student to rising up the construct of their own way of understanding material and continuing in productive activity in analyzing and synthesizing information to built up new comprehension. (4) Culture: Studying through foreign language is the best way to fostering international understanding. Culture can have wide interpretation and giving awareness overview. By gaining own perception as the previous step, student are able to make their own definition about moral value and society rules.

RESEARCH METHOD

This research is aimed to produce an appropriate supplementary material to overcome the students' difficulties in English learning especially on reading text and stimulate the students' critical thinking for Senior High School in the tenth grade. Therefore, Research and Development is appropriate design to apply on this research, because it is used to develop educational products (Latief, 2013:171). Accordance to the purpose of this study, namely developing online reading English supplementary materials for the tenth grade students in Senior High School, the researcher uses the model of Borg and Gall (1983). According to Borg and Gall (1983: 771) there are ten steps to develop materials, they are: (1) research and information collecting, (2) planning, (3) developing preliminary form of product, (4) preliminary field test, (5) main product revision, (6) main field-testing, (7) operational product revision, (8) operational field test, (9) final product revision, (10) dissemination and implementation. Because of the limited time, the researchers recover the Borg and Gall's model in the simple steps. Then, the Research and Development (R&D) utilizes a set of the steps from the need analysis, developing materials, product validated, implementation of product, and final product.

The needs analysis was conducted focusing on three aspects such as; learners' want referring to what actually the learners' want to be; necessities denoting to what are actually needed to support the students' want; and lacks which refers to the gap between the necessities and the the students' present competences (Hutchinson and Waters, 1987).

The material development process involved two main stages; drafting and organizing. Drafting stage consisted of designing the content, which consisted of selecting topics and identifying the sub skills of the reading skills, and writing the materials, which involved constructing the text, and writing communicative activities.

The product validation was carried out twice by an experience English lecturer. He is also K13 tutor in Indonesia. And the try-out of the product was conducted at SMAN 3 Probolinggo.

RESEARCH FINDINGS

Table 1 The Students' Achievement on Reading Supplementary Materials Using CLIL Concept

No	Items question	Reading sub Skill	
		Frequency	Percentage
1.	Understand kinds of texts/functions/general structure of the text.	29	93%
2.	Understand the main idea on the texts.	29	93%
3	Understand the topic of texts	30	96%
4	Doing skimming to find the detail information	30	96%
5	Doing scanning to find the specific information	27	97%
6	Finding the difficult word from antonym and synonym	26	83%
7	Understand how to find reference on the text	25	80%

Table 2 The Students' Motivation in Learning Reading Material

No	Items question	Motivation in Learning English	
		Frequency	Percentage
1.	Accessing online reading	31	100%
2.	Answering the questions	27	87%
3	The material have good contribution in learning English	29	93%
4	The texts which served could understand and interesting	25	80%
5	The material which learn suitable in based on integrated learning concept	30	96%

The final product of this study was a product for the reading comprehension activities using CLIL concept. Teachers are able to manage their activities based on student competences and give more actual information based on the phenomenon around them.

Table 3 The students' critical thinking

No	Items question	Critical Thinking	
		Frequency	Percentage
1.	Understanding the materials with group discussion	31	100%
2.	Understanding the materials from individual	26	83%
3	Give the explanation about the material which is discuss	17	54%
4	Active to ask and question	26	83%

5	Explain the comparison	27	87%
6	Explain the cause and effect	30	96%
7	Make the summary or brief information	27	87%
8	Doing assignment with responsibility and on time	28	90%

From the table 4.4.1.3 it can drawn that all of the students (or 100%) could understand the material with discussion and 87% the students who understand the material by their self. While the students might understand the material by their self, but in performance task when they followed group discussion in the learning process, the result was better. The students were possible to make a good cooperation with their friends to understand material. In standard curriculum 2013, performance task have good effect for the students to share, discuss and try to solve the problem together. This activity reflected in “the review” part, so before the researcher gave the score related to the students’ knowledge in reading material, the students also followed the group discussion to share their ideas and point of view related to the material.

Unluckily, just 54% of the students are could give the explanation about the material which was discussed, it is reflect in “the review” activity. Most of them feel shy when they showed their ideas in front of the class about the material had been learnt. Besides, when they did the same activity in group discussion, they showed their best (see table 4.4.1.2). It implied that the students’ need habitual practice in front of the class.

Around 83% of the students were active in the learning process. In trying-out process, twenty six of the students were active in asking and answering the question related to the material which is discussed and could stimulate the students’ critical thinking to cover the problem with group discussion. In other hand, the students as the learning centre of study and the role of the teacher did not explain the material but also as the facilitator.

Around 87% the students could comparing something related to the materials even though most of them got nervous, but if the teacher always support them, they will do it with confident. Then, 96 % the students could explain the cause and effect. Last, the students could make the summary and brief information was around 87%. The important thing, the effect of doing assignment in time during learning process had successful effect for 90% of the students. Doing assignment in time was encouraged the students discipline and responsibility in their life. The critical thinking in learning process cannot develop in the short time such as the implementation in this product. They need more time and practice, fortunately this product could stimulate the students’ critical thinking better. It implied that this product helps them to reach their Academic skill in good formative test.

CONCLUSION AND SUGGESTION

The material developed in this research was focused on the reading skills for thirty one students of the second grade in the first semester at SMAN 3 Probolinggo to supplement the existing materials used by teachers and students. The sources of the material were taken from several sources. The researcher selected, adopted and adapted those materials considering to the students’ need and was appropriate with the standard competence and the basic competence on the syllabus (curriculum 2013). This product and development helped teachers in providing the material that was rarely provided in the previous text book. Moreover, it aimed to help the students have more chance in reading practice. It implied that the material designed in line with the CLIL concept used the performance task to stimulate the students’ critical thinking and support the standard curriculum 2013 in the learning process. Therefore, the implication of this supplementary material did not just in reading skill but also the communicative skill and the whole comprehension from reading activity.

Concerning with the technology now days it is strongly suggested to make this supplementary material in e-book version to serve it with the technology. The technology has purpose to make the teacher easier explain the material with paperless. So, the students and the teacher tend to do their reading activity in front of PC or notebook. In temporary, the researcher also makes the reading material in PDF version beside Microsoft Office Word version. The last is the material and development; it is suggested for further researchers who are interested in this developing material to design this product with the technology.

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ESTABLISHING A WHATSAPP CONVERSATION: ONE OF INNOVATIONS IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

This paper discusses the use of WhatsApp as one of current beneficial devices to assist students in communicative language learning. Based on the writer's experience in teaching English for Specific Purposes at Information Technology Department, WhatsApp can increase students' motivation in learning and it offers huge opportunities for them to share and take ideas in the target language to improve their knowledge. It allows them to engage actively in online conversation and create confidence to use English in daily communication through two forms of conversation such as independent and dependent conversation. The first type assists students to interact among themselves to discuss various interesting topics, whereas teachers are not involved in their online dialogues. The latter, however, requires teachers to guide the whole processes, and they are actively participating in the online discussion. This media can help students build their confidence and motivation to learn. Based on the questionnaire distributed to the subjects, it revealed that they felt confident, independency, enthusiasm, and having positive attitude to learn English using the application. Hence, WhatsApp is one of recent technologies that can be used in language teaching especially to motivate non-English major students to learn English.

Key words: *whatsapp, conversation, English language teaching*

INTRODUCTION

Online media is becoming popular in this decade, and people consider this as a major device to communicate. This media is broadly used to share and take information from and among people across different regions in the world. They are keen on using this to help them interact each other more easily with cheaper cost compared with the other type of devices. Indeed, both teenagers and elder people use online media on daily basis for communication or even for business. As Zaideh (2012) points out, "social networking has become very popular during the past few years, and it plays a significant role in people's lifestyles nowadays". In fact, it is beneficial and used in various sectors such as politic, economic and education field.

Particularly, in the aspect of education, teachers can use it as the instructional media to facilitate students in learning English. There are some basic considerations why the online media is used in the process of learning. Firstly, it is believed that this tool can serve as an alternative device to provide motivation and new learning experiences for learners. Generally, teachers need considerable efforts and ways to involve learners in classroom communication and encourage them to practice speaking or writing in the target language. For instance, based on the writer's experiences in teaching English for specific purpose (ESP) at Information Technology department, for instance, most learners are neither interested in learning English nor having self-confidence to practice using English in the classroom. In this void, it is essential to make a use of online media to offer new learning experiences, provide interest, and assist students to practice their language optimally. It is likely true that the use of such media can engage learners in learning English and improve their skills.

Furthermore, it is also important to note that students are probably familiar with such technologies. Most of them use gadgets, and they are active in online social media, such as

Facebook, Twitter, WhatsApp, Blackberry, Line, WeChat and other related online devices. Although most of them might have negative attitudes towards learning and think that English is not the core competence they should learn in the college (i.e., to learn computer network), the use of such devices will help them reduce their anxiety and encourage them to take a part in learning English.

Among various online media, WhatsApp is considered as the easiest, most popular and effective tool that can be occupied by teachers. It is a proprietary, cross-platform instant messaging subscription service for smart phones and selected feature phones that use the internet for communication. The popularity of this application is as noted by Trevor (2013) who claims that WhatsApp, cross-platform messaging application, continues to grow in popularity with more 250-million users. Additionally, Rolve (2013) adds that most users choose and use this application because it allows them to send message one another with a low cost. Users are not only able to send text messages, but they can also post images, video, and audio media messages as well as their location using integrated mapping features. Those features, therefore, offer a great opportunity for people, including students, to express their feelings, thoughts, ideas, or events with others more easily and efficiently.

With its easiness and sophisticated features, this application can help students interact with others at any situation with or without the teachers' guide, and it can encourage learners to participate in group discussion to improve their skills. While the advantages of WhatsApp are true, this sophisticated media must be applied in positive and careful ways to assure the result of learning. Therefore, it is necessary to pay attention on how to make a use of WhatsApp in teaching English, especially to explore learners' ability in writing. In accordance with that, this article discusses the application of WhatsApp as one of mobile technologies to teach English, benefits, and the way how to establish a WhatsApp conversation among students to enhance students' writing skills

WHATSAPP AS ONE OF MOBILE TECHNOLOGIES TO TEACH ENGLISH

Nowadays interaction with mobile technologies is part of the daily routine for millions of people in all ages. In a survey of Advanced Placement (AP) and National Writing Project Teachers (NWP), it is revealed that digital tools benefit students from learning writing as they encourage the majority of them to express personal thought or ideas in written works and they have a wide audience to share and receive feedback (Purcell, Bucham & Friedrich, 2013). On the other hand, teachers may also get advantages from the tools as they make teaching writing easier and more effective, whereas they should be aware of implementing such tools and anticipate the drawback that might happen. Digital tools, as so this argument goes, may also create problems if teachers do not manage them properly and facilitate students improperly. For instance, students are possibly to encounter problems with an ambiguous line between formal and informal writing or poor understanding of issues such as plagiarism and fair use.

In particular, the AP and NWP teachers pinpoint that digital technologies benefit student in several ways (Purcell, Bucham & Friedrich, 2013). Most students who had been surveyed contended that digital technologies "allowed them to share their work with a wider and more varied audience (including 52% who strongly agree)." Furthermore, there were three fourth of respondents who stated that the technologies encouraged greater collaboration among them and just over one third of them conveyed that such technologies reinforced idea creativities and personal expressions.

This result is also in line with a survey that I have conducted to investigate the application of WhatsApp on students' communication at Engineering department in one of private universities in East Java. The results showed that WhatsApp was the most familiar tool as all of subjects had used the application for communication. Among the subjects, 82% of them were involved actively to communicate with WhatsApp group to practice their English, and the same number of subjects agreed that it increased their confidence and bravery to communicate using the target language. While most students (74%) liked to share new information on WhatsApp, the rest confirmed that they were rarely to comment on the group's conversation but they were interested in reading and

following their chats. A closer analysis revealed that the application makes students be brave and confident to communicate with lecturers and among themselves. Furthermore, this tool can reduce their barriers in learning i.e., anxiety and reluctant, make a good relationship and communication between learners and lecturers, show their personal expression, and share their experiences by writing.

Moreover, WhatsApp is one of alternative mobile technologies that can be applied to support, strengthen, or even perform a major online instruction. According to Siemens (2006), “when students use digital tools to connect, they are able to reflect on dialogue about, and internalize content in order to learn.” Through a series of conversation in a group chat, students might always constantly notice the messages sent by others, attempt to comprehend the information, and subsequently join in written chats. This subconscious process gives a wide chance for them to learn and practice using the target language naturally.

ESTABLISHING A WHATSAPP CONVERSATION AMONG ESP STUDENTS

Since some studies and the results of this survey reveal that WhatsApp is effective to teach English, teachers are expected to incorporate this tool to explore students’ English abilities. While the importance of this application is obvious, teachers should be aware of how to apply in learning. In order that its application is successful, there are some points that should be paid attention. In teaching English using WhatsApp, generally students can be engaged into two forms of interaction, such as independent and dependent conversation.

a. Independent Conversation

Independent conversation is establishing a WhatsApp conversation that allows students to communicate among themselves to discuss any ideas they want to talk and without teacher’s involvement on the students’ online dialogues. In this model, learners build conversations on free topics to maintain their interpersonal communication. The role of teachers is to facilitate a group of WhatsApp, motivate students to write and express their personal feelings, and monitor the members of the group to observe whether they are active or not. Teachers are not directly involved in the conversation in order to make them feel free and sundered informal situation.

The following excerpts are examples of conversation taken from a WhatsApp group of ESP students.

Excerpt 1

Erik : Hello friends
Febrian : Hello G, How are you?
Khosik : good good
Alfian : Hello
Erik : I am from Lampung Febrian, Insyallah Friday I am bring fruit hand from lampung
Khosik : Empek empek
Febrian : Are you sure G. You give me oleh*hihihi
Madina : Already bought eyeliner Feb. Give us typical foof from Lampung mr. G
Erik : Oke al
Alfian : I’m waiting G.....bring a lot

Excerpt 2

Decha : Good Monday guys. Lets go refreshing
Farid : Hmm....yes guys....but stay at home dec...i’m boried
Erik : night that beautiful, mendung invite
Kolik : I’m alone G
Farid : in the hospital very cool G...Cz in here many new nurse G....Come here yo can see G...very cool ini heart.

Akbar : Alone in my house
 Farid : Guys....when we playing badminton in the dome of reog univ?
 Erik : wow, whatever friends other bal..iam going to do also
 Ryzki : ok ok, where are you know?
 Erik : I am try finish my proposal kwu bal..in home sweet. Hey youngest other where are you sound all? Kok sepi sih..
 Farid : maybe try learn calculus
 Erik : guys i feel now know word kalkulus, iam feel ilfil deg
 Farid : loh G, why you ilfeel?
 Angga : the look kalkulus, i m bad mood'
 Farid : hmm....So English very funny more kalkulus
 Akbar : I like English
 Erik : I like English.
 Yudha : I like dangdut....i like english
 Dirga : who is playing badminton: i'm waiting you
 Iskandar : I like your expression my brother
 Mita : I like English

The two examples above showed that without guiding from the teachers, students used to make conversation in English. A good effect of these conversations is that they love English now. In this conversation, I just read and monitored their informal dialogues. I was not involved to their dialogue to make them free to say anything. I analyzed their error in writing and used it as my need analysis. My teaching material can be based on their errors made in the WhatsApp conversation.

b. Dependent Conversation

Dependent conversation is the conversation that occurs under the teacher's guidance. The teacher actively participated in an online dialogue. The teacher guides the online dialogues and takes part in the conversation. The situation of the conversation is formal because it is guided by the teacher. In this respect, the roles of the teacher are to motivate students to be confident to write, facilitate a group of WhatsApp, make the schedule of conversatiton to make the students stay in on line group, give materials through WhatsApp, ask students to discuss the materials, give set of question to students and ask them to answer the questions and give feedback towards students' answers both teacher's feedback or peer comment.

To make it clear on how teachers should engage students in dependent conversation, excerpt 3 provides an example of group's chats. The conversation happened when teacher gave a text in WhatsApp group and asked the students to give comments to the text given. Then, the teacher also gave feedback to the students' comments on lexis and grammar. The students noticed and reflected between their sentences and the feedback given. On face to face class, teacher discussed the errors made by students. The text is about the meeting between Mark Zuckerberg, the facebook founder, with President Joko Widodo that would be scheduled and held in The Jakarta City Hall on Monday morning. The followings are the students' comments on the text:

Excerpt 3

Yuda : I think what the mark is a good thing for the world to see the development of technology in Indonesia has been left behind the neighboring countries.
 Teacher's Feedback for (Tff) Yuda : 1. Delete the word "the", 2. You need to put verb after the subject 'Mark'
 Tara : I think that indonesia has many programmer being reliable , unfortunately government didn't glace at their work
 Tff Tara : 1. add 's' in the end of the word programmer to show that the word is plural. 2.change the stucture of the sentence 'many programmer being reliable'. 3. Use capital letter for the word "Indonesia"

- Dirga : In my opinion this is extraordinary once Indonesia will be known in the eyes of the world and IT will be more advanced
- TFf Dirga : 1.add article 'an' in the word extraordinary, 2. Change the word once.
- Alfian : that was a nice picture and are you not fell cold using that short pants LOL.
President
- TFf Alvian: 1. change to be 'are' into auxiliary 'do' and in the form question tag 'don't you',
2. 'Feel' not fell
- Eric : This great step for the development of the technology in Indonesia through the closed meeting. Hopes to improve the network in developing countries.
- TFf Eric : 1. Your two sentences do not have verb, remember to make sentence you need to put verb after subject.
- Bayu : i am happy listen to news about mark which visit to Borobudur temple.
- TFf Bayu : pay attention to the word 'which' → wrong spelling, 'listen' → is not appropriate word.
- Febrian : I think this is a good opportunity for technological competition with other countries to be the number
- TFf Febrian: pay attention to your sentence: 'with other countries to be the number', It does not have a sense Febrian. And the word 'with' → wrong spelling
- Arief : I hope that after the arrival of Mark Zuckerberg, Indonesia could field of technology.
- TFf Arief : 1. Delete the word 'that', 2. I do not understand with your sentence of 'Indonesia could field of technology',
- Bayu : oh yes mom, supposedly Indonesia provide a reliable job opportunity for programmer that are not misused for crime and criminal.
- TFf Bayu : 1. Delete the word 'supposedly', 2. Add 's' to the end of the word 'provide', 3. 'that are not misused for crime and criminal' ----→ what does it mean?

It can be differentiated between the examples of independent conversation and dependent conversation. Dependent conversation establishes students to use formal language and the conversation is guided by the material. On the other hand, independent conversation establishes students to use informal situation and no material is available.

BENEFITS OF USING WHATSAPP ON TEACHING ENGLISH

Some studies related to the use of digital media, including WhatsApp, in learning writing have been undertaken. Kajder and Bull (2004) researched an undergraduate class to examine whether students taught by using electronic journaling had better writing skills than those taught with a paper and pencil journal. This study found that students wrote more when they were using a computer for their electronic journaling instead of a paper and pencil journal. The sample group used the WhatsApp electronic journaling to write responses in this study showed a significant improvement in their writing skills.

Alsaleem (2013) conducted an experimental research to determine whether WhatsApp electronic journaling as a new application in smart phones has any significant effect on students' writing vocabulary word choice and voice of undergraduate. The results indicated a significant difference between the overall writing scores of the pretest and posttest of the students that were kept in journal. In addition, examination of individual item scores revealed that there were statistically significant improvements in vocabulary word choice and voice as two critically important writing factors. The study can raise a positive social change by helping teachers understand the prospective benefits of WhatsApp electronic dialogue journaling to improve the vocabulary word choice and voice writing skills of their students.

Furthermore, reflecting upon my six month experiences establishing WhatsApp in an EAP class, it can be noted that there have been various positive effects on the students' progress in

learning. In particular, students show their confidence, independency, enthusiasm, and positive attitude towards learning English.

1. Confidence

Teachers may expect students to participate actively in learning by using their target language. While a few students are aware to involve in classroom communication, most of them are considered passive in joining the class and pretend to keep silent. Less-confidence students tend to be passive in the class, do not respond teacher's questions or rarely ask questions to teachers although they do not understand the materials, and give less contribution to the class discussion. Teachers may blame that these happen because students have lack of confidence, and consequently they are reluctant and afraid of speaking. However, they should be aware that it is also one of their jobs and challenges on how to help passive students to become active. Research about the students' barrier factors to communicate in a speaking class was conducted by Mufanti (2015) showed that students were worry, scare, shyness, unconfidence, and uncomfortableness to communicate in English and it is suggested to support as what they need and eliminate their barriers to be brave to start to be communicative in speaking class. They need to find ways how to build and maintain their confidence in the classroom communication. A good news comes when I establish group communication among them through WhatsApp. Less-active students attempt to be active in joining the conversation. Previously, they only read and/ or try to write a comment in words or phrases. However, a couple of weeks later, they showed great improvement as they were able to write sentences. Students contend that they are not afraid and embarrassed anymore to make any mistakes in grammar or vocabulary as they have friends and the teacher to help them write. They confirm that they are happy and comfortable using WhatsApp to write in English and admit that they have been confidence enough to learn.

2. Autonomous

WhatsApp enables students to become autonomous learners because they can learn independently. They can practice to use their language to share any ideas on their own without being limited by the time and classroom, either in independent or dependent types of conversation. However, teachers must observe, facilitate and guide students in the conversation. They have to monitors students' activeness and their progress in writing, assist the group of WhatsApp and guide them to write well by giving feedback. The role of teachers as facilitators is important to guarantee that students have adequate language exposures and instructional guidance. More importantly, teachers are required to play their important roles in helping students develop autonomy (Benson, 2007; Nakata, 2011; Sinclair, McGrath & Lamb, 2000). It is also believed that autonomy learning creates responsible students. Thus, the use of WhatsApp also creates the students to be responsible persons.

3. Enthusiasm

Enthusiasm is a crucial factor that may also hinder students to participate in classroom activities and influence the result of learning English. If they have less self-motivation in learning, it is surely hard to reinforce them to do any activities. However, the use of WhatsApp can increase their enthusiasm in learning. Regardless of their proficiency levels, most students feel excited to join online chats using their own words as it looks like that they communicate with their friends in daily context. It seems that they do not learn English, in fact they show their motivation to perform well than what they have done in the regular writing class. Generally speaking, their enthusiasm in giving comments on each other improve their interest in writing.

4. Positive Attitude Towards Learning English: Love English

When teachers ask students whether they like learning English, most of them may say no because they hate to learn it. They join the English class because they have to do so. Although they attend the class, they are not interested in joining any language activities arranged in the classroom

and want to finish the class as soon as possible. In fact, their negative responses and attitudes towards English are simply because they almost never communicate in English. However, once they have experienced in using the target language in such natural process by using a media that they are accustomed to use, they might be impressed and probably encourage themselves to practice it regularly. This is in line with what I have experienced for six months in teaching English using WhatsApp. After then I gave the same question as the first time I met them, and surprisingly I received different response from them. Most of them are fond of learning English because they need to improve communication skills, and they wish to have English lessons each semester to maintain their skills.

CONCLUSION

A six month experience in teaching English by applying WhatsApp gives a lot of knowledge on how to assist students learn English optimally. Generally, the use of this application does not only provide interest for students to learn, but it also gives them a wide opportunities to practice the target language in a group chats regularly without being restricted with the time and classroom meeting. More importantly, as WhatsApp is one of digital media that is closely related to their needs and interests, it can make students excited in writing and it can hinder them from barriers that can affect their achievement in learning, such as afraid of making mistake or embarrassed to practice the target language. Furthermore, this media can help students to build their confidence, enthusiasm and autonomous in learning, and explore their English ability. In order to have optimum results in teaching English using WhatsApp, teachers are required to assist students by establishing and involving them in two types of conversation, independent and dependent conversation, as well as monitor the process of online chats by giving proper feedback. Hence, since the use of WhatsApp can encourage motivation and increase English skills, teachers are suggested to incorporate it in teaching English.

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EFL LEARNERS' TRANSLATION COMPETENCE IN INDONESIAN-ENGLISH TRANSLATING CLASSROOM

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ABSTRACT

Despite pros and cons about using Machine Translator (MT) like Google Translate, for example, its presence and popularity among students in which they can get advantage of finishing their assignments in translation classes have become such an irresistible fact for teachers to admit. Teaching translation becomes such a challenging experience since teacher might fight with students' instant translating assignment accomplished by MT rather than the students themselves. This definitely violates the commitment about EFL learners' translation competence to be met in the teacher's lesson plan. Indonesian-English Translating subject aims at providing students with capability of translating various genre of text from Bahasa Indonesia into intelligible English. The use of Google Translate by the students, however, might not fully represent their translation competence. To gain the optimal results of the description of their translation competence, in this study, 27 students taking Indonesian-English Translating class for their compulsory subject in this 2015-2016 odd semester were instructed to work with their translation project. They were instructed to identify the adequacy of translation done by Google Translate and to provide a recommended translation. By doing so, this paper is to provide an evident description of translation competence of EFL students of English Department Wijaya Kusuma University Surabaya from Bahasa Indonesia into English.

Key words: *Teaching Translation, Translation Competence, Indonesian-English Translating*

INTRODUCTION

The emerge of Machine Translator (MT) like Google Translate, for example, paths a way to an easy translation help for EFL learners, especially those who always get in touch with translating tasks from their teachers. Its presence and popularity among those learners has brought about challenging experience in teaching translation since teacher has to fight with students' instant translating assignment accomplished by MT rather than by the students themselves. It is true that students can get advantage of such machine over their assignments in translation classes and it has become such an irresistible fact for the teacher to admit. This definitely violates the commitment about EFL learners' translation competence to be met in the teacher's lesson plan.

In English department of Wijaya Kusuma University Surabaya, Indonesian-English Translating subject aims at providing students with capability of translating various genre of text from Bahasa Indonesia into intelligible English. In terms of translating capability, the students are expected to have both knowledge and skills of translation, especially from Bahasa Indonesia to English. Having those knowledge and skills of translation means to have a translating capability or translation competence.

According to Merriam Webster Dictionary, competence means the ability to do something well. The point is that it has things to do with the quality of being competent. Translation competence, accordingly, refers to the ability of translating well. In this context, the translation ability is the ability to translate any texts from Bahasa Indonesia, as the source language (SL) into English, as the target language (TL). In a specific reference to this notion of translation competence, Šeböková (2010, in PACTE 2002: 43) described it as the underlying system of knowledge, abilities, and attitudes required to be able to translate.

Since translation is rendering the meaning of a text into another language in the way that the author intended the text (Newmark, 1988:5) or reproducing the receptor language to the closest natural equivalent of the source language message, first in the term of meaning and secondly in the term of style (Nida, 1969 in Hartono, 2009:1), bringing the subject of translation in a classroom requires a serious consideration. On the one hand it is urgent for the learners to have the knowledge of translation by referring to some theories of translation, on the other, it would be such a sin for the teacher to let the students just know the theories without having any skill to practice what they know.

William Weaver, the translator of *The Name of the Rose* by Umberto Eco (1983), stated “Translation, unfortunately, is something you learn by doing.” Based on the statement, it is implied that teaching translation in EFL classroom should involve more practices rather than theories. Practice does not mean providing as many written assignments as possible to be returned with the errors marked in red. Instead, it is more of giving students opportunities to compare and discuss their work with others and to respond to suggestions. Since the writer’s class applied discussion as a teaching method, the study has a purpose to see how the students manage themselves in providing their suggested translation by referring to the inadequateness of translation made by MT Google translation. From this, it would bear the results of the students’ translation competence. Whether they were considered to have excellent, very good, good, enough, or bad competence was, of course, represented by some problems they would encounter with. The purpose of this paper is, therefore, to provide an evident description of translation competence by EFL students of English Department Wijaya Kusuma University Surabaya during their works of translating from Bahasa Indonesia into English.

METHOD

This descriptive-qualitative study employed 27 students taking Indonesian-English Translating class for their compulsory subject in 2015-2016 odd semester. In their final-term test, the students were instructed to work with their translation project: identify the adequacy of translation done by Google Translation and to provide a recommended translation. The purpose of this instruction was to minimize the instant action of translating using MT by the students and let them maximize their language capability of translating by providing their own suggested translation.

FINDINGS AND INTERPRETATION

The results of the study showed three crucial points about students’ translation competence in Indonesian-English Translating course. First, they were indicated as having mediocre translating competence in identifying adequately-translated texts. Second, students’ competence in identifying not adequately-translated texts was proved to be much better. Out of 27 students, 20 were successful in that kind of identification. In short, 74% of the class had already made their capability of identifying some inadequateness of the translated texts. Third, students were unfortunately indicated as having a very low capability of providing suggested translation for their indicating not adequate translation. 44% of them (12 out of 27 students) were said to be capable of providing correct and acceptable suggested translation. It means that the rest of the students (56%) went to the categorization of being incapable.

Based on the analysis, a matter of providing justification upon their action of identification task seemed to be the main drawback the students had during their working on the test. Their worksheets showed a kind of a copy-and-paste action to fill up the space for justification. It happened since the teacher had already given them an example of how to work with this space. However, the teacher’s expectation was not met adequately. It is simply to say that the students were not capable of providing the correct and acceptable suggested translation of their own. They failed to identify the inaccuracy of grammatical structure and meaning the translated text might carry so that it was revealed to be not adequate translation.

Having a keen eye upon the sentence structure of the source language (Bahasa Indonesia) is necessary since the users of the language are known to be inconsistent using the language, especially in written forms. There are some conditions that may lead to common errors when writing sentences in Bahasa Indonesia, such as being influenced by both local and foreign languages, ambiguity, ineffectiveness, fragments, illogical sentences, and a matter of redundancy. Thus, there are three important components which were found in the students' translation structure of their suggested translation and these led them to erroneous translation. They are categorized into the misleading structure of grammar, the wrong choice of meaning/vocabulary, and inappropriate translating strategy/technique. The following is a small part of the data display of how the students worked with their suggested translation to fix what Google Machine Translation had already translated.

A. Misleading Structure of Grammar

Grammatical errors led the main failures in identifying sentence structure, structure of modification, possessiveness, singular-plural problems, and articles.

1. Failures in Identifying Sentence Structure

a. Active Passive Construction

NO	SOURCE LANGUAGE	TARGET LANGUAGE (translated by Google machine translator)	STUDENT'S SUGGESTED TRANSLATION
1	<i>Penemu helikopter, Igor Sikorsy, terinspirasi dari buku Jules Verne yang berjudul "Clipper of The Clouds" yang dibaca Igor saat kecil.</i>	Helicopter inventor, Igor Sikorsy, was inspired by Jules Verne's book entitled "Clipper of the Clouds" is read as a child Igor.	Helicopter inventor, Igor Sikorsy, was inspired by Jules Verne's book entitled "Clipper of the Clouds" <u>who read him</u> when he was child.
2	<i>Suatu masyarakat yang telah mencapai peradaban tertentu,</i>	A society that has reached a certain civilization,	That the society that <u>has been reached</u> a certain civilized

The clause "who read him when he was child" showed the fact that the student failed to recognize the passive structure of the source language. It is true to say that Bahasa Indonesia generally employs passive construction in most of the sentence structures. However, such passive constructions are often translated into active in English. For example: "Dompetku ketinggalan." is translated into "I left my wallet at home." The rule should fit the situation above. Accordingly, the suggested translation should be "Helicopter inventor, Igor Sikorsy, was inspired by Jules Verne's book entitled "Clipper of the Clouds", which he read when he was a child." Similarly, it happened to "...that has been reached" for "telah mencapai". In this case, the student failed to recognize the active structure of the sentence.

b. Phrase vs S-V Construction

NO	SOURCE LANGUAGE	TARGET LANGUAGE (translated by Google machine translator)	STUDENT'S SUGGESTED TRANSLATION
1	<i>Penemuan-penemuan baru yang dihasilkan di masa modern ini mungkin tak pernah terbayang</i>	New discoveries produced in modern times probably never imagined	New discoveries <u>were produced</u> in modern times probably never imagined

When the student suggested “were produced” rather than leaving it still “produced”, it was indicated him as failing to identify the phrase to fit the position of subject of the sentence. The addition of “were” was intended to fix the structure to meet the S-V construction, but it turned out to be a mistake for “produced” was a reduced clause (“which were produced”).

c. Fragments and Run-on Sentences

NO	SOURCE LANGUAGE	TARGET LANGUAGE (translated by Google machine translator)	STUDENT'S SUGGESTED TRANSLATION
1	<i>Banyak pakar dan pengambil kebijakan yang hingga saat ini masih percaya pada asumsi bahwa pelacuran terjadi sebagai akibat kemiskinan.</i>	Many experts and policy makers who are still believed on the assumption that prostitution occurs as a result of poverty.	Many experts and policy makers who are still believed on the assumption that prostitution existed as an effect of poverty.
2	<i>Partikularisme yaitu segala sesuatu yang ada hubungannya dengan apa yang khusus berlaku untuk daerah tertentu saja, ada hubungannya dengan perasaan subjektif.....</i>	Particularism that everything that has to do with what is specifically applicable to a certain area, nothing to do with the subjective feeling	Particularism is everything that has to do with what is specifically applicable to a certain area, there is relationship with the subjective feeling

The use of “yang” in the sentence of the source language (Bahasa Indonesia) is not necessary. It unfortunately ruined the performance of the sentence as a whole. It should have been deleted. The presence of “yang” had affected the machine to produce a clause marker “who”, which was unnecessarily important in the target language. The student, in fact, was not aware of the fragment structure and focused on the other trivial parts of the sentence, by providing words with similar meaning: “existed” for “occurs” and “as an effect” for “as a result”. Consequently, the suggested translation just remained the same. However, a run-on construction also occurred. The student seemed to pay no attention at all to the structure of the source language which was considered to be run-on. As a result, using literal translation strategy, he produced the same construction in his translation.

d. Ineffective Sentences

NO	SOURCE LANGUAGE	TARGET LANGUAGE (translated by Google machine translator)	STUDENT'S SUGGESTED TRANSLATION
1	<i>Pemahaman estetik dalam seni (secara luas), bentuk pelaksanaannya</i>	Understanding of the aesthetic in art (broadly), the form of execution is	Understanding of the aesthetic in art (broadly), the form of

	<i>merupakan apresiasi.</i>	apresiasi.	implementation is an appreciation.
2	<i>....motif melacur tidak selalu datang dari si anak, namun dapat terjadi datang dari orang tua, suami.</i>motiff prostitution does not always come from the child, but it can happen to come from the parents, the husband.prostitution motive does not always come from the child, but it can <u>happen come</u> from the parents, the husband.
3	Hobi untuk mengumpulkan perangko banyak manfaatnya.	Stamp collecting hobby for a lot of benefits.	Stamp collecting hobby as we know as philatelic has many benefits.

The sentence of the source language (Bahasa Indonesia) is unfortunately ungrammatical for it is such an ineffective sentence. The subject is said to be vague and it can be clarified by combining it with the preceding phrase. The student, without realizing the sentence form, had gone directly providing an almost similar translation the machine had already did. He just simply fixed it by substituting the word “*apresiasi*” with “appreciation”. In this way, it was noticed that the student failed to identify the sentence structure of the source language. He only focused on the improperness the machine translator had provided and did action to fix the problem.

The student should have restructured the source language into “*Bentuk pemahaman estetik dalam seni (secara luas) adalah apresiasi.*” In this case, it would be easier to transfer into English by following the sentence rule (S-V construction), becoming “Generally, aesthetic understanding in art is manifested in art appreciation.” The action of restructuring should have been applied too to text no.3 (“*Hobi mengumpulkan perangko banyak manfaatnya.*”) so that the suggested translation could have been “Stamp collecting as a hobby has many benefits.”

The second sentence also showed this kind of ineffectiveness in a clause “...it can happen come from the parents, the husband.” Such mistake happened because the student was not aware of the misleading structure of the source language: “*dapat terjadi datang dari orang tua, suami*”. The word “*terjadi*” was not necessarily taken for it could affect the machine to produce such literal translation. Unfortunately, the student just followed such mistake. The suggested translation should have become “...it can come from the parents or the husband.”

2. Failure in Identifying Structure of Modification

NO	SOURCE LANGUAGE	TARGET LANGUAGE (translated by Google machine translator)	STUDENT'S SUGGESTED TRANSLATION
1	<i>Tata kelola dan budaya mutu belum terbangun dengan kokoh di tingkat institusi.</i>	Governance and quality culture has not awakened firmly at the institutional level.	<u>Manage order</u> and <u>culture quality</u> have not great structured in institution level.
2	Program penurunan berat badan tidak hanya terfokus pada pemilihan makanan yang sehat dan rendah kalori saja, melainkan juga waktu makan yang tepat.	Weight loss program is not only focused on the selection of foods that are healthy and low in calories, but also eating the right time.	Weight loss program is not only focused on the selection of healthy and <u>low calories foods</u> , but also eating on the right time.

The structure of modification or phrase making was clearly indicated as a failure when phrases like “manage order” and “culture quality” were produced in the student’s suggested translation. The rule of modification (phrase making) in English and Bahasa Indonesia is of course

strikingly different. The student could not apply the rule upon the English phrase making for “budaya mutu”. The similar thing happened to “tata kelola” which was simply translated into “manage order”. Despite the structure of modification might be accepted, the word choice, however, did not fulfill the criteria of proper parts of speech applied in the structure. The word “tata kelola”, however, cannot be simply transferred to “manage order” when considering the meaning. The translation should have been “governance”. The student failed to recognize this. Another case of wrong modification structure was shown in text 2. The phrase “makanan yang sehat dan rendah kalori” was translated into “healthy and low calories food”. The structure of “low calories” should be applied without using plurals and it is recommended to use a dash between. The translation should have become “healthy and low-calorie foods”.

3. Failure in Identifying the Structure of Subjects

NO	SOURCE LANGUAGE	TARGET LANGUAGE (translated by Google machine translator)	STUDENT'S SUGGESTED TRANSLATION
1	<i>Gagal tidaklah memalukan seperti yang dikira semua orang karena berbuat salah tidaklah</i>	Failed is not embarrassing as everyone thinks because it's not	<u>Failed</u> is not embarrassing as everyone thinks because making mistake is not
2	<i>Penyakit dalam faham yang luas diartikan sebagai suatu kegagalan</i>	In a broad understanding of disease is defined as a failure	<u>In understanding of internal disease</u> is defined as a failure

The student was not aware of what the structure of subject in a sentence should be. The incorrect translation upon the subject of the sentence made by the machine was just left the way it was. The subject should have been changed into “To fail” or “Failure” since it requires noun or noun phrase. The worst occurred in the second sentence. The student misunderstood the subject in the source of language. As a result, the suggested translation was even misleading. The translation should be “Disease, in a broad understanding, is defined as a failure”

4. Failure in Identifying Dependent/Independent Clause

NO	SOURCE LANGUAGE	TARGET LANGUAGE (translated by Google machine translator)	STUDENT'S SUGGESTED TRANSLATION
1	<i>Sinematografi adalah ilmu terapan yang merupakan bidang ilmu membahas tentang teknik</i>	Cinematography is an applied science which is the science discusses the technique of	Cinematography is an applied science <u>which is a science discusses</u> the technique of
2	<i>Pendidikan merupakan usaha agar manusia dapat mengembangkan potensi dirinya melalui</i>	Education is a business so that people can develop his or her potential through.....	Education is a business <u>so that</u> people can develop his potential through

It was indicted that the presence of both dependent and independent clauses in the sentence was not well-noticed in the source language. The dependent clause is “....*membahas tentang teknik...*”. Since the sentence of the source language is ineffective, it should be simplified into “*Sinematografi adalah ilmu terapan yang membahas tentang teknik*”. Therefore, the translation would have become easier: Cinematography is an applied science which discusses the

technique of A similar case occurred to the second text, that is the student failed to identify the dependent clause that modified the subject “Pendidikan” in the source language.

5. Problems in Using Pronouns, Articles, etc..

NO	SOURCE LANGUAGE	TARGET LANGUAGE (translated by Google machine translator)	STUDENT'S SUGGESTED TRANSLATION
1	<i>Suatu masyarakat yang telah mencapai peradaban tertentu,</i>	A society that has reached a certain civilization,	<u>That</u> the society <u>that</u> has been reached a certain civilized
2	<i>Sinematografi sangat dekat dengan film dalam pengertian sebagai media penyimpan maupun sebagai genre seni.</i>	Cinematography is very close to the film in the sense as well as a storage media art genre.	Cinematography is very close to the film in the sense <u>as</u> a storage media or as an art genre.
3	<i>Minum obat tidur sebenarnya adalah hal yang wajar dan bisa diterima, namun mengkonsumsinya terlalu sering dan berlebihan akan memiliki efek yang tidak baik bagi kesehatan.</i>	Taking sleeping pills actually is normal and acceptable, but taking it too often and excessively will have effects that are not good for health.	Taking sleeping pills actually is normal and acceptable, but to consume <u>it</u> frequently and <u>excessive</u> will give bad <u>effect</u> for our health.
4	<i>Pendidikan merupakan usaha agar manusia dapat mengembangkan potensi dirinya melalui</i>	Education is a business so that people can develop his or her potential through.....	Education is a business so that people can develop his <u>potential</u> through

The word “that” appeared twice, yet it did not fit the meaning in the source language. The use of “that” was misleading. The same thing happened to the use of preposition “as” in text no.2. There are three cases in text no.3, namely singular-plural, adjective-adverb, and the use of articles. The word “it” and “potential” (text no.4) became mistaken since the subject of the sentence referred to plural form (sleeping pills) and the word “potential” meant things in general. They were supposed to be pluralized. The adjective “excessive” was not the right word for “berlebihan” because it referred to “consume” so that the translation should have been “excessively”. Finally, singular “effect” should have been strengthened by an article “a”.

B. Wrong Choice of Meaning/Vocabulary

Students were found to struggle with finding the right words or terms to fit the translation. This is a matter of students’ vocabulary mastery. The following is some word examples that did not fit the meaning in the source of language to meet the equivalence in translating.

NO	SOURCE LANGUAGE	TARGET LANGUAGE (translated by Google machine translator)	STUDENT'S SUGGESTED TRANSLATION
1	<i>Askripsi yaitu segala sesuatu yang dimiliki diperoleh dari pewarisan generasi sebelumnya.</i>	Askripsi that everuything possessed inheritance acquired from previous generations.	“ <u>Askripsi</u> ” is everything that is possessed which acquired from inheritance of the previous generation.

2	<i>Seorang pemimpin yang baik dalam hal memanejerial adalah dengan dapat mengevaluasi</i>	A good leader in terms of memanagerial is to evaluate	A good leader in terms of <u>manage</u> is a leader who are able to evaluate
3	<i>Industri kreatif di Indonesia tumbuh dan berkembang menjadi basis baru di sektor industry.</i>	Indonesia's creative industries grow and develop into a new base industry sector.	Indonesia's creative industries grow and develop into a new base <u>industries</u> sector.
4	<i>Ketrampilan manajerial ini tergambar dari bagaimana cara sang pemimpin</i>	This managerial skills drawn from how the leader to	Managerial skills is <u>imaged</u> from how the leader
5	<i>Pendidikan merupakan usaha agar manusia dapat mengembangkan potensi dirinya melalui</i>	Education is a business so that people can develop his or her potential through.....	Education is a <u>business</u> so that people can develop his potential through
6	<i>Betapapun terdapat banyak kritik yang dilancarkan oleh berbagai kalangan</i>	However there are a lot of the criticism by various circles....	Though there are many <u>critics</u> that waged by various groups

The sentence of the source language (Bahasa Indonesia) provides an improper use of the word “yaitu” as the predicate. It should be “*Askripsi adalah segala sesuatu yang dimiliki diperoleh dari pewarisan generasi sebelumnya.*” However, the word “askripsi” which was translated by the machine was left uncorrected. The word was still written in the way the target language provided (by the machine). Furthermore, the student seemed to notice this structure quite well until the clause “everything that is possessed”. However, it turned to be a mistake when the suggested translation did not give any S-V construction of the clause. Another incapability of finding the right vocabulary to meet the equivalence of the word in a text was seen in the word “manage” for “memanejerial”. It should have been translated into “management” or “managing”. Similarly, the word “industries” was not appropriately taken for the phrase “sektor industri”. In text no.4, the word “imaged” was a kind of misleading translation for “tergambar”. It should have been “represented” or “reflected”. Next is the words “business” and “critics” which were supposed to be translated into “effort” and “criticism”.

C. Inappropriate Translating Strategy/Technique

Finally, this study showed that students favoured one single translating strategy, namely literal translating technique. Unfortunately, this kind of translating technique, in this study, was observed as an inappropriate strategy applied by the students. By way of such techniques, some errors appeared in their suggested translation.

Although the students were always reminded about the steps of the translating process (analysis—transfer—restructuring), it seemed to be true that most of them preferred to leaving the first and the third. It goes without saying that they did only the transfer during their process of translating. As a result, they produced a kind of word-for-word translation. It was assumed that they might not have turned to Google Translation machine since they were instructed to fix what the machine already translated.

There were two assumptions why students chose literal translating technique when working with their translating test. First, it was a matter of time. They had to work fast to finish all the sentences to be translated within a given time. It goes without saying that there was no time for thinking of applying the steps of translating as a process. As a result, they hardly applied the

analysis as the first step of the translating process. Second, they might be not knowledgeable enough with the theories of various translating techniques that was already given by the teacher.

It is true to say that translating literally is the easiest way. The result of translation, however, demands similar semantic and pragmatic aspects. In this way, a single translating technique could not be enough to meet the demand. Therefore, teacher is responsible for creating classroom activities to train the students to be capable of translating a text using various kinds of techniques.

CONCLUSION AND SUGGESTION

From this study, it was indicated that the 7th semester students of English Department of Wijaya Kusuma University could be described as having a mediocre translation competence (translating from Bahasa Indonesia into English). There were several traits that characterized their being mediocre. For one thing, their knowledge about text identification or text analysis was not that sufficiently good. Although the scores they made in identifying adequate and not adequate translation were good enough, they stumbled down on the task of giving suggested translation for the identified text. They were proved to be failures. Such failures were caused by cases related to grammar and meaning. One, students' linguistic competence seemed to be the main reason for their failures in identifying grammatical elements of the text. They were indicated as being incapable of identifying sentence structures. Another, students also made an unsuccessful word choice due to their vocabulary mastery. Finally, the students were found to apply one single translating strategy/technique when working with their translating task.

Referring to those problems mentioned above, what seems to be important is that teacher should provide the students with experience in translating, assign them to take up wide variety of projects, and pose them with a constant improvement in language skills.

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DEVELOPING STUDENTS' SPEAKING SKILL THROUGH TWO STAY TWO STRAY TECHNIQUE: PRE-EXPERIMENTAL STUDY

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ABSTRACT

The objective of the research is to investigate how significant the students' development is in speaking through Two Stay Two Stray Technique. The research methodology applied is pre-experimental study. It was conducted at the second semester students of Public Sector Accounting of Pontianak State Polytechnic in academic year of 2015-2016. The sample of the research is one class which consists of 28 students. The techniques of collecting data are speaking test (pretest and posttest) and field note. The development of students' speaking can be seen from the interval score of pretest and posttest. The significance of the interval is known by applying t-test. The result of data analysis shows that: (1) Pretest mean score (5.26) is lower than posttest (6.59). The interval score of pretest and posttest is 1.33 (2) t-obtained (26.6) is higher than t-table (2.502). It indicates the Alternative hypothesis (H_a) is accepted. Based on the result of the research, it can be concluded that students' development in speaking through Two Stay Two Stray technique of the second semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2015/2016 is significant.

Key words: *Two Stay Two Stray (TS-TS) technique, speaking skill*

INTRODUCTION

The ideal condition of English speaking class involves the students' participation actively in speaking class. Beside that, they are able to use all aspects of speaking, which consist of intelligibility (pronunciation), grammatical accuracy, adequacy of vocabulary, fluency, and relevance of content, in their communication. However, the fact shows that the students are not able to show their speaking ability. In the classroom during the teaching and learning process, they tend to be passive, listen to the teacher explanation without any responses, and just keep silent when the teacher asks them the questions. Besides, they always use their mother tongue for communication.

It is necessary for the teachers to be more creative in providing and applying various ways, interesting techniques, and different methods of teaching speaking to encourage them to be more active in a classroom interaction. Furthermore, the teachers should also apply students-centred, in which the teachers give chance for students to speak more. Collaborative learning can be one of the alternatives to cope with the students' speaking difficulty.

Collaborative learning is a learning method that uses social interaction as a means of knowledge building. Virtually all collaborative learning methods emphasize the importance of promotive interaction and individually accountability (Paz Dennen, 2000). Collaborative learning activities consist of reporting out techniques. One of them is Two Stay Two Stray technique.

Two Stay Two Stray technique (TS-TS) is a technique for having groups report out results of their discussion when there is no time to hear from each group. In TS-TS technique, Millis and Cottell in Barkley (2005) stated that a person from team A is designated to move to team B to report while the other team remain behind to hear from a traveling team member from team C. TS-TS strategy essentially is a group discussion model. Each member of group has its own responsibilities (two students become 'strayers' and other two students become 'stayers'). Furthermore, TS-TS offers a low-threat forum where students can exchange ideas and build social skills such as asking probing questions. In this activity the students are encouraged to contribute their ideas and opinion to their group and other groups.

METHOD

This research was carried out at the second semester students of Public Sector Accounting of Pontianak State Polytechnic in academic year of 2015-2016. The pre-experimental study is used in this research. The population in this research is all the second semester students of Public Sector Accounting of Pontianak State Polytechnic in academic year of 2015-2016 which consists of two classes. The writer takes one class or 28 students from all of population as the sample of this research.

There are two kinds of techniques used to collect the research data. They are speaking test and field note. The tests themselves are divided into two; pretest and posttest. The tests which evaluated include these aspects: intelligibility (pronunciation), grammatical accuracy, adequacy of vocabulary, fluency, and relevance and adequacy of content with a maximum of three in each aspect. The pretest is done before giving the treatment to the students through TS-TS technique. The treatment is given to the students several times. In every treatment, the teacher gives oral test to observe the students' development in speaking. The posttest is done after the students have been treated by using TS-TS technique. The posttest uses the same materials with pretest. The comparing of the result of pretest and posttest will be analyzed to find the information whether their speaking ability through TS-TS technique improved or not.

To analyze the data, the writer will do the steps, as follows:

1. Finding out the mean of students of pretest and posttest

Where:

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

$\sum x$ = The sum of students total score in speaking

N = The number of students being observed

2. Finding out the interval score of pretest and posttest

$$M_{\text{tot}} = X_2 - X_1$$

Where:

M_{tot} = The interval score of pretest and posttest

X_2 = The students total score of posttest

X_1 = The students total score of pretest

3. Finding out the significance of the interval score of pretest and posttest using t-test.

$$T = \frac{\bar{D}}{\sqrt{(\sum D^2 - [(\sum D)^2 / N]) / N(N-1)}}$$

Where:

T = The t-obtained for correlated sample

$\sum D$ = The sum of difference of students' score between pretest and posttest

D = The means of the difference

$\sum D^2$ = The sum of the squared difference scores

N = The number of students being observed

FINDING AND DISCUSSION

1. The Analysis of Pretest Mean Score

The researcher did the pretest on March 1st, 2016. In analyzing the pretest, the researcher was helped by her collaborator, Wahyudi, S.Pd, M.Ed. The result of pretest can be seen on the table as follow:

No	Students' name	Intelligibility (Pronunciation)	Grammatical Accuracy	Adequacy of Vocabulary	Fluency	Relevance and Adequacy of Content	Raw Score	Score
1	Margaret	2	2	2	1	2	9	6
2	Ayu Lestari	2	1	2	1	2	8	5.33
3	Julianti	2	2	2	2	1	9	6
4	Riska	1	2	1	1	1	6	4
5	Nazarudin	2	2	2	2	2	10	6.67
6	U.Achmad	2	2	2	1	2	9	6
7	Lia Kusuma	1	2	2	1	2	8	5.33
8	Nur Hasanah	1	1	2	1	1	6	4
9	Ayu Wahyuni	2	2	1	1	2	8	5.33
10	Aiti	1	2	2	1	1	7	4.67
11	Marni	1	1	1	1	2	6	4
12	Winda	1	1	2	1	1	6	4
13	Virda W.	2	2	2	2	2	10	6.67
14	Figri K.	2	2	2	2	2	10	6.67
15	Fathorrozi	1	2	1	1	1	6	4
16	Lutfiatun.N	1	1	2	1	1	6	4
17	Ahmad Santoso	2	2	2	2	2	10	6.67
18	Fitri Hasibuan	2	2	2	2	2	10	6.67
19	Komahriyah	2	2	2	1	2	9	6
20	Dayang Penty	1	1	2	1	1	6	4
21	Evita A.	3	2	2	2	2	11	7.33
22	Tiara F.	1	2	2	2	2	9	6
23	Mellyana	1	2	1	1	1	6	4
24	Iresa D.	1	1	2	1	1	6	4
25	Tirta C.	2	2	2	1	2	9	6
26	Sulastri	1	2	1	2	2	8	5.33
27	Palentinus	2	2	1	1	1	7	4.67
28	Hazi D.	1	1	2	1	1	6	4
TOTAL							221	147.34
MEAN								5.26

The students' score ranges from the highest score 7.33 to the lowest 4 as seen on the table above. The total score of the students' achievement is 147.34. So, the mean score of the students' achievement is 5.26. The detailed computation is as follows:

$$\begin{aligned}
 M &= \frac{\Sigma x}{N} \\
 &= \frac{147.34}{28} \\
 &= 5.26
 \end{aligned}$$

2. The Analysis of Posttest Mean Score

After doing pretest and treatment, the researcher planned to do the posttest. The researcher did the posttest on March 28th, 2016. In analyzing the result of posttest, the researcher was helped by her collaborator, Wahyudi, S.Pd, M.Ed. The result of posttest can be seen on the table as follow:

No	Students' name	Intelligibility (Pronunciation)	Grammatical Accuracy	Adequacy of Vocabulary	Fluency	Relevance and Adequacy of Content	Raw Score	Score
1	Margaret	3	2	2	2	3	12	8
2	Ayu Lestari	2	2	2	2	2	10	6.67
3	Julianti	2	2	2	2	2	10	6.67
4	Riska	1	2	2	1	2	8	5.33
5	Nazarudin	2	3	2	2	3	12	8
6	U.Achmad	2	3	2	2	2	11	7.33
7	Lia Kusuma	2	2	2	2	2	10	6.67
8	Nur Hasanah	1	2	2	1	2	8	5.33
9	Ayu Wahyuni	2	2	2	2	2	10	6.67
10	Aiti	2	2	2	2	2	10	6.67
11	Marni	1	2	2	1	2	8	5.33
12	Winda	1	2	2	2	1	8	5.33
13	Virda W.	3	2	3	2	2	12	8
14	Fiqri K.	2	3	2	2	3	12	8
15	Fathorrozi	1	2	2	1	2	8	5.33
16	Lutfiatun.N	1	2	2	1	2	8	5.33
17	Ahmad Santoso	3	2	2	3	2	12	8
18	Fitri Hasibuan	2	3	2	2	3	12	8
19	Komahriyah	2	2	2	2	2	10	6.6

								7
20	Dayang Penty	1	2	2	1	2	8	5.3 3
21	Evita A.	3	2	3	2	3	13	8.6 7
22	Tiara F.	2	2	3	2	2	11	7.3 3
23	Mellyana	1	2	2	1	2	8	5.3 3
24	Iresa D.	1	2	2	1	2	8	5.3 3
25	Tirta C.	2	2	2	2	3	11	7.3 3
26	Sulastri	2	2	2	2	2	10	6.6 7
27	Palentinus	2	2	2	1	2	9	6
28	Hazi D.	1	2	2	1	2	8	5.3 3
	TOTAL						277	18 4.6 5
	MEAN							6.5 9

The students' mean score ranges from the highest score 8.67 to the lowest score 5.33 as seen on the table above. The total score of the students' achievement is 184.65. So, the posttest mean score is 6.59. The detailed computation is as follows:

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{184.65}{28} \\
 &= \mathbf{6.59}
 \end{aligned}$$

The analysis indicates that the treatment changes the students' achievement. The students' score is better at the posttest. After knowing the mean of students' total score in speaking, the researcher categorizes students' speaking skill capabilities by using qualifications below:

Test Score	Qualification
8.0 – 10	Excellent
6.0 – 7.9	Average to Good
5.0 – 5.9	Poor to average
0 – 4.9	Poor

(Adapted from Harris, 1969)

The mean of students total score in speaking :

Pretest : 5.26 (Poor to Average)

Posttest: 6.59 (Average to Good)

3. The Interval Score of Pretest and Posttest

After finding the pretest – posttest mean score, the writer computed the interval of pretest – posttest mean score. The computation is as follows:

$$\begin{aligned}
 M_{\text{tot}} &= X_2 - X_1 \\
 &= 6.59 - 5.26 &= 1.33
 \end{aligned}$$

4. The Analysis of the Significance of Interval of Pretest and Posttest

To find out the significance of the students' achievement, the writer applies the t-test. The computation is as follows:

No	Students' name	Pretest (X ₁)	Posttest (X ₂)	Difference (D) D= X ₁ - X ₂	Squared Difference (D ²) D ² = (X ₁ - X ₂) ²
1	Margaret	6	8	2.00	4.00
2	Ayu Lestari	5.33	6.67	1.34	1.80
3	Julianti	6	6.67	0.67	0.45
4	Riska	4	5.33	1.33	1.77
5	Nazarudin	6.67	8	1.33	1.77
6	U.Achmad	6	7.33	1.33	1.77
7	Lia Kusuma	5.33	6.67	1.34	1.80
8	Nur Hasanah	4	5.33	1.33	1.77
9	Ayu Wahyuni	5.33	6.67	1.34	1.80
10	Aiti	4.67	6.67	2.00	4.00
11	Marni	4	5.33	1.33	1.77
12	Winda	4	5.33	1.33	1.77
13	Virda W.	6.67	8	1.33	1.77
14	Fiqri K.	6.67	8	1.33	1.77
15	Fathorrozi	4	5.33	1.33	1.77
16	Lutfiatun.N	4	5.33	1.33	1.77
17	Ahmad Santoso	6.67	8	1.33	1.77
18	Fitri Hasibuan	6.67	8	1.33	1.77
19	Komahriyah	6	6.67	0.67	0.45
20	Dayang Penty	4	5.33	1.33	1.77
21	Evita A.	7.33	8.67	1.34	1.80
22	Tiara F.	6	7.33	1.33	1.77
23	Mellyana	4	5.33	1.33	1.77
24	Iresa D.	4	5.33	1.33	1.77
25	Tirta C.	6	7.33	1.33	1.77
26	Sulastri	5.33	6.67	1.34	1.80
27	Palentinus	4.67	6	1.33	1.77
28	Hazi D.	4	5.33	1.33	1.77
	TOTAL	147.34	184.65	37.31	51.48

$$T = \frac{\bar{D}}{\sqrt{(\Sigma D^2 - [(\Sigma D)^2 / N]) / N(N-1)}}$$

$$T = \frac{(37.31 / 28)}{\sqrt{(51.48 - [(37.31)^2 / 28]) / 28(28-1)}}$$

$$T = \frac{1.33}{\sqrt{(51.48 - 49.72) / 756}}$$

$$T = \frac{1.33}{0.05}$$

$$T = 26.6$$

5. The Testing Hypothesis

From the result of data computation, it is obtained that t-obtained is 26.6. Thus, based on the level of significance (α) 0.05 with the degree of freedom (df) = N-1 = 28-1 = 27, it is obtained t-table is 2.502.

The result indicated that value of t-obtained (26.6) is higher than t-table on the level 0.05 (2.502). Then, because t-obtained is higher than t-table (26.6 > 2.502), the result is in the null hypothesis (Ho) rejection area.

It means the null hypothesis (Ho) which says "There is no significant development on students' speaking skill through Two Stay Two Stray technique" is rejected. And the Alternative hypothesis (Ha) which says "There is significant development on students' speaking skill through Two Stay Two Stray technique" is accepted. In other words, the development of students' speaking skill through Two Stay Two Stray technique is significant.

DISCUSSION

Based on the result of the data analysis of pretest and posttest mean score shows that posttest is higher than pretest. Before the students were given a treatment the students' mean score is 5.26 (Poor to Average) to 6.59 (Average to Good) after given a treatment. Therefore, the interval score of pretest and posttest is 1.33. This finding shows there is a different score of pretest and posttest after receiving the treatments. To prove whether the difference score is significant or not, the whole data which students got, are put in t-test. T-test proves that the value of t-obtained is higher than t-table (26.6 > 2.502). It means that the difference between pretest and posttest is significant.

There are some factors why the development of students' speaking of Public Sector Accounting through Two Stay Two Stray technique is significant. One of the factors is the clarity of Two Stay Two Stray technique procedures. Before applying this technique, the lecturer explains the procedures of the technique as clear as possible. As a result, the students are not confused even though this is the first time the lecturer applies this technique in the class. Furthermore, they really understand about what their roles are in group and what they should do in Two Stay Two Stray technique.

CONCLUSION AND SUGGESTION

Based on the result of the data analysis, the research findings are: Pretest and posttest mean scores show that posttest is higher than pretest 5.26 (Poor to Average) to 6.59 (Average to Good) with the interval score of pretest and posttest is 1.33. The analysis proves that t-obtained is higher than t-table (t-obtained 26.6 > t-table 2.502). It indicates the Alternative hypothesis (Ha) which says "There is significant development on students' speaking skill through Two Stay Two Stray technique" is accepted. It means the students' development in speaking through Two Stay Two Stray technique of the second semester students of Public Sector Accounting of Pontianak State Polytechnic in the academic year of 2015/2016 is significant.

The lecturer is suggested to give quiz individually related to the material at the end of class in order to assess the students' understanding about the material. Besides, the students should be given chance to give their comment on their friends' report and make some correctness of their friends' mistakes in reporting the material. Finally, the writer suggests that other researchers who are really interested in this technique should take the whole population as sample for the better result.

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STUDENTS' ESSAY WRITING STYLES OF ENGLISH EDUCATION PROGRAM 2013 AT ADIBUANA UNIVERSITY OF SURABAYA

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ABSTRACT

Essay writing is one of the lecture in English Education program given in the fourth semester. In this lecture, the students are hoped to be able to develop the paragraph to an essay. That's why the researcher thinks that students' essay writing styles become one of the interesting phenomenons to describe including the sentence structures which are the reflections of the students' ability in grammatical competency. So, the research question in this study is; how are the students' writing styles of English Education Program 2013 at Adi Buana University of Surabaya in writing an essay? The purpose of this study is to describe how the students' essay writing styles are. The researcher uses descriptive qualitative in doing the research. The data taken by purposive sampling consists of all the words, phrases, and sentences written by the students of English Education Program 2013 at Adibuana University of Surabaya related to the research questions. The source of data is the essay writing made by them. The data collection technique is done by the researcher through getting the scores of students' writing, finding the students' writing, and copying the students' writing while the data analysis is done through collecting the data, classifying the data, reducing the data, selecting the data, and displaying the data. Result shows that the writing styles used by the students are influenced by the students' ideas and also the grammatical competency. Some of ideas are not well organized. Moreover, they are not able to use the modifiers properly, so their essay belong to overgeneralisation, overemphasis or exaggeration, understatement and confusion. In addition, waffle and formulaic also happens in the style of writing used by the students. To sum up, those happen because they lack of ideas and grammatical competency to build up sentence structures.

Key words: *Essay, English Education Program, Writing Styles, Essay*

INTRODUCTION

The essay is a piece of writing that consists of several paragraphs related a single topic. It usually has three paragraphs long involving introductory, main body, and concluding paragraph. Introduction is an important part of an essay. This section determines whether the reader will be interested to continue reading the essay to finish. Introduction of interest will obviously increase the interest of the reader to finish reading. In contrast, preliminary boring will make the reader an end to his reading. Basically, the introduction contains an adequate introduction of the topic to be written. The idea that is written in the introductory paragraphs provide an overview of the ideas or arguments to be written on the content of the essay. The most important element in the introductory paragraph is a sentence thesis (thesis statement). Thesis sentence is the main idea of the essay clearly articulated (unambiguous) and explicit. This thesis sentence serves as a controller of an idea that would be submitted in the body of the essay. In essay body, the author is able to develop the ideas based on the thesis statement stated at the end of introductory paragraph. In this section, the author can transfer his or her ideas more than one paragraph. In this part, the author can express the ideas related to the thesis statement. In the body of essay, the reader will know what the author means. However, some of authors do not pay attention to the development of ideas in the body. There are some sentences which have no relations to the thesis statement. The body of essay will consist of many ideas which are able to make the reader confused. This phenomenon is able to reflect that the author loses the focus on his or her writing. The last element is concluding paragraph. In this section, the author can give the command or summary to the whole content of the

essay. But, some authors often make the concluding paragraph by using a sentence. It should be more than one sentence because the paragraph is a group of related sentences. Moreover, the author is also able to give the judgment or opinion to the phenomenon happens in an essay which the author writes and pay attention to the structure of essay in order to make the readers easy to understand what the author means in his or her writing. Based on the background above, this study describes the writing styles of essay related to the sentence structure in constructing the paragraph to essay.

Writing style is the way how the student writes. According to Duigu (2002:50) the problems which usually occurs related to style because of personal writing habits and cultural differences between mother tongue or educational background on the one hand, and English for academic purpose on the other. Modifiers is one of important aspect which influence the style of writing. Duigu also stated that the most common errors in the use of modifiers are overgeneralisation, overemphasis or exaggeration, understatement, and confusion. Overgeneralisation is the style of using many quantity or frequency or are involved. The students usually use them many times during writing such as *few, sometimes, generally, many, often, common, most, frequently, widespread*. They could be used to give additional information related to quantity of subject or verb in each sentence, however, when they often use them, the writing is not good anymore. Overemphasis is the way how to express degree of certainty or degree of intensity such as *rather, considerable, quite, very, significant, dramatic, maybe, definitely perhaps, possible, undoubtedly, it is clear that, generally speaking*. On the other hand, understatement and confusion is the way the writer express some ideas by combining overstatement and exaggeration more common. When the student combines some modifiers then they are used inappropriately in a sentence, the readers are confused to understand the meaning of sentence.

METHOD

In conducting the study, the writer prefers to use a descriptive qualitative research as a research method. It Concerns with descriptions, qualities and observations (Swetnam, 2004: 128). The data in this research are described in the form of words, sentences, or paragraph relating to the text which the writer investigates in order to answer the students' writing styles written by the students of English Education Program 2013 at Adibwana University of Surabaya related to the research questions. The source of Data is the essay writing made by them. In this section, the researcher acts as the main instruments to collect the data by using a purposive sampling. Then, Researcher did some steps such as getting the scores of students' writing, findings Students' writing, and copying the students' essay writing. After getting the essay writing, the researcher scans the essay writing to make them in soft files to be put in the appendices, while the hard files are used to be analyzed and described by the researcher based on the structure of essay and also the sentence structure which are used by the students in writing an essay. In this step, the writer describes the analysis of the data. There are some ways that the researcher has done to analyze the data. They are collecting the data, classifying the data, reducing the data, selecting the data, and displaying the data based on the theory of writing styles stated by Duigu (2002:50) about the modifiers, overgeneralization, overemphasis, understatement and confusion, waffle, formulaic and thoughtless writing, immature writing, and cultural differences in style.

FINDINGS AND INTREPRETATION

The finding and interpretation of the research can be described as follows;

Modifiers

Modifiers used by the students in writing an essay are often grammatically errors. The essay writing becomes inaccurate and thoughtless because of the wrong modifiers usage. The data can be described as follows

The positive causes, are the causes that can influent our brain to be entertained, we can enjoy the art of drawing cartoon, we can learn about undersea life such as the name of animas in there (d2:p2:l3)

The data above are categorized into errors of modifiers which are used inappropriately. The word *influent* belongs to adjective. It should be followed by verb. Additionally, the first sentence is difficult to understand. The main point of the first sentence is that; undersea life and the ability to form the characters become something which have different nuance. Knowing the animals' names gives additional knowledge for the children. The ideas in data above could not express well because of the limitation of the modifiers which students have. The next data is as follows;

We can be entertained because of the joke they have, it is one of funny/comedy cartoon film, and the art of their shapes proof the author is good (d2;p2:l4)

The data above means that film maker is clever in forming the shape of characters and the funny story in the Spongebob cartoon film. The word *proof* in data above belongs to Adjective. It should be verb by writing *prove*. The other inappropriate usage of modifiers is in the following data;

However, unnecessary actions are hurting theirselves with hitting, jumping from hill, or punching on the face. (d2;p3;l13)

The word *theirselves* belongs to object possessive pronoun which should be written by *themselves*. That idea could be expressed by using simple sentence. There are unnecessary actions such as hurting themselves by hitting, jumping from hill, and punching on the face.

Overgeneralization

Overemphasis

Understatement and confusion

In this part of style, the students express their ideas by producing mixed and confused signals. It could be seen by the following data

To sum up, Songebob Squarepants cartoon film is a cartoon, doesn't mean it has no negative causes. Watch out of our youngs to not see / know violence from the television programs like spongbob Squarepants cartoon.(d2;p4;l16)

The data above is a concluding paragraph and belong to understatement and confusion because the student could not find the main point in the main body which is important. The first sentence is good. It is expressed by using simple sentence. However, the second sentence the reader could not catch what the student means. The additional data is as follows

Tv Programs are important thing in the world that we need because without TV Program we will loss our information which is information from our country or out of our country such as accident, terrorism, and government news (d1:p1:l1).

The data above is an introductory paragraph written by student in an essay. It shows that the idea in the first line is clear enough to understand, but the second line is difficult to understand for the readers. The ideas could not be understood easily. The student should write the ideas simply to compare the ideas which are different. It could be written that TV Programs are important thing in the world. Without TV, people will loss many information in and out of country such as accident, terrorism, and government policies. Additional data is as follows;

Eventhough me and you maybe ave different TV Programs because we are in separate country. In my country I have many tv programs, but from many TV program that I have, I like one of it. The most TV Programs that I like is "Mata Najwa" in Metro TV (d1:p1:l3)

The data above has complex ideas to express. It is difficult to put the ideas together in a paragraph. There are some information gaps stated over there. It is wiser when the student wrote; everyone has different favourite TV program including me which like Mata Najwa broadcasted in Metro TV. The sentence is simple and easy to understand.

Waffle

In this part of writing style, the students use the same ideas which are stated in the previous sentences. The data could be described as follows;

The most TV Program that I like is "Mata Najwa" in Metro TV. Why I choose it. Because, for me it is added more education, politics in Indonesia, and

characteristic of Someone such "Ahok", "Tri Risma", and "Joko Widodo" (d2:p2:l6)

The data above is the main body of essay. In the last sentence of introductory paragraph, the student wrote that Mata Najwa is her/his favourite TV Program in Metro TV. However, in the first line of main body paragraph, the student wrote the same idea with the thesis statement stated in introductory paragraph.

Formulaic and thoughtless writing

The formulaic and thoughtless writing styles happen because the student has basic structure in grammar and expression to state the ideas his or her ideas. The student could not arrange the sentences well, so they have thoughtless meaning. That phenomenon can be seen in the following data;

Nowdays, television has many programs to be watched, education, entertainment, and so on. But there are two causes that Spongebob program does they are positive and negative causes. (d1:p1;l1)

The meaning of the sentences above is; nowadays, television has many programs to watch such as education, entertainment, and others. Spongebob is one of kid favourite program which has positive and negative sides. That phenomenon is also supported by the following data

"Mata Najwa" is TV program which is suitable to watch for Adult and Parents. Beside that I also like the Host who is Najwa. Najwa is Succesfull woman. Beautiful women, and also as Directur Executive of Metro TV. I always watch "Mata Najwa" one of my favorite is when Mrs. Risma as in personal life (as a wife and a mother) and in work (As you know Mrs. Risma is Governor of Surabaya).

The points above could be understood, but the student has basic structure in grammar and limited expression to state the ideas above. The ideas above could be stated that Mata Najwa TV Program becomes interesting because it invites Risma as the famous Major of Surabaya, East Java.

Immature writing

In this part of style, the students are not able to express by using appropriate vocabulary to express their ideas, the data could be described as follows

In summary "Mata Najwa" said "Gubernur dipilih oleh Rakyat, maka seharusnya kita bekerja untuk Rakyat dengan sepenuh hati". That sentences.is great. That why I like more "Mata Najwa" as TV Program rather that other TV Program

The use of Indonesian Language appears in the data above. When the students have rich of vocabularies, the student will translate what he/she wrote into English. However, the student ignored that ideas or expression. It could be restated that the Governors or majors is chosen by the society, so they should work totally for society. That is why the data above belongs to immature writing made by students in making an essay.

Cultural differences in style

In this part of style the students use their habit and culture while writing. The place of pronoun and also sentence structure symbolized the cultural differences in style. The data could be describes as follows;

To sum up, in my country I have many of TV Programs such as reality show (Religi), education (Dr.Oz), News Programs (Liputan 6) and etc. Maybe Me and you.have favorite TV program but The most TV Program that I like is "Mata Najwa". (d2:p3:l16)

The data above shows that the student wrote the pronoun *me and you* should be written *you and I* have favourite TV program. Additionally, the sentence structure could be indicated into the cultural difference in style. What the student wrote in the data above, the sentence structure in the form of complex or even compound complex sentence becomes the way how to express the ideas in writing without considering the clarity of ideas in a sentence or paragraph. The additional data is as follows;

Eventhough me and you maybe ave different TV Programs because we are in separate country. In my country I have many tv programs, but from many TV program that I have, I like one of it. The most TV Programs that I like is “Mata Najwa” in Metro TV

The data above shows that place of pronoun *me and you* indicates that the writer is the priority than someone else. It should be written by giving the priority to someone else to symbolize the culture. The student should express by using *you and I* maybe have different TV Programs.

CONCLUSION AND SUGGESTION

Student Writing Styles are influenced by many factors. There are some grammatical errors in each sentence to build up introductory paragraph, main body paragraph and also concluding paragraph. On the other hand, the understatement and confusion happens in writing the essay because the students lack of ideas to write. In addition, they mix modifiers inappropriately. So the reader is confused to understand what the writer wants to write. The Formulaic and Thouthless Writing occurs because the students have basic structure and a few basic expression in an essay. The suggestions that the researcher could give is that the lecturer and teacher must check the students' difficulties while writing. Knowing the students' problems is the first gate to improve the quality of students' essay writing.

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THE INFLUENCE OF USING DOMINOES GAME ON STUDENT'S GRAMMAR ACHIEVEMENT AT JALAN JAWA JUNIOR HIGH SCHOOL GRADE 8th

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ABSTRACT

Dominoes game is an effective technique to anticipate the students who get low score in learning English in the class, especially in their grammar achievement. Dominoes game helps the students to reach maximum score in learning English. The goal of this research is to investigate the influence of using dominoes game on student's grammar achievement in Jalan Jawa Junior High school grade 8th. This research used quantitative method. The population in this research was the entire students of Jalan Jawa Junior High grade 8th. There were 3 class of grade 8th in that school. The total amount of the students was 125. The researchers took the sample randomly and chose 2 classes: VIII A as the experimental class and VIII B as the control class. Both of the class were given pre-test and post-test. After that the researchers analyzed the result of both tests by using t-test. The result showed that t-count was 8,65 with t-table 2,00 which derived from 5% significance and df 81. From the result, it can be seen that t-count was greater than t-table ($t\text{-count} > t\text{-table}$). Thus, it can be concluded that there was an influence of using dominoes game on student's grammar achievement.

Keywords: *dominoes game, grammar achievement*

INTRODUCTION

From the past few years, teaching grammar still has been the popular topic, because it still needs improvement in the object of education (Teaching model, method, strategy, evaluation procedure, media, etc) especially in Junior High School. Junior High school students in Indonesia sometimes still face a problem in acquiring grammar, even when they are still at the first grade at the approximate age of 12 or 13. Some of them still shy in practicing English in both speaking or writing by using grammar. Harmer (2007) divided English learners into three categories based on the age. First is young learner, second is adolescent, and third is adult. Young learners described as stage of age where children can absorb information or anything by imitating their teacher. They like to learn by observing their environment. So the way their thinking about abstract thing such as grammar rules still finds difficulties. On the contrary, in adolescent age, teachers are able to discuss abstract issues with them, in this matter, grammar rules.

Almost the same with Harmer theory of age, Jean Piaget (1896-1980) developed a theory about the psychologist development of the child. He found out that the process of thinking was developing until the child started to think logically. When the teacher knows about it, he/she can easily prepare the suitable lesson for his/her pupils. Piaget divided this process into four stages: Sensorimotor Stage, Preoperational Stage, Concrete Operational Stage, and Formal Operational Stage.

The age when pupils start to learn grammar touches the last two ones. Concrete Operational Stage (7-11 years) is the stage when children start to think logically, and they solve their problem but only on concrete things and experience. Meanwhile, Formal Operational Stage (11 years and beyond) is a

stage when children can increase their ability to think abstractly and solve their problem by involving abstract operation. So Piaget's last theory seems the best period when children understanding grammar rules by keeping the rules in mind and imagining how it works. (Musilova, 2010: 11)

After revealing the theory of age by Harmer and Piaget, now as good teachers, they should understand what their students need. They need to plan a range of activities for a given time period to overcome the student's difficulty in understanding grammar because they have to rely on their prior knowledge to think about the abstract rules of grammar. This can be resolved by doing some techniques. Here is the game plays important role.

The teacher will provide an interesting game; the game is called as *dominoes*. Hopefully by using this game the students will improve their achievement in grammar, especially in this case is "describing people". This game still has rules, because if it hasn't it will not call as a game. That's why the researchers chose this game to be the object of study in order to examine: the effect or influence to the students of ICP class' grammar achievement at Jalan Jawa Junior High School grade 8th.

THEORITICAL BASIS

Teaching Grammar

As in English, the word 'grammar' has been so familiar. When thinking about it, it must be a set of rules which is explained in a book which tell learners about tenses, part of speech, and etc. It is appropriate with grammar definition based on Scrivener (2005:252), grammar is rules about sentence formation, tenses, verb patterns, etc. in reference book.

That's what learners get at the very first stage of learning grammar, especially for young learners. In their books, they will find some exercises about grammar whether it is multiple choice, completion, or others. Learning grammar must be difficult for young learners if they don't have any basic database in their minds before about grammar. Scrivener said (2005:252) grammar is our internal database about possible or impossible sentences. The word "our" here is including young learners. And internal database here means any information in the learners head as a living resource that allows them to communicate and be understood.

Cook said (2008:18), grammar is most unique aspect of language. It has features that do not occur in other mental processes and that are not apparently in animal languages. That's why for young learners who learn about it, they should notice when it is being used in texts, in stories, in conversation; understand the form of an item; try things out (practice) in a safe of environment; and use it when speaking or writing.

Cook (2008:19) also divided grammar into three categories, there are prescriptive grammar which prescribe what people should or should not say; Traditional grammar which is a 'school' grammar concerned with labeling sentences with part of speech and so on; and the last is structural grammar which concerned with how words go into phrases, and phrases into sentences. Traditional grammar seems chosen as the best and the most often grammar received by the young learners at school because it concerns to part of speech (noun, verb, adjective, adverb) and how they may be combined by giving some rules.

Teaching grammar has been popular topic to be discussed among teachers all over the world. Teachers usually concern in teaching the students about the rules of tenses, part of speech, and others, especially to junior high school students. Cahyono and Widiawati (2011:90) said accordingly, the teaching of grammar should not focus on forms/structure alone.

As mentioned before about the definition of grammar. Cook (2008:18) said that grammar has featured that do not occur in other mental process and that are not apparently in animal language. These features are not only about rules, but also meanings. So, in teaching grammar teachers should not only teach the rules to the students, but also the meaning, whether it is semantic or pragmatic.

Semantic deals with the grammar means, both lexically, or as defined in the dictionary, and grammatically.

Meanwhile pragmatic deals with meanings based on the social context and interpreted at a discourse level. It is almost the same with the statement from Cahyono and Widiawati (2011:91) that is when teaching grammar, a teacher should bring learners to understand the three issues of how the structure is formed (rules), what it means (semantic), and when/why it is issued (pragmatic). Scrivener (2003:3) said,

We want learners to be exposed to a lot of language. We need to help them notice it. We need to focus their attention on specific items so that they can understand what they mean, how they're formed, and when and where they are used. We need to give them a lot of opportunities to practice things in an encouraging environment, using the items when they speak and write.

Talking about teaching grammar and its meanings, first of all, teachers of grammar should know and understand the learners whom they are teaching to. Harmer (2007:81) said, the age of our students is a major factor in our decision about how and what to teach. People with different ages have different needs, competences, and cognitive skills. In this case the researchers will talk about teaching grammar to young learners. Teaching grammar to young learners could be in elementary level or junior high level. Musilove (2010:8) said that students start learning grammar rules about the age of ten. In this stage of age they still find grammar rules difficult to grasp because their cognitive development in thinking abstractly has not increasing yet. According to Piaget theory in Cameron (2001:3), that in particular, the Piagetian end point of development - thinking that manipulate formal abstract categories using rules of logic - is held to be unavailable to children before they reach 11 years old of age or more. So it means that the students abstract thinking of the grammar rules increasingly in their age of 11 or above (12, 13, 14, 15). Harmer (2007) stated that learners can use their abstract thinking in adolescent life. And how much mater about grammar meanings, in their young age, they still able to receive grammar as its grammatical meaning (semantic) which can make them easy to find it in dictionary.

DOMINOES GAME

Dominoes Game is a game first originated from China. Usually it consists of cards and dice. It is so popular game in West. Based on the Hale-Evans (2002) Dominoes games is included in card games system.

I was never very fond of the standard deck of playing cards, as I mentioned in my [first article](#) in this series. I changed my mind when I came across the concept of a game system. A game system is a set of components that function together in multiple games. A standard deck of cards fits this definition quite well, but there are many other kinds of decks that can be used for multiple games. Tile sets such as *MahJongg* and dominoes also fit the definition, and have much in common with card decks.

Dominoes game in the matter of language game, is not using any dice. It just uses cards as the material. Musilove (2010:18) said,

"It (Dominoes) is a very old game, it was probably invented in China in the 12th century. It consists of plastic, wooden or paper blocks which are divided in two halves. On each part there is anything different written or drawn."

It can be played inside the class by making some groups first. The students can practice kinds of grammar- irregular verbs, adjective, pronouns, etc. Musilove (2010:18) even made an explanation about the rules and steps in playing Dominoes game as an activity in the class.

Before the game you must first turn dominoes face down and mix them. The players choose the blocks (mostly about five), they must not show them to anyone. One player begins with putting one block on the table, then other continues with putting another block with the same picture next to the first one. If he has not got an acceptable block, he must take another block from the pile and another player continues in playing. The winner is the player who has not got any block.

METHOD

Research Design

In this case, the researchers used an experimental design which was suited with the quantitative method. Experimental design is a design which has treatment and has function to identify the specific influence of specific treatment given to others in controlled condition (Sugiyono, 2010:107).

In this study, the researchers used True Experimental design because this kind of design would help the researchers in controlling all the outside-variables which affect the process of the experiment easily. Sugiyono (2010:112) said True experimental design has main characteristic that is the experimental group and the control group taken randomly from a specific population. In short, there will always be two groups in true experimental design, they are experimental group and control group.

Based on Sugiyono (2010:112-113) there were two forms of True Experimental design, that was Posttest-Only Control design and Pretest-posttest Control Group design. The researchers used Pretest-Posttest Control Group design in doing her research. From this design there would be two groups taken randomly (R). The first group was called the experimental group (X1) and the second group was the control group (X2). The first group was given a treatment, meanwhile the second group wasn't given a treatment. Before that, these two groups were given a pretest in order to know the early condition of experimental group and control group whether there was difference between them. The influence of the treatment presented in symbol (O2-O1) – (O4-O3). The result of the treatment influence was analyzed by using t-test. The good result of pretest was when the experimental group score was not significantly different.

Pretest-posttest Control Group Design

- R : Randomly selected groups
- X : Treatment
- O1 : Pretest for experiment group
- O2 : Posttest for experimental group
- O3 : Pretest for control group
- O4 : Posttest for Control Group

R	O1	X	O2
R	O3		O4

Population and Sample

In this study the researchers took the population from Jalan Jawa Junior High grade 8th. It consisted of VIII A, VIII B, and VIII C, which every class was more than 40 students. The researchers of this study chose the grade 8th as participants with the following considerations:

- a. The researchers assumed that the grade 8th students acquired English lessons better than the grade 7th.
- b. The researchers assumed that grade 8th students were more ready and easier than the grade 7th in learning grammar, it was also based on the previous theory about young learners.
- c. The researchers chose the 8th grade students because there was a new curriculum given to the grade 7th students which affected the changing form of the lesson plan and the material.

In this study the researchers used Cluster Sampling techniques. The researchers took 83 students of JalanJawa Junior High grade 8th, they were VIII A and VIII B. There were 42 students of experimental group (VIII A) and 41 students of control group (VIII B). There are two kinds of

technique sampling: Probability sampling and non-probability sampling. All of the samples in this research were taken by using probability sample. The Probability Sampling that was chosen by the researchers was Cluster Sampling (Area Sampling). It was used because the way of using it very simple to be applied. There were two classes chosen in this research. Those are VIII A and VIII B. VIII A was as experimental class and VIII B was as control class. The researchers proposal had been done on 16th of September until 3th December 2014 at SMP Jalan Jawa Surabaya. At that time the researchers used those classes as the sample of this research.

Data Collecting Technique

In this research the researchers used the test instrument as collecting data technique. Test is used to measure the ability existence and amount of object. Arikunto (2010:266) stated that there are 2 kinds of test to test the student's achievement of any subject. Those are teacher's handmade-test and standardize test. Teacher's handmade-test is test made by the teacher herself by using some specific procedure, but it isn't tested yet so the characteristics and advantages are unknown yet. Meanwhile, standardize test is a test which usually available in testing institution which has been tested the effectiveness. It has been tested and revised thousand times, so there is no doubt in the effectiveness of using it.

Data Analysis Technique

In this study the researchers used t-test as the formula. Based on Sudijono (2006:278), t-test is a statistic test which is used to test the validity of the zero hypothesis which state that between two "Mean" of sample taken randomly from the same population has no significant different.

The t-test formula according to Arikunto (2006:311) is,

$$t = \frac{M_x + M_y}{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}$$

M_x = Mean score of experimental group

M_y = Mean score of control group

$\sum X$ = Deviation of experimental group

$\sum Y$ = Deviation of control groups

N_x = The number of samples of the experimental group

N_y = The number of samples of the control group

DISCUSSION

As told by the researchers before that this data was taken by using quantitative method, so the data presented here was static result. Static result means that the all data here were taken as numeric data and calculated to get a valid explanation. The data which the researchers presented here are the pre-test and post-test result taken from the experimental group and the control group by doing writing test. By presenting these data, it will help the researchers to know whether there is difference between the condition of the experimental class before given the dominoes game and after given dominoes game; and the condition of the control class before and after given another teaching technique. Experimental class (VIII A, Dominoes game) consisted of 42 students while the control class (VIIB, another teaching technique) consisted of 41 students. The list of the students' pre-test and post-test result can be seen below.

Data analysis is the next step that the researchers would do if the pre-test and post-test results from the experimental group and control group have been presented one by one of each table. In this section, the pre-test and post-test results from each group would be collected, calculated, and analyzed. The researchers would calculate the results by using t-test, and then analyze it by comparing the t-calculated value and the t-table value to get a clear explanation whether the hypothesis of this research is being accepted or rejected. There are 2 steps to analyze data as follows:

1. The researchers collected the data of the students' achievement (adjective) by using dominoes game from the experimental group. Then data was calculated and given by symbol (X).
2. The researchers collected the data of the students' achievement (adjective) by using another teaching technique from the control group. Then data was calculated and the given by symbol (Y).

Table 4.5 the data calculation of experimental group

Student	Pretest	Posttest	X	X^2
Student 1	10	100	90	8100
Student 2	10	55	45	2025
Student 3	0	90	90	8100
Student 4	30	50	20	400
Student 5	40	70	30	900
Student 6	30	100	70	4900
Student 7	20	60	40	1600
Student 8	20	85	65	4225
Student 9	20	85	65	4225
Student 10	35	45	10	100
Student 11	25	80	55	3025
Student 12	45	70	25	625
Student 13	35	90	55	3025
Student 14	20	75	55	3025
Student 15	10	55	45	2025
Student 16	35	65	30	900
Student 17	20	100	80	6400
Student 18	35	70	35	1225
Student 19	10	85	75	5625
Student 20	45	65	20	400
Student 21	20	85	65	4225
Student 22	25	65	40	1600
Student 23	10	65	55	3025
Student 24	10	85	75	5625
Student 25	25	100	75	5625
Student 26	15	65	50	2500

Student 27	30	45	15	225
Student 28	15	100	85	7225
Student 29	35	85	50	2500
Student 30	10	85	75	5625
Student 31	30	65	35	1225
Student 32	35	65	30	900
Student 33	25	45	20	400
Student 34	45	90	45	2025
Student 35	35	70	35	1225
Student 36	20	65	45	2025
Student 37	45	90	45	2025
Student 38	25	65	40	1600
Student 39	35	60	25	625
Student 40	5	85	80	6400
Student 41	10	35	25	625
Student 42	25	80	55	3025
Total	1025	3090	2065	121125

Table 4.6 the data calculation of control group

Student	Pretest	Posttest	Y	Y^2
Student 1	10	30	20	400
Student 2	50	50	0	0
Student 3	20	30	10	100
Student 4	30	30	0	0
Student 5	20	60	40	1600
Student 6	25	45	20	400
Student 7	35	45	10	100
Student 8	50	60	10	100
Student 9	45	60	15	225
Student 10	45	60	15	225
Student 11	35	30	-5	25
Student 12	35	60	25	625
Student 13	40	35	-5	25
Student 14	50	40	-10	100
Student 15	15	60	45	2025
Student 16	45	60	15	225
Student 17	40	50	10	100
Student 18	45	60	15	225
Student 19	15	45	30	900

Student 20	25	10	-15	225
Student 21	40	45	5	25
Student 22	25	25	0	0
Student 23	30	45	15	225
Student 24	35	45	10	100
Student 25	40	30	-10	100
Student 26	35	30	-5	25
Student 27	10	30	20	400
Student 28	30	60	30	900
Student 29	45	60	15	225
Student 30	30	30	0	0
Student 31	30	30	0	0
Student 32	30	50	20	400
Student 33	20	60	40	1600
Student 34	35	45	10	100
Student 35	45	60	15	225
Student 36	20	40	20	400
Student 37	25	60	35	1225
Student 38	20	55	35	1225
Student 39	45	60	15	225
Student 40	20	50	30	900
Student 41	10	30	20	400
Total	1295	1860	565	16325

This formula of t-test was calculated by researchers can be seen below.

1. Mean of variable X

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

$$M_x = \frac{2065}{42} = 49,17$$

2. Mean of variable Y

$$M_y = \frac{\sum y}{n}$$

$$M_y = \frac{565}{41} = 13,78$$

3. Deviation of X1 and X2

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$\sum x^2 = 121125 - \frac{(2065)^2}{42}$$

$$\sum x^2 = 121125 - 101529,17$$

$$\Sigma x^2 = 19595,83$$

4. Deviation of Y1 and Y2

$$\Sigma y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{N}$$

$$\Sigma y^2 = 16325 - \frac{(565)^2}{41}$$

$$\Sigma y^2 = 16325 - 7785,98$$

$$\Sigma y^2 = 8539,02$$

5. Count of t:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{49,17 - 13,78}{\sqrt{\left(\frac{19595,83 + 8539,02}{42 + 41 - 2}\right)\left(\frac{1}{42} + \frac{1}{41}\right)}}$$

$$t = \frac{35,39}{\sqrt{\left(\frac{28134,85}{81}\right)\left(\frac{2}{41,5}\right)}}$$

$$t = \frac{35,39}{\sqrt{16,74}}$$

$$t = \frac{35,39}{4,09}$$

$$t = 8,65$$

6. Degree of freedom (df)

$$df = N_x + N_y - 2 = 42 + 41 - 2 = 81$$

Standard significance 5% = 2,000

Based on the significance 5 % and degree of freedom 81 (df), with formula $df = N_x + N_y - 2 = 42 + 41 - 2 = 81$, was derived t-table = 2,000 with t-calculated = 8.65. The information about table of t can be seen at the appendix in this research. From the data, it shows that t-calculated > from t-table (8,65 > 2,00). So, the H_0 (null hypothesis) was rejected and H_a (alternative hypothesis) was accepted. It means there is positive influence of using dominoes game on student's achievement of using adjective in a sentence at JalanJawa Junior High school grade 8th.

INTERPRETATION

Based on the calculation of the data analysis above, the researchers tried to give a clear explanation about this research by interpreting the results. At the previous chapter has been stated that the null hypothesis (H_0) of this research is that there is no influence of using dominoes game on student's achievement of using adjective in a sentence at Jalan Junior High School grade 8th, and on the contrary the alternative hypothesis is that there is a positive influence of using dominoes game on student's achievement of using adjective in a sentence at JalanJawa Junior High School grade 8th.

After the all data are collected and calculated, the researchers has proved that the alternative hypothesis (H_a) has been accepted and the null hypothesis (H_0) has been rejected. This prove wouldn't be exist if the researchers conducted this research only by noticing and observing the students' activity and behavior in the class. That's why the researchers proved it by presenting and observing the valid and concrete data by doing writing test. From calculating the pre-test and post-test of experimental and control group, the researchers has found that the coefficient number of t-test is 8,65 with $df = 81$. By using the standard of significance, 5% and the df of 81, the researchers has found the $t\text{-table} = 2,00$. The information about table of t can be seen at the appendix in this research. From the data, it shows that coefficient number of t-test is bigger than t-table ($8,65 > 2,00$). Finally, it can be said that there is positive influence by using dominoes game on student's achievement of using adjective in a sentence at JalanJawa Junior High School grade 8th.

CONCLUSION

As being told before in the previous chapter, based on the significance 5% and the degree of freedom 81 (df), was derived $t\text{-table} = 2,000$ and $t\text{-calculated} = 8,65$. From that data, it shows that $t\text{-calculated} > t\text{-table}$ ($8,65 > 2,00$). So, it can be concluded and proved that the alternative hypothesis (H_a) which said that there is a positive influence of using dominoes game on student's achievement of using adjective in a sentence at JalanJawa Junior High School grade 8th was accepted while the null hypothesis (H_0) which said that there is no influence of using dominoes game on student's grammar achievement at JalanJawa Junior High school grade 8th, was rejected. The researchers could conclude and make that proven because she has presented, calculated, analyzed, and interpreted the all data (pre-test and post-test) collected from the experimental group and control group. These data had showed a difference score got by the experimental and control group. The score comparison between these both group at the condition before given a treatment and after given a treatment showed a significant change. All of the students of the experimental group got increasing score after given a dominoes game. In the other side only some of the students from the control group got increasing score, the rest had no increasing score or even got lower than the pre-test after given a another teaching technique. So, it can be said too that dominoes game is an effective way in teaching grammar (Adjective).

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STUDENTS' PERCEPTIONS ON PLAGIARISM IN THEIR ACADEMIC WRITING: AN INDONESIAN CASE STUDY

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ABSTRACT

Academic writing skills are the most important requirement for academics, not only for lecturers but also students. However, academic writing culture in Indonesia are still not well-developed which triggers plagiarism amongst academics. Although, plagiarism cases are common and happened around the world, each country has its own way to prevent or punish the act of plagiarism. Indonesia itself has declared an anti-plagiarism movement in May 2011, which definitely needs follow-up actions to make it successful. Therefore, this research intended to explore early perceptions from students' points of view towards plagiarism. The perceptions that were measured students' awareness and understanding on plagiarism, which included 12 students from English Education Department and 14 students from Biology Education Department. The research results revealed that students had low understanding on plagiarism and they were even aware that they plagiarised one's works. Students admitted that they plagiarised due to time constraints and lack of penalties from lecturers. From the aforementioned results, it implied that real action is urgently needed to fight against plagiarism as early as possible. It was also suggested by students that seminars should be done to give them understanding on plagiarism. In other words, an anti-plagiarism model should be established to help students reduce their misconduct action so-called plagiarism.

Key words: *students, lecturers, plagiarism, academic writing skills, awareness, understanding*

INTRODUCTION

Writing skills are the most demanded skills as it will reflect both enrichment of ideas and language proficiency. Students are those who have to write extensively for finishing their assignments. However, students still have some problems in their writing, for example, copying and pasting or it is called plagiarism. Plagiarism has been described as taking one's works and acknowledge it as his own (Pecorari, 2008).

Plagiarism is actually taking one's work without citing the name of the author. Plagiarism itself comes from *plundering* which means *kidnapping* or stealing one's written works (Sutherland-Smith, 2008). Plagiarism has been detected as the result of the inexistence of *copyright law*, in which author's name is not included in the printing and publication process. This situation leads to the creation of *copyright law* and penalties incurred if this law is not obeyed.

However, *copyright law* can be applied if only the writing has been published. This fact also causes other problems in the schools and universities when they analyse their students' writing. Therefore, these educational institutions establish several ways to identify and minimize the number

of plagiarism. Firstly, *plagiarism* is redefined by the action of copying one's writing wholly or partly without acknowledging the original creator and the person who does this action is called a plagiarist. Secondly, students are acknowledged of possible consequences if they plagiarise one's written works, for instance, their points are deducted or they are expelled from schools or universities.

In short, the aforementioned definition of plagiarism and plagiarist are highlighted the term of *death penalty in academic world* which indicates one's creativity and academic intelligibility will be forever in questioned and rejected if he plagiarises other authors' written works (Pecorari, 2008).

Most cases of plagiarism occurred in the Eastern world due to different habits and cultures of writing (Pecorari, 2008). Memorisation is also another factor as students are requested to write exactly the same with the one written in the book (Pecorari, 2008). Other problems like lack of references, no citation even paraphrasing underlined poor language competence in the target language. The most sources used are written in English and students do not have sufficient language knowledge and skills to understand the content of the sources.

Students admitted they had ever done plagiarism due to: (1) time constraints, (2) too many assignments in one time, and (4) liked to prolong the time near the due date (Agustina & Raharjo, 2014).

The previous research results showed that students think plagiarism is unimportant as long as they pass a course and get a good grade (Kusumasondjaja, 2010).

Currently, there are several plagiarism cases discussed in mass media for instance, a well-known lecturer plagiarised one's work or a staff in the Ministry of Religious Affairs resigned after being accused of plagiarism.

There are also some reasons why plagiarism mostly occurred in the Eastern academic world rather than Western academic world (Pecorari, 2008), namely:

1. Different ways of thinking in appreciating one's works,
2. Citation is not necessary,
3. Repetition is considered good in the West,
4. Writing evidences is not important,
5. Memorisation is the best way of learning,
6. Learners could not differ facts and knowledge,
7. Plagiarism is not taken seriously in the West whereas it is a very serious matter in the East.

Therefore, it is important to assess students' basic understanding on plagiarism and how they perceive plagiarism. This paper intended to investigate those two aspects through the perceptions of students.

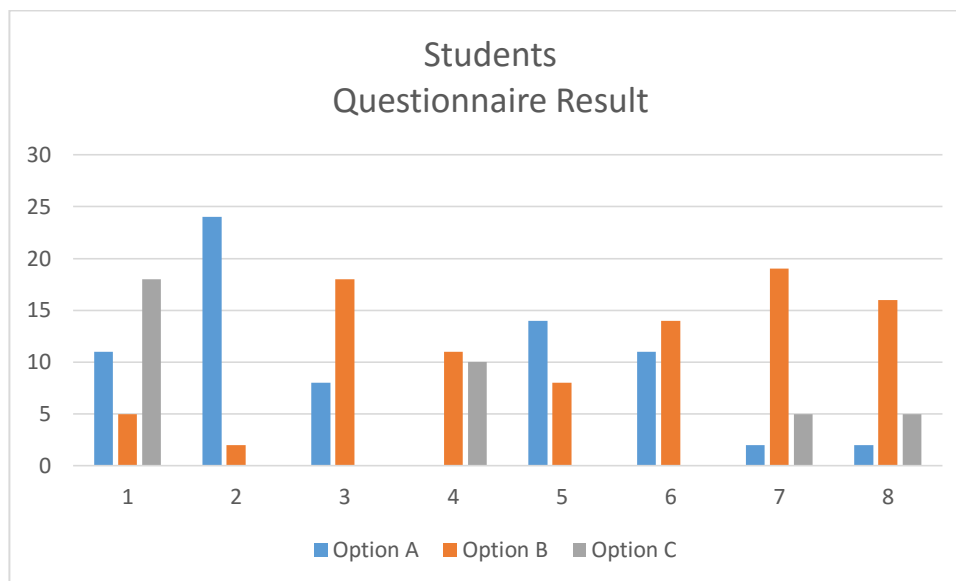
METHOD

Mixed method was used to analyse both quantitative and qualitative data (Neuman, 2006). The data were taken from questionnaire and interview. Responses from students were further analysed using *interpretive analysis* (Neuman, 2006).

The participants of the research was eight semester students, consisted of, 12 students from English Education Department and 14 students from Biology Education Department. Those students were taken as the sample as they were in the middle of writing their Bachelor thesis.

RESULTS

Questionnaire Results



Graph 1. Students' basic understanding on plagiarism. X axis indicated the options available whereas Y axis indicated the number of students.

Graph 1 showed students' responses towards 8 questions asked in the questionnaire. 20 respondents said they chose internet as their sources to read and write their tasks and assignments whereas 11 of them preferred books. Meanwhile, only 5 students used journal as their sources of writing. More than 20 students claimed that they understood the meaning of plagiarism and only less than 5 students said otherwise.

Less than 5 students admitted they had ever plagiarised and 15 of them claimed that they never plagiarised. Students also said they plagiarised when they wrote important assignments from their lecturers (>10) whereas around 10 students stated they would plagiarise if they were going to fail in a subject,

Moreover, ± 11 respondents suggested that their plagiarism was unknown by their Students also argued that they plagiarised if they passed a course (>10) or got a good grade (<10). They also asked to comment to a problem if they forgot to write a reference in their assignment. Most of them would try to find the same one with different author(18) but the rest of them said they just told their lecturers (4) or made it up (3).

Interview Results

Interviews were done by asking responses from 5 English Education department and 5 Biology Education Departments. They were given 5 questions on plagiat and plagiarism. The interview itself was conducted in order to confirm the results of questionnaire and what kind of suggestions students said about minimising their own misconduct. Most of them claimed that they understood the definition of plagiarism as what stated by S1 and S2, "*Plagiarism is taking one's works as our own.*" Almost all of students suggested that detection of plagiarism was important as S4 indicated, "*to detect plagiarism is important as it is an academic crime.*"

When students were questioned about copying their friends' works, S3 said, "*I plagiarised to finish lecturers' important assignments only.*" This statement was further acknowledged by S5, "*I plagiarised from the internet.*" When they were asked whether they wanted to improve their writing baceuse of plagiarism, S7 revealed, "*I try to rewrite using my oown words. If I can't I ask my friends*". Generally, students asked for a seminar or workshop to help them be aware of

plagiarism and how to minimise it. As it is indicated by S5, "*A seminar would be good for us so we know what plagiarism is and know how to deal with it.*"

DISCUSSION

Students' questionnaire and interview results indicated that they had understood the meaning of plagiarism but they did not realise any wrongdoings. Their lack of awareness was due to their burden of writing make them choose an easy way by copying word by word from any sources available, such as internet and books (Novera, 2004; White, 1998).

Students were also aware of some actions of plagiarism but they still plagiarised others' written work. They also admitted that they plagiarised to finish assignments, particularly, those which would give an impact to their final score. They were also able to identify common and rare forms of plagiarism, however, plagiarising was still the main solution for them. Their inability to rewrite one's works using their own words and fail to cite as well as to put the original source in the references section imply that they have limited language proficiency in terms of vocabulary and grammar as they cannot formulate well-versed sentence (Agustina, 2010; Chang, 2006; Ju, 2006; Hyland, 2003; Novera, 2004; Storch, 2009; Weigle, 2002; White, 1998, Zuber-Skerrit & Knight, 1986). Additionally, they also fail to understand and apply technical academic writing such as putting quotation marks for indicating a quotation, citing authors' names in the in-text sources and references, and paraphrasing using several writing techniques such as nominalisation and passive voice (Chang, 2006; Ju, 2006; Hyland, 2003; Novera, 2004; Storch, 2009; Weigle, 2002; White, 1998, Zuber-Skerrit & Knight, 1986).

There were several reasons of why plagiarism happened such as getting excellent grades and completing an assignment before the due date (Maas, 2002). Other reasons are limited knowledge and skills on the target language, for example, English language (Chang, 2006; Novera, 2000 so students were difficult to comprehend the content of what they had read (Pecorari, 2008; White, 1998). Further, students admitted that internet was the most favourable place to find sources of their writing as it was easy and fast than trying to find a printed article in a journal or going to library to borrow a book (Clyde, 2001; Introna & Hayes, 2008; Kusumasondjaja, 2010; Laird, 2001; Rocklin, 2000).

Students also argued that they kept plagiarising as their wrong actions were ignored and they were almost never caught cheating, for example, when they copied from the internet or they copied from their friends' works. This fact shows negligence from their educators and educational institution, which start from they are studying at primary school until university level (Thompson & Williams, 1995; Maas, 2002). Further, sources are available extensively in the internet and this has become the main source of plagiarism (Clyde, 2001; Introna & Hayes, 2008; Laird, 2001; Rocklin, 2000).

In line with students' statement of their wrongdoings, lecturer claimed that they could recognise students' plagiarism when their English or *Bahasa Indonesia* was perfect with cohesive and coherent ideas. They suspected students plagiarised others' written works but they did not do any real action about it. Nevertheless, they claimed they gave sufficient information to their students but still they did this misconduct.

Those aforementioned misconducts imply that lecturers sometimes feel a pity to their students and afraid of being accused of giving students hard time (Maas, 2002). Therefore, they ignore this so-called academic crime, let students pass and even give them very good score (Maas, 2002). Although they said that they provided their students with adequate information of plagiarism, students still plagiarised. Even worse they only finished their tasks by downloading them from internet or copied them word by word from books or article journals. This situation happens due to lack of feedback and real punishment such as score deduction or expelling them from courses (Chang, 2006; White, 1998). Some lecturers argued that if they deducted their students' score or expelled from courses they could run into a big trouble as educational institutions did not have a clear policy on plagiarism in Indonesia. These arguments highlight that most of Asian cultures allow plagiarism as forgivable (Pecorari, 2008).

Students also suggested a seminar to assist them in understanding plagiarism. Indonesian has declared an anti-plagiarism movement in May 2011 and several trainings have been done to help students such as A-A-C-R (Awareness-Acknowledge-Citation-References) designed by Agustina & Raharjo (2014) which started from giving awareness to students followed by writing technique practices. Those writing techniques include paraphrasing, citation, quotation and giving proper references (Agustina & Raharjo, 2014).

CONCLUSION AND SUGGESTION

Conclusion

There were some conclusion could be drawn from the research results and discussion, namely:

1. There were still a lot of plagiarism cases as students focused more on learning product (grade) rather than learning process (comprehensive and analytic skills),
2. A seminar or workshop/training should be given as a preliminary effort to make students aware of the threats of plagiarism, and
3. Writing practices must be done on daily until weekly basis to help students learn how to paraphrase, cite, quote, and make proper references.

Suggestion

There are several suggestions can be made based on the results, discussion and conclusions, *i.e.*:

1. A further study on the effectiveness of A-A-C-R as the training model to fight against plagiarism should be tested and analysed.
2. Participants should be taken from different semester such second and fourth semester students as the younger easier to change someone's mindset.

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DEVELOPING ENGLISH TEXTBOOK FOR ISLAMIC ELEMENTARY SCHOOL TEACHER EDUCATION DEPARTMENT BASED ON GENRE-BASED APPROACH

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ABSTRACT

Developing English textbook for non-English Departments, in this case, students of Islamic Elementary School Teacher Education Department needs some considerations. It is because the textbook is expected not only to be able to develop students' English language skills but also it can be useful for their future career as an elementary school teacher. The teacher who is also the writer of the material should consider several aspects to develop the material. The aspects consist of level of the students, the students' topic interest, the instruction and et cetera. Besides, the developing of the textbook should be based on a certain theory to achieve the objective of the learning. In this paper, the writer intends to explore several steps she did with her team when developing an English textbook for the students of Education of Islamic Elementary School Teacher Education Department at Maulana Malik Ibrahim State Islamic University of Malang based on Genre-Based Approach. Since Genre-Based Approach is implemented in the teaching and learning process of English for Specific Purposes at that university, therefore, the textbook is also developed based on that approach.

Keywords: *English textbook, Education of Islamic Elementary Education Teacher Department, Genre-Based Approach*

INTRODUCTION

Teaching material is one of the elements which determine the accomplishment of teaching and learning process. Providing an appropriate teaching material is one of teacher's efforts in order to increasing students' skill. The teaching material should be based on the students' need and level to fulfill the demand of curriculum. Genre-based approaches nowadays have an important role in the field of English language teaching including the material development. Rodgers (2001) states that genre-based approaches become one of the trends in this millenium era. Genre-based approaches include discourse and genre analysis, schema theory, systemic and functional linguistic. Similarly, Hyland (2002) sees genre approach as having a considerable impact on the way we see language use and on literacy education around the world. Duke and Purcell-Gates (2003) state that a genre is a form of text that uses a particular format and structure.

From the primary grades, students need to know that there are different kinds of texts, each with its own features, purposes, and conventions. Even very young students can learn that narrative text tells a story, persuasive text is written to persuade a reader, and informational text is written to give the reader facts. Using the word "genre" gives students a way to organize and talk about their observations.

Once students know that there are different genres, they need to find out how to navigate through each kind of text to find the information they seek. They need to learn how to recognize and use the genre. In this way, they learned that

- How-to text often includes a list of materials and a list of steps.
- Biographies are usually organized in chronological order.
- Persuasive text often has eye-catching features to attract a reader's attention.

Learning about the features of different genres helps readers recognize what they are reading and quickly adjust their reading styles. Therefore, when they are reading an article about how to

make something, they can know that the article will give them directions, so they need to read it more slowly. They will use their knowledge of the genre to plan how they can read the text for maximum benefit. As students become more skilled, they can use the features of different genres to help them learn information quickly and efficiently—for example, using headings to get through informational text.

HOW TO DEVELOP ENGLISH TEXTBOOK BASED ON GENRE-BASED APPROACH

There are six factors that should be considered when writing effective English teaching material (Howard & Major, 2004). The first and most important factor is the learners. The writer should do a need analysis to know the learners' interest, learning preference, level of literacy as well as their purpose for learning English. It can be done by interviewing the students about their personal interest and background. The second factor is curriculum and the context. To meet the goal of the lesson, the role of curriculum and context is important because curriculum contains content, skill and value to be taught. The third factor is the availability of resources and facilities when designing the material, such as a video player, tape recorder, cassette, digital camera etc. The fourth factor is personal confidence and competence to design the materials. The fifth factor is copyright compliance. The writer should strictly consider about copyright law when copying authentic materials or downloading materials from internet. The resources should be stated in the reference. The last factor is about time. The writer can share the materials with other teachers or write together in a team so that it can save the time.

The following steps were done by the writer and team when developing the English textbook for the students of Islamic Elementary School Teacher Education Department. The first step is finding information about the students' topic interest and their English proficiency level. Then, the writer learned the curriculum of the English teaching for the students of Islamic Elementary School Teacher Education Department. Based on the curriculum, it is stated that the objective of learning English is to develop the communication skills which are needed to succeed in learning English. Everybody studying in this course is expected to be more fluent and confident in using the language of English and they can increase their teaching prospects. The next step is the writer looked for reading passages by considering the genre to be focused on, students' topic interest, the length of the text and the level of vocabulary difficulty. After that, creating questions for pre-reading, whilst reading and post reading activities. In creating the questions and activities, the writer should create questions and activities which stimulate interaction between teacher and students or student and student. The instructions of the task should be clear enough. Besides, the activity should also stimulate the students to think critically. For example, they need to give their opinion toward a certain situation or solve a problem. Then, the writer includes the language use or grammar topic and exercise based on the genre which is focused on in the unit. For example, in a unit focused on discussion text, then the grammar topic discusses imperative sentences.

Similar with language focus, the next parts are speaking activities and writing activities which are also focused on the same genre. In another word, there is a link among the task in the unit and there is an integration between skills in the textbook. It covers reading, speaking and writing skills.

After finishing developing the textbook, the textbook can be used by the students and the writer did an evaluation by giving questionnaire to the class to know the students' opinion about the book. The questions include the students' opinion about the content of the textbook, the tasks or activities (the clearness of the instructions of the tasks), the need of the explanation about grammar or language use and vocabulary (the level of difficulty), the performance of the book (the appropriateness and availability of the pictures, the size of the letters used in the textbook).

The result of the questionnaire shows that most of the students state that the content of the textbook are interesting (90%), the instruction of the tasks or activities can be understood by the students (95%), and the need of the explanation about grammar or language use (99%). On the other hand, most of the students (90%) have vocabulary difficulties in understanding reading passages even though there is glossary at the end of the textbook. Similarly about the textbook performance,

most students (95%) consider that the pictures need to be added and it will be more interesting if the textbook is coloured printed not in black and white.

CONTENT OF THE ENGLISH TEXTBOOK

The textbook for the students of Islamic Elementary School Teacher Education Department is designed for pre-intermediate level learners. It consists of 12 units based on various topics of great interest to everyone involved in teaching career and it trains the students' reading, writing and speaking skills. The reading texts are selected based on the learners' background that is the students of Islamic Elementary Teacher Education Department and each unit has a reading text that is relevant with the genre focused on the unit:

- (1) What makes an effective teacher?
- (2) How to make your teaching lesson interesting?
- (3) Creative ways to start class
- (4) Should cell phones be banned in school?
- (5) Is daily homework good for children?
- (6) Television programs would jeopardize children
- (7) School uniform
- (8) Pro and cons of computers for students
- (9) Strict discipline for anti-social behavior in school
- (10) A kite is flying
- (11) Rainbow
- (12) The use of humor in class

Every unit is focused on certain genre. Units 1, 2, and 3 are focused on procedure texts. Units 4, 5 and 6 are focused on hortatory exposition. Units 7, 8, and 9 are focused on discussions text. Unit 10 is explanation text. Unit 11 is description text. Unit 12 is a spoof text.

The next parts are language use, speak up and writing. For language use, it focuses on the grammar used in writing or speaking activities (see Table 1). Therefore, there is a relationship between each part of the unit. The following table is the map of the book.

Table 1. Map of the Book

Unit	Overview	Reading Passage	Language Use	Speak Up	Writing
Unit 1 Page 1 – 7	Discuss ideas about how to be an effective teacher	Reading: What makes an effective teacher?	Words that go an effective teacher Modals: ability, requests, and offer; and simple future tense	Participating in discussions	The conversation covering ability, requests, and offers is used to fill out the interview notes.
Unit 2 Page 8 – 14	Discuss ideas about the strategy to make teaching interesting	Reading: How To Make Your Teaching Lessons Interesting?	Words that go to make teaching lessons interesting Passive voice and simple future tense	Participating in discussions	The conversation covering passive voice and simple future tense is used to fill out the interview notes.
Unit 3 Page 15 – 21	Discuss ideas about the ways to start the class	Reading: Creative Ways to Start Class Getting Students Ready to Learn	Words that go to start the class Passive voice and simple present tense	Participating in discussions	The conversation covering passive voice and simple past tense is used to fill out the interview notes.

Unit 4 Page 22 – 30	Discuss ideas about the use of cell phones in school	Reading: Should cell phones be banned in school?	Sequence/order	Expressing opinions	Identifying the main ideas in each paragraph.
Unit 5 Page 31 – 40	Discuss ideas about daily homework	Reading: Is daily homework good for children?	Direct and indirect speeches	Retelling the arguments of the story	Writing the arguments of a topic.
Unit 6 Page 41 – 52	Discuss ideas about television programs	Reading: Television Programs Would Jeopardize Children	Passive Voice	Agreeing and Disagreeing	Writing a Hortatory Exposition
Unit 7 Page 53 – 64	Discuss ideas about school uniform	Reading: School Uniform	Subject-Verb Agreement	Making Suggestions	Writing an Opinion
Unit 8 Page 65 – 73	Discuss ideas about the use of computer for children	Reading: Pro and Con of Computers for Students	Imperative Sentences	Expressing Appreciation	Writing an Opinion
Unit 9 Page 74 – 84	Discuss ideas about disciplines in school	Reading: Strict Discipline for Anti-Social Behavior in School	Gerund or Infinitive	Apologizing	Writing an Opinion
Unit 10 Page 85 – 91	Discussing ideas about children's game	Reading: How a Kite is Flying	Adverb Clauses	Explaining	Writing an Explanation Text
Unit 11 Page 92 – 98	Discuss ideas about Rainbow	Reading: Response to Communicative Language rainbow <i>for ESL teachers</i>	Words that go rainbow Modals: passive voice and simple present tense	Participating in discussions	The conversation covering passive voice and simple present tense are used to fill out the interview notes.
Unit 12 Page 99 – 109	Discuss ideas about the use of humor in class	Reading: - Help the Lonely Child - Penguin in the Park - A Smart Potato Farmer	Conjunction	Story-telling	Making a spoof text

Glossary					
Page 110 – 116					
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DESIGN OF THE TEXTBOOK

In designing the English teaching material for the students of Islamic Elementary School Teacher Education Department, the writer provides some activities, which cover reading passages, language use/grammar, speaking and writing. Every unit is begun by an overview about the content of the unit.

Reading passage activities consist of four activities, namely getting ready, word power, reading passage and answering questions related to the passage. Getting ready is an activity for brainstorming about students' background knowledge before they begin to read. In another word, it is a pre-reading activity. For example when discussing a topic about pro and contra about the use of computer for elementary students: (1) Do you often use computer? Why or why not? and (2) Do you agree if an elementary students use computer? Give your reasons. For word power, the exercise is taken from the words in the reading passage that will be read by the learners.

In Whilst-reading activities, the learners read a reading passage. The text is selected based on the students' educational background that is Islamic Elementary School Teacher Education. The topic is selected to train the students not only to train the English communicative competence but also to think critically of how to make a wise decision for a problem.

Post-reading activities contain answering questions from the content of the reading passage followed by other activities, such as debate, problem solving activities and et cetera. Those activities are also train students to think critically.

The next part is language use containing grammar explanation which will be used in writing task or speaking task. For example, how to express sequence or order, passive voice and simple present tense for procedure text units.

CONCLUSION

Developing an effective English textbook needs more effort to fulfil the need of the user that is the student who use the textbook in learning process. The good performance of a textbook is important as well as the content of the book which needs to be based on students' interest, field, and level of vocabulary difficulty. A study to know the vocabulary level of the students should be conducted before developing the textbook. Therefore, the students who have low achievement in English still have motivation in learning English. However, the availability of a good textbook is not enough if the teacher cannot use the textbook in interesting way and cannot create a comfortable atmosphere for students to practise their communication skills.

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LINOIT APPLICATION: THE NEW WAY IN TEACHING STUDENTS' READING COMPREHENSION

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ABSTRACT

Reading is one of the four skills that are needed by students in mastering English. Students of the English Department have to take graded reading from the first semester to the six semester. They deal with many genres in different context and cultures. One of the main problems in reading course is comprehending a lot of reading materials. This study was conducted in extensive reading class of the English Department Students, Tidar University. The lecturer introduces Lino it application (<http://en.linoit.com>) to make students easily remember the main points of particular text in their reading class. This application will provide an online canvas and allows the students to post online stickies, pictures, videos, and attachments. They can also share their online canvas with others by sharing its URL. By using this application students may post their comments or questions in class or at home through their laptop or seluler phone. Besides, she can also control students' activity by visiting their gallery and gives comment or feedback for the students work. From the finding, it can be stated that students' responses to linoit application are good. So, it is suggested that the lecturers apply this application in their reading class activities.

Key words: *reading comprehension, lino it application*

INTRODUCTION

For Indonesian, English is considered a foreign language since EFL learners do not have enough exposure to English language in their daily life. However, they are forced to make their own efforts to learn the target language on their own. The reason why they try to learn the language because of the grade. They need to obtain a good grade in order to pass the subjects (Zare, 2013)

Reading is considered as an interactive process between a reader and a text. So the reader interact with the text to elicit the meaning through bottom-up processing or top-down processing (Alyousef , 2005). While Block, Gambrell and Presley (2002) state that reading comprehension is "acquiring meaning from written text". It is in line with (Sweet and Snow, 2003) which express reading comprehension as the process of extracting and constructing meaning through interaction and involvement with written language. Since reading is one of the four basic skill in learning foreign language so students are expected to improve their proficiency in reading comprehension.

Readers use their brain in a very active way when they read English text. Reading is a very active process. Not only researcher who works hard but also reader. When reading a text, readers are supposed to imagine a scene in their head, understand clearly what the researcher is trying to say and agree or disagree with the researcher. Therefore reading is very helpful when someone learns a language. Readers will encounter new words in their reading activity. Especially when students have to read short stories that consists many pages. It is not easy to understand the English vocabulary without opening the dictionary. One of the way to understand it by guessing the meaning through context.

Many students have internal and external factors that influenced them in mastering English reading. For the matter of internal factors, the researcher discovered that the students tend to be passive. When they had difficulties in comprehending the material that was being discussed, there was no willingness from the students to raise questions. The next problem was that the students have low motivation in studying English. Gottfried (1990:525) explains that academic motivation is enjoyment of school learning characterized by a mastery orientation, curiosity, persistence, task-endogen, and the learning of challenging, difficult and novel tasks. Harmer (2001:51) states that

there are two types of motivation, extrinsic and intrinsic motivation. Extrinsic motivation is a motivation that comes from outside of individual. It is caused by any number of outside factors. The second, intrinsic motivation comes from within the individual. Thus a person is motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

Besides that, it also might be caused externally by the university teacher's technique in teaching the students. The lecturer uses conventional technique, without any interesting technique and media. They get difficulty in comprehending the content of the text. They take much time by checking difficult words to the dictionary. So they get bored with reading text activity. To overcome the boredom in reading activity, the researcher introduces an application called linoit.

Based on (ideas for using linoit in your classroom: 2013) a linoit board is a virtual free bulletin board which can be populated with online stickies, as videos, weblinks and images added as well as text. The board can be organised as any way as you want. It can be private or public. If someone want to change ideas from the board, it is possible as long as it is not published by the creator yet because the one who can delete stickies only the creator. While Kaly (2008) states that Lino-it (<http://en.linoit.com/>) is a web application similar to a corkboard where you can post sticky notes, create a structure of information that you collect. One can express him/herself by the means of text or graphics, video or files existing online or uploaded from computers. Martinez (2012) explains that linoit is a great way to exchange information within co-workers. The researcher ask students to use canvas to stick their ideas in PC display. They can use it individually or groups to post each member's ideas. Linoit can be used by using PC, tablet, and Android. By using Linoit, students can easily visualize their ideas and arguments. They can also check each other's task. Linoit allows the researcher to monitor students' works. From Creative Classroom Lab (2013) aims to help students organize their learning tasks in a logical way, and share them later with peers. Working in small groups, students can use existing tools in Virtual Learning Environments like Edmodo or Moodle or can take advantage of tools like Padlet, Popplet and Lino-it, as shown above, or make use of other tools to build concept maps as MindMup.

English Department students at Tidar University start learning reading from the first semester up to sixth semester. For the basic, they get reading 1, reading 2 and reading 3. the next level are extensive reading 1, extensive reading 2 and extensive reading 3. Students who take extensive reading have to read many pages of English text like short stories, English journals, articles and novels. Students commonly have difficulties in understanding the content of the text.

By using linoit application in teaching reading, the students will get the idea easily and enjoy the teaching-learning process. Beside, they become more interested in learning English. Finally the students are being motivated in learning English. From the explanation above, it is expected that the findings of this research bring the major issue into a better and clearer stage. It can also help language learners and instructors improve teaching and learning process and achieve their goals. The study seeks answer on how the sixth semester students of English Department, Faculty of Education and Teacher Training Tidar University in the academic year 2015/2016 response to linoit application.

METHOD

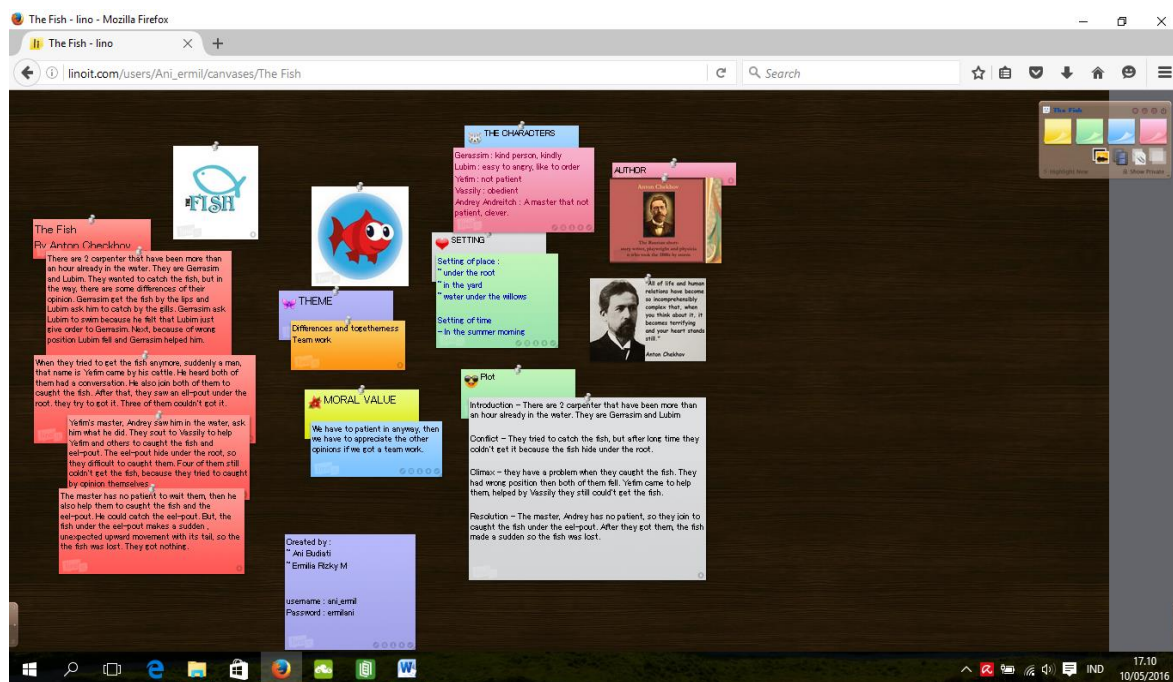
The researcher carried out a qualitative research to know the students' response through linoit application in classroom activities. The researcher would try to describe this model activities when it implemented in extensive reading class. The students met once a week and were taught by using linoit application in six weeks meeting.

The sixth semester students in English Department, Faculty of Education and Teacher Training Tidar University are divided into four classes. This will be the population of the study. There are 85 students who take extensive reading 3 subject, but in this research the researcher only takes 30 students from C class as the sample. The researcher selected these students because they were expected to improve their reading skill after they understand about linoit application. The researcher used questionnaire and observation to get the needed data. From the questionnaire, the researcher asked some questions like students' interest in extensive reading class, students' opinion

about the use of linoit application in extensive reading class and their motivation when introducing the new technique.

Besides questionnaire, observation was done to know the students' behavior when they participate in extensive reading class. The researcher wanted to know about students' attention and comment to the material. The students are also being observed to know whether they enthusiast with linoit application or not. She uses some checklists deal with students' perception to linoit application. The researcher introduced the linoit application to students by considering these procedures: the first step is selecting the texts (e.g. quotations, images, documents, and/or student work). Lecturer could also have students, individually or in small groups, select the text for the gallery walk. The second step is the texts should be displayed "gallery-style" - in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding. The third step is instructing the students on how to walk through the gallery. The purpose of the gallery walk is for students to take away particular information, they can create a graphic organizer for students to complete as they view the "exhibit," or compile a list of questions for them to answer based on the texts on display. They also give peer feedback, comment and question. (<https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/gallery-walk-teaching-strategy>) The example of students work by using linoit application can be seen in the following figure.

Figure 1 students' work by using linoit application



FINDINGS AND INTERPRETATION

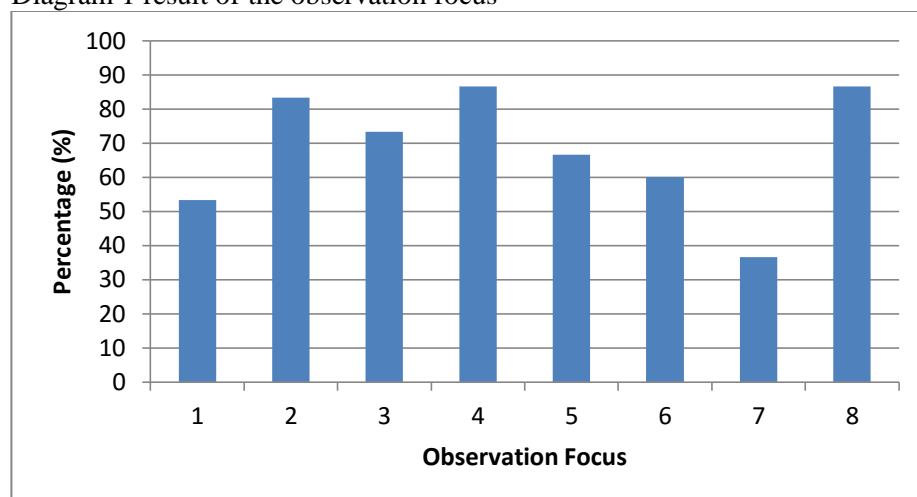
The researcher observed the teaching-learning process in extensive reading 3 class by using this observation sheet. The result of the reseach showed that many students were not interested in extensive reading class if the university teacher only taught using the same method all the time. When they were introduced with the new technique, that is linoit application, they were so enthusiastic to do the tasks. The application give many benefits to students since the materials can directly taken from the internet. But, for students who did not have internet access, they can join others to get the materials. Based on the observation guidance, here are the complete results:

Table 1 the percentage of observation during teaching-learning process

No	Observation Focus	Numbers of Students	Total Students	Percentage (%)
1	The students get bored with the material in extensive reading class	16	30	53.33
2	The students pay attention to the lecturer's explanation about linoit application	25	30	83.33
3	The students are enthusiastic about linoit application	22	30	73.33
4	The students use laptop, selluler phone and android to open the application	26	30	86.67
5	The students have difficulties to apply linoit application for extensive reading task	20	30	66.67
6	The students discuss about extensive reading task with their peer	18	30	60.00
7	The students give comments on their friends' gallery	11	30	36.67
8	The students can do the extensive reading task by using linoit application with the given time	26	30	86.67

Based on table 1, it can be stated that the way for teaching extensive reading is not interesting enough. (1) There were 16 students or 53.3 % get bored with the material. University teacher tends to use the same technique for delivering the materials. (2) When the university teacher introduces linoit application for extensive reading tasks, students were generated to try the technique. There were 25 students or 83.33 % who pay attention with lecturer's explanation about linoit. Only 5 students who seem reluctant to give their attention to linoit application. (3) Students who were enthusiastic with linoit application reached 22 students or 73.33 % because most of them had just known about the application. (4) In this modern era, most of the students use laptop, selluler phone or android to support their activities in studying English. There were 26 students or 86.67 % who use those gadgets. (5) Students had difficulties to apply the application since it is a new way to do the task in extensive reading class. From 30 students, there were 66.67 % or 20 students who get difficulties. (6) Students who discuss about their extensive reading task with their peer reached 18 students or 60.00 %. (7) After the students created a gallery by using linoit application, there were 11 students who give their comments on their friends' gallery. This is caused by the lack of understanding on how to give comments on others' gallery. (8) In the limited time (100 minutes) students had to finish analyzing short stories and performed them on line by using linoit application. Almost all of the students or 86 % (26 students) could do the task in extensive reading by using that application. The result of the observation can be seen in this diagram

Diagram 1 result of the observation focus



The researcher used questionnaire sheet to acquire the students' opinion about the teaching-learning process in extensive reading class. From the questionnaire, it indicated that most students give positive responses on the use of linoit application. Here is the table of students' responses in extensive reading class.

Table 2 students' responses in extensive reading class

No	Questions	Yes	No
1.	Do you like extensive reading classes?	20	10
2.	Do you get bored with the reading materials?	18	12
3.	Are you able to understand lecturer's explanation?	15	15
4.	Do you participate actively in extensive reading class?	17	13
5.	Do you get difficulties in comprehending English short stories?	19	11
6.	Is linoit application interesting?	22	8
7.	Do you think linoit application difficult to apply?	21	9
8.	Are you motivated to use linoit application in your reading tasks?	17	13
9.	Do you cooperate with your peer to do the task with the application?	20	10
10.	Do you give good responses to the lecturer in extensive reading class?	23	7

From the result above, more than half students or 20 of 30 students said that they like reading classes. From 18 of 30 students thought that they get bored with reading materials. After that, 15 of 30 students argued that they are able to understand university teacher's explanation. From the next questions, it can be seen that most of the students said that 17 of 30 students said they participate actively in the class. Many students (19 of 30) get difficulties in comprehending English short stories. Moreover, 22 of 30 students said that linoit application is interesting. Students can explore many sources that related to the task. Then, students who thought this application give good motivation to them reached 17 out of 30 students. From the next question, 20 of 30 students cooperated with their peer to do the task with the application. From 30 students, there were 23 students who show good responsiveness to this technique, It might be related to both individual and instructional factors. The writer concludes that most of students were interested in learning process because this technique is very useful and helps them to compose their idea by sharing with others in on line board.

CONCLUSION AND SUGGESTION

Based on the findings and discussion, the researcher draw some conclusions that the sixth semester students of English Department, Faculty of Education and Teacher Training Tidar University in the academic year 2015/2016 perform good responses to linoit application in classroom activities. Students show their interest with linoit application when it is applied in extensive reading class. Despite, the use of linoit application in teaching reading comprehension is quite effective to help reluctant students do the tasks. Because the application let the students explore many ideas from many sources in the internet.

From the result of the research, it is suggested that extensive reading lecturers use linoit application in their classes. Linoit application is one of the interesting techniques in teaching reading for university students. Because it can avoid boredom in doing many tasks for extensive reading classes. Hopefully, for the EFL learners, the implementation of linoit application will give effective and responsive educational tool.

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INTEGRATION OF POWOON AND PAIR WORK PROJECT IN ENHANCING ORAL COMMUNICATION SKILL

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ABSTRACT

The demand of oral communication skill of English has been acknowledged by many practitioners in many contexts: business world, workplaces and education fields. The promising business world and the reputable workplaces demand the employee to be able to communicate in English well. It is, therefore, undeniable that having oral communication skill of English becomes one of the factors determining ones' success. In addition, along with that skill, ICT skill is somehow also needed. Technology, as ones cannot deny the benefits of it, has become a crucial part of people's life. By this matter, consequently, a high demand of mastering both the oral communication skill of English and the ICT skill triggers the educational practitioners to put high efforts on enhancing those skills of the learners. The implementation of various strategies, methods or approaches has been taken into account. One approach which is believed to be able to improve the learners' speaking skill is Project Based Learning. In this paper, the integration of Project Based Learning (PBL) in the form of pair work project and the current technology will enable the teachers to improve the learners' oral communication skill and to familiarize them with the current technology. PowToon, as proposed in this paper, is a kind of virtual animated digital presentation. This paper, therefore, aims to discuss the utilizing of PowToon integrated with pair work project for enhancing the learners' speaking skill. This integration, hopefully, can overcome the obstacles faced by the learners in speaking.

Key words: *Speaking, Powtoon, Pair work project.*

INTRODUCTION

The demand of mastering English, especially oral communication skill, is getting higher especially in the workplace as it is placed and emphasized as the main requirement in seeking the job (Yale, R.N, 2014; Young, M.R & Murphy, W., 2003). Most of the job vacancies which offer the reputable position require the job applicant to be able to use English in oral as well as in written form. Besides, mastering English is undoubtedly needed in order to be success in business world (Hutagalung & Ovilla, 2016). In business world, the communication skill, particularly oral skill, will be beneficial in expanding the scale of business into international scale. Due to the demand, the language learners who are interested learning English are increasing as well. To be able to communicate in both oral and written in the target language has genuinely become the major goal of EFL/ ESL learners in learning a new language.

In order to compete in workplaces and business world, English communication skills is not adequate. The people need to be creative and have the ICT skill or ICT literacy. In the 21st century, technology has been so popular and useful that every qualified position in workplaces demands the job applicants possess this skill. This skill has been helpful in producing the productive employee. Everything will be much easier with the technology. Educational practitioners have realized the importance of ICT literacy and some of them have begun to integrate technology into their teaching practice. Therefore, educational practitioner, especially teachers, attempt to teach those skills, oral communication skill and ICT skill, simultaneously. In doing so, this is obviously not an easy job. The teachers undeniably face the obstacles. Two major obstacle that the teachers face concerning mastering oral communication skill are the students' reluctance in speaking which is caused, generally, by the affective factors such as low self confidence and felling anxiety and students'

inhibition due to lacking of ideas (Brown & Lee, 2015; Ur cited in Hosni, 2014; Widiati & Cahyono, 2006; Anandari, 2015; Mai et al, 2015).

The demand of mastering ICT skill and oral communication skill make the teachers' job heavier meaning that they are responsible to the successful of the learners in using English to communicate. Implicitly, they are also required to familiarize the students with current technology and train them how to solve their problem by utilizing it. In this paper, technology integrated with pair work project is proposed to teach two aforementioned skills: oral communication skill and ICT skill. One online tool which is integrated as the media in this paper is Powtoon. Powtoon is e-tool which functions to make the digital presentation which requires the students to be creative in creating the digital presentation. Furthermore, the integration of project based and technology is assumed to be able to overcome the obstacle emerged in mastering oral communication skill such as lacking ideas and anxiety and other possible traits.

This pair work project is originated from Project Based Learning (PBL). The projects are usually done in group or in pair; yet, the project, in this matter, is done in pair. This paper will discuss how the project based integrated with Powtoon in enhancing the students' oral communication skill and ICT literacy as well. In order to achieve these purposes, the following section will firstly discuss the Teaching English, particularly speaking, in Indonesian context.

TEACHING SPEAKING AND ITS PROBLEM

The goal of learning English is to teach learners to be able to use the language in both oral and written communication. Between these two ways of communication, most of language learners argue that one is more difficult than the other. Some might think that speaking is basically more complicated than writing due to the aspects involved during speaking or vice versa. In fact, those two skills are equally complex in its own way (Widiati & Cahyono, 2006; Richard et al, 2002; Yu-Chih, 2008). In speaking, the speakers need to consider paralinguistic features such as timber, voice qualities, tempo, loudness, facial and body language or gestures as well as prosodic features such as intonation, pitch, stress, rhythm, and pausing (Widiati et al. 2006). In contrast, in written communication the writers obviously need to be clear as well as straight forward in delivering the messages to the readers due to the absent of those aforementioned aspects to clarify and convey the message. In order to do so, the writing should be well structured, and well organized meaning that the writing has to be coherent. Despite the fact that those two skills are equally important, one controversy fact is that even the learners are able to write well, it does not guarantee that they will be able to speak fluently.

Fluency has been regarded as the final goal of learning a language. The researchers and the teachers, in the past, put greater emphasis on accuracy; yet, it has been shifted to fluency due to the paradigm shift in the teaching approach which is Communicative Language Teaching (CLT) (Brown & Lee, 2015; Widiati & Cahyono, 2006). However, to achieve the expected fluency level is still a challenge for educational system in Indonesia. Some facts in field show that the students who are able to answer the reading questions correctly will not be simply able to speak fluently. English in Indonesian context is rarely used in daily communication due to the status of English as foreign language (Widiati & Cahyono, 2006). With this condition, the learners are not really exposed to the language. The input they receive in school is not adequate to reach the level of fluency.

In order to improve the students' proficiency in speaking particularly, the learners are supposed to be provided as much input as possible and the teachers should provide great opportunity for the students to use the language as well (Widiati et al, 2006; Hosni, 2014; Mai & Tuan, 2015; Bashir et al, 2011). The greater job of the teacher in the classroom is to be facilitator, provider, and helper to the students. As it has been mentioned earlier, to encourage them to speak needs greater efforts as it is complicated task which does not only involve the linguistic competence, but also some affective traits such the confidence, anxiety, etc.

Concerning the obstacles faced by the students in speaking, Ur cited in Hosni (2014) highlights two major obstacles; Inhibition due to the anxiety and nothing to say because of the lacking ideas. Lacking of ideas generally occurs when the students are required to speak

spontaneously within the limited time. The learners will be reluctant to speak when they do not know what to say. The second problem the students often face in speaking is feeling anxiety which hinders the learners to deliver the ideas successfully. Anxiety has become an acknowledged problem in which the learners, including higher education learners, must deal with this. Anxiety is a psychological condition when somebody faces a particular situation. In Psychology, anxiety is defined as the feeling of tension, nervousness, worry, and apprehension which are related to the nervous system (Katalin, 2006). Furthermore, Liu & Huang (2011) precisely define anxiety as the feeling of unpleasant emotion like fright, alarm, dread, scare, horror, trepidation, or even panic. Anxiety is also associated with “threats to self efficacy and appraisal of situation as threatening” (Papamihail cited in Marwan, 2008).

The correlation of anxiety to speaking performance has been long investigated by the psychologist and linguist. Some of the results show that existed relationship between the anxiety and foreign and second language performance (Backman, Bartz, cited in Young, 1991; Anandari, 2015). The correlation is negative which means that the higher degree of students’ anxiety, the lower quality of their performance will be (Tsiplakides, 2009). This feeling anxiety is regarded as the affective factor which is caused by several factors. According to Kayaglu & Saglamel. (2013), linguistic difficulties (vocabulary, grammar and pronunciation), cognitive challenges (fear of being failure being others, fear of making mistakes, fear of failure in communicating the message), role of the teacher and competitiveness can trigger the students anxiety. Furthermore, Horwitz et al., (1986) mentions fear of negative evaluation as one factor which mainly causes the learner’s anxiety. The students’ fear comes for the environment, especially in the classroom, which they are constantly being evaluated. Besides, Marwan (2008) and Anandari (2015) highlight lacking of preparation as the main factor of anxiety. As they have adequate time to prepare, they will be able to minimize the level of the anxiety. Besides, they will be able to cope with their anxiety.

PAIR WORK PROJECT

The basic idea of pair work project is originated from Project Based Learning. Project Based Learning is regarded as an approach in teaching. According to Marwan (2015), there is no precise definition of this approach. One thing which the researchers agree on is the focus of PBL that is learners or learner-centered (Bas cited in Marwan, 2015). Precisely Blumenfeld et al (1991) mention that as an approach in teaching English, Project based is “a comprehensive perspective focused on teaching by engaging the learners in investigation.” They further explain the frameworks of PBL in which the learners are required to look for the solution for one issue by asking the questions, debating ideas, making prediction, experimenting, collecting the data and analyzing data. By doing the project, the learners will do learning by doing. This approach is also called experiential learning in which the learners will experiment as part of their learning (Brown & Lee, 2015). In fact, giving the students concrete experience in learning is the goal of this approach.

The researchers and teachers have high interest with this way of learning; thus, they carry out the research to reveal the benefit of Project Based Learning. Many benefits incorporating this approach have been acknowledged. One of benefits of project- based which is based on study of Rahman et al (2009) is enhancing students’ self regulation in learning. The experimental group performed better self-regulation in learning. Another experimental study is carried out by Bagheri et al (2013) to investigate the effect of project based learning toward the self directed learning skill. The result reveals that experimental group performed better in their self directed learning. Those two studies show the benefits of project based learning toward the students’ learning autonomy.

The researchers and educational practitioners, including teachers and lecturers, attempt to investigate the effect of Project Based Learning (PBL) towards students’ speaking skill. Kamisah et al (2013) conducted Classroom Action Research to solve speaking problem of undergraduate students. After six meetings, the result revealed that employing PBL in teaching speaking significantly improves the students’ speaking skill. They add that giving the project to the students motivates them to speak. More current study is by Marwan (2015) who carried out an action research to investigate the how well the students learn English, especially speaking, through the

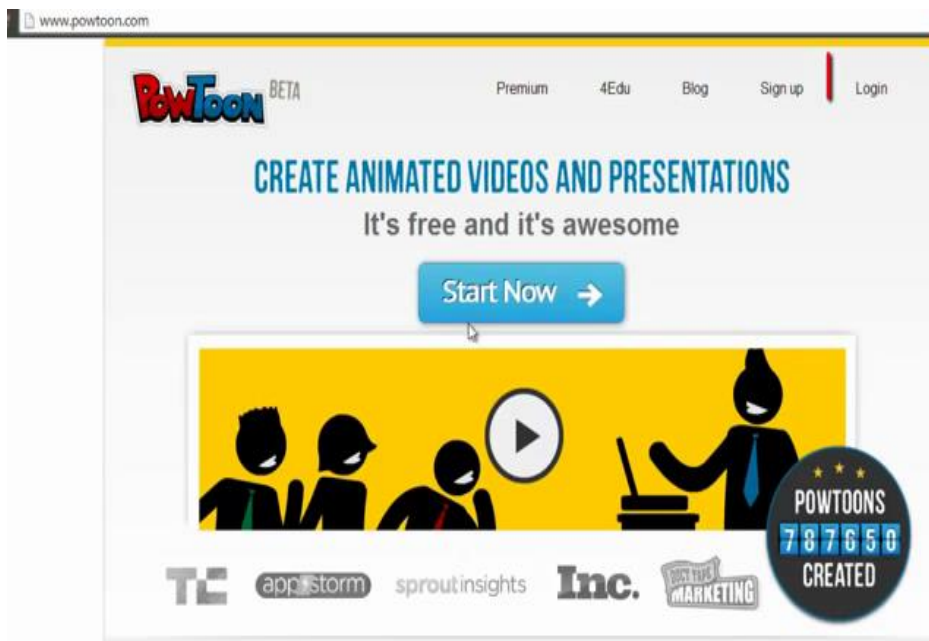
implementation of Project Based Learning integrated with ICT. The result showed that the integration of ICT intensively, especially internet based instruction, made the process of learning English interesting and motivating. The students can have meaningful learning. Furthermore, Project Based Learning can foster the learners' English skills. Unlike those two studies, the study conducted by Ballantyne (2013) investigated the students' perspective towards the implementation of PBL in teaching speaking by using questionnaires. The findings show that the students have positive attitudes towards the implementation of PBL. The students also think that learning by doing and experimenting is interesting and it can motivate them and encourage them to speak. Moreover, they can also build their critical thinking in learning.

In implementing PBL, the teachers do not simply give the project to students without considering other aspects which is necessarily important. There are several steps which should be followed in doing the Project Based Learning and some consideration should be taken into account (Simpson, 2010). Those steps are project start, development, report and assessment. In the beginning of the project, Simpson precisely states that "starting the project involves selecting the topic that is of interest and relevant to the students." He asserts that the project should also be challenging and motivating for the learners. Brown & Lee (2015) propose five examples of project which can possibly be given to the learners. They are hands – on projects, field trips and on-site visits, research project, extra- class dinner groups, and creating a video advertising a product. However, the teachers do not need to follow the provided example. Thus, the teachers are required to be flexible and creative in giving the projects to the learners. The teachers may choose the project based on the learner's interest on particular area or they can also modify the existing projects which have done by others. One challenge in implementation of this way of learning is to finish what they have started in which they need effort to complete the project in time. If the assigned project does not motivate them; as the result, the project completion will not be in time.

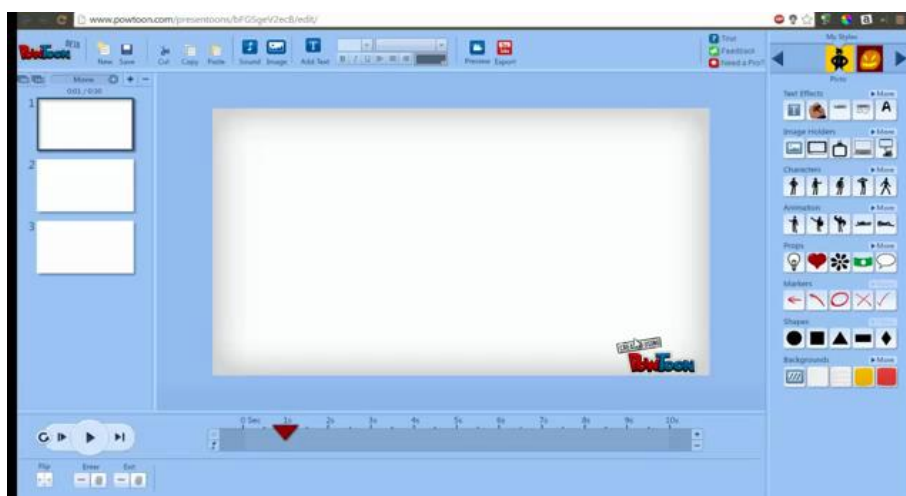
In the project development, the project can be done by groups or in pair. In this paper, the project will be done in pairs. Thus, it is called Pair Work Project. There will be only two students in one group and each role in group should be decided in advanced, before the project is started. In this pair work project, the students will decide, design and plan on what they will do to finish the assigned project. Once they have completed it, they are going to report the result of their project in front of the classroom, probably, in form of presentation. The teacher's job is to provide the feedback related to their projects.

POWTOON

Powtoon is web-based animation software which functions to create animated digital presentation and animated digital video. This software allows the users to create a presentation by pre-created manipulating objects, inserting images, music, and voice. The users may also utilize this application to make digital story-telling. The learners may add the voice to explain how the story goes. With this application, the users are able to create presentation which later will be transformed into a video which also can be uploaded to Youtube. This is a free account in which the users are able to create the digital presentation in website www.powtoon.com. The layouts of the Powtoon are shown by the following pictures. Picture 1 is the layout the users see when they log in to the account and the second picture is the layout for creating the animated presentation and animated video.



Picture 1.



Picture2.

In the second picture, the layout is quite similar to the usual slides in power point presentation. Yet, it is provided with many characters, layout and props in left side. Those pictures can be mixed and matched based on the story or based on the content of presentation. The use of this software highly demands the users' creativity. There is also a timeline as well under the slide in which the users can arrange the time when the pictures, animation or images show up. Besides, there are many effects which can be employed to make it more alive. As it has been mentioned, the voice can be inserted into the presentation. The users may upload the voice that they record using another tool or they may record it in the Powtoon since there is a voice recording tool provided. To sum up, this software is powerful and creative presentation and video which will be beneficial in enhancing students' oral communication skill.

Utilizing this software in teaching will be much beneficial for the learners. This software is quite new and there has not been any research carried out to find out the benefits of this software. Despite those facts, I believe, there are many benefits in which the learners can obtain when it is integrated into learning. The first benefit of the Powtoon is to teach the learners to be creative and

problem solving skill. They will be demanded to be able to create a creative animated presentation or video and if they get stuck on how to operate the software, they need to figure it by themselves. These skills are really needed in order to compete in this 21st century era. The second benefit is to practice the oral communication skill in form of presentation. In doing the presentation in front of the audience, one acknowledged problem faced in which the majority learners suffer is feeling anxiety. Anxiety has become acknowledged problem for long time. As it has been mentioned earlier, one major cause of anxiety is lack of preparation. This presentation can be used as the practice before doing the real presentation to minimize the feeling anxiety. Besides, as the learners can also record their voice and arrange the time of the text and the picture show up in the video, the learners may use this as the their reflection and self evaluation. The strength and the weaknesses of their own speaking will be revealed, and the learners may use it to improve their speaking skill.

THE IMPLEMENTATION OF PAIR WORK PROJECT INTEGRATED AND POWTOON

Earlier, it has been mentioned that Powtoon can be used to create digital storytelling and animated presentation. In this paper, the final project of the students will be animated presentation. The topic chosen is how to make something. If it refers to the curriculum, the genre of the text is procedure text which functions to show how something is accomplished through the sequence of actions. It will be taught to the secondary level. In order to employ the Project Based Learning integrated with Powtoon, the four stages proposed by Simpson will be implemented.

In this meeting, the teacher has showed the model of report text. In order to get more understanding of this lesson, they students are assigned to go to field and observe how someone makes something or does something. Before doing the first step, the teacher needs to define the topic what should be observed. Obviously, the female and male students have different interest. The teacher may divide them into pairs in which each group consists of females or males only. Yet, it depends on the teacher's knowledge of students and students' needs. If one group consists of female or male only, the teacher may give the topics which interest the female and males the most. The females' student, for instance, are assigned to go to the pastry and observed how they make cakes. For male students, the teacher may assign them to observe how someone plays a particular song using guitar. The next job of teacher is to give clear explanation on what they are going to do with this project, what their project will be, how they are going to present the result, and what aspects the teacher are going to assess. If the students have clear guidance in doing the project, it will avoid the varied result. Once the students have been paired up, they are going to sit in pairs, discuss what they are going to observe and the things which are needed such as camera, plan when they are going to do it, divide their role in observation.

The first step is Project start. In this step, the students are going to execute their plan in which they will go to the field and observe how the employee makes something or do something. Since they are going to report it and make the presentation employing Powtoon in the end, they are demanded to take a note what happen during the process, and to take pictures of all the material used and the processes the makers undergo to make it. Those pictures will be displayed in the presentation and explained as well.

The second step is the development of the project which can be done in the classroom or at home. In creating the presentation of the Powtoon, the laptop or personal computer must be connected to the internet since this is online software. It is better to do it at school if the school has good connection of internet. In this case, the students are going to create two presentations. One is in the form of video using the students' voice explaining how it is made or how it is done which will be submitted the final project of students and the other is in the form of animated presentation without the voice. The second presentation slides will be used as the oral presentation in front of the classroom. Besides, the animated video can also be used as the students practice before performing in front of the classroom. Once the video is created, they will be able listen to the own voice recording and analyze their speaking aspect such as grammar, intonation, the choice of words and other aspects. If they feel unsatisfied due to some errors, they will be able to start new recording. With this activity, they have adequate time to prepare before oral presentation.

The third and the fourth, report and assessment, steps are interrelated. The students are going to report what they have observed in form of oral presentation. Since they work in pair, they must have equal part in reporting the result. In presenting the result, they will be aided by the slides in explaining what materials used and the process. Once the students are done, the teacher gives the feedback in oral and written (if is it possible). The comment should not be in form of criticizing. The focus will be much on fluency and the content. The teacher may also add some suggestion to improve the students' performance.

CONCLUSION AND SUGGESTIONS

Employing Project Based Learning (PBL), empirically, shows positive result in empowering students' language skills. The underlying principle in employing PBL is to give the project to the students in which they will do in group or in pair. It will be much more beneficial if Group work Project or Pair work Project integrated to the current technology. The integration of PBL and technology will be much powerful in improving student's English skill. The current technology proposed in this paper is Powtoon which needs internet connection. Thus, the teacher needs to make sure the internet connection is good.

Besides Powtoon, I believe there are many others software, online tool and other application of technology which can be utilized in the process of teaching and learning. The teachers are suggested to keep updating the current technology and try to bring it to the classroom. In order to bringing the technologies to the classroom, the teachers need to be alert that technology can be also a treat to learning process. Thus the teachers need to control the use of it. Concerning the use of Powtoon, there has not been any research carried out the effectiveness of Powtoon and PBL in improving oral communication skill. For future researchers and teachers who are interested in PBL and technology can conduct an action research and experimental research to provide the empirical evidence of this beneficial integration.

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“ELT CURRICULUM AND TEXTBOOK ANALYSIS” AS A SUBJECT TO HELP STUDENTS IN DEVELOPING MATERIALS

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ABSTRACT

It is the teachers' task to be able to provide or design appropriate materials for their students. Because of that, as a future teacher, students of UNESA English Department whose major is education and in the sixth semester have to have competence at least in developing materials. Through “ELT Curriculum and Textbook Analysis” subject, students are assigned to produce or develop English materials as their final product. There are some steps that students have to take before they develop the materials, such as: analyzing the curriculum, selecting good English materials, and analyzing the materials. In analyzing the materials, students use a rubric published by the government, and based on the result of analysis, they can develop the materials.

Key Words: *curriculum, textbook, materials*

INTRODUCTION

In educational technology, it has been accepted that learning sources—message, students and teachers, materials, tools, techniques and environment—turn out to be the most essential component in the learning situation (Sudjimat, 1994). Among those six sources, the most dominant component is said to be the materials due to some reasons. Firstly, materials contain messages. Secondly, materials interact with students. Thirdly, a learning process always employs materials (Sudjimat, 1994). Materials are even said to play a very important role that they determine the success of any teaching and learning process (Nababan, 1993). Furthermore, among the three components of any classroom or learning situation: teacher, students, and materials with which to work, McArthur in Kasbolah (1988) in his study discovered that the main problem encountered in the teaching and learning process has been resulted from non systematic and unprepared material. On the other hand, the materials are not sufficient to support the instructional effort.

It is the teachers' task to be able to provide or design appropriate materials for their students. Because of that, as a future teacher, students of UNESA English Department whose major is education and in the sixth semester have to have competence at least in developing materials. Through “ELT Curriculum and Textbook Analysis” subject, students are assigned to produce or develop English materials as their final product.

There are some steps that students have to take before they develop the materials. First, they have to analyze the curriculum. Because the curriculum used today is 2013 Curriculum, they automatically have to learn and analyze that curriculum, starting from learning the notion of curriculum up to analyzing KI, KD, and syllabus. When they have finished to learn and analyze the curriculum, they start learning textbook, starting from the notion of textbook, the advantages, the ways of selecting good English textbook up to analyzing the English Textbook. Students do not only analyze the textbook, but they also have to give opinion of how the materials should be.

In analyzing the materials, there are some rubrics that students can use. Because the materials that they analyze are materials or textbook published by the government, it is suggested that students use a rubric provided also by the government. The rubric is really applicable in analyzing the textbook based on the 2013 Curriculum provided by the government.

Finally, it could be said that it is a demand for students of UNESA English Department whose major is education to have an ability in developing materials because it is badly needed for their future job. “ELT Curriculum and Textbook Analysis” as a subject can really help students in developing the materials that are appropriate for students in junior and senior high school.

Curriculum

1. Definition of Curriculum

Curriculum is “a plan for learning” (Taba in Morrison, 1993:83). This definition focuses more on the process of designing or planning and resulting curriculum products such as units of instructions. In line with Taba’s definition, Oliva (in Morrison, 1993:83) defines curriculum as a plan or program for all the experiences which the learner encounters under the direction of school.

The “2013 curriculum”, a means of integrating values systems, knowledge, and skills, has orientation on developing the learners’ competencies, the changing of teaching-learning methodology towards teaching-learning process which gives priorities on the learning experiences through observing, inquiring, associating, and communicating so as to enhance the values of competitiveness and build prime characters (*Kemendikbud*, 2012:10). To achieve all of these, the teaching methodology involves not only exploration, elaboration, confirmation, but also observation, inquiry, analysis, reasoning, description, inference, evaluation, and “creation” (*Kemendikbud*, 2012:25).

The (English) teaching-learning materials of the “2013 Curriculum” should be relevant to competencies needed by the learners and job markets. Essential teaching-learning materials have to contain the “core” materials which are suitable with the learner’s backgrounds and needs. The (English) teaching-learning process is conducted as student-centered learning and contextual learning (*Kemendikbud*, 2012:25).

2. Syllabus

Syllabus is scientific which means that all materials and teaching-learning activities are true and scientific. Relevant syllabus concerns with the scope, learnability, teachability, selection, and gradation of the materials. The materials are suitable with the learners’ development level physically, socially, emotionally, and spiritually.

Syllabus has some characteristics. It is systematic which means that its components are interrelated functionally to reach the competence. Being systematic also means that there exists a consistent relation of competence standard, basic competence, teaching-learning materials, and learning experiences (2013 Curriculum revised in February 2016). Syllabus is adequate when its components are sufficient to reach the basic competence. Being recent and contextual imply that the components of the syllabus follow the recent development of science, technology, arts, and events in the real world. Syllabus is holistic when it covers the three domains of competence; cognitive, affective, and psychomotor domain. Flexibility means that all components of the syllabus can accommodate the learners coming from different backgrounds (socio-economically, geographically, and demographically) and the dynamics of school and society.

In short, it could be said that syllabus deals with the questions: what competence must be reached by the learners, how to reach the competence, and how to know whether or not the learners have reached the competence.

In studying and understanding core competence and basic competence, English teachers should be aware that there is a relation between them, and there is correlation among them with other lessons (Muslich, 2008:106). Indicator is an indication of the basic competence achievement by the learners. Learning objective is the most specific, measurable level of learning. Indicator and learning objective can be measured in relation to cognitive, affective, and psychomotor domain. The type of learning is categorized by the level of complexity, and its domain levels.

Some details of the levels in cognitive domain are presented by Gibbs (1989) compiled by Bunyi (1995:137) in the form of a list of action verbs which state learning objective.

(1) **Knowledge** : *state, define, list, name, write, recall, repeat, recognize, label,*

reproduce, recite, outline, arrange, match, memorize, order, relate.

- (2) **Comprehension** : *identify, justify, select, indicate, recognize, report, restate, review, sort, translate, illustrate, represent, formulate, explain, contrast, classify, interpret, paraphrase, summarize, describe, discuss, express.*
- (3) **Application**: *predict, demonstrate, instruct, compute, calculate, perform, prepare, practice, apply, choose, schedule, sketch, employ, use.*
- (4) **Analysis**: *analyze, differenced, separate, compare, contrast, solve, appraise, categorize, criticize, discriminate, distinguish, deduce.*
- (5) **Synthesis** : *combine, compose, construct, restate, argue, organize, relate, generalize, conclude, propose, plan, prepare, set up, synthesize, and design.*
- (6) **Evaluation** : *estimate, predict, score, judge, value, determine, support, defend, criticize, select.*

While the syllabus defines the goals and objectives, the linguistic and experiential content, instructional materials can be put flesh on the bones of these specifications. They can provide detailed specifications of content, even in the absence of a syllabus (Richard and Rodgers, 1986:25). They can also help to define the roles of teachers and learners within the instructional process.

Material production is a kind of implementation of one's belief about the nature of language and learning. It is also one way to manifest goals and objectives of the program as what Pateda (1991:74) says that learning material is developed to meet instructional objectives. Moreover, Suparman cited in Darmajanti (2003:15) states that instructional objectives are reached through a learning process because they are result of learning which are mastered by students. Here, material is used to facilitate a learning process. Thus, the assumptions of how learning is done underlay the development of material.

English Materials

Teaching materials are a key component in language teaching, whether the teacher uses a textbook, institutionally prepared materials, or his/her own materials. Instructional materials are usually used as the basis of language input which learners receive and the language practice in the classroom.

Cunningworth in Richards (2001) states that the roles of materials in language teaching are as (1) resource for presentation materials, (2) source of activities for learner's practice and communication interaction, (3) reference source for learner on grammar, vocabulary, pronunciation, and so on, (4) source of stimulation and ideas for classroom activities, (5) syllabus, and (6) support for less experienced teacher.

Tomlinson (1998) in Richards (2001) suggests that good language teaching materials have the following characteristics: (1) materials should achieve impact; (2) materials should help learners feel at ease; (3) materials should help learners to develop confidence; (4) what is being taught should be perceived by learners as relevant and useful; (5) materials should require and facilitate learner's self-investment; (6) learners must be ready to acquire the points being taught; (7) materials should expose the learners to language in authentic use; (8) the learner's attention should be drawn to linguistic features of the input; (9) materials should provide the learners with opportunities to use the target language to achieve communicative purposes; (10) materials should take into account that the positive effects of instruction are usually delayed; (11) materials should take into account that learners have different learning styles; (12) materials should take into account that learners differ in affective attitudes; (13) materials should permit a silent period at the beginning of instruction; (14) materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities; (15) materials should not rely too much on controlled practice; and (16) materials should provide opportunities for outcome feedback.

1. Evaluating Textbooks

Teachers have a responsibility to choose appropriate materials for their students. In this case, they can make judgments about the materials. Evaluation can be done by considering something in relation to its purpose. A book may be ideal in one situation because it matches the needs of that situation perfectly: it is easy to teach, it can be used with little preparation by less experienced teacher, and it has an equal coverage of grammar and the four skills. The same book in a different situation can be inappropriate. Before a teacher can evaluate a textbook, finally, information is needed on the following issue (Richard, 2001):

The role of the textbook in the program

- Is there a well-developed curriculum that describes the objectives syllabus and content of the program or will this be determined by the textbook?
- Will the book series provide the core of the program, or is it one of the several different books that will be used?
- Will it be used with small classes or large ones?
- Will learners be expected to buy a workbook as well or should the textbook provide all the practice students need?

2. Adapting Textbooks

Tomlinson and Hitomi (2004:11) states that materials adaptation involves changing existing materials so that they become more suitable with specific learners, teacher, or situation. In preparation for a particular lesson, teachers may, for example, decide to use only part of a unit, add or delete texts or activities, and replace or supplement texts or activities with ones from other sources. While the techniques for materials adaptation can be divided into three main categories in terms of quantity: plus (+), minus (-), or zero (0).

Table 1. Three Main Categories in Terms of Quantity
Plus Category

Techniques	Examples
Addition	Teachers may add different texts and/or activities
Expansion	Teachers may expand texts and activities by increasing the length, difficulty, depth, etc.

Minus Category

Techniques	Examples
Deletion	Teachers may delete some texts and/or activities together
Substraction	Teachers may decrease the number of sentences in a text or part of an activity.
Reduction	Teachers may reduce texts and activities by decreasing the length, difficulty, depth, etc.

Zero Category

Techniques	Examples
Modification	Teachers may make changes to instructions.
Replacement	Teachers may swap one activity with another.
Reorganization	Teachers may change the positions of texts and illustrations.
Resequencing	Teachers may change the sequence of the activities.

Conversion	Teachers may change the genre of a text (from narrative to poem), or move the content from one medium to another (e.g. from point to a web page)
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(Tomlinson and Hitomi, 2004:12)

Developing instructional material can also be done by compiling all materials that are taken from textbooks, scientific journals, and the other information. This method is almost similar with repackaging method but there is not any adaptation towards the chosen materials. In other words, the material is directly taken and copied from the original sources without any improvement.

In developing the materials, the students use rubrics of material adaptation based on 2013 Curriculum provided by Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Dasar dan Menengah (2015) (See Appendix 3).

THE RESULT OF THE STUDENTS' TEXTBOOK RUBRIC

As stated previously, in analyzing and developing the English materials, the students use the rubric for textbook analysis and development as proposed by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud (2015). The goals of analyzing and developing the textbook are enabling the students to explain the content of the textbook, mention the strength and weaknesses of the textbook, and propose the alternative revisions of the textbook.

As stated in the rubric, there are some components in the textbook that should be analyzed by the students. Those are: (1) Whether the textbook has stated the purpose of writing the textbook, the organization of the textbook, the approach and the learning method, process skill, the attitude, learning evaluation, and time allocation; (2) the relevance of indicator to basic competence as stated in the textbook, (3) the relevance of learning goals to basic competence as stated in the textbook, (4) the relevance of the learning process to scientific approach as stated in the textbook, (5) the appropriate assessment for spiritual and social aspects, cognitive, and skills, (6) the relevance of learning materials to core and basic competence, indicators, and learning goals, etc. (See Appendix 1 and 2).

Before analyzing the textbook, the students are assigned to read the textbook that is going to be analyzed, that is “Bahasa Inggris – Think Globally Act Locally” for Grade 9. This book is published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. This assignment is given to students as a final product in ELT Curriculum and Textbook Analysis subject. The result of the students' textbook rubric analysis showed that in general, the textbook analyzed has stated the global descriptions of the purpose of writing the textbook, the organization of the textbook, the approach and the learning method, process skill, and the attitude/manner habit. All of them are stated explicitly in the preface of the textbook. Unfortunately, this textbook does not mention the learning evaluation and time allocation. Concerning with the content of the textbook, as stated in most students' textbook rubric analysis that some chapters in the textbook do not give explanation about the language features (vocabulary and grammar) of certain topics, such as label on medicine, food and beverage, song, intention and purpose of doing something, etc.) Besides, there are also some exercises which are repeated (monotonous exercises); some illustrations which are not appropriate with the text (e.g. label on medicine, food and beverage, intention and purpose of doing something, etc.); instructions on some exercises which are not stated clearly (e.g. expressions for stating and asking about activities that is in progress, happened in the past, and will happen in the future, intention and purpose of doing something, procedure text); learning goals which are not stated explicitly in the beginning of every chapter (e.g. procedure text and all units in the textbook). While related to the relevance of the learning process to scientific approach as stated in the textbook, in some chapters of this textbook the learning processes are not relevant to scientific approach as stated in the textbook. However, the learning materials in this textbook are relevant to core and basic competence.

To cope with the weaknesses of the textbook, the students propose the alternative revisions of the textbook by applying the techniques of materials adaptation. Those techniques are adding

some more various and interesting activities, explanation about the language features (vocabulary and grammar) of certain topics, and learning goals which are stated explicitly in the beginning of every chapter, expanding the difficulty of the texts and activities, deleting and/or reducing the repeating and monotonous exercises, modifying the instructions on some exercises in the textbook, replacing the illustrations which are not appropriate with the text, and reorganizing the exercises based on the level of difficulty (See Appendix 3).

Those techniques of material adaptation above are also used by the students in developing the materials that have been revised. In the beginning of every chapter in this textbook, for instance, there are learning goals which are stated explicitly and clearly. The organization of every chapter consists of learning goals and the stages of scientific approach (observing and questioning, collecting information, reflecting, associating, and communicating). Meanwhile, vocabulary builder, pronunciation practice, and grammar are already covered in the stages of scientific approach. In addition, there are more various graded text and exercises with interesting and appropriate illustrations, more comprehensible instructions on the exercises, and attractive lay out.

“ELT Curriculum And Textbook Analysis” As a Subject to Help Students in Developing Materials

CONCLUSION

In short, by using the rubric for textbook analysis and development as proposed by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud (2015), the students analyze the textbook and find some weaknesses related to the content of the textbook. To cope with those weaknesses, the students propose the alternative revisions of the textbook by applying the techniques of materials adaptation, such as addition, expansion, deletion, reduction, modification, replacement, and reorganization. These techniques also become the guidance for the students to develop the revised textbook. By assigning the students to produce or develop English materials as the final product in “ELT Curriculum and Textbook Analysis” subject, it can be concluded that this subject really helps the students in developing the materials.

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DEVELOPING DIGITAL STORY TELLING THROUGH PROJECT BASED APPROACH

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ABSTRACT

This paper describes the digital storytelling task applied in speaking class of second year students of English Study Program, including advantages students achieve from storytelling and technology integration as well as suggestions for classroom implementation. The necessity for students to use effective written communication and to be technologically literate remains strong. Meanwhile, English teachers charged with developing these skills are searching for ways to engage students in the writing process and integrate technology into daily learning activities. Digital storytelling aligns with both of these objectives. This strategy invites students into the writing process on a personal level and integrates several technologies into the final project. With careful planning and preparation, digital storytelling present students with a deeply meaningful learning experience. Many students readers and writers, will be highly motivated by the personal nature of storytelling and the integration of technology. An interactive technology can keep the students engaged into the material. As they build their stories, students will be reading for depth and understanding, and gaining proficiency with the vocabulary, structure and pronunciation of language. Finally, students will gain greater competence with technology as they refine their problem-solving skills. Sharing personal stories and engaging in this variety of thinking skills will prove to be a rewarding experience for both teachers and students.

Keywords : *digital story telling, writing, literacy,project.*

INTRODUCTION

1. Background of the Study

Thinking about digital storytelling, we can start with the idea of story. Everybody has story and it is clear that stories have wonderful power. As adult, we can still mention our memorable bedtime story or remember the name of a great story characters. A survey has been done to some adults about what the best moment in their childhood was. The answer is when their parents read or retold stories. We also like to share our interesting stories with each other through social media, phone, instant messaging and emails. For children, storytelling and dialogue are an important elements of their early stages. Not only does storytelling introduce children to the initial stages of communication and literacy, It also gives them chances to share experiences and feelings in an attractive and amusing way (Huffaker, 2004:63).

These personal experiences and feelings are the foundation of many digital storytelling projects. Indeed, Combs and Beach (1994:464) state, "The stories that are part of the material of our lives are personal narratives, the human brain is mainly a narrative device. It runs on stories. As teacher, the skill of story telling is very crucial. Through this method, the teacher can spread knowledge and integrate character education. It is an effective and attractive way that will always be accepted by students in any level. Storytelling may also provide students with the means to think through their past and present realities. In fact, research advocates that storytelling can serve as a method to aid students in making sense of the "complex and unordered world of experience" (Chung, 2007; Ohler, 2008; Sadik, 2008:489). Storytelling can connect past, present, and future generations to shape values and beliefs (Chung, 2007).

Story is a universal communication that can influence human mind especially children. Some functions of developing story telling in class are to build emotion bounding between teacher and students. It can be an effective media to teach moral value and religion. Story telling can

improve students' imagination and fantasy. It can entertain and shape the reading habit. The most important thing, story telling is media to build positive characters.

With the importance of storytelling recognized, the next point is technology integration. The technology should become a fundamental part of how the classroom functions, as accessible as all other classroom tools. Numerous studies clearly emphasize the benefits in student achievement, cognitive growth, and motivation produced through technology integration. Going beyond the realm of simply increasing test scores, if it is utilized effectively, technology not only increases students' learning, understanding, and achievement, but also enhances their motivation to learn, encourages collaborative learning, and develops critical thinking and problem-solving strategies" (Pitler, 2006: 38). Reports from other studies indicate that "students in technology-rich environments experienced positive effects on achievement in all major subject areas" (Pitler, 2006:41). Specifically, studies by Shakeshaft (1999) found that treatment groups reported enhanced achievement resulting from technology integration in the subject areas of math and reading, as compared to the control groups. At a metacognitive level, technology use promotes an range of skills from summarizing, to constructing and testing hypotheses, to comparing and contrasting (Brabec, Fisher, & Pitler, 2004). Thus, research has shown that there are many benefits to technology integration in the classroom. Additionally, youth of all ages have been enthusiastically integrating technology into many aspects of their lives beyond the walls of school.

It is generally found that many of people including youth and adult spend vast amounts of time on computing activities ranging from social media to texting to instant messaging. While some may underestimate these activities as less meaningful entertainments, they are literacy activities at heart (Ware & Warschauer, 2005). Through these mediums, youth tell each other their life stories, their joys, their frustrations. Combine this technological aptitude with the extensively documented importance of telling stories and digital storytelling emerges.

Studies have found that utilizing digital storytelling not only helps to bridge the disconnect between the high-tech world outside of school and the traditionally lowtech school setting, but also provides a number of benefits to students that could not be as wellachieved through traditional storytelling (Ohler, 2008; Ware & Warschauer, 2005). These benefits include: increasing motivation in students, especially struggling readers and writers, and allowing for personalization of the learning experience. Additionally, students gain experience with reading for depth and understanding, and may become more proficient at the technical aspects of language. Ohler (2008:47) further posits that being able to read "new media," including digital stories "is not just a matter of literacy, it's also a matter of survival" in that the sort of critical thinking required to read new text is essential for success in the workplace where employees are often required to obtain new information by searching the multimedia environment. Finally, digital storytelling affords students opportunities to engage in problem solving and gain greater competence with technology through practice and experimentation (Kajder, 2004; Robin,2008; Ware, 2006).

The fact that digital storytelling offers many potential learning benefits, including increased student motivation, makes it an ideal strategy to consider utilizing for the telling of personal stories. For example, many teachers find that motivating students to produce quality pieces of writing in any subject area can be quite difficult. There are many students who truly enjoyed writing and were intrinsically motivated to produce quality pieces. However, just as great a number of students were unenthusiastic about putting their best efforts into writing projects. Research also finds that digital storytelling encourages students to "organize and express their ideas and knowledge in an individual and meaningful way" (Sadik, 2008:490). Because students choose a personally meaningful story to work with, there are numerous opportunities to add a unique dimension. This strategy allows students to show themselves, their sense of humor, and understanding of the world in a new manner (Hull, 2003).

The applicable approach used in digital story telling is Project based learning. PBL provides opportunities for students to use technology especially android application. Students are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology,

teachers and students can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.

It is an effective and enjoyable way to learn and develop deeper learning competencies required for success in college and future career. In PBL, students are active, a project engages their hearts and minds, and provides real-world relevance for learning. PBL improves learning. After completing a project, students understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, students who gain content knowledge with PBL are better able to apply what they know and can do to new situations. PBL emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals. This approach makes teaching more enjoyable and rewarding. Projects allow teachers to work more closely with active, engaged students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students.

Though digital story telling has become popular project in EFL class, the procedure and application needs to be clarified and improved. A present study on developing digital story telling through project based approach is expected to illuminate teachers understanding and knowledge.

2. Research problem

How to develop digital story telling through project based approach?

3. Significances of the study

Digital storytelling is a relatively new educational approach that integrates the use of digital devices with traditional storytelling methods. There is some research about how digital storytelling is incorporated as a learning and teaching tool in the classroom, however, these studies focus on university students. It promotes simple and accessible application that can be installed on any gadget such as android cellphone and tablets. Therefore it gives deeper understanding for teachers how to apply this application and how the classroom activities. Moreover this study can change the view of teachers and readers that technology can be integrate and give benefits in education.

RELATED LITERATURES

Digital storytelling is the practice of combining still images with a narrated soundtrack including both voice and music (Sadik, 2008). Robin (2008) further classified digital stories in three categories: personal narratives, stories that examine historical events, and stories that are primarily used to inform or instruct.

The Center for Digital Storytelling (2010) has been very influential in identifying the major components of a digital story by breaking the creative process into seven steps. This process, known as “The Seven Elements of Digital Storytelling” includes the following components: (1) *Point of View* shows the purpose and author’s perspective of the story, (2) *A Dramatic Question* arouses the audience’s curiosity and will be given an explanation by the end of the story, (3) *Emotional Content* involves the audience in the story, (4) *The Gift of Voice* helps the audience understand the story through personalization of the narration, (5) *The Power of Soundtrack* supports the story with appropriate music, (6) *Economy* avoids overloading the viewer with excessive use of visuals and/or audio, and (7) *Pacing* provides a rhythm to the story and deals with how slowly or quickly the story is told.

Robin and Pierson (2005) described multiple ways of using digital storytelling in the classroom and presented an expanded and modified version of the Seven Elements of Digital Storytelling. The expanded elements, combined with the traditional seven elements are shown below. (1) *The Overall Purpose of the Story*, (2) *Pacing of the Narrative*, (3) *The Narrator’s Point of View*, (4) *Use of a Meaningful Audio Soundtrack*, (5) *A Dramatic Question or Questions*, (6) *Quality of the Images*, (9) *Clarity of Voice*, (10). *Good Grammar and Language Usage*.

The procedure of creating digital story telling is based on Lambert (2010):

Step 1: Owning Your Insights

It helps storytellers find and clarify what their stories are about. We often start with the question: “What’s the story you want to tell?” and then as a follow-up, “What do you think your story means?” We want to hear not just what the story is about in the obvious sense: “It’s about my mom, my vacation, my first real job...” But what it’s really about: the storyteller, as the person who lived through the story. And what it’s about between the lines. “This story is about my toaster...but really it’s about but it’s really about how that experience taught me that I am given chances to learn to trust again, over and over.”

Step 2: Owning Your Emotions

As we help storytellers find and clarify what their stories are about and ask them to consider the meaning contained within their stories, we also want to help them become aware of the emotional resonance of their story. By identifying the emotions in the story, they can then decide which emotions they would like to include in their story and how they would like to convey them to their audience.

Step 3: Finding the Moment

Finding and clarifying the insight and emotions of the story can be the most challenging and rewarding part of the storytelling process. As the storyteller becomes clear about the meaning of their story, we want to help them tell their story as a story by identifying a single moment that they can use to illustrate their insight. To help storytellers find this moment, we ask a series of questions: “What was the moment when things changed?”

Step 4: Seeing Your Story

Finding the moment of change in your story and describing it within a scene is the starting point to telling the story as a story. However, because we help storytellers share their stories in the form of a digital story, we also want to look at how the use of visuals and sound bring things to life for the audience. There are many choices that come along with designing how the audience will “see” and “hear” the digital story.

Let’s begin with visuals. We discuss visual choices early in the story conception process so that storytellers consider how the use of images will shape their story. In order to “see” their story, we help storytellers describe the images that come to mind, understand what those images convey, find or create those images, and then determine how best to use them to convey their intended meaning.

Step 5: Hearing Your Story

We’ve just looked at how visuals help bring a story to life. Now, let’s look at sound. The recorded voice of the storyteller telling their story is what makes what we call a “digital story” a digital story—not a music video or narrated slideshow. By this point in the process, the emotional tone of the story has been identified, and sound is one of the best ways to convey that tone—through the way the voice-over is performed, the words that are spoken, and the ambient sound and music that work with the narrative.

When considering the use of sound, we help storytellers by asking: “Beyond the recorded voiceover, would the story and the scenes within it be enhanced by the use of additional layers of sound? Would the use of ambient sound or music highlight the turning point in your story?”

Step 6: Assembling Your Story

At this point in the process you have found and clarified what your story is about and how it sits with you today. You have also established the overall tone you want to convey. You’ve identified a moment of change and begun making choices about how to use visuals and sound to bring the story and scenes to life for your audience. Now you are ready to assemble your story by spreading out your notes and images and composing your script and storyboard. This requires answering two questions: How are you structuring the story? And, within that structure, how are the layers of visual and audio narratives working together? But those aren’t simple questions. Where do

you start? Let's look at the question of structure. You've identified the moment of change, but at what point in the story will it appear? Is it at the beginning, middle, end, or is it divided up at different points throughout the story? Or is it the entire story? What other details or scenes are necessary to provide context for the moment of change? And in what order will sequence all this information? Once the basic structure of the story is outlined, the next step is scripting and storyboarding, or in other words, laying out how the visual and audio narratives will complement each other over the duration of the piece to best tell the story. The most common approach that storytellers take to planning their story in our workshops is to write notes in the margins of their script in order to reference where certain images or sounds will occur.

Step 7: Sharing Your Story

At this point in the process, the layers of the story have been assembled. Finding and clarifying the insight, and creating the digital story have taken the storyteller on a journey of self-understanding. The story and the insight it conveys may have evolved throughout the process. Therefore, it is important to take time now to revisit the context in which the story was initially described in order to determine the relevant information to include when the story is being shared. To help storytellers do this, we ask: "Who is your audience? What was your purpose in creating the story? Has the purpose shifted during the process of creating the piece? In what presentation will your digital story be viewed? And what life will the story have after it's completed?"

RESEARCH METHOD

Research Design

Qualitative research methods will be used for this study in order to describe the teachers and students activity in developing digital story telling. The data is collected through observation of students activities on creating story telling in the Speaking 3 class.

Procedure :

1. After brainstorming or topic selection and drafting.
2. Next step students construct a storyboard or storymap to visualize how the story will look. Here, the students "plan what media to use and how they might best work together to depict an important, engaging, and informative story" (Chung, 2007, p. 18). Please see appendix 1 story map.
3. Next, students proceed to the production stage. This typically occurs in the computer or mobile lab for the incorporation of voice, images, and soundtrack. This work in the computer or mobile lab is completed using such free application as "Video Show" Though students should be encouraged to share and conference about their pieces throughout the entire process, digital storytelling often culminates with a 'showcase' of the final product.
4. Teacher evaluate the final product using Digital Story Rubric—Mechanics. The rubric can be seen in appendix 2.

Participants

The study included students and teacher who develop digital story telling in their English class. The learners are taking speaking 3 course. A topic that is relevant to this subject is past event in which the learners have to retell their past best experience such as travelling, visiting some memorable places and moments. There are 30 students in the class who are grouped into eight. Each group have to create one digital story telling as their final project.

RESULT

The digital story telling was done in three meeting. The first meeting was planning

Grouping students

There are 30 students in class, therefore 6 groups of five students is ideal, each member has a role as: 1. Speaker who will record his or her voice into the video. The students who had good voice and pronunciation will do this. 2. The second is story writer who will write the story , two students needed to do this job. 3. Story idea who give his best idea of the story and how to make it

coherence, cohesive and also interesting. 4. the last students will do the job as material collector. He will select picture, selecting music and selecting theme of the background. The role is given by considering the students interest and ability.

Deciding the topics

The topic of the story is “an event in my life”. They write the story of their own holiday. There are five students who has to tell the story of their holiday. They combined the story to be unity. The topic of story is “an Event in My Life”. It is an adventure stories. Students retell their holiday trips that break away from the normalcy of their lives and create new vivid memories. This topic is very interesting because while almost everyone tells good travel stories, it is often difficult to make an effective multimedia piece from these stories. They rarely think about constructing a story with our photographs or videos in advance of a trip. This project will help them to create memorable moment on multimedia that can be shared.

After deciding the trip they want to retold, the students have to answer some questions as guidance such as:

What was the event (time, place, incident, or series of incidents)?

What was your relationship to the event?

With whom did you experience this event?

Was there a defining moment in the event?

How did you feel during this event (fear, exhilaration, sharpened awareness, joy...)?

What did the event teach you?

How did this event change your life?

Using this guidance, the students can compose a draft of script.

Outlining the writing

Using Y chart outlines, teacher guided students to map the main ideas into specific ideas. Y chart outlines is model of outlines in which the story is divided into three general ideas that will be spread into some specific ideas. Here the students based on three general questions such as: a. place and people, b. best event, c. moral message.

Story board

After they made the outline, students directly develop their writing in the story board. Based on Y chart, the story included all detail event especially the best one. The story was written chronologically. Every student took turn to write their own story. They share ideas of what to add and elaborate from their writing.

Adding Picture, sound and theme

Selecting picture, sounds, theme, animation was the favorite step in which students used their creativity and interesting idea to create digital story. They picked some of their photo collections that are meaningful and related to the story.

Second meeting : Producing Digitally

Teacher Introduced how to download video show application. She presented in power point slide how to download the application from ios devices and google play store. The students used their android tablets install the application by following the teacher instruction. After all students installed the application, they started to explore the application based on the tutorial explained by the teacher.

The next important step was explaining how to custom every function of application in tablets. It started by inserting pictures based on the story board that had been created before. After that they typed text that had been prepared before. Choosing appropriate theme provided by the application that support the author to show the message of the story was very interesting to do. The next step was choosing music which represented the part of the story and the situation that the author wanted to show. The music and theme can bring the imagination of the reader. The last step is recording the voice of the narrator. It was done by each students who had the holiday story.

In the third meeting the students presented the project of digital story telling. The teacher evaluated and gave feedback to the product using assessment rubric. Each group had to do peer assessment and suggestion on other group product. Each group seemed to be very enthusiastic in presenting their creativity as their original work. It can share their experience and feeling.

Digital story telling can be applied for any level of students. Through PBL, students learned to be cooperative and responsible for their role. They can improve their creativity and present their own story can improve their confidence. The topic let them to tell their meaningful experience. From digital story telling they improve pronunciation, writing, creativity, techniques, and problem solving skill.

Some problems of developing digital story telling is that the android application has some limitation such as limited time of slide show. Some students used flat intonation in telling the story, thus the feeling and meaning was not expressed. Another challenged was that some students could not do their role in the project. They focused on their own story not the group story unity.

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Appendix 1 Story Map

Text	Photograph	Music background	Theme

Appendix 2 Digital story telling evaluation rubric

CURRICULUM CONNECTION				
Planning and Storyboarding	Little or no evidence that planning and storyboarding occurred; scenes are too long and do not advance the story OR are too short and leave out essential information; pace is inconsistent to the point of being distracting or interfering with meaning; elements are inconsistent from scene to scene; story does not seem to have a beginning, middle, and end	Evidence that planning and storyboarding occurred in most cases; scenes show some variety in length; pace is somewhat consistent but can be distracting in some instances; elements are mostly consistent from scene to scene; story is missing one of the following: beginning, middle, end	Strong evidence that planning and storyboarding occurred; scenes advance at a comfortable pace for the subject matter; video has a consistent pace; scenes show good variety in length; elements are consistent from scene to scene; story has clearly identifiable beginning, middle, and end	
Evaluator's Comments:				
Content and Theme	Content is not relevant to the theme of the assignment or topic; message is unclear or nonexistent	Content has some relevance to the theme of the assignment or topic; message is present but may be confusing	Content is clearly relevant to the theme of the assignment or topic; message is clear	
Evaluator's Comments:				
Accuracy of Information	Project contains inaccurate information; information is incomplete; conclusions or opinions do not flow logically from the content; there is little to no evidence of learning and understanding on the part of the students	Information is mostly accurate and complete; conclusions and opinions mostly flow logically from the content; there is some evidence of learning and understanding on the part of the students	Information is accurate and complete; conclusions and opinions flow logically from the content; students clearly learned form and understood their content	
Evaluator's Comments:				
Acting and Dialog	Acting is unrehearsed and awkward; dialog is unclear or difficult to understand	Acting is rehearsed but sounds "read" rather than natural; dialog is mostly understandable but needs some work	Acting is polished and smooth; dialog is clear and easy to understand	
Evaluator's Comments:				
Originality and Creativity	Story shows little or no originality in composition and delivery	Story shows some originality in composition and delivery	Story shows excellent originality in composition and delivery	
Evaluator's Comments:				
Documentation	Sources are not cited; copyrighted material is used without permission; actors or participants are not identified	Sources are cited but not in every case; it is not always clear that copyrighted material, if used, is cited correctly; identification of actors or participants may be incomplete	All sources are cited completely; copyrighted material, if used, is identified and used with clear permission; actors are participants are identified consistently	
Evaluator's Comments:				

STORYTELLING SENTENCE PRODUCTIONS OF EYL STUDENT TEACHERS: LANGUAGE TYPOLOGY BASED ON MOTION EVENTS

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ABSTRACT

English for Young Learner (EYL) is one of specialization courses offered to English Department students in University of Muhammadiyah Malang (UMM). This study aimed at identifying the ways EYL student teachers expressed motion events, either using manner-incorporating sentences, path-incorporating sentences, or equipollently framing manner and path in the same predication position (Serial Verb Construction – SVC). The data were taken from oral narrative production when the six language consultants were to retell the stories for teaching in both English and Bahasa versions. The findings suggest that English narratives told by EYL student teachers tend to sound more like satellite-framed, with the high percentage of occurrence (85%). This is supported by theories. Behaving differently, the Bahasa version narratives tend to sound more like verb-framed, with the high percentage of occurrence (80%). This is contradictory compared to the existing theories affirming that Bahasa should fall within an equipollently-framed language that allows serialized verbs in a sentence. However, there is still a positive indication that some language consultants are still committing to the natural way of using serial verbs to produce lively descriptions in their Bahasa narratives. This study recommends that EYL teachers in Indonesia could perform story telling with the appropriate constructions to sharpen the English sense of young learners, as well as preserving the natural production of narrative sentences in Bahasa as their local language.

Key words: *EYL student teachers; Motion events; Language typology; Narratives*

INTRODUCTION

This study is initiated by a brief review of how every language differs in expressing motions seen from how the language users produce sentences that contain motion events. Motion events, elaborated by Talmy (1985), are defined as events that comprise one object (called as ‘Figure’) moving or located with respect to another object. In this area of study, Talmy is a famous linguist with his idea on motion event investigation. A number of relevant studies on the field of motion events have been conducted to tap how particular language deals with objects and movement through space.

Regarding where the path is represented, Talmy (1991, 2000) proposed that languages fall within two main types (binary typology), namely verb-framed and satellite-framed. If the Path is represented in the main verb of a sentence, the language belongs to the category of verb-framed. In contrast, a satellite-framed language represents path in the satellite and/or preposition. Talmy’s proposed typology has been into serious debate among cross linguistics studies. The binary typology is assumed not applicable to deal with languages that allow serial verb construction. There is a phenomenon where a language expresses path and manner in series within one sentence. The coming linguist, Slobin (2004), came up with additional typology to describe the language with that sort of phenomenon, which is later labeled as equipollently-framed. The debate on this particular issue will further be elaborated in the succeeding section.

This study aimed at identifying the ways EYL (English for Young Learner) student teachers as the language consultants in University of Muhammadiyah Malang expressed motion events, either using manner-incorporating sentences, path-incorporating sentences, or equipollently framing manner and path in the same predication position when performing storytelling in their teaching practices, both in English and Bahasa versions. By thoroughly examining various ways of

expressing motion events in performing storytelling by EYL student teachers, it is expected that this study reveals the typological property of those two used languages in their teaching practices. The research problems are projected as follows: how the storytelling sentences in both English and Bahasa versions of EYL student teachers are formulated with regards to motion events, covering the next investigation on under which language typology the storytelling sentences in both English and Bahasa versions of EYL student teachers belong to with regards to motion events.

LITERATURE REVIEW

Motion Events

With regards to the pattern of lexicalization of the core schema of motion, known as Path, Talmy (1991, 2000) categorized language into binary typology, verb-framed and satellite-framed. Verb-framed languages encode location or movement in the main verb of a clause/sentence. Differently, satellite-framed languages encode location or movement in an element associated with the verb, called as satellite. He defines satellite as grammatical category of any constituent other than a nominal complement that is in a sister relation to the verb root. Verb-framed languages are among others Romance, Greek, Semitic, Turkic, Basque, Korean, and Japanese. Satellite-framed languages include Germanic, Slavic, Celtic, and Finno-Ugric. Verb-framed languages encode location or movement in the main verb of a clause/sentence. Have a closer look at the following example:

- (1) He exits the house (by) walking.
(Path) (Manner)

As shown in sentence (1), the path, as an activity of the motion describing either a moving or stationary relationship (Sachs, 2010), is represented by a finite verb ‘exit’, and the way to perform the activity is conveyed by a subordinate manner expression. This sort of construction is later referred as a path-incorporating sentence. With different treatment, satellite-framed languages encode location or movement in an element associated with the verb, called as satellite. The sample sentence in a satellite-framed language is presented in sentence (2).

- (2) The baby crawls into the room.
(Manner) (Satellite/Path)

In sentence (2), the way the activity is performed is by the use of a manner-verb ‘crawl’. Verkerk (2014) affirms that manner is the way in which the action can be carried out. A satellite ‘into’ is then added to the manner verb to show the location of the activity. This sort of construction is later called as a manner-incorporating sentence.

Talmy’s proposed binary typology on languages elaborated above has been into a debate among cross linguistics studies. That typology is considered not applicable to deal with languages that allow serial verb construction. There is a phenomenon where a language expresses path and manner in series within one sentence. Study the following sentence.

- (3) *Guru itu berjalan masuk ke dalam kelas.*
teacher-DEF walk enter LOC inside class
‘The teacher walks into the class.’

What is unique from sentence (3) is the occurrence of double verbs *berjalan* (walk) and *masuk* (enter) in the same position, which is as a predicate of the sentence. Both manner verb and path verb equally function as the main verbs. The further concern discusses the pattern of a serializing language, a language that lexicalizes both manner and path in serial verb construction (SVC), a series of two verbs belonging to a single clause.

Noticing this sort of phenomena of language, Slobin (2004) then came up classing languages that allow double (multiple) verbs into the third typology of equipollently-framed language. It is considered to be the most suitable typology to treat serial verbs. The underlying characteristic of this language frame is that both manner and path are expressed by equipollent elements that are equal in formal linguistic terms as well as in significance. Accordingly, Slobin (2004) further suggests a revised typology (tripartite typology) from the one previously proposed by Talmy. The typology of language is basically referring to the sameness of characteristics among languages. Shopen (2007) asserts that language typology is the study of what the languages of the world are like. The detail typology of language based upon motion event is displayed in the following table.

Table 1 Tripartite Typology of Motion Event Construction

Type	Preferred Means of Expression	Construction	Examples
Verb-framed	path expressed by finite verb, with subordinate manner expression	verbPATH +subordinate verbMANNER	Romance, Semitic, Turkic, Basque, Japanese, Korean
Satellite-framed	path expressed by non-verb element associated with verb	verbMANNER + satellitePATH	Germanic, Slavic, Finno-Ugric
Equipollently-framed	path and manner expressed by equivalent grammatical forms	<i>serial verb:</i> verbMANNER + verbPATH	Niger-Congo, Hmong- Mien, Sino- Tibetan, Tai-Kadai, Mon- Khmer, Austronesian

Adapted from Slobin

(2006)

Table 1 affirms that English falls within the typology of satellite-framed language, while Bahasa, which is the member of Austronesian languages, belongs to Equipollently-framed language. The teaching of English in Indonesia means that English teachers have to be aware of and bridge the gap between these two languages due to their belonging to different language typologies, which in fact are there with different ways of sentence construction, especially the description of motion events. The challenge is vivid when teaching English in Indonesia is provided for young learners in their golden ages for language shaping. The prediction is that the taught English might be influenced by Bahasa's construction, or vice versa.

EYL Teaching and Storytelling

Before moving further deeper to the language investigation, it is necessary to introduce some basic information about teaching English for Young Learners. In the process of teaching and learning to young learners, in order to help students understand, the focus of teaching is not how to teach, but how to stimulate learning and how to learn (Arindawati & Huda, 2004). The clue to highlight is the word 'stimulate'. It is crucial that EYL teachers provide ample stimuli to facilitate learning; one of the ways is by alternating teaching techniques.

As young learners are keen on exploring something, EYL teachers are to be equipped with the awareness on the use of proper teaching techniques that encourage learning. Brown (2000) defines teaching technique as any of a wide variety of exercises, activities, or devices utilized in language classroom for reaching lesson objectives. It is proper teaching technique that is used to deliver materials, support various activities, and get rid of monotonous activities. Furthermore, Brown (2001) classifies kinds of teaching technique into three categories: manipulative, communicative, and free. Manipulative technique is a technique in which a teacher totally controls the response of students. Communicative technique allows students to respond in completely open-ended and unpredictable manners. The examples of communicative techniques are storytelling, brainstorming, role plays, and games. The last category is quite similar to that of communicative technique, free technique. This technique allows students to venture out of the mold, experiment, and explore imagination into target language communication.

In response to unique features of young learners, Scott and Ytreberg (2002) notify that young learners have specific characteristics, one of which is their eagerness to tell everyone about what they have done and heard. Stories to share are inseparable parts of young learners' enthusiasm. They explore their learning journey through stories. Stories play a key role in the language development of children and are constant sources of enjoyment (Vale and Feunteun in Kasbolah, 1999). From those statements, it can be inferred that telling a story (further called storytelling) serves the need of young learners. Therefore, it is not surprising that EYL teachers often employ storytelling.

RESEARCH METHOD

This current study utilized research subject because the results would not be used to generalize other subjects or another group of sample. The subjects of this current study were EYL student teachers conducting teaching practice for Grade 1-6 students. They were the students in English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Malang. They were specializing themselves in EYL, being equipped with necessary theories and skills for teaching English for young learners upon graduation. Those students were to conduct teaching practice at their semester 7 in UMM classrooms every Sunday morning for 10 meetings. They have attended EYL course in the previous semester. For the purpose of this current study, 6 (six) EYL student teachers were recruited to be the language consultants, as they were the ones who employed storytelling as the teaching technique. Each of whom was teaching in different grade one another, from grade 1 to 6, but in common utilizing storytelling as one of the techniques in teaching.

Motion events could be tapped from various modes of languages, such as narrative fiction, oral narrative, news report, conversation, translation between two languages, etc. For the purpose of this current study, however, the focus was put mainly on motion event constructions in oral narrative texts, to be specific in stories (storytelling sentence productions) told by EYL student teachers as the language consultants. As the number of language consultants were 6 (six), there would be six stories told both in English and Bahasa. The stories to tell varied based upon the taught topics. The data were collected by recording and transcribing the stories told by EYL student teachers.

The procedures of analyzing the data were as the followings: when all the stories in Bahasa version had been glossed into English and had been provided a free English translation, they were ready for the analysis of motion event expressions. The data were analyzed by investigating motion verb usages, particularly on the common constructions for expressing motion events in stories told by EYL student teachers. Further, the analysis was presented in tokens (the frequency and percentage of different types of motion verbs) used in the stories both in English and Bahasa versions. Afterwards, the storytelling sentence productions were clustered on the basis of the frequency of occurrences of motion verbs (as well as SVCs) to describe motion events.

FINDINGS AND DISCUSSION

The interlinear glossing on the transcribed oral narratives by EYL student teachers resulted in forty sentences containing motion descriptions, twenty English sentences and the other twenty

Bahasa sentences. From the 6 teachers in total, each grade represented by one classroom teacher, there are six English narratives titled: The lion and the Mouse, Rainbow Fish, Visiting Bromo, Past Experience at School, It's Time to Go to School: Are you Ready, Rony?, and Superman.

By referring to motion event occurrences, the English version narratives are dominantly told using manner-incorporating verbs. Satellites following the verbs are also normally employed to encode motion description. 17 out of 20 sentences/utterances are encoded by means of manner verbs; and thus for the English versions of the narratives, the language (English) behaves more like a satellite-framed language.

To support the argument about the frequent occurrences of manner verbs to describe motion events, Table 2 is added below. In the following table, the distribution of constructions in the recorded data is shown.

Table 2 The distribution of verb constructions produced by EYL student teachers in English narratives/stories

Verb Construction	Token	Percentage
M + P in SVCs	0	0%
M	17	85%
P	3	15%
Total	20	100%

Note: M stands for Manner; P stands for Path: and SVC stands for Serial Verb Construction.

The above table suggests that English narratives told by EYL student teachers as the language consultants tend to sound more like satellite-framed, with the high percentage of occurrence accounting for 85%, than verb-framed and equipollently framed. That statement is elaborated in the succeeding details.

As the data suggest, EYL student teachers portray motion events in their stories dominantly using manner-incorporating constructions. Pay closer look at the following sample utterances:

(4) A little mouse runs up the lion's neck.
(Manner) (Satellite)

(5) Superman flies under his own power.
(Manner) (Satellite)

In sentence (4) and (5), the EYL student teachers as the language consultants have incorporated manner verb *run* and *fly* together with satellite *up* and *under* to describe motion event. The use of satellite following the main verb of a sentence is typical English construction.

However, the motion description in English is not necessarily constructed by means of manner verb plus satellite. English also allows the use of manner verb without satellite describing path. The following example shows the variation.

(6) Rony grabs his breakfast.
(Manner)

Not using any satellite after the main verb, sentence (6) remains showing how English is suggesting lively narrative expression, which is by the use of manner verb *grab*. The verb *grab* as the main verb in the sentence conveys the way the figure takes the food for his breakfast – in a quick manner.

The dominant use of manner-incorporating verbs in English version narratives by the language consultants has provided a proof that English falls within the typology of a satellite-framed language (as proposed by Talmy and Slobin), which is rich of the use of manner verbs in the predicate position.

Apart from the dominant occurrence of manner-incorporating sentences of English stories produced by the language consultants, there are 3 occurrences (accounting for 15%) of path verb to be put in predicate position. Study the produced sample sentence below.

- (7) The octopus **emerges** from the darkness.
(Path Verb)

The construction in sentence (7) is possible in English, but not in its frequent usage. English still allows the use of path verb (also referred to bare verb) to describe motion event although by sense the use of bare verb does not describe the manner (how to perform the action). The main verb *emerge* does not convey any manner information on how the figure (the octopus) comes out from the darkness, but it simply appears in the final setting/scene. This sort of construction is common, but not in English as a satellite-framed language, in verb-framed languages. However, 3 occurrences of path-incorporating sentences to express motion events do not strongly support the idea that English narratives/stories told by EYL student teachers fall within the typology of a verb-framed language. English version narratives are still following the natural ways of how English incorporates motion descriptions – by dominance, manner-incorporating sentences.

The succeeding investigation is devoted to Bahasa version narratives/stories produced by EYL student teachers as the language consultants. From the 6 teachers in total, there are six Bahasa version narratives titled: *Singa dan Tikus Kecil*, *Ikan Pelangi*, *Pergi ke Gunung Bromo*, *Pengalaman di Sekolah*, *Waktunya Berangkat ke Sekolah: Apakah kamu Siap, Rony?*, and *Superman*.

By referring to motion event occurrence, the Bahasa version narratives are dominantly told using path-incorporating verbs. Out of 20 sentences portraying motion events, 16 of which are described by means of bare verbs to show the path (change of location), and thus with this finding, for Bahasa version narratives told by the language consultants, the used Bahasa behaves more like a verb-framed language.

To support the argument about the frequent occurrences of path verbs to describe motion events, Table 3 is then added. In the following table, the distribution of constructions in the recorded data is shown.

Table 3 The distribution of verb constructions produced by EYL student teachers in Bahasa narratives/stories

Verb Construction	Token	Percentage
M + P in SVCs	2	10%
M	2	10%
P	16	80%
Total	20	100%

Note: M stands for Manner; P stands for Path; and SVC stands for Serial Verb Construction.

The above table suggests that Bahasa version narratives told by EYL student teachers as the language consultants tend to sound more like verb-framed, with the high percentage of occurrence accounting for 80%, than satellite-framed and equipollently framed. That statement is further explained in the following elaborations.

EYL student teachers portray motion events in their stories dominantly using verb-incorporating constructions. Have a closer look at the following sample constructions:

- (8) *Tikus kecil **keluar** dari sarang-nya.*
mouse small exit LOC nest POSS
The small mouse exits from its nest.
- (9) *Aku **masuk** kelas.*
1st.SG enter class
I enter the class.

- (10) *Beliau **keluar** kelas.*
 2nd.SG leave class
 He leaves the class.

In sentence (8), (9) and (10), the EYL student teachers as the language consultants have incorporated path verb *keluar* (exit), *masuk* (enter), and *keluar* (leave/exit) to describe motion events. The use of path verb (bare verb) as the main verb of a sentence is typically formulated in verb-framed languages. Verb-framed languages prefer directionality (direction of the movement) and static scene (setting) of a story. Those languages less frequently incorporate manner information on how the figure in a sentence performs the action. Referring back to sentence (8), (9) and (10), there is no information on how the figure *keluar* (exits), *masuk* (enters), and *keluar* (leaves/exits) from the source setting, but simply appearing at a new setting (goal setting). Verb-framed languages have less narrative attention to the dynamics of movement of a figure/character in a story, and thus bare verb is in its frequency in use.

These finding is in contrary to what has been proposed by key references, Talmy and Slobin. In Talmy's binary typology, Bahasa falls within a satellite-framed language; while in Slobin's tripartite typology, Bahasa is claimed to fall into an equipollently-framed language. However, the claim that Bahasa version narratives are contrasting from both binary and tripartite language typologies is not to be affirmed without exception. Some EYL student teachers as the language consultants in this study also show up some variations on their narratives/stories: (1) two language consultants come up with manner-incorporating sentences (10%) and (2) two other consultants produce sentences with SVCs (10%). Pay a closer attention to the following sample construction.

- (11) *Tikus kecil **berseluncur** ke bawah.*
 mouse small slips LOC under
 The small mouse slips down.

Sentence (11) is showing the use of the verb *berseluncur* (slip) which is a manner verb followed by a locative proposition *ke* (to). It resembles how English narrative sentence is generally formulated.

Beside the possibility of producing manner incorporating sentences in Bahasa, there are also some tapped occurrences of Serial Verb Construction (SVC) from the language consultants. Refer to the following sample utterance.

- (12) *Ikan biru kecil **berenang menjauh**.*
 fish blue small swim move away
 The small blue fish moves away by swimming.

Sentence (12) employs double verbs, *berenang* (swim) and *menjauh* (move away). Both verbs are occupying the same predicate position in the sentence. In additional, both verbs have equal function as the main verbs. The two verbs occurring in series are the typical aspect of equipollently-framed languages. This construction is only possible in serializing languages, one of which is Austronesian language like Bahasa.

In an equipollently-framed language, both verbs in the construction are of equal status as main verbs. V1 in the sentence is always taken as the main verb and that V2 will be a main verb **if** it can also occur independently in other sentences as a V0 **with the same meaning**. Working further deeper on sentence (9), if the manner verb (V1) *berenang* (swim) is deleted; and the path verb (V2) *menjauh* (move away) is let to occur on its own, the sentence appears this way:

- (13) *Ikan biru kecil **menjauh**.*
 fish blue small move away
 The small blue fish moves away.

Without having V1, the new form in sentence (13) with the only use of V2 also conveys a similar core meaning depicted in the scene of the story where the small fish leaves its former place/position. In this case, V2 can no longer be considered as a subordinate constituent in a clause, but it is proven to stand alone and portray a similar idea. In other words, both verbs are equal in meaning. However, two occurrences of sentences with SVCs to express motion event do not provide any significant support that Bahasa told by the language consultants is behaving majorly as an equipollently-framed language. The positive indication is that some language consultants are still committing to the natural way of using serial verbs to produce lively descriptions in their narrative/stories.

To sum up, what becomes clear here is that languages might allow some possible varieties of constructions for expressing motion events (by means of manner, path, or serial verbs). However, it points out that language speakers usually prefer one out of those three constructions in tendency. With the dominant preference, then language typology comes into existence.

CONCLUSION AND RECOMMENDATIONS

English narratives told by EYL student teachers as the language consultants tend to sound more like satellite-framed, than verb-framed and equipollently framed. This is supported by theories proposed by Talmy and Slobin. Behaving differently, the Bahasa version narratives tend to be formulated more like verb-framed, but not satellite-framed nor equipollently-framed. This is different from the existing theories confirming that Bahasa falls within an equipollently-framed language that allows serialized verbs in a sentence. However, there is still a positive indication that some language consultants are still sticking to the natural way of using serial verbs to produce lively descriptions in their Bahasa narrative/stories.

This research was conducted and the report has been written for the purpose of disseminating the specific way of describing motion events in narratives/stories. With these findings and discussion, it is expected that English teachers in Indonesia are aware that English and Bahasa belong to two different language typologies especially with regards to motion events in narratives. Accordingly, when integrating English narratives/stories into teaching, English teachers could employ more manner-incorporating sentences to produce and get students familiarized with English sense as that is how English narrative construction is supposed to behave and sound. In addition, when telling/switching English narratives/stories into Bahasa, the sentence constructions could utilize more serial verbs, which indicate the uniqueness of Bahasa that allows serialized verbs to occur in predicate position of a sentence.

By being well-notified on how every language differs in portraying motion events, English teachers in Indonesia, especially EYL teachers, who deal more frequently with narratives/stories upon their teaching, could perform story telling with the appropriate constructions to sharpen the English sense of young learners (students), as well as preserving the natural production of narrative sentences in Bahasa as their local language. After all, every language is unique by its own.

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THE APPLICATION OF PEER AND SELF ASSESMENT IN LISTENING AND SPEAKING CLASS (A PARTICIPATORY ACTION RESEARCH)

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ABSTRACT

Peer assessment is an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners. Products to be assessed can include writings, oral presentations, portfolios, test performance, or other skilled behaviors. Peer assessment can be summative or formative. Self-assessment is a key of learning strategy for autonomous language learning, enabling students to monitor their progress and relate learning to individual needs. Peer and self-assessments are two kinds of assessments in language learning with the purpose of assessing the students' or learners' competence in all language skills. Many assumptions occur due to the objectivity of peer and self-assessment in language learning. Therefore, the purpose of this current study is to ascertain whether the peer and self-assessment done by students in a speaking and listening class can increase their speaking and listening skills. The study investigated the application of peer and self-assessment in the twelfth grade students' speaking and listening class at SMA Negeri 1 of Lubuklinggau. This class (sample group) was instructed to answer close-ended questions about the story in a video. After listening and answering the close-ended questions, the students were asked to retell the story one by one in front of the class while the rest of the students were trying to assess the performance or the process of retelling. After their friends gave peer-assessment, they have to give their own self-assessment by watching their own video performance. By assessing their friends' and their own performance, they knew the errors they had already made and then corrected them. Finally, it was found that the peer and self-assessment in this listening and speaking class could increase the students' ability in both listening and speaking. Their speaking and listening scores and their motivation were higher than before as well as their confidence. It can be concluded that there is a significant increase of the students' achievement in listening and speaking classes after having peer and self-assessment. The results suggest that if the process of peer and self-assessment is done under the control of the teacher as the facilitator and manager of the class, all students can participate totally in doing peer and self-assessment.

Key words: *Peer assessement, Self-assesement, listening class, speaking class, participatory action research.*

INTRODUCTION

Peer assessment is an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners. Products to be assessed can include writings, oral presentations, portfolios, test performance, or other skilled behaviors. Peer assessment can be summative or formative. Self-assessment is a key of learning strategy for autonomous language learning, enabling students to monitor their progress and relate learning to individual needs. Peer and self-assessments are two kinds of assessments in language learning with the purpose of assessing the students' or learners' competence in all language skills. Many assumptions occur due to the objectivity of peer and self-assessment in language learning.

In addition, there has been a great deal of debate about the self assessment done by the students in speaking class. Students' objectivity in assess their friends' performance has great influence on this debating. Besides, there a research conducted in the setting of this study related to the application of self-assessment. It was applied in speaking class and the result showed that the method was

effective. The study investigated the twelfth grade students' speaking class at SMA Negeri 1 Lubuklinggau. This class (sample group) was instructed to perform short drama in group, and then another student recorded the performance. After all, they have to watch the video and gave comment on their own performance and gave mark as well. By watching their own video, they will perform better and will not do the same error again for the next performance. Finally, it was found that the self assessment through watching their own video can increase the students' ability in speaking. Their speaking scores and their motivation were higher than before as well as their confident. It can be concluded that there is significant increasing of the students' achievement in speaking class after having self assessment through watching their own video performance. The results suggest that if the process of self assessment is done under the control of teacher as the facilitator and manager of the class, all students can participate totally in doing self assessment.

Considering to the background above, the writer is interested to apply the method in listening and speaking which combine with peer-assessment. Therefore, the purpose of this current study is to ascertain whether the peer and self-assessment done by students in a speaking and listening class can increase their speaking and listening skills. The study investigated the application of peer and self-assessment in the twelfth grade students' speaking and listening class at SMA Negeri 1 of Lubuklinggau. This class (sample group) was instructed to answer close-ended questions about the story in a video. After listening and answering the close-ended questions, the students were asked to retell the story one by one in front of the class while the rest of the students were trying to assess the performance or the process of retelling. By assessing their friends' and their own performance, they knew the errors they had already made and then corrected them.

METHOD

A Participatory Action Research was conducted in this study. A participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview and bringing together action and reflection, theory and practice, in participation with others in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and communities, (Reason & Bradbury, 2001)

PAR is about jointly producing knowledge with others to produce critical interpretations and readings of the world, which are accessible, understandable to all those involved and actionable, (Paul Chatterton, Duncan Fuller & Paul Routledge, 2007). In addition, Participatory Action Research is a form of action research in which professional social researchers operate as full collaborators with members of organizations in studying and transforming those organizations. It is an ongoing organizational learning process, a research approach that emphasizes co-learning, participation and organizational transformation, (Greenwood et al, 1993).

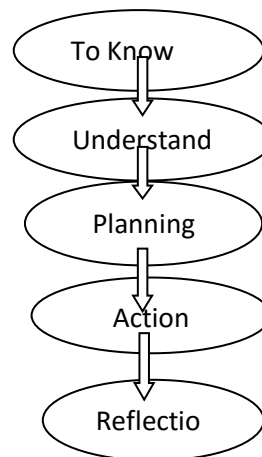
What this research tradition provides is a shared commitment to fundamentally disrupt conventional hierarchies of knowledge production: who decides on the questions to ask, how to ask them, and how to theories the world, (Geraldine Pratt in collaboration with the Philippine Women Centre of BC and Ugnayan Kabataany Pilipino as Canada/Filipino-Canadian Youth Alliance, 2007).

From these definitions we can see that PAR has some key components:

1. Focus on change, commitment to participate with people to improve and understand the world by changing it (McIntyre, 2008). Although there are differences between researchers as to the scale of that change and the degree to which it is focused on promoting democracy and reducing inequality;
2. context-specific, it is generally targeted around the needs of a particular group although this can vary in size from small teams to projects encompassing entire communities;
3. emphasis on collaboration, researchers and participants working together to examine a problematic situation or action to change it for the better, although there are differences in opinion as to how much collaboration is possible or necessary;
4. a cyclical process, an iterative cycle of research, action and reflection (Kindon et al, 2006) underpins the research process although it is not always clear how this happens in practice;

5. participants are competent and reflexive and capable of participating in the entire research process although researchers may adopt different standards as to the level of participation that 'qualifies' as PAR;
6. knowledge is generated through participants' collective efforts and actions;
7. liberatory – PAR seeks to 'liberate' participants to have a greater awareness of their situation in order to take action, although for some researchers the emphasis on liberation will be tempered;
8. PAR is not just another method – more an orientation to inquiry – this means that many different methods are possible (quantitative and qualitative);
9. success is some personal or collective change – for some researchers it “depends on the credibility/validity of knowledge derived from the process according to whether the resulting action solves problems for the people involved and increases community self-determination” (Kindon et al, 2007:14) but for others the emphasis is on developing theories and practices that can be shared.

Cycles of Participatory Action Research



In this study, two cycles will be applied. Each cycle was conducted in 2 meetings. In cycle one and two there are some activities. Those are preparation, action and reflection. Each cycle begins with lesson planning, implementing the plan, observing the implementation, and reflecting or evaluating the process and the result of the implementation. The result of the reflection determines the following cycle.

FINDINGS AND INTREPRETATION

The study investigated the application of peer and self-assessment in the twelfth grade students' speaking and listening class at SMA Negeri 1 of Lubuklinggau. The processes of study were as follow: (1) This class (sample group) was instructed to answer close-ended questions about the story in a video. (2) The second, after listening and answering the close-ended questions, the students were asked to retell the story one by one in front of the class. (3) While the rest of the students were trying to assess the performance or the process of retelling. (4) After thir frinds gave peer-assessment, they have to give their own self-assessment by watching their own video performance. By assessing their friends' and their own performance, they knew the errors they had already made and then corrected them. Finally, it was found that the peer and self-assessment in this listening and speaking class could increase the students' ability in both listening and speaking. Their speaking and listening scores and their motivation were higher than before as well as their confidence. It can be concluded that there is a significant increase of the students' achievement in listening and speaking classes after having peer and self-assessment. The results suggest that if the

process of peer and self-assessment is done under the control of the teacher as the facilitator and manager of the class, all students can participate totally in doing peer and self-assessment.

The Process and the Finding of Cycle 1

In the process of cycle I, the activities were starting by designing the lesson plan and making observation check lists and instruments needed (part of planning activities). The material taught in this cycle was writing explanation text. Here the students were taught how prepare writing by knowing the concept of Out Line. In general, the activities in cycle I were grouped into planning stage, and implementation as the action stage. Teacher and the students were involve and participate actively together in which the teacher here as the facilitator actively.

In planning stage, the activities covered as 1) prepare the class and the material which would be taught, 2) prepare the lesson plan and the observation check list which aimed at observing the students activity while teaching learning process was done.

In addition, in the implementation stage, the activities were done in two meetings. In the first meeting, the teacher did the activities based on the procedure as designed in Lesson Plan. Those procedures were started by having apperception. Teach the theory of explanation text, give the example and explain how to write an outline as the preparation for writing. Finally close the meeting.

In the second meeting, the teacher just continued the activities of the first meeting. The activities in this meeting were started by opening or apperception, reviewing the previous lesson, and finally asking the students to write their own composition based on the Out Lines they have made in previous meeting.

Next activity was Reflection. Reflection carried out in order to know the strengths and the weaknesses of the process of this Participatory Action Research. In this study, the teacher conducted the reflection with colleges. The results of reflection show that there were still some students made errors in all aspects of listening and sepaking. The students' ability in speaking was still low moreover when they have to give respond orally to the monologue they have listened and there are many students did not reach the Minimum Mastery Criteria. Quantitatively, the students' average score in pre-test was 72.00. In addition, the tsudents' listening score in pre-test was 70.00. Besides, it was also discovered that most of the students were not confident when delivering their speaking in front of the class. This was caused by lack of motivation. Besides, they did not recognize their mistake when they speak. Moreover, the students' participation in learning process was still low too. Thus, the students' speaking performance was also inadequate. Hence, considering to those fact (as the result of reflection), it was decided to continue this Classroom Action Research to the Cycle II.

In this cycle, the students' listening score in final test was still low. This indicated that the students' listening and speaking was still insufficient especially in this cycle. Although the students' score in increased (comparing to the pre-test result), the increasing still did not achieve the maximum target, that is 85% of students got score above the Minimum Mastery Criteria. The students who got score above Minimum Mastery Criteria were 17 or 45.95% and those who got below Minimum Mastery Criteria were 20 or 54.05%.

TABEL 1
THE PERCENTAGE OF STUDENTS' LISTENING SCORE IN CYCLE I

Number	Score	Frequency	Percentage	Note
1	≥ 78	17	45.95%	Passed
2	< 78	20	54.05%	Fail
Total			100%	

From the data above, quantitatively, the result of final test in this Cycle I was increased from the average 70.00 to 73.73. This result indicated that there was an improvement of the students' average that is 5.33% or $(73.73 - 70.00) : 70.00 \times 100\%$. Therefore, this Participatory

Action Research must be continued to the Cycle II although in general, the students' activeness increased from the pre-test. For the detail, it can be seen in the table (see appendix).

In addition, the students' speaking score in final test was also still low. This indicated that the students' listening and speaking was still insufficient especially in this cycle. Although the students' score in increased (comparing to the pre-test result), the increasing still did not achieve the maximum target, that is 85% of students got score above the Minimum Mastery Criteria. The students who got score above Minimum Mastery Criteria were 19 or 51.35% and those who got below Minimum Mastery Criteria were 18 or 48.65%.

TABEL 2
THE PERCENTAGE OF STUDENTS' SPEAKING SCORE IN CYCLE I

Number	Score	Frequency	Percentage	Note
1	≥ 78	19	51.35%	Passed
2	< 78	18	48.65%	Fail
Total			100%	

From the data above, quantitatively, the result of final test in this Cycle I was increased from the average of 72.00 to 76.95. This result indicated that there was an improvement of the students' average that is 6.88% or $(76.95 - 72.00) : 72.00 \times 100\%$. Therefore, this Participatory Action Research must be continued to the Cycle II although in general, the students' activeness increased from the pre-test. For the detail, it can be seen in the table (see appendix).

The Process and the Finding of Cycle 2

Considering to the result of the reflection in Cycle I, the application in Cycle II was more interesting because the students had to do peer-assessment as well as self assessment. It means that they have to assess their friends as well as themselves. Here, after they present their response toward text they had listened, they have to give peer assessment toward the performance or response and self assessment Cycle II was conducted in two meetings.

In cycle II, the activities were also started by doing and design the lesson plan. The plan covered a series of learning activities. These activities were designing lesson plan, making observation check list and instruments tests for every action.

In the implementation stage, there were two meetings. The activities in the first and the second meeting were doing peer-assessment and self-assessment. The findings indicated that peer-assessment and self-assessment were indeed effective in improving the students' writing performance.

As in cycle I, there was also observation in cycle II. In this occasion, the observers observed all the activities in the process of Participatory Action Research. Additionally, in cycle II, the students' ability in listening and speaking was significantly increased as well as their activeness both in and out the class. They often consult their difficulties in listening and speaking without being worried or not confident. Hence, the result of their listening and speaking was much better than before. They can elaborate their idea very sufficient based on the text they had listened in listening class. Consequently, their scores increased and achieved the maximum target, which is more than 85% of students got score above the Minimum Mastery Criteria. The students who got score above Minimum Mastery Criteria were 37 or 100% and those who got below Minimum Mastery Criteria were 0 or 0%. For the detail, it can be seen in the table below:

TABEL 3
STUDENTS' LISTENING SCORE IN FINAL TEST OF CYCLE II

Number	Score	Frequency	Percentage	Note
1	≥ 78	37	100%	Passed
2	< 78	0	0%	Fail
Total			100%	

Quantitatively, the result of final test in this Cycle II was increased from the average of to 73.73 to 88.41. This result indicated that there was a significant improvement of the students' average that is 8.741% or $(88.41 - 73.73) : 73.73 \times 100\%$. Besides, it was known that more than 85% of students got score above the Minimum Mastery Criteria. Hence, considering to those fact (as the result of reflection), it was decided to stop this Classroom Action Research. For the detail, it can be seen in the table below (see appendix).

In addition, the students' speaking score in final test was also increase. This indicated that the students' listening and speaking was still sufficient especially in this cycle. The increasing still has already achieved the maximum target, that is 85% of students got score above the Minimum Mastery Criteria. The students who got score above Minimum Mastery Criteria were 36 or 97.30% and those who got below Minimum Mastery Criteria was 1 or 2.70%.

TABEL 4
THE PERCENTAGE OF STUDENTS' SPEAKING SCORE IN CYCLE II

Number	Score	Frequency	Percentage	Note
1	≥ 78	36	97.30%	Passed
2	< 78	1	2.70%	Fail
Total			100%	

From the data above, quantitatively, the result of final test in this Cycle I was increased from the average of 76.95 to 85.32. This result indicated that there was an improvement of the students' average that is 10.88% or $(85.32 - 76.95) : 76.95 \times 100\%$. Therefore, this Participatory Action Research must be continued to the Cycle II although in general, the students' activeness increased from the pre-test. For the detail, it can be seen in the table (see appendix).

After having action stage, next there was also reflection in this cycle as in cycle I. This was done in order to know the strengths and the weaknesses of the process of this Participatory Action Research. The reflection was done collaboratively with colleges. Additionally, this also has purpose to find out how far the peer-editing has positive contribution impact on the students' writing skill. The results show that the percentage of students' score was significantly higher than before. Moreover, the students who made errors in aspects of speaking components were decrease. Hence, considering to those fact (as the result of reflection), this PAR was decided to ended because the result has been satisfactory enough and the purposes have achieved.

Finally, from the result of Pre-Test, Cycle I and Cycle II, this Participatory Action Research have successfully improved the students' speaking and listening performance. Therefore, it can be concluded that the peer-editing was able to improve the twelfth grade students' ability in listening and speaking at SMAN 1 Lubuklinggau in academic year of 2015/2016.

In addition, to know the improvement of listening in every final test, starting from pre-test until final test in cycle II, the following formula was used:

- X = The Percentage of the Improvement
 R1 = The Average Score before Cycle I (Pre-Test's Average)
 R2 = The Average Score after Cycle I and II

$$X = \frac{R2 - R1}{R1} \times 100\%$$

$$X = \frac{88.41 - 70.00}{70.00} \times 100\%$$

$$X = \frac{18.41}{70.00} \times 100\%$$

$$X = 26.30\%$$

Hence, the improvement of the eleventh grade students' ability in listening advertisement text at SMAN 1 Lubuklinggau in academic year of 2015/2016 through self-assessment before and after conducting Action Research was 26.30%.

In addition, to know the improvement of speaking in every final test, starting from pre-test until final test in cycle II, the following formula was used:

X = The Percentage of the Improvement

R1 = The Average Score before Cycle I (Pre-Test's Average)

R2 = The Average Score after Cycle I and II

$$X = \frac{R2 - R1}{R1} \times 100\%$$

$$X = \frac{85.32 - 72.00}{72.00} \times 100\%$$

$$X = \frac{13.32}{70.00} \times 100\%$$

$$X = 18.50\%$$

Hence, the improvement of the eleventh grade students' ability in speaking advertisement text at SMAN 1 Lubuklinggau in academic year of 2015/2016 through self-assessment before and after conducting Action Research was 18.50%.

Interpretation

After having this PAR, the students' ability in both listening and speaking advertisement were increase. Their acitveness in listening and speaking were obviously very active. In listening, they could constantarte well, hence they can caught the message on the text they had lsitened very well. Although they still have difficulties, they were not significant influence their ability. It was prooved by the increasing of their score in every cycle.

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated. In listening, students need to focus. Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus (<https://www.englishclub.com/listening/what.htm>).

In listening, many students face some probolems. Those problem as state by some expert here. Listening plays an important role in second language instruction for several reasons (Rost, 1994). If you cannot hear it well you will find it hard to communicate or perhaps you cannot pass your listening examination for instance. In fact, students often take the wrong way when listening and this leads them to the poor result. It should be noted that the learner's perception of their listening problem and strategies can affect their comprehension both positively and negatively (Wenden, 1986). Thus, in order to help students get improved with their listening skill, it is needed finding out their listening problems which cause difficulties to them. According to Yagang (1994), the problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting. Furthermore, a numbers of research have been carried out to pick out the problem in listening. The problems were believed to cause by the speech rate, vocabulary and pronunciation (Higgins, 1995). As Flowerdew & Miller (1996) assumed that the

problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment.

Considering to the problem above, in this PAR, the researcher tried to overcome those problem. Finally, it showed that the method applied in this research can overcome the problem. The students felt enjoy and active in listening, therefore their score in listening increase significantly.

In addition, students' speaking skill was also increase. As stated by the expert, the use of self-assessment to promote learner autonomy is not novel in the EFL classroom (e.g. Chang, 1999; Chen, 1999, 2000; Chuang, 1997; Fang, 2005). The procedure has been mostly reported as a course-end activity or assignment which demands students to reflect on their learning process or achievement in reading or writing. Besides, it will be more effective if self-assesemnt also accompanied by peer assessment. Considering to the fact above, in this PAR, self-assesemnt combined with peer assessment in teaching listening and speaking. The result showed that the students' ability in both skill was increase.

After having PAR in this setting, it can be interpetes that from the result of the pre-test, it was found out that most of the students made errors in speaking in term of accuracy, fluency and comprehensibility. In accuracy, their pronunciations mostly are influenced by the mother-tongue but only a few serious phonological errors. There are several grammatical and lexical errors, some of which cause confusion. In addition, there are some students have pronunciation which influenced by the mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors occcured. Few of them even encounter serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

In addition, in term of fluency, the most of students have to make an effort for much of the time. Often they have to search for the desired meaning and rather halting delivery and fragmentary. Moreover, their Range of expression is often limited. Besides, they had to have long pauses while they search for the desired meaning. Unfortunately, there a few students were most of the frequently fragmentary and halting delivery and almost gives up making the effort at times and had limited range of expression. Their spoken were full of long and unnatural pauses and very halting and Fragmentary delivery. Finally, there few students were at times gives up making the effort and their range of expression was so limited.

Meanwhie, in term of comprehensibility, the listener can understand a lot of what is said, but he must constantly seek clarification. Listeners often cannot understand many of the speaker's more complex or longer sentences. Only small bits (usually short sentences and phrases) can be understood- and then with considerable effort by someone who is used to listening to the speaker. Hardly anything of what is said can be understood. Even when the listeners make a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

This condition was getting better and better in Cycle I, moreover in Cycle II. The result of Cycle I and II showed that Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct. Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. There are also a few grammatical and lexical errors, but only one or two major errors causing confusion.

In addition, related ot their fluency, they spoke without too great an effort with a fairly wide range of expression. They searched for words occasionally but only one or two unnatural pauses. Besides, they had to make an effort at times to search for words. Nevertheless, their spoken were smooth delivery on the whole and only the few unnatural pauses. Although they had to make an effort and search for words, there are not too many unnatural pauses. They also occasionally fragmentary but succeeds in conveying the general meaning. There were also fair range of expression.

Moreover, finally their spoken were easy for the listener to understand the speaker's intention and general meaning very few interruption or clarification required. The speaker's intention and general meaning are fairly clear. They had a few interruptions by the listeners for the

sake of clarification are. Most of what the speaker says was easy to follow. Their intention were always clear but several interruptions were necessary to help him to convey the message or to seek clarification.

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BE STRENGTH OR WEAKNESS: TBLT THREE PHASE TECHNIQUE STAGES IN TEACHING LISTENING FOR TOEFL PREPARATION

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ABSTRACT

This research is aimed at finding out whether TBLT Three Phase Technique improve students' listening skill in Listening for TOEFL Preparation class. It also finds out the problems arising when TBLT Three Phase Technique is implemented in the classroom activity. The method used in this research is a classroom action research. The action research was conducted in two cycles, in which in the first cycle there were 4 meetings and in the second cycle there were 4 meetings. Every cycle consisted of five steps: planning the action, implementing the action, observing and monitoring the action, reflecting the observation, and revising the plan. Whether in implementing the TBLT Three Phase Technique is divided into the stages, they are: pre-task activities, task activities, and post-task activities. In collecting the data, the researcher used observational technique. The result of the research shows that TBLT Three Phase Technique can improve the students' listening skill. Implementing TBLT Three Phase Technique as pre-task activities, task activities, and post-task activities made the students actively involve in the teaching learning process. The students were eager to join all activities in listening class. Almost all difficult aspects in listening such as clustering, redundancy, stress, rhythm, and intonation can be solve well. Implementing TBLT Three Phase Techniquestimulated the students to tune in the lesson. The problem faced in implementing TBLT Three Phase Technique was the class management. It needed much time to manage the class. Based on the fact above, that is, TBLT Three Phase Technique can improve students' listening skill, the researcher suggests English teachers to implement TBLT Three Phase Technique in teaching Listening for TOEFL Preparation.

Key Terms: *TBLT Three Phase Technique, Listening for TOEFL Preparation*

INTRODUCTION

Mastering of a foreign language is one of the important things that is needed in modern society and globalization era. It is because language is one of instruments which has important functions in communication. As it is known, there are so many kinds of foreign language. English is one of the important foreign languages. In education, English is one of the native languages used to improve students' ability. As quoted in Undang-Undang Sisdiknas (2003: 15) "*bahasa asing dapat digunakan sebagai bahasa pengantar pada satuan pendidikan tertentu untuk mendukung kemampuan berbahasa asing peserta didik*".

Petty and Jensen, Buck (2001: 274) states that listening is a complex process in which the listener takes the incoming data, an acoustics signal, and interprets it based on a wide variety of linguistics and non linguistics knowledge. Myers and Myers (1992: 43), is considered listening is not only hearing, but also including the added dimensions of understanding, paying overt attention, analyzing, and evaluating the spoken messages, and possibly acting on the basis of what has been heard. To solve this complex process in listening, the students need a special technique. The special technique should be attract students to be active. Students center is needed more than teacher center.

Based on the pre-interview with the students who take the Listening for TOEFL Preparation Course, some problems are found. The students felt some difficulties in catching the words or sentence, they also did not know the context of the listening. The students are unable to understand how language and context function together. It is proved by the students cannot do the TOEFL test well.

Based on the fact above, the classroom action research is designed. The writer tries to get the improvement of students ability in listening, especially Listening for TOEFL Preparation course, by conducting the TBLT Three Phase Technique. The problem statement is “Can TBLT Three Phase Technique improve students’ listening for TOEFL ability?”.

LITERATURE REVIEW

Basically, listening is more than merely hearing words. Lundsteen as quoted by Petty and Jensen (1980: 181) defines listening as the process by which spoken language is converted to meaning in the mind. While Myers and Myers (1992: 43) state that listening is considered not only hearing, but also including the added dimensions of understanding, paying overt attention, analyzing, and evaluating the spoken messages, and possibly acting on the basis of what has been heard. Listening, although once labeled as a passive skill, is truly an active process.

Petty and Jensen (1981: 181) determine three steps of listening process, they are: 1) Hearing: the listeners hear a series of sounds, the actual words and sentences; 2) Understanding: the listeners understand the meanings of these words and sentences in the context in which they have heard them; 3) Evaluate: the listeners evaluate the meanings and accept or reject the total communication; 4) Responding: The listeners respond to what they have heard.

Based on the literatures above, it is obvious that listening and hearing are not identical and should be thought of as two distinguishable phases. Hearing requires perceiving sounds and discriminating among them while listening is a process of becoming aware of the sound components and recognizing them in sequences that have meaning. The listener actively make an interpretation on what they hear, draw on all existing information resources, including knowledge of the world, and possibly give response to what has been heard.

Listening comprehension is a very complex process emphasizing the listener to understand the meaning of the spoken texts. It involves both linguistic knowledge and non linguistic knowledge. Rost (1994: 9-65) describes linguistic knowledge a follows: 1) *Speech sounds*. Sound perception is the basis of hearing and essential process in listening. Listeners recognize speech as a sequence of phonemes that are particular to a certain language. These phonemes have slightly differing characteristics of length, duration and frequency which help the listeners discriminate between them; 2) *Words*. Recognizing words is the essential semantic process in listening. In order to recognize a word, listeners have to perform three simultaneous processes: find the most probable ‘candidate word’ among several possibilities, estimate the best meaning of the word in the context, and find the ‘reference’ for the speaker’s words. Moreover, Buck (2001: 37) also mentions that stress and intonation are very important in word recognition. By paying attention on stress and intonation, listeners usually understood the meaning of a certain word, even when they did not catch the actual sounds; 3) *Parsing speech*. One of the essential processes in listening is parsing. It is the process of dividing the incoming string of speech into grammatical categories and relationships. Listeners parse speech by calculating the relationship of words and groups of words to a central theme, or verb; 4) *Discourse processing*. It refers to the reasoning processes that enable the listeners to understand how language and context function together. In listening, the listeners try to identify relevant information. Often, they must infer missing information. They also form useful conclusions that include the relevant information and make sense in the cultural situation.

There are some complex factors influencing the students’ ability in understanding listening materials. Brown (1994: 238-241) proposes eight characteristics of spoken language that make listening difficult, they are: 1) *Clustering*, in written language we are conditioned to attend the sentence as the basic unit organization. In spoken language, due to the memory limitations and our predisposition for “Chunking” or clustering, we break down speech into smaller groups of word; 2) *Redundancy*, spoken language unlike written language, has a good deal of redundancy. The next time we are in conversation, notice the rephrasing, repetitions, elaborations, and little insertion of “I mean” and “ You mean”, here and there. Such redundancy helps the hearer to process meaning by offering more time and extra information. However, if there is a little redundancy (such as in planned monologues), there is just little extra time and information helping the hearer to process

meaning. In this case, listening comprehension becomes difficult; 3) *Reduced form*, while spoken language does indeed contain a good deal of redundancy. It also has many reduced forms. The reduction can be phonological, morphological, syntactic and pragmatic. These reductions pose significant difficulties especially to classroom learners; 4) *Performance variables*, in spoken language, except for plan discourse, hesitations, false starts, pauses, and correction are common. Learners have to train themselves to listen for meaning in the midst of all these distracting performance variables; 5) *Colloquial language*, learners who have been exposed to standard written English and / or 'text book' language some times find it surprising and difficult to deal with colloquial language. Idioms, slang, reduced forms, shared cultural knowledge, are all manifested at some point of conversation; 6) *Rate of delivery*, virtually every language learner initially thinks that native speaker speaks too fast. Actually as Richard (1983) points out, the number of length pauses used by a speaker is more crucial to comprehension than sheer speed; 7) *Stress, rhythm, and intonation*, the prosodic features of English language are very important for comprehension. As a stressed time language, English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points; 8) *Interaction*, unless a language learner's objectives is exclusively to master some specialized skill like monitoring radio broadcast or attending lectures, interaction will play a large role in listening comprehension. Students need to understand that good listeners (in conversation) are good responders. They know how to negotiate meaning, that is, to give feedback, to ask for clarification, to maintain a topic, so that the process of comprehending can complete rather than being aborted by insufficient interaction.

In Listening for TOEFL Preparation, the subject is divided into three parts. They are part A which consists of multiple choices type. In this part the students are faced with a short dialogue and they are asked to divide the second speaker means. In this part, the students got difficulties in avoiding the similar sounds, focusing in second speaker, dividing the synonym of the key words. Next, the second part is part B which is faced with some problems like anticipating the topic of the conversation, finding main idea, subject or the topic of the conversation, and drawing conclusion about who, what and where. The last part is part C. In this part, the students face some monolog. In this part, the students have to anticipate the topic; they also faced with the similar sounds that make them confused.

Some problems faced by students, so it needs appropriate technique to solve all problems. One of the techniques is the TBLT Three Phase Technique. TBLT Three Phase Technique comes from the combination of two techniques which are used in the same time. In this paper, the nature of these two techniques will be discussed. TBLT stands for Task-Based Language Teaching. According to Richard and Rodgers (2001: 223) TBLT refers to an approach based on the use of tasks as core unit of planning and instruction in language teaching. The interesting point is that the usage task in TBLT. According Bygate, Skehan, and Swain in Ellis (2003: 5), a task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective. In this definition, task has been seen as goal-oriented activity which makes the doer or students to use language in achieving it. Ellis (2003: 21) mentions some features of task in TBLT. The first is Goal; it is the general purpose of the task, for example practice to describe objects concisely; to provide an opportunity for the use of relative pronoun. Second is input, it is the verbal or non-verbal information supplied by the task, for example; pictures; a map; a text. Third is Conditions. It is the way in which the information is presented, for example; spilt or shared information. Fourth is Procedures. It refers to the methodological procedures to be followed in performing the task, for instance; group versus pair works; planning time versus no planning time. The last is predicted outcomes. The outcome can be focused on product or process. From some point discussed above, a definition can be taken that TBLT is language learning method which optimises the use of task in the language learning process. The task which is used in TBLT is attributed by goal, input, condition, procedure, and outcome.

Richard and Rodgers (2001: 235) list three main roles of learners in TBLT classroom: 1) Group participant. This role of students as group participant will be required when the tasks in classroom need collaborative activity; 2) Monitor. Tasks in TBLT classroom take role as learners

facilitators in language learning. Therefore, in TBLT classroom, students should take benefit in observing what message is and how the form of message is organized in communication; 3) Risk-taker and innovator. In TBLT classroom, students become a risk-taker and innovator, because they will be faced by the guessing meaning from linguistics and contextual clues.

Then, the teacher's roles are 1) Selector and sequencer of tasks. This is the central role of the teacher in TBLT classroom. These roles include selecting, adapting, and creating tasks based on the analysis of learners need, interest, and language skill level; 2) Preparing learners for task. This role of preparing learners for task takes teacher to do an introduction toward tasks will be held. Teachers may include topic introduction, clarifying tasks instruction, helping students to recall useful words in tasks accomplishment, and demonstrate clearly the procedure of the tasks; 3) Consciousness-raising. Similar with the previous teacher of learners' task preparation, this role of teacher is about raising the students' language consciousness by giving form-focusing techniques; including attention-focusing pre-tasks activity, and use highlighted material.

Beside the students and the teacher, good materials should be prepared well. Instructional materials play an important role in TBLT because it is dependent on a sufficient supply of appropriate classroom tasks, some of which may require considerable time, ingenuity, and resource to develop. According to Richard and Rodgers (2001: 236-237), there are two types of materials which may use in TBLT classroom. The first type is pedagogic materials, for example, textbook, multimedia, tasks card, and etc. The second type is realia, for example, duplicate of the real things in the world, newspaper, television, and internet.

Related to the procedure TBLT in the language learning classroom, some experts have proposed the schema. First is from Richard and Rodgers (2001: 238). They state that TBLT procedure in classroom involve three main phases: 1) Pre-tasks activities. In this phase students are involved in the introduction activity of task topic, and situation; 2) task activity, students do the task; and 3) post-task activities. This phase includes the reflection of the task which has been done.

Second opinion is from Willis (1996: 38), she states that TBLT lesson framework include three main phases: 1) pre-task. Same to the Richard and Rodgers's concept, in this phase the introduction to the topic and task will be given. Teacher highlights useful words and phrase and also helps students understand task instructions; 2) task cycle. In the task cycle, there are three stages which are conducted by students in task cycle. First stage is task. Students do the tasks. Second stage is planning. Students prepare to presents their result. Third stage is report. Students presents their report; and 3) language focus. In language step, there are two stages. First is analysis of the main task which has been conducted. Second is guided by teacher practicing to do the task correctly.

Then, the third opinion is from Ellis (2003: 244), he proposes a framework for designing task-based lesson. Similiar with two previous opinions, he also includes three main phases: 1) pre-task. This phase is about preparing students to perform the task in ways that will promote acquisition; 2) during task. during task phase is the phase where the task is performed; 3) post-task. the post-task phase includes there main activities. First, it should provide an opportunity for repeat performance of the task. Second, it should encourage reflection on how task was performed. Third, it should encourage attention to form.

From those procedures of TBLT classroom proposed by experts, it can be drawn a conclusion that in TBLT classroom there are three main phases. They are pre-task (the phase in which students are prepare to do the task), main task (the phase in which students do the task), and post-task (the phase in which task refelction is held).

Three Phase Technique is a technique which consists of three stages, they are pre-task activities (before listening), task activities (during listening), and post-task activities (after listening). These activities made the students actively involve in the teaching learning process. Each stage will be described below:

Stages	Listening process	Aspect
Pre-task activities (before listening)	Building schemata	Words, meaning
Task activities (while listening)	hearing	Speech sounds, words, parsing speech,
	understanding	Words, discourse processing
Post-task activities (after listening)	evaluate	Discourse processing
	responding	Words, discourse processing

From the explanation above, it can be concluded that TBLT Three Phase Technique consists of three phase that would be described into pre-task activities (before listening); main task (during listening), and post-task (after listening).

RESEARCH METHOD

Classroom action research was done in this research. Burns (1999:30) states that action research is simply a form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own practices, their understanding of this practices and the situations in which the practices are carried out. The subject of this research was the students of 3rd semester academic year of 2015/2016, Muhammadiyah University of Ponorogo. The action research was conducted in two cycles, in which in the first cycle there were 4 meetings and in the second cycle there were 4 meetings. Every cycle in this classroom action research consist of five steps: planning the action, implementing the action, observing and monitoring the action, reflecting the observation, and revising stages. Meanwhile, the TBLT Three Phase Technique divided into pre-task activities, task activities, and post-task activities. In collecting the data, the researcher used observational technique by having questionnaire and interview. Then in analyzing data, the researcher used descriptive qualitative.

RESEARCH FINDINGS

As mentioned before, this research conducted into two cycles which each cycle consist of four meetings. The schedule of the research is below:

Activities	Date	Purpose
Giving the first questionnaire	2 nd of October	Knowing the students' opinion about the the problems faced in Listening for TOEFL Preparation.
Cycle 1: 1 st meeting 2 nd meeting 3 rd meeting 4 th meeting	28 th of October 4 th of November 11 th of November 18 th of November	Implementing TBLT Three Phase Technique
Giving the second questionnaire	18 th of November	Knowing the students' opinion about the action.
Cycle 2: 5 th meeting 6 th meeting 7 th meeting 8 th meeting	2 nd of December 9 th of December 16 th of December 23 rd of December	Implementing TBLT Three Phase Technique
Giving the third questionnaire	23 rd of December	Knowing the students' opinion about the action.

In the planning part for the first cycle, the researcher prepared the materials in Listening for TOEFL Preparation. The materials came from the Longman for TOEFL Preparation, especially the listening part. Then in the action part, the researcher started to use the TBLT Three Phase Technique. Part A was taught in the first meeting, 28th of October. In the pre-task activities, the students are asked to read all the particular answer in their papers that have been spread before. They also asked to find out the context of each numbers, and determined who, what, and where for some questions. This step was done in pairs with their friends. Then for the task-activities (during listening), the students listened the sounds for the recording. They have to finish 30 questions for part A. The last, for the post-task activities (after listening), evaluation is done. The evaluation is used to know the difficulties that the students faced. In this part A, the students felt difficulties in the words sounds. They hear some similar sounds and it made them got difficulties. Then, the other problems faced by students are redundancy. There is a little redundancy so it means there is just little extra time and information helping the hearer to process meaning. Stress, rhythm, and intonation are the other problems faced by students during listening. As a stressed time language, English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points.

Part B is taught in the second meeting, 9th of December. Part B was taken in this meeting. The students had to finish some points in long dialogues. In this part rate of delivery was being biggest problem. Students think that native speaker speaks too fast. They felt difficult to understand what the speaker said. In building schemata, the students asked to determine the meaning of the words in particular answers. Then for during listening activities, the students listened the long dialogues. They were asked to understand the messages that the speakers said. They were also asked to determine the information about who, what and where. After listening, the researcher and the students discussed all numbers that had been done.

Then, at 11th of November, part C was taught. In this part, the students faced some monologs. The activities were almost similar with the previous activities. The students were prepared by analyzing the particular answers in part C. During listening, the students answered the questions that they hear, around 11 questions and the post activities in listening, the students discussed the answers with the researcher and other students. The last part of the first cycle was done at 18th of November. The students gave complete parts, A, B, and C, 50 questions. Identifying the meaning of words in all particular answers was done in before listening stage. Then, analyzing the characteristics of the particular answers to predict the answers was also done by the students. It was done to manage time allocation for each part. They also do not allowed to leave the answer.

In this cycle, some problems faced by the students, such clustering, redundancy, rate of delivery, performance variables, stress, rhythm, and information. This data got from the observation that also done by the researcher. Next, the last part of the actions research steps is the reflection. In all meetings in cycle one; there are some improvements of the students' ability in listening. They did discussion before the recording played to build their schemata. They also managed their time during listening, so they can answer all questions whether it is correct or not.

In the second cycle, the researcher did the revised plan. To solve the weaknesses emerged in cycle 1, the researcher made a revised plan to teach writing in cycle 2 based on the observation and reflection from teaching learning process in cycle 1. In the first cycle, the students usually discuss only with their pair, then in this cycle, they did the discussion with their group of three. Besides that, the new materials also prepared for this cycle.

The action for the second cycle was done from 2nd of December until 23rd of December. 5th meeting (2nd of December) and 6th meeting (9th of December) were done with part A and B of listening. Before listening, the students were asked to determine the meaning of particular answers. The researcher reviewed the last materials in part A and B. Then, they tried to find out the best way to solve the problems such rate of delivery. During listening, the students did part A and B, then continued to post-task activities which the students and the teacher discuss the final answers of part A and B.

7th meeting (16th of December) was done for the part C. These monologues were felt the most difficult part for the students. Almost of them faced problems such as redundancy form, performance variables, rate of delivery, stress, rhythm, and intonation. Before listening, the students have to find out W-H Questions from the particular answers by discussing with group. It made them easier to do all questions in part C. 8th meeting (23th of December) was done with evaluating all part, like 4th meeting done.

In the cycle 2, the researcher found some improvements. The students were motivated and interested in teaching learning process. They felt more confidence in doing listening task. They also enjoyed the discussion in pre-activity, they were more confidence to do all questions in during listening task, and for the post-activity, the items of questions done well.

The result of the research finding showed that TBLT Three Phase Technique improve the students' listening skill. Implementing TBLT Three Phase Technique as pre-task activities, task activities, and post-task activities made the students actively involve in the teaching learning process. The students were eager to join all activities in listening class. Almost all difficult aspects in listening such as clustering, redundancy, rate of delivery, performance variables, stress, rhythm, and information solve well. Implementing TBLT Three Phase Technique stimulated the students to tune in the lesson.

CONCLUSION

The TBLT Three Phase Technique is strength to solve the problems in Listening for TOEFL Preparation. It solves some listening aspects such as clustering, redundancy, rate of delivery, performance variables, stress, rhythm, and information. The improvement also can be seen from the students' attitude. The students being active in discussing in the pre-task activity (before listening), being confidence in doing the all parts of the Listening for TOEFL items during listening, and then all items done well for the post-task activity (after listening).

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TRADITIONAL GAMES IN TEACHING SPEAKING IN NON-ENGLISH DEPARTMENT CLASS

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ABSTRACT

Teaching English in non-English Department class needs more strategies and methods because of the unmotivated students. They think that English does not relate directly to their interest and competence. Not only motivation but also strategy in English Language Teaching should be given appropriately. The article reports my study on using traditional games in teaching speaking in Telecommunications Engineering Study Program containing 3 classes. I also taught speaking in Informatics Engineering containing 3 classes, but I did not use traditional games. I gave them questionnaire relating to their motivation and pre-test relating to students' English mastery. The pre-test showed that the students had relatively the same motivation and English mastery. The traditional games used are Bethet Kingkong and Sledhur – Sledhur. To apply the games, the students should have mastered the rule of the games and the content of them. The findings revealed that the students of Telecommunications Engineering became motivated because the class was not boring. Besides, they could master the materials more quickly if compared with those of Informatics Engineering. It can be inferred that teaching speaking needs creative strategies in order that the students became motivated and entertained.

Key words: *traditional games, teaching speaking, non-English Department class, Bethet Kingkong, Sledhur-Sledhur.*

INTRODUCTION

Traditional games can be found at any cultures around the world. The games used in this research are taken from Banyumas Regency, one of regencies in Central Java, Indonesia. They are actually the combination of song and game in which the participants have to sing the song while doing the game. The games themselves have some **versions** based on the region and sometimes the content may be different because the games belong to folk culture in which they are mostly in oral tradition.

Teaching English using games has been conducted by some teachers. Arifin (2003) conducted a research in which he used some games to teach vocabulary to young learners. The games used by him do not belong to traditional ones.

Learning English, especially speaking, for non English Department students is still difficult because of not only the low motivation but also the materials which are not interesting. To arouse students' motivation and interest, teachers should have some strategies to handle the class in order that the students enjoy learning English. One of the strategies is using games. Steinberg (1988:ix) emphasized that games are a viable method to achieve many educational objectives such as reinforcement, review, reward, relax, inhibition reduction, attentiveness, retention, and motivation.

Speaking is important for the students when they have graduated from their study. In the short term, they students also have to present their thesis in English. To be able to present their thesis in English, they have to study English since the first year. The problem is that English is still difficult for them to study since the atmosphere does not support them.

To change the paradigm that English is difficult and boring needs some strategies. It means that the teaching learning process should be interesting and not make the students boring. The strategy that I use is traditional games that belong to Banyumas culture. The games are *Bethet Kingkong and Sledhur-Sledhur*. To play the games, the participants have to master the content of

them because they consist of song. In addition, they have to know how to play the games because they not only sing the games but also do the activities. For this reason, I was interested in using the traditional games to teach speaking in non English Department.

METHOD

The research was done to improve the students' mastery in speaking using a different strategy in teaching speaking. The first thing that I did was giving a questionnaire, consisting of 12 questions, to the students relating to their perception on English. There were two study programs in Telkom School of Telematics Purwokerto that I took the data, namely the first year students of Informatics Engineering and Telecommunications Engineering. The number of Informatics Engineering students was 117, but I only got 105 students who completed the questionnaire. It happened because some students were absent. It was the same as Telecommunications Engineering students. Among 95 students, there were 88 students who returned the questionnaire. To know more about the students' responses, I asked the students randomly to obtain in-depth responses. It was not a real interview done in the class because I asked them after the class was over.

To know their English mastery, I gave the students of both study programs a pre test. After I got the data, I began giving the students of Telecommunications Engineering the traditional games so that they were familiar with them. When I used *Bethet Kingkong*, I divided the class into groups containing 5 students of each group. Some groups contained 4 or 6 students because not all the class had 30 students. It was different when the game was *Sledhur-Sledhur* because the class would be grouped automatically. On the contrary, Informatics Engineering students did not use the traditional games in the teaching learning process.

To know the result of the research, I gave the students 15 simple questions relating to speaking mastery. Among 117 students of Informatics Engineering, there were 96 students who came to the test. For Telecommunications Engineering, there were 85 students.

FINDINGS AND INTREPRETATION

The research showed that the students' motivation was the same. It can be seen in the followings.

Table 1 Students' Perception on English

No.	Question Item	Telecommunications Engineering				Informatics Engineering			
		Like very much	Like	Less like	Dislike	Like very much	Like	Less like	Dislike
1.	Do you like English?	13	59	12	3	13	66	24	2
2.	How do you feel when you have English class?	13	67	6	1	11	83	12	0

In Telecommunications Engineering Study Program, 13 students or 14.77 % of 88 like English very much. The students who like English are 59 students or 67.05%. Meanwhile, in Informatics Engineering Study Program, 13 students like English very much or 12.38% of 105 students. 66 students or 62.86% of 105 students like English. They also stated that most of them enjoyed or liked having English class. It means that the teaching learning process attracts their interest to study.

However, what they stated did not correlate with the next data. Basically, if one likes things, he or she will do activities that support them. It was an interesting fact since the questionnaire did not cover the personal relationship between the students and the lecturer. When they were in the class and had a direct relationship with their teacher, they tried to master all materials delivered along the teaching learning process. They still looked at the figure of their

lecturer in the class. However, when they were outside the class, they did not “look at” the materials that could be used to support their English. Most of the students did not do the outside – class activities to support their interest in studying English. It can be seen in the following table.

Table 2 Students’ Response to Study English

No.	Question Item	Telecommunications Engineering				Informatics Engineering			
		Always	Often	Some-times	Never	Alwa-ys	Often	Some times	Nev er
1.	How often do you read English books?	1	7	68	11	0	7	86	11
2.	How often do you discuss things with your friends in English?	1	0	55	32	0	2	49	53
3.	How often do you communicate via social media in English?	0	22	51	15	2	18	69	15
4.	How often do you study English at home after class?	0	5	63	20	0	11	70	24
5.	How often do you study English at home before class?	0	8	53	27	1	10	68	26
6.	How often does your lecturer help you study English?	13	43	26	5	13	54	31	5
7.	How often does your lecturer use various methods while teaching English?	13	50	22	2	9	36	47	13
8.	How often do you pay attention while having English class?	17	51	19	0	13	68	24	0
9.	How often do you have difficulties while studying English?	15	34	38	0	14	52	39	0
10.	How often do you join with extra curricular English?	1	4	28	54	0	6	28	70

68 students of Telecommunications Engineering sometimes read English books and 11 students never read English books. It is the same as the students of Informatics Engineering. 86 students sometimes read English books. When I asked them if they really sometimes read English books, they said that they almost never read them. Then I asked them for the rest responses relating to their choice of sometimes. They honestly said that they were actually almost never.

The following table is the students’ score of pre test.

Table 3 The Pre Test of English Mastery

No.	Telecommunications Engineering			Informatics Engineering		
	Student’s Number	Name	Score	Student’s Number	Name	Score
1.	15101001	Abdul Sholeh	71.20	15102001	Abdul M. S. Surbakti	65.00
2.	15101002	Adinda Zakiyatul Jannah	72.90	15102002	Ade Riyani	65.80
3.	15101003	Adli Al Hafizh	71.25	15102003	Adinda Rahmi S.	66.00
4.	15101004	Ahmad Iqbal	57.05	15102004	Agung W. Anggoro	71.30
5.	15101005	Ajun Wicaksono	67.75	15102005	Ahmad Iqbal	65.00
6.	15101006	Andika Eka Purnama	70.65	15102006	Aldi Raka Aditya	68.90
7.	15101007	Anggita Sindy Wulandari	65.90	15102007	Alhamda Adisoka B.	65.00

8.	15101008	Arnanda Satria Wibawa	82.90	15102008	Ambarweuning C.K.	50.00
9.	15101009	Azwar Riza Pangestu	70.35	15102009	Anugrah Bintang K.	65.20
10.	15101010	Bayu Hadi Putra	67.60	15102010	Ardelia Mahardika	70.00
11.	15101011	Bondan Wicaksana	66.20	15102011	Asyhar Nurrochman	61.90
12.	15101012	Deni A. Hendriawan	75.30	15102012	Bagus Aji Stefany	70.00
13.	15101013	Dinar Ahmad Harish	78.60	15102013	Danang Priambodo	66.20
14.	15101014	Duwi Utami	79.15	15102014	Daya Pangestu	73.05
15.	15101015	Evan Sigit Kurniawan	73.50	15102015	Eko Sanjaya	65.20
16.	15101016	Fatria Ikram Majid	67.60	15102016	Ezar Mega Risondang	70.95
17.	15101017	Ghifar Rachman Nugraha	69.70	15102017	Faris M. I. Prabowo	65.80
18.	15101018	Hayumas Shalimar	53.55	15102018	Greisita Citra Ayu W	67.10
19.	15101019	Indra Setiawan Jati	50.00	15102019	Hafiz M. Arkaan	60.00
20.	15101020	Julita Pramesti	73.90	15102020	Hanif Muslim Azhar	65.50
21.	15101021	Melly Sri Ulina Ginting	71.30	15102021	Ilham Fauzi	67.90
22.	15101021	M. Faisal Rizqiansyah	68.70	15102022	Latif W. Al Rosyid	65.00
23.	15101023	Muhammad Ismail	62.90	15102023	Lusiana Haryanti	65.40
24.	15101024	Nida Nurvira	70.90	15102024	M. Y Pratama Ginting	62.60
25.	15101025	Nurul Aziz Pamungkas	80.80	15102025	Mihailov Zakaria A.	65.70
26.	15101026	Patricia Sitanggang	69.55	15102026	M. Rifqi Nurdiana	60.00
27.	15101027	Raditya Priyo Sembodo	69.55	15102028	M. F. H. Hermawan	70.10
28.	15101028	Rastra Andryan Noor	59.40	15102027	M. Satria Adhi	65.15
29.	15101029	Ricky Febrian	72.30	15102029	Nia Nur Adiya	66.40
30.	15101030	Rizki Adhi Saputra	65.70	15102030	Nurul Isna Ganggalia	70.60
31.	15101031	Shafira Fajrin Arumsidi	70.90	15102031	Putri Rizqiyah	75.10
32.	15101032	Viona Octaviani Citra	75.00	15102032	Rafli Ramadhan	65.00
33.	15101033	Yusuf Syakir S. P.	68.25	15102033	Septia Saraswati	60.00
34.	15101034	Achmad Fadhlan Septian	73.60	15102034	Sindhi P. Nareswari	84.15
35.	15101035	Aditya Rachman	72.80	15102035	Syarifah Suci Riyani	73.90
36.	15101036	Agita Purwandani	74.80	15102036	Thomi Faisal F.	75.00
37.	15101037	Ahmad Nawawi	71.70	15102037	Tsabita H. Khoirunisa	65.85
38.	15101038	Ananda Suci Rosalina	69.05	15102038	Welly Andrean	65.00
39.	15101039	Angga Pambudi	77.50	15102039	Windu Pratama	65.00
40.	15101040	Arief Perdana Putra	59.00	15102040	Yusuf Al Afid	65.50
41.	15101041	Asamta Ria Br. Sitepu	69.70	15102041	Abdullah Hamzah	68.40
42.	15101043	Bayu Mukti Wijaya	76.65	15102042	Adhi Putra Wijaya	56.70
43.	15101044	Candra Adi Winarno	66.90	15102043	Aditia N. Pangestu	71.10
44.	15101045	Dettia Wenny Brigitta	70.35	15102044	Agustinus Agung H.	70.00
45.	15101046	Dinda Wahyu Anggraeni	80.45	15102045	Ahsani Taqwim Asri	65.00
46.	15101047	Dwi Giovanni	75.05	15102046	A. Agung Zulkarnaen	65.60
47.	15101048	Fadhli Dzil Ikram	66.10	15102047	Amalia Nur Fitriana	65.00
48.	15101049	Firmansyah P. Wibawa	78.00	15102048	Ananda M. Al Aziz	68.30
49.	15101050	Guntur Bhima A. Putra	71.25	15102049	Aprodita Alvy Z. Sari	67.40
50.	15101051	Hendra Gusti M.	65.65	15102050	Ardi Jamhari	69.45
51.	15101052	Irfan Muhammad Ghani	77.80	15102051	Ayu Wulandari	65.00
52.	15101053	Khairul Bariyat	71.25	15102052	Ceisar Nova N. R.	65.00

53.	15101054	Mohamad Ikrom Nafi	68.20	15102053	Daud Fauzy W	67.45
54.	15101055	M. Faiz Syahputra	71.20	15102054	Dika A. Dananjaya	65.00
55.	15101056	M. Rizky Utama Lubis	74.35	15102055	Erlinda	67.00
56.	15101057	Nur Amalliah I. Cahyani	81.15	15102056	Faisal Fandi Fialdi	60.00
57.	15101058	Olivian Bagas Pradana	72.25	15102057	Febri Puji Arieska	81.50
58.	15101059	Permata Lisia B. S.	71.00	15102058	Gusti Agil Saputra	81.05
59.	15101060	Rafiendra Bagas A.	71.60	15102059	Hanan Richardi	69.35
60.	15101061	Roudhatul Jannah	72.75	15102060	Hanif Prasetyo	65.30
61.	15101062	Rico Satrio Yuwono	87.80	15102061	Indri Wahyu Utami	65.00
62.	15101063	Rosy Wahyu Mustika	67.85	15102061	Lisia Eka Putri	61.20
63.	15101064	Syahrul Ramdani	75.40	15102063	Luthfita Winingtyas	65.00
64.	15101065	Wasis A. Rezki Baskoro	65.80	15102064	Maya Meliana	75.00
65.	15101066	Adi Indra Firmansyah	66.60	15102065	Mohamad Dirmo Adji	65.30
66.	15101067	Aditya Sanubari	74.65	15102066	M. Y. Fadillah Sagala	65.00
67.	15101068	Agung Prabowo	33.00	15102067	M. Adam Hawari	65.30
68.	15101069	Aji Insan Permadi	66.90	15102068	M. Rizal Firmansyah	65.00
69.	15101070	Andika Agus Pranata	66.20	15102069	Nova Setia P. Utama	65.00
70.	15101071	Anggip Nurjagi	62.80	15102070	Phita Aulia Ummami	80.50
71.	15101072	Arifia Hudan Hasrinda	66.10	15102071	Qotrun Nada Aulia S.	76.00
72.	15101073	Asep Ripai	75.50	15102072	Rahmatika D. Firdaus	62.30
73.	15101075	Bidadariana Y. U. Putri	65.50	15102073	Setia Ruhdi Koara	67.00
74.	15101076	Deiana Hasan	57.60	15102074	Smara D. P. Diagusta	65.00
75.	15101077	Dhimas Prabowo S.	59.15	15102075	Taufik Hidayat	75.30
76.	15101078	Dita Wahyu Sabrina	65.35	15102076	Tiurma Junita S.	65.00
77.	15101079	Egistian	78.30	15102077	Wahyu Rokhmana	67.50
78.	15101080	Faisal Aji Pradana	36.20	15102078	Wiko Agung Prasetyo	65.30
79.	15101081	Fitria Dwi Utami	77.45	15102079	Yudhistia C. Pramesti	64.00
80.	15101082	Haris Fadilah	65.60	15102080	Zaenury D. Wibowo	66.65
81.	15101083	Ilham Adha Sulaeman	54.80	15102081	Adam Malik Sitinjak	65.20
82.	15101084	Irfani Aditya	65.90	15102082	Aditya Putra P	65.00
83.	15101085	Laksmi Intan Pertiwi	83.95	15102083	Afiatari Larasati	66.65
84.	15101086	M. Arif Syaifurrahman	65.30	15102084	Ahmad Isma A.	69.60
85.	15101087	M. Iqbal Al Kholili	61.25	15102085	Ainnul Fikry	74.40
86.	15101088	Nanang Yulianto	65.00	15102086	Alexandro D. M. T.	65.10
87.	15101089	Nur Fina Saraswati	80.55	15102087	Amanda Citra K	65.20
88.	15101090	Pancar Nova Lailafitra	60.15	15102088	Andri Wijayanto	70.00
89.	15101091	Puspita Septika Jati	73.60	15102089	Ar Rafii Trunnada	65.00
90.	15101092	Rafri Abiansyah Rahman	62.70	15102090	Ariesta Dwi Saputri	65.40
91.	15101093	Reyhan Maulana Yafi	58.40	15102091	Azhar M. Jundan	78.50
92.	15101094	Rinaldi Depari	75.95	15102092	Cindy Angelina B. S.	80.00
93.	15101095	Samuel Panggabean	71.60	15102093	Davin P. Rafdianzikri	66.90
94.	15101096	Triyono Subekti	65.30	15102094	Dwi Astuti	76.15

95.	15101097	Yunila Rahmi	84.95	15102095	Erzal A. Atmaja	70.00
96.				15102096	Faris Hanif R	65.60
97.				15102097	Galih Abdul Fadlil	70.45
98.				15102098	Hafif Fathan Safry	65.00
99.				15102099	Handika Syayuti P	62.00
100.				15102101	Isnanda M. Zain	75.10
101.				15102102	Lukman Alimudin	85.00
102.				15102103	M. Gamendra Ch.	68.20
103.				15102104	Merry S.Rizkiana	65.60
104.				15102105	M. I. Abdurahman	70.00
105.				15102106	M. Bagus T.	65.70
106.				15102107	M. Al Firman	67.70
107.				15102108	M. S. Hidayatulloh	68.00
108.				15102109	Nurul Eko Adi P.	80.00
109.				15102110	Pradika Destarini	75.00
110.				15102111	Raditya Iman Utama	65.60
111.				15102112	Satria Nugroho	65.50
112.				15102114	Sunu Wardono	75.00
113.				15102115	Teguh Arif H	66.00
114.				15102116	Tri Cahyo Nugroho	65.50
115.				15102117	W. Adhi Oktafianto	70.00
116.				15102118	Willy Kurniawan	86.00
117.				15102119	Yori Yardha	70.00
	Average		69.30	Average		68.04

The average score of TESP is 69.30 and the average score of IESP is 68.04. It means that the students' score of the two study programs is relatively the same. The pre test contained not only speaking but also other skills, namely reading and listening.

Speaking is a productive skill that needs more attention because it is complicated. To be able to speak needs not only language skill but also psychological bravery. Not being nervous is important in speaking. To overcome this condition, the appropriate strategy in teaching speaking can be chosen. The "unmotivated" students should be made in such a way that they can enjoy the class.

Teaching speaking that I did made the students relaxed because they were designed to have fun while studying. There were three classes for the first year student in Telecommunications Engineering Study Program. Each class consisted of 30 until 33 students.

The first thing I did to begin the class was explaining the rule of the traditional games, namely *Bethet Kingkong* and *Sledhur-Sledhur*. They are short songs, but they are in Javanese language. The students had to learn by heart the songs before playing it. After they knew the songs, then they had to understand to play the games. The students often laughed when they had to master the games. It meant that they were relaxed and did not feel nervous.

Along the teaching learning process, the students had to study the topics I had designed through the traditional games. The topics were intentionally chosen that related to the degree of difficulties since class grouping did not consider English mastery for each student. It means that they are not homogeneous in terms of their mastery in English. Based on their performance, I found some students who could not speak English well according to the content, pronunciation, and fluency.

To avoid being bored, the member of each group was changed in the 3rd, 6th, 9th and 12th meetings. It was also done to make the higher-level students not become one group repeatedly. It was designed in such a way that the higher-level students could inspire the lower-level students to speak up so that the group and the class in general would be alive.

After the class was divided into groups, then the students began to play the traditional games. The first game they played was *Bethet Kingkong* (Parrot Gorilla). One student became a volunteer to begin the game. He or she had to sing the traditional game while pointing and counting the fingers of each student. This game was applied from the second meeting until the seventh meeting. Then in the eighth meeting, the game was changed into *Sledhur-Sledhur*. In the 14th meeting, the students were given the test.

The test result of the two study programs can be seen in the followings.

Table 4 Students' Mastery on Speaking Materials

No.	Question Item	Telecommunications Engineering		Informatics Engineering	
		True	False	True	False
1.	Good morning.	85	0	96	0
2.	How do you do?	68	17	66	30
3.	How are you?	85	0	84	12
4.	How are you doing?	28	57	28	68
5.	What do you do?	10	75	7	89
6.	Where do you live?	84	1	87	9
7.	How old are you?	82	3	89	7
8.	What do you do on Sundays?	84	1	89	7
9.	See you later.	84	1	93	3
10.	May I borrow your book, please?	76	9	82	14
11.	Can I see you tonight?	84	1	84	12
12.	Would you like to have dinner with us tonight?	65	20	60	36
13.	Could you show me the way to the post office, please?	63	22	54	42
14.	How much does your car cost?	79	6	79	17
15.	From the library.	11	74	6	90
	Total	988	287	1004	436
	Average	11.62	3.38	10.46	4.54

The test was designed to know the response of the students where the Informatics Engineering Study Program (IESP) did not use the traditional games in their class.

The first question was about greeting and both the groups of students could answer it correctly. No one was incorrect. For the second number, 68 students of Telecommunications Engineering Study Program (IESP) could answer it correctly, but 17 students could not respond it well. They thought that the response of 'how do you do' was 'I am fine.' Others assumed that the response was 'I study English.' What happened in TE Study Program was the same as that in IE Study Program. 66 students could answer the question appropriately, while the rest were incorrect.

Other greetings that became the test question were 'how are you' and how are you doing.' Only 12 students from IE could respond 'how are you' improperly. When they were asked 'how are you doing,' most of them were still confused because they thought that it referred to the question of an activity so that they said 'I am studying English.' Such a greeting was confusing; moreover, the time to answer was very limited. There were students who could critically respond the question correctly, namely 28 students from both Study Programs.

Another question which made them difficult to reply was question number 5. Again, most of the students thought that the question related to activity so that they did not think of profession.

They assumed that the question had to be responded like studying English, listening to music, watching TV, etc. Only 17 students among the population could reply correctly.

Questions number 6 and 7 could be responded correctly by most of the students. Among the population, there were only 1 student from TESP and 9 students from IESP for number 6, and 3 students from TESP and 7 students from IESP. Those who could not respond correctly did not hear the question clearly so that there was misunderstanding. The word 'where' might be heard 'when' so that their response did not relate with address. For question number 7, the question word 'how' made them think that it referred to manner.

It is interesting for number 8. They could answer it correctly even though some students were still incorrect. The adverb of time helped them understand the question so that majority of the students were able to respond correctly. They knew that the question referred to the activity done on Sundays.

Question number 9 measured the students' mastery when they had to end the activity with their partners. They were able to respond appropriately despite the fact that some students still responded improperly.

Questions number 9 until 13 refers to polite request. For number 9 and 10, I made asking for formal and informal permissions. If compared with formal and informal requests, the students were familiar with the informal one since they usually used it in the class among them. They think that informal request is more common to use. It can be seen from the number of students that had appropriately chosen the response of informal request, namely 84 students of TESP and 84 students of IESP. Meanwhile, the students who had chosen the correct response for formal request were 76 students of TESP and 82 students of IESP.

Another type of request that I made was invitation. Among the invitations, I intentionally chose the pattern 'would you like to.' I wanted to know the students' mastery about it since they usually used another type of invitation to their friends. Some students still chose the incorrect response, namely 20 students of TESP and 36 students of IESP. 65 students of TESP and 60 students of IESP responded correctly.

The last type of request was asking people to do things. There was a little bit different from the previous one. The number of students who responded correctly decreased. 63 students of TESP and 54 students of IESP gave their response correctly.

Another type of question was given to the students, namely asking the price. The students usually used another type of asking the price, id est. 'how much is it,' in which they did not use the verb. They could respond correctly since they understood from the word 'cost.' Those who answered correctly were the same for both study programs, namely 79 students.

The last material I designed was that the students had to make a question based on the answer, namely 'from the library.' Most of the students did not make an appropriate question in which 74 students of TESP and 90 students of IESP responded it improperly. They made question 'where are you from' or where do you come from.' They made such questions because of the word 'from' in the test material. They assumed that the questions 'where are you from?' and 'where do you come from?' could be responded by the answer 'from the library.' They might forget that such questions referred to place of birth.

CONCLUSION AND SUGGESTION

Based on the findings, the students actually had high motivation to study English. Most of the students liked it, but they did not do things that supported their English mastery such as reading English books, joining English extra curricular, English discussion, and so on. To make them enthusiastic to speak English, one of strategies used in teaching speaking was traditional games.

The result showed that the classes that used traditional games were better than those who did not use traditional games. The total number of correct responses of TESP was 988. It means that the average score of correct answer is 11.62, higher than that of IESP, that is 10.46. If the average score is made into 100 scale, the grade of TESP students is 77.47, while the grade of IESP students is 69.73.

Traditional games can be used to teach speaking. Teacher or lecturer can use various traditional games not only for speaking, but also for other skills. The participants could enjoy the games while they were studying. The games could minimize students' resistance and anxiety because they felt fun.

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INTEGRATIVE MOTIVATION AFTER TUTORING PROGRAM: A CASE STUDY

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ABSTRACT

Motivation as one of many factors in contributing to success or failure of language learning is more than simply arousing interest (Williams & Burdens, 2000:121). A very low achievement student experienced that learning English needs several sustaining efforts and intentions. Despite the fact that most of other low achievement students left behind a voluntarily English Tutoring Program, the subject of this study were enthusiastically completed the quest. Further, she built a positive self image that helps her learning English. This case study tried to explore a typical motivated low achievement student in learning English. The researcher used an in-depth interview with the subject as well as to her tutor in the program.

Key words: *low achiever, motivation, tutoring program*

INTRODUCTION

There are several factors affecting second language learning, such as age, learning styles, introversion versus extroversion, and motivation (Lightbown & Spada, 2006). However, these factors can overlap one and another. Motivation in language learning is defined by Gardner (in William & Burdens, 1997) as a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. Another notion addresses the question of someone becomes motivated because of success in achieving the goal of language learning or someone becomes motivated because of failure in language learning. This is what Atkinson (in William & Burden, 1997) called as achievement motivation.

It is considered as normal when a bright student in TOEFL test becomes motivated in learning. However, not all low achiever can maintain the efforts and motivation in learning. Commonly, low achievers portrayed themselves as minor community in the classroom, which can be seen from the back-row seats chosen or corner seats owner, and often skip classes. They seem alienate themselves from class discussion. This condition, of course, worsens them. Later, they are less enthusiastic to complete the tasks and less motivated which may lead to failure in language learning.

Apart from this common phenomenon, a low achiever student, the subject of this study, showed herself to be a motivated student and gaining better achievement in learning. Instead of hanging out with friends during study semester-holiday, she joined a voluntarily speaking tutoring program. This program run for four days and was coached by senior students. She cried in the first day of the program because she could not speak any English word. However, she did not give up and kept coming to the program in the following days. Later, in the first meeting of the new semester she could produce several longer sentences. This study aims to describe this typical motivated low achiever in developing and maintaining her motivation in learning.

RESEARCH PROBLEM

Based on the background, this study addresses the question of “How does a motivated low achiever student maintain her motivation in learning English?”

RESEARCH METHOD

This study employs case study research design in which it tries to understand the life cycle or an important part of the life cycle of a student (Latief, 2012). The subject of this study is a low

achiever student who got 260 for her TOEFL test. However, she surprisingly joined a voluntarily speaking tutoring program which was coached by her seniors. She pushed herself to speak up and produce several sentences during the program.

The researcher used in-depth interview both to the subject and her tutor. The questions were open-ended form and aimed at asking about what motivate her to study English, why she joins the program, and how she maintains her motivation. Meanwhile, the questions to her tutor mainly about her attitudes during the program.

FINDINGS

To begin with the findings of this study, the researcher will describe deeply about the subject based on the interview. She was graduated from senior high school in Flores Timur. English was her second choice after failing entering other major in the other university. It was her mother who suggested her to take English because her mother said that it is still rare to find an English teacher in her hometown. Her mother is an elementary teacher in a remote area in Flores Timur, meanwhile her father is a farmer. She is the only daughter who goes to university. She spends most of her teenager age in Flores Timur.

Her TOEFL score was low and categorized as 10 bottom students. She found her first semester was very tough. She got bad scores in several quizzes and got difficulty in understanding the lecturer' talks. However, she was active asking her 'more able peer' to help her digested the lecturer' explanations and instructions. Several times she voluntarily read a text aloud although with many mispronunciation and wrong intonation.

Based on interview, she confessed that she is weak in learning English, especially speaking, but her parents always support her. Further, she said that she always remembers her parents' advice and turns it becomes her own personal belief. When she was asked to change her department, she confidently said no. Changing major or even department is common among low achiever students. The researcher found that there was one student who moved to other department after two months of learning. This student was her best friend.

On the final test, she only produced one word in her speaking test. She begged to her lecturer to re-take the test, but still it was far from what she expected. Before the holiday, the English Education Department announced a tutoring program. This program was a non credit and volunteer English speaking program. There were only around forty students out of 100 who consistently joined it. From the interview of her tutor, she cried in front of the class in the first day. The researcher thought she would not continue joining the program, since there was no lecturer who will give a punishment or bad score. Surprisingly, she kept coming to the class. When she was asked why she joined the program, she said that she liked the tutor and she wanted to learn speaking and later gaining confidence to talk.

When she was asked about things she did to maintain her motivation, she did not answer specifically. Rather she always mentioned that her purpose being far away from hometown is to study. Thus, she must commit to her own promise. She states that she better like her Javanese friends, because she thinks that they are more tolerance and helpful. She said that her Timor friends were more intolerance and blamed her when she could not finish her tasks.

DISCUSSION

The result of this current study might indicate that students can do several things to maintain motivation in learning English. Apparently, the subject of this study owns instrumental motivation at the beginning of the study. It vibrates coherently with Al-Khasawneh and Al-Omari (2015) findings. They found that mostly Jordanian students were instrumentally motivated learning English because they wanted to maintain their identity and get better job. The subject of this study finds that the trigger to learn English was her parents. This fact strengthens the role of social environment towards English learning, especially in EFL context.

The study also reveals that instrumental motivation might revolve into integrative one when a student realizes and internalizes learning as her own need. The subject beliefs that it is for her own

better future to study English. She also sees herself in a positive image rather than down by her feeling of being low achiever. She believes that she can be like her other friends in learning English. This is what Bandura (in Williams and Burden, 2000) called as self-efficacy. Further, Williams and Burden (2000) add that it will affect the amount of effort that students do to accomplish the tasks.

The support from students' social environment will help students maintaining their motivation. The subject of this study also confesses that her tutor was tolerance enough towards her lack of vocabulary. Dornyei (2001) states that teachers as well as tutors should avoid public criticism and face-threatening acts such as humiliating criticism and putting students in the spotlight unexpectedly. It is also apparent that her peers are helpful in building her positive self image. However, the decision to choose peers is the student's own authority. It is evidence that the subject of this study select the 'right' peers to help her learning English.

Another important thing to maintain motivation is creating stimulated and enjoyable activities. Dornyei (2001) lists several strategies to create motivational activities, such as presenting challenging tasks, interesting content, the novelty element, the intriguing element, the fantasy element, and personal element. Tutoring program presented a friendly and interesting activity.

CONCLUSION

Some of students might 'accidentally' choose English as their major. The things that push them to do this, such as to get better job, their parents said so, to married someone with higher status and others. This study reveals that to get better job and parents factors are the most apparent. However, this instrumental motivation revolves into integrated motivation in which she makes a positive social image. Support from the peers as well as tutor become ways in maintaining motivation. Also, presenting an interesting activity is important to serve a good motivation.

SUGGESTIONS

It is suggested that teachers know their students individually in order to decide what the preferable way to help them learning. Other researchers are suggested to look to other factors which influence learning, such as social status, gender, age and others.

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BENEFITING MORE OF PROJECT WORK IN A LARGE CLASS

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ABSTRACT

This study sets out to discuss the implementation of Project-Based Learning (PBL) in a large EFL secondary school setting. It aims at finding an alternative of how to implement PBL for the purpose of taking more benefits of project works and analyzing the relevance of the implementation of which within an EFL secondary school large class. 41 learners of grade XI participated in the classroom action research. They are assigned to work in groups with a set of meaningful processes to do in every project work given within a period of time. The study found that project works can be maximized on the grounds that: (1) projects should be based on realistic and challenging tasks; (2) project should be structured within a set of meaningful processes; (3) project works are to be conducted collaboratively in groups to facilitate learners to learn in a large class.

Key words: *Project-Based Learning (PBL), a large class, challenging and realistic tasks, structured and meaningful Processes*

INTRODUCTION

Project-Based Learning (PBL) is not something new to many educators across nation. Many schools have already implemented it in their teaching and learning processes. However, empirical study shows that its implementation very much depends on every individual teacher's point of view about what PBL is. Some teachers may conduct one single session, give an assignment without guiding the students during the processes and consider it as a project. Others may give a set of tasks which involves some sets of processes and provide some guidance on what is expected of the project in a certain period of time, sometimes even the whole teaching unit, and then considers it as a project. The previous refers to as "under-exploited" project work; as for the latter, students benefits more of project works since they are involved in "information gathering, processing and reporting" thus making them engage in meaningful learning processes which, in the end, increases their knowledge about the content and the language (Alan & Stoller, 2005). This study focuses on how to implement the latter PBL in an EFL large classroom setting in MAN 1 Kota Tangerang.

MAN 1 Kota Tangerang is among the 16% of 26.000 public senior high schools in Indonesia under the Ministry of Religious Affairs. Currently, it caters about 744 students with the everage of 40 to 45 students in each class. Almost similar situation can be found in Thailand and China. Thailand secondary public schools have around 45 to 55 students on average in each class (Hayes, 1997), and in China, it is very common to see teachers teaching more than 50 students in public primary or secondary schools there (Wang & Zhang, Teaching Large Classes in China – English as a Foreign Language-Notes, April 2011). These classroom settings are, no doubt, large classes because the ideal language class is 30 (Hayes, 1997); with this number, students can still communicate with one another, as communication is of high importance in a language class. However, Indonesia is one of the developing countries with a growing population; this means that there are more and more students coming to public schools, making having large classes in public schools is unavoidable, if not obligatory. The question is then: how can students benefit more of project works in a large EFL class in MAN 1 Kota Tangerang? What are some possible steps so the students can benefits more on the target language as well as content gain?

Alan and Stoller (2005) points out that: "Projects that are structured to maximize language, content, and real-life skill learning require a combination of teacher guidance, teacher feedback, student engagement, and elaborated tasks with some degree of challenge. Generally, such projects

are multidimensional (p.11)". Clearly there are some points in demand when implementing PBL so it can maximize "language", "content" and "real-life skills" gain on the part of the students. The key words are "structure", "guidance," "feedback," and "challenge." This means that teachers should provide a structure to the project before hand, give feedback on the projects during the processes, and make students in such a way engage in the given challenging project. That is why the tasks given should be realistic, elaborated and challenging to the students.

Alan and Stoller (2005:12-13) propose an alternative steps on how to deliver project work in EFL settings, they are as follows:

- Step 1: Students and instructor agree on a theme for the project.
- Step 2: Students and instructor determine the final outcome of the project.
- Step 3: Students and instructor structure the project.
- Step 4: Instructor prepares students for the demands of information gathering.
- Step 5: Students gather information.
- Step 6: Instructor prepares students to compile and analyze data.
- Step 7: Students compile and analyze information.
- Step 8: Instructor prepares students for the language demands of the final activity.
- Step 9: Students present the final product.
- Step 10: Students evaluate the project.

This study applies Alan and Stoller's (2005) steps to do project work with a little modification. The procedure is explained in the following section.

METHOD

This is a small scale action research which took place in MAN 1 Kota Tangerang. 41 grade XI science 2 students participated in the study. Their ages ranged between 15 to 16 years old. There are 24 girl and 13 boy students in this class. Ethnographic observation and photograph-taking were applied to gather the data. The students are observed while doing the sets of activities for the purpose of accomplishing a given project. Questionnaires were also given at the end of the project to find out students' feeling and perceptions towards the implementation of PBL in their class. Figure 1 presents the project cycle for each project work.

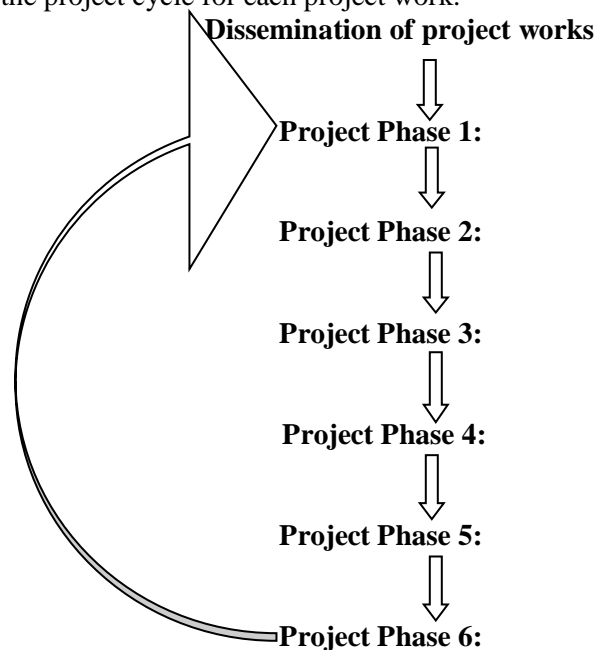


Figure 1: Project Work Cycle

Procedures of Project 1:

- A conducive teaching and learning atmosphere was created by showing pictures of a girl writing a letter and someone writing a *salutation* to the class and have a chat about the pictures for the purpose of guiding and exploring students' knowledge and ability of the upcoming lesson, stressing on the importance of the lesson as well as motivating the students about the importance of knowing how to write and produce a personal letter in their real life.
- Teacher conveys the learning objectives.
- The class is divided into heterogeneous groups based on their cognitive level consisting of 4-5 students in one group.

Phase 1: Deciding on the Fundamental Questions

- After the students sat in their groups, they are led to **the real life fundamental questions** for the project which are as follows:
 - (1) A good Moslem is the one who can take good care of their "Silaturahmi." Thus, having a tight family bond or friendship is one of the important issues, among others, in having a good relationship. Writing a *personal letter* is among the most beneficial ways to tighten the bond. So let's create a personal letter to our family or friends to tighten the bond on our "silaturahmi" with them.
 - (2) As we are living in this globalization era in which Information Technology (IT) is an inseparable life tool in our life, we need to equip ourselves with this skill. Making a classroom blog is one of the most effective ways, among others, to tighten the bond among moslems. Let's create a classroom blog and post our personal letter on our classroom blog. Later on you should choose which letters that you like, then give comments on them.
- Students are exposed to two videos of how to make a personal letter. Here is the link:
<https://www.youtube.com/watch?v=8I2Y-i7Qq4>
<https://www.youtube.com/watch?v=jqwO2U9HSNk>
- Students are to read a model of personal letter from the textbook as well to provide different exposure on *social function, range of topics, text structure, and language components of the personal letter*.
- Students are encouraged to ask questions about the video and the given model personal letter on the textbook.
- Some questions are posed to the students to explore/guide/challenge the students on the upcoming project. The questions are as follows:

Worksheet 1

- (1) What is the given personal letter about?
- (2) Why do people write a personal letter? (*social function*)
- (3) What can we share in a personal letter? (*range of topics to write about*)
- (4) Find out how to write a personal letter in English:
 - What are the steps? (*text structure*)
 - What are the useful expressions we can use to write a personal letter? (*language component*)

Worksheet 2

- (1) Please edit and rewrite a given personal letter on our textbook page 103-104.
- (2) Please find out how to post a personal letter in a classroom blog.

Phase 2: Planning on the Project

- Students are exposed to the project-based learning which entitled: "*Blogging for Silaturahmi Bonding*"
- Students are helped, where necessary, in determining the chairman and the secretary including their tasks, to determine the tasks for each group member as well.
- The group arrange the plans on: how to find out the information on the given guiding questions (worksheet 1) and the questions on worksheet 2, how long will the collecting information be, how are they going to analyze and synthesize the data and produce the personal letter individually, on how to post their work in their classroom blog "*Science2Blog*".

- The teacher emphasizes that creating the letter individually is of the utmost importance, as the name suggest “*personal letter*”, so individual work is needed at this point.

Phase 3: Setting the time of the Project

- Teacher explains that the project have to be completed within two weeks time.
- Teacher facilitates the group to manage the time of the accomplishment of the project well, so it can be completed on time.
- Should there be anything hampering the accomplishment of the project as scheduled, teacher facilitates the group to prepare some alternative actions to tackle the problems.

Phase 4: Monitoring the Students’ Progress on the Project

- Students are monitored on how the whole processes of the project have gone. Scaffolding is given where necessary.
- Students have to collect their findings on: (1) what is the given personal letter about? (2) Why do people write a personal letter? (*Social function*); (3) what can we share in a personal letter? (*Ranged of topics to write about*); (4) what are the steps to write a personal letter? (*Text structure*); (5) what are the useful expressions we can use to write a personal letter? (*Language component*); (6) how to edit and re-writing the given personal letter (p.103-104); (7) how to post a personal letter in a classroom blog; (8) How to give comments on the blog.

Phase 5: Assessing the Project Outcome

- Teacher assessing the students’ work is conducted before they post their work on the blog. It is conducted while monitoring the students’ work for the purpose of: (1) achieving the standard; (2) evaluating students’ progress; (3) getting feedback on students’ understanding of the lesson learnt; (4) helping the teacher to plan the next learning strategies.
- **Alternative Assessment:** Students are advice to give *likes* on their friends’ post and to give comments on the post by giving the reason on why they like the particular post. The student with the most *likes* is the winner of blogging competition and will be given extra scores on the project.

Phase 6: Evaluating the Project

- Students are asked to fill out some questionnaires to guide them to evaluate or do some reflections on their activities, the experiences they have undergone and the result of the project. They also reflect on the difficulties they were facing and the way to solve the difficulties and their feeling as they find the solutions. Other students are to give responses on these.

Procedures of Project 2

- Start the class by creating a conducive teaching and learning atmosphere.
- Show pictures of a graduation ceremony and the ribbon-cutting ceremony to the class; have a chit chat about the pictures for the purpose of guiding and exploring students’ knowledge and ability of the upcoming lesson. Motivate the students about the importance of knowing how to create formal invitations in daily life.
- Convey the learning objectives.
- Convey the learning process to be delivered including the scoring components during the sessions.



Figure 2: Pictures used in lead-in stage of Project 2

Phase 1: Deciding on the Problems

- Students are led to the assignment (problems) which are as follows:
 - You are the committee of the school graduation; create a formal invitation for the head master inviting her to the graduation ceremony.
 1. You are the school headmaster; create a formal invitation for the head of the district, inviting him to the ribbon-cutting ceremony to inaugurate the new science laboratory in your school.
 2. Display the whole processes towards accomplishing the project and your invitation in a wall-bulletin.
- Questions are posed to the students to explore their existing knowledge and to guide/challenge them on the upcoming assignments. The questions are as follows: (Worksheet 1)
 1. How many types of invitation are there?
 2. Find as many examples as possible formal invitation in English and in Bahasa Indonesia
 3. Why do people write a formal invitation? (*social function*)
 4. Are there any differences of how to write a formal invitation in English and in Bahasa Indonesia? What are the differences? (*text structure and language component*)
 5. What is the structure of a formal invitation? (*text structure and language component*)
 6. Are there any fix expressions used in a formal invitation? If 'YES', what are they? (*language component*)
 7. How to write a formal invitation in English? (*text structure*)
 8. Do we have to respond to a formal invitation? Why?
 9. How do we respond to a formal invitation? (*Social function, text structure and language component*).
- Students are exposed to various *formats* of wall bulletin from a short movie about examples of wall bulletin from you tube so that they can explore their own creativity to produce one as the product expected of them by the end of the lesson. This is the link to the video:
<https://www.youtube.com/watch?v=vzR-ASA00gA>

Phase 2: Project Design

- Students are organized into heterogeneous groups (4-5 students based on their cognitive levels).
- Students are helped, where necessary, in determining the chairman and the secretary and their tasks, and to determine the tasks for each group member as well.
- The “rule of the game” regarding the activities, the due date of the project, the logistics of the project, the investigation processes and place and the consequences of violating the rule of the game are also decided together in this phase.
- Worksheets are distributed to the students.

Phase 3: Setting the time of the Project

- Teacher facilitates the group to set the time of the accomplishment of the project, so it can be completed on time.
- Should there be anything hampering the accomplishment of the project as scheduled, teacher facilitates the group to prepare some alternative actions to tackle the problems.

Phase 4: Monitoring the Students and the Project

- Students have to collect and display their findings on: (1) type of invitations; (2) the social function, the text structure and the language component of formal invitation; (3) the differences of formal invitation in English and in Bahasa Indonesia; (4) explain the content of a given invitation; (5) edited formal invitation; (6) How to respond to the formal invitation; and (7) their own creations of formal invitations i.e. formal invitation for the school headmaster about graduation ceremony and the mayor of Tangerang about science laboratory inauguration; (8) the wall bulletin of the whole project.
- Monitoring on students' activities while doing the task; providing scaffolding where necessary.

Phase 5: Assessing the Outcome

- Peer assessment is conducted to assess the outcome of the lesson learnt using the assessment rubrics.

- Teacher assessing the students work is also conducted. It is conducted while monitoring the students' work for the purpose of: (1) achieving the standard; (2) evaluating students' progress; (3) getting feedback on students' understanding of the lesson learnt; (4) helping the teacher to plan the next learning strategies.

Phase 6: Evaluating the Investigation

In groups students do some reflections on their activities and the result of the project. They reflect on the difficulties they are facing and the way to solve the difficulties and their feeling as they find the solutions. Other groups are to give responses on these.

FINDINGS AND INTREPRETATION

Project 1

The lead-in stage begins by showing pictures of a girl writing letter and someone writing a *salutation* to the whole class; this is one of the effective ways of leading-in students to the lesson, thus conducive atmosphere is created as well as teacher guiding and exploring students' knowledge and ability of the upcoming lesson. As such the motivation needed to make the lesson more meaningful to the students was achieved. The next step was conveying learning objectives of the lesson which is definitely need to be done in order to let the students know where they are heading, what they are facing and what is expected of them.

The two questions which signal the beginning stage of this particular project-based learning are based on the students' real-life activities which are: (1) the students being able to produce a personal letter sharing about their life experiences and values for the purpose of strengthening the family/relative relationship, and friendship; (2) the students being able to upload the letter in their classroom blog indicating the needs on the part of the students to be able to not only aware of the information technology but are able to apply it for their real life necessities. As we can see the two questions are very **authentic** as they reflect the students' real life. The whole teaching and learning process provides a meaningful experience for the students to strengthen the relationship among family and friends, and apply Information Technology in their daily life. Aside from that, the title of the project which is "*Blogging for Silaturahmi Bonding*" also provides the real Islamic way of keeping close relationship with everyone around them.

Exposing the students with video from *you tube* presents vivid explanation about the way how to make personal letter as it is presented not only in the form of oral explanation but also in an audio-visual version of the lesson. This process also provides the students with an exposure to English environment, which is very important for their learning process. Getting exposure will surely benefit the students with a contextual input. "One of the most important tasks of the teacher is to give learners enough exposure to examples of language in different contexts, and from different speakers. ... and can also use natural input from cassettes, television, video, web sites, magazines, and books" (Teaching English). As we can see, aside from the teacher, video can also provide natural input as a useful example of how the language is used in the right context.

Students are assigned to analyze the social function; the language components and the text structure from a given personal letter providing useful exploration stage for the students to dig in into the lesson learnt on their own. The activity of finding out how to post their letter in a blog also provides a useful exploration practice for the students about one of real life skills needed in this era.

Posting their own writing in a blog and having their own classroom blog is the first experience for the students, thus for this particular class this is *an innovation*. In fact, this is an innovation for other classes too on the grounds that such technique has not been applied in the rest of the classes. This is the pilot project for the implementation of the classroom blog to boost students' writing skills. In addition, the implementation of the classroom blog gives the students excitements, which is good for the accomplishment of the project.

Table 1 presents the result of the questionnaires. The table clearly displays that most of the students responded either DEFINITELY or YES for all the questions, few of the students responded MAY BE and only four students responded either NO or NOT AT ALL. Furthermore, zero students stated that they do not like the project. This signals positivity on the part of the students toward the

whole pilot project - the implementation of the classroom blog delivered through project-based learning. However the whole teaching and learning process still put four students at a disadvantage as one of them still cannot tell the difference between formal and informal letter, and one students state that he/she did not find any information about how to write a personal letter, and still one student stated that he/she do not know how to write a personal letter and how to post it on the blog. This definitely needs further actions. It could possibly be that their digging in the information in the group is not quite effective. That is why feedbacks were given to them to clear everything up. The giving feedback is a very important step at this point.

Table 1: Questionnaires results for evaluating the teaching learning process

No	Questions	Definitely	Yes	Maybe	No	Not at all
1.	I can tell the difference between formal and informal/personal letter.	10	18	8	1	0
2.	I find some information/read/ask someone/teacher about how to write a personal letter.	15	17	5	1	0
3.	I know how to write a personal letter.	13	16	7	1	0
4.	I know how to post my letter in a blog.	10	17	9	0	1
5.	I like the project. (Bloggng for “Silaturahmi” Bonding)	10	26	1	0	0

The questionnaires also provide useful information about the students’ feeling and the reasons why they like project-based learning. They said that they like project-based learning because they can make friends, share information to each other, become creative, broaden their imagination, bond the relationship with one another and augment their knowledge. When clarified what they meant by ‘*add friends*’ is that they wish to have a friend from other country because when they go blogging, their writing would possibly be read by people from other countries.

The questionnaires also reveal the reasons of students not liking the project; the reasons are, among others, the technical problem, in this case the internet connection which is not available in their classroom. That is why many students upload their work in the teachers’ room using the teacher’s and the colleague’s lap top computer. In addition, some of the students state that project based learning make their activity become hectic. When asked whether hectic make them do not want to have another project, they said “no”, they want to have another project. Furthermore, there is one very interesting statement “there is no reason for me for didn’t like the project;” the statement is absolutely relieving. This particular student absolutely likes the project.

Project 2

As stated on part B that working together can also be a problem for some students. Bayu, and Rachma seems to enjoy working alone rather than working with the group. Bayu is actually one of the students with low capability in English subject. That’s heterogeneous grouping was applied based on their capabilities. Bayu was grouped with Ratna who is actually one of the bright students in English subject. However the expected outcome that Ratna would help Bayu in his journey to solve some problems was failed. Finding out the reason why, Marzano, et.al said that effective learning in groups must have at least the following elements (J, J, & E, 2001) (*Marzano, et. al, pages 85-86*):

- They must include every member of the group.
- Each person has a valid job to perform with a known standard of completion.
- Each member is invested in completing the task or learning goal.
- Each member is accountable individually and collectively.

So it turned out that the explanations on task division for each member was not quite clear for Bayu and Ratna; thus should be made clear to them for the second time.

Power point presentation was applied to present the lesson.. The students not only listen to the objectives, the problems, the questions, the sample of formal invitation, the expected end product, the scoring system, and the peer assessment but also see and read with their own eyes the sentences on the power point presentation. These teaching activities certainly facilitate the *inactive* as well as the active students who most probably having auditory and visual learning styles as they were “forced” to tune in into the lesson.

Colourful pictures were displayed at the lead-in stage. This also has been proven to be very useful to tap and activate the students’ knowledge on the upcoming lesson. The famous saying that: “pictures speak a thousand words” is true here as they not only provide vivid explanations about the lesson they also draw the students’ attention into the lesson. The showing pictures to the students is of the utmost importance as the English lesson in this particular class is on 10 and 11 slot, the last slot of the day. The pictures provide extrinsic motivation to the **inactive** as well as the active students as they actually gave their attention to lesson at the very beginning stage of the lesson

Aside from that, *you tube video* was given displaying some examples of wall bulletin, the end product expected of the project. This video also provide proof of the efforts to get the *inactive* students to get into the lesson, and it is true because the students turn to be *inactive* not during the video show but during the discussion. This indicates that: despite their being not quite active during the discussion stage, the most important message of today’s lesson, what is expected of them, was witnessed by all students even the *inactive* ones.

Perfect preparation leads to perfect teaching and learning process; like the famous saying: “if you fail to prepare you prepare to fail” is true. The lesson started by building a conducive atmosphere, conveying the lesson objectives, showing some interesting suitable pictures to tap and activate students’ knowledge on the upcoming lesson at the beginning stage. Power point presentation was applied during the core stage to explain the lesson. A you tube video was also given to expose students with what is expected of them, as the end result of the lesson. The wall bulletin presented on picture 8, 9, 10, and 11 absolutely provide prove of the benefit of the video showing. They can come up with interesting, colourful, informative wall bulletin with their own creativities the following week.

Another thing revealed from the research is that clear tasks division facilitate cooperation among students. The picture below shows cooperation among the students in the group. Thus students-students interactions are clearly facilitated towards finishing the task and producing the desired product the group wish to achieve. Still another thing is that worksheet provides individual tasks, as such students must cooperate with one another to finish the whole tasks. In other words each individual student has his/her own task to finish. That each task make up whole group tasks. So, each student in one group should contribute to the group’s success. Individual success brings group’s success.

CONCLUSION AND SUGGESTION

All in all this study found that project works can be maximized even in a large EFL class. To achieve this, there are at least three requirements to be fulfilled. The first and foremost is projects should be based on realistic and challenging tasks. The second important requirement is that project should be structured within sets of meaningful processes and guidance and feedback should also be given during the processes. The last but not least is that project works are to be conducted collaboratively in groups to facilitate learners to learn in a large EFL class. It is suggested that PBL is implemented in six phase. Thus, no need to hesitate if English public school teachers wish to apply PBL in their large classrooms settings as learning outcome can actually be maximized.

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HAVE A LOOK AT LANGUAGE LEARNING STRATEGIES: A GOOD STEP FOR SUCCESSFUL ENGLISH AS FOREIGN LANGUAGE LEARNING

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ABSTRACT

Language learning strategies refers to the students' ways in learning to help them master the foreign language they are learning in. They may be old theme in educational study, but still considered as one of working tools to fill in the gap between what students know and what students need to know. The uses of language learning strategies are necessary to be recognized by teachers for EFL learning development. This present article aims to explore the matter of language learning strategies, what makes them important, and how to promote them in learning. Learning strategies become one of influential aspects of successful learning along side with the teaching methods or techniques used by teachers since it is used as students' secret weapon to assist them in learning. Therefore, focusing on students' learning strategies is necessary since it can create autonomous learning atmosphere, can stimulate students to be proficient language users, and can stimulate teacher to develop better the language tasks or activities. Therefore, teachers are required to promote the use of learning strategies by identifying and analyzing the strategies used by students in their learning process, and then integrating the use of strategies in teaching learning process.

Key words: *strategies, language learning strategies, foreign language learning*

INTRODUCTION

Learning new language that is basically different with students' native will create new environment for students, particularly who are habitually involved in traditional learning. They will find it difficult in to learn without teachers' full guidance. In fact, learning process is said to be successfully done when students are able to manage their own learning since students have known what they need to learn and how they will learn it. Therefore, for past few years, the emphasis within the field of language teaching and learning is shifted from teacher-centre into student-centre. The focus is not merely on teachers anymore, but on students and the students' learning process (Hismanoglu, 2000). Then, how students learn or process new information and what employment they do to understand the information has been the primary concern of many studies dealing with the area of foreign language learning.

The ways students learn and the employment of those particular ways is closely related to students' plans and actions to get their learning achievement. A set of plans, tools or actions chosen by students to retrieve, process, and understand the information as well as to deal with the components of language they are learning in can be recognized as learning strategies. Strategies can be treated as students' weapon in learning to ease them dealing with difficulties as well as improving their ability. Thus, learning strategies are considered as one of the most meaningful means used by students in helping them achieve the goal in language they are learning in.

Employing learning strategies in EFL classroom is merely the only the only one aspect to be focused on in learning. However, knowing the application of students' strategies as well as engage students to use it in a better way are considered as one aspect of students' successful in learning foreign language. For that reason, this article presents the matter concerning language learning strategies, what makes them important, and how to promote them as well as the benefits by doing so in EFL learning.

WHAT LEARNING STRATEGIES ARE?

Many experts and researchers concerned their research in this field and tried to define what learning strategies are. For instance, (Zare, 2012) quote Wenden and Rubin definition which state that language learning strategies are any sets of operations, steps, plans, or routines used by students to facilitate their learning in term of obtaining, storage, retrieval, and use of information. Similarly, (Cohen, 1998) explained that language learning strategies are processes that are consciously selected by students in which resulted in actions taken to enhance the learning or second or foreign language use through the storage, retention, recall, and application of information about the language students are learning in. (Rubin, 1975) classified strategies in terms of processes contributing directly or indirectly to language learning. It means that, strategies refer what students need to do to make their learning meets its goal in which students' cognitive aspect is mostly, purposively used.

Learning strategies are the thoughts and actions that individuals use to accomplish a learning goal (Chamot, 2004). Learning strategies as student's individual approach to a task including how they think and act when planning, executing, and evaluating performance on a task. Also, Oxford defined similar yet little bit different definition which include another aspects beside cognitive. Learning strategies are seen as the specific actions taken by students to make their learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990). Seeing this definition, the use of strategies is not only merely covered in cognitive aspect, but also affective and social aspect. It is shown by statement "more self-directed, more effective, and more transferable to new situations" which mean the use of strategies convey the ability of self-learning and situational learning students might experience in their learning.

Simply, it can be extracted that learning strategies are what students can do to access, to process, to understand, to memorize, and to act out any matter during learning second or foreign language under well-planned steps. Learning strategies are treated as one of students' key points to be able to use the language fluently, in good comprehension.

HOW ARE LEARNING STRATEGIES DEVELOPED?

Learning strategies is not a new matter in educational setting, especially in EFL learning. The term language learning strategies had started widely known from past few years as many teachers and researchers started concerning their studies in this field. As reported in some articles, the use of term strategies in language learning is preceded by series of research concerning strategies of good language learners. Previously, researches into language learning strategies are officially started when some researchers focused their studies on identifying language strategies used by successful students or what is known as good language learners. Researches on language, at that time, tried to identify characteristic of good language learners that makes them be able to use strategies better and success in their learning. As stated by (Huang, 2009) characteristics of good language learners is the theme investigated to know what strategies that make them successful in learning. It is also considered as the first starting point in conducting research in the field of learning strategies. After that, lots of researchers also focused their studies in developing the characteristics of strategies useful for students (Stern, 1975; Naiman, Frohich, Stern, & Tedesco, 1978). As the result, many studies were conducted to identify and classify all possible strategies used by second or foreign language learners. Different experts proposed different concepts toward learning strategies and they also provided different term of classification and strategy systems (Bialystok, 1981; O'Malley, Chamot, Stewner-Manzaranes, Kupper, & Russo, 1985; Oxford, 1990)

Among all the typologies proposed, it seems that the one proposed by Oxford is the most influential one since Oxford's classification is the combination of many researchers' studies on language learning strategies. Moreover, it is also included by SILL (Strategy Inventory of Language Learning), a set of questionnaire used to identify students' strategies (Oxford R. L., 1990). By this point, language learning strategies has become more familiar since many teachers are aware and encouraged to study this matter.

Generally, learning strategies can be divided into two major strategies, namely direct or indirect strategies. Specifically, direct strategies cover memory, cognitive, and compensation strategies in which those strategies are directly involved during students' learning process. Direct strategies deals with learning with language itself and mental processing of the language (Huang, 2009). While indirect strategies cover meta-cognitive, affective and social strategies in which these strategies are not directly involved in the learning process since it deals with the general management of learning (Oxford, 1990; Huang, 2009). Whether it is direct or indirect strategies, both strategies are worthy to be applied as long as students are aware and conscious in using them.

WHAT MAKES LEARNING STRATEGIES IMPORTANT

Strategies are said to be valuable use if the students are conscious in employing them. The perception of learning strategy depends on the assumption that students are consciously engaged in activities to achieve certain goals, and then learning strategies can be considered as mostly regarded as intentional directions and techniques in learning (Stern, 1992). In this case, students should be aware concerning how they use the strategies as well as be able to state clearly why they choose it. In some cases, students naturally use some particular strategies, however, they do not aware and do not realize concerning this use since they apply the strategies randomly (Gestanti, 2015). In other words, it can be said that some students are still subconscious in applying learning strategies despite their necessity and importance in using learning strategies.

Language learning strategies plays an important role in learning second or foreign language (Oxford, 1990). It is obvious that language learning strategies is one of the most widely accepted means to enhance students' learning efficiency since the use of strategies can assist students when mastering the forms and functions of foreign language they are learning in. When students are capable in using wider types of language learning strategies appropriately, they can improve their language skills in a better way. There are some points can be exposed in term of strategies use (Hismanoglu, 2000). For instance, meta-cognitive strategies improve organization of learning time, self-monitoring, and self-evaluation; cognitive strategies by making use previous knowledge can help to solve new problems; socio-affective strategies in term of asking native speakers will ease them to correct their pronunciation, or asking a classmate to work together on a particular language problem.

Along with all benefits the learning strategies can give, the contribution of them cannot be left out from these aspects which is learning strategies have significant contribution to create autonomous learning atmosphere, stimulate students to be proficient language users, and stimulate teachers to create more effective teaching materials.

First, learning strategies contribute in creating autonomous learning atmosphere. Autonomous learning refers to situation in which students generally have the ability and willingness to accomplish language tasks with less or even without assistance, have adaptability, transferability, and reflection to the learning context along with the use of specific, relevant actions or strategies (Dickinson, 1987; Littlewood, 1996; Oxford, 1999). Thus, when students are completely aware and take responsibility of their own learning by making use all the strategies they have they are considered as autonomous learners. In this case, teachers' full guidance is not the only thing needed by students since they have fully recognized about what they have to achieve and how they can achieve it. In educational point of view, in fact, each student individually has his/her own way concerning how to deal with the learning progress so that they can make use of it. Moreover, it is possible enough that the ways owned by students are respectfully different among each others. The focus of language learning is to make students fully understand about the essential point of the language they are learning in (Cakici, 2015). Therefore, to create successful learning, teachers should allow the students to use their own way of learning and be autonomous, not to push them to learn as others' expectation. Once students are autonomous learners in EFL learning, then the whole teaching learning process will also be autonomous (Cakici, 2015).

Learning strategies are considered as essential aspect in autonomous learning. In the area of language learner autonomy, it is identified that learning strategies play a significant, important role

(Littlewood, 1996). Moreover, along with communication strategies, linguistics creativity, independent work, expression of personal meanings, and creation of personal learning contexts, learning strategies become one of those six aspects that concretely contribute to autonomy in learning (Littlewood, 1996). Besides, there is also recommendation that engaging the use of learning strategies for students particularly in term of meta-cognitive, cognitive, and socio-affective strategies can help students build up their independence and autonomy and it has been accepted as one of ways to foster autonomy in EFL learning context since the use of strategies is considered as reflection to what extend the autonomy is available (Hismanoglu, 2000; Cakici, 2015).

Secondly, learning strategies can stimulate students to be proficient language users by approaching good language learners. As mentioned in the previous section, the use of strategies are based on the study of good language learners, so once students are capable to use the strategies in a better, various ways and be success in their learning, they are considered as good language learners. In the other hand, the goal of learning is mainly to make students be able to use the language proficiently since students' proficiency is commonly one of representations of successful learning. (Cabaysa & Baetiong, 2010; Fewel, 2010; Kaseem, 2015) and other studies proved that there is significant relationship between learning strategies and students' proficiency. Therefore, learning strategies contributes to stimulate students to be able to proficiently use the language as approaching students to be good language learners by enhancing the use of language strategies.

Good language learners are those who can use the strategies and deal with their learning well, and communicative competence owned by students will represent their ability in using language. A good language learner is actually the first encounter of learning strategies in which the characteristics of good language learners are the first framework to define what known as learning strategies. In this case, students considered as good language learners are believed as successful students who can apply appropriate way of learning. Thus, evaluating such strategies use in language learning then clearly indicates that the students learning new language are expected to be able to use the language they are learning in effectively.

Generally, good language learners are those that: (1) having personal strategies, (2) being a good guesser of new language, (3) having strong intention to deal with active approach to the learning task as a mean of real communication and interaction, (4) being open with the language as knowing how to accept, cope, and tackle the language demands, (5) being able to use the form of language as an ordered system as well as continually revise the language system, (6) taking any opportunities and seeking for the opportunities to actively practice the language, (7) doing self-monitoring and critical revision concerning the use of language, (8) focusing attention to the meaning, (9) having outgoing approach to the target language and empathy with its speakers, and (10) having willingness to develop and think deeply concerning the use of language (Rubin, 1975; Stern, 1975; Naiman, Frohich, Stern, & Tedesco, 1978). As students meet these characteristics, their proficiency in using target language is also improved. Therefore, strategies used in language learning are inseparable aspects to the contribution of students' success in learning language.

Last but not least, the use of learning strategies can also stimulate teachers to create more effective teaching activities. Studies have repeatedly shown that there is significant relationship between learning strategies and students' proficiency or achievement. It means that teachers can make use the employment of students' learning strategies to develop their teaching to be more suitable for students by fitting the tasks or teaching activities with the strategies being used.

Engaging students to use learning strategies better and enforcing them to be autonomous learners does not merely mean that teachers' roles are fully replaced. In this case, teachers are not required to set teaching learning activities in which the students are traditionally listen to what teachers' said and answer the questions based on it. The use of particular learning strategies by students is expected to ease the teachers to make their teaching activities more vary. For instance, the use of cognitive strategies may get along well with activities involving students to directly practice the use of language in classroom setting (Oxford, 1990).

Besides, make use of the strategies' employment will keep teachers on the right track when deciding what to teach. Teachers, sometimes, focus more on how to teach rather than how the

students learn. As the result, they develop materials for teaching activities that not reflective to how students can make use of it. By considering the employment of strategies teachers can examine what they can provide to teach effectively as well as what students can do to facilitate their learning.

PROMOTING LEARNING STRATEGIES IN EFL LEARNING

As the importance and contribution of learning strategies are explained, it is strongly recommended to keep the use of learning strategies in EFL learning. In this case, all teachers need to do is analyze the strategies used by students as well as their accomplishment, and then integrating the use of strategies in the teaching learning process.

Actually, all students who learn new language definitely use language learning strategies when they are processing new information or performing tasks. However, sometimes they do not aware of it and subconscious or even unconsciously use the strategies. Then, it is teachers' obligation to find out what strategies used by students during classroom activities. Since classroom activities include many language tasks, it is obvious that students will use different strategies, and, even if some of them use same strategies, the way use it might be different among each others. For some teachers, this matter would bring new problems or confusion concerning how to deal with students' strategies. In fact, being not know anything about how students learn will be more difficult to be handled. By knowing what strategies use particular tasks, then teachers can develop increased language tasks to engage students to develop their abilities even better. Moreover, language learning strategies are good indicators to know how students approach tasks or problems encountered during the process of language learning (Hismanoglu, 2000). In other words, even though the strategies are unconsciously used, it still gives valuable clues on how students plan the learning, assess the situation, understand the subject, and use the new information they got.

To make use these values, what teachers need to do first is identify and analyze what kind of strategies employed by students. Simply, it can be said teachers are researching their own students (make their students as subject of research). The easiest way teachers can do is by using set of strategy analysis in form of questionnaire such as SILL (Strategy Inventory for Language Learning) by Oxford (Oxford, 1990), CALLA (Cognitive Academic Language Learning Approach) by O'Malley and Chamot, or MALQ (Metacognitive Awareness Listening Questionnaire) by Vandergrift et al. (Coskun, 2010). The questionnaire itself contains statements representing the use of strategies in language learning as well as how to assess them. Many researches are reported use these questionnaires as main instruments of analysis (Coskun, 2010; Hsueh-Jui, 2008; Yunus, 2013). However, the greatest contribution comes from the use of SILL since dozens of journals, articles, and research reports concern in using SILL (Fajrina, 2015; Oxford: 1999).

Basically, this questionnaire is provided to portray general description of student's personal, typical strategy use, not the specific way. As listed by (Oxford, 1999), results of SILL are generally applied as practical information for teachers or language counsellors to improve language teaching or as researches' basic data. Then, to make it specific, it is suggested that teachers modify the questionnaire items based on phase of teaching learning process (Yunus, 2013), language skills (Wattahjarukiat, 2011): (Huang, 2009), and students' level of proficiency in learning (Hsueh-Jui, 2008; Cabaysa & Baetiong, 2010). Simply, plenty of studies can be chosen as teachers' references in identifying and analyzing students' learning strategies. Explicitly identifying learning strategies as what students use them allow teachers to engage students to use these strategies more effectively and in a wider context.

Then, after conducting some identification, then teachers should try to integrate the use of learning strategies in teaching learning process they conducted. Thus, whether it is directly or indirectly, teachers are required to teach students based on the strategies use. Even more, teachers are also allowed to teach strategies to students. Teaching students good learning strategies would ensure that they know how to acquire new knowledge, which leads to improved learning outcomes (Hismanoglu, 2000).

The most effective way to demonstrate the usefulness of learning strategies is to integrate them into a language learning activity. Exemplifying the strategies are already being used by

students is enjoyable and inspirational because it illustrates students' abilities in a real context. Teachers can do this by walking the class through an activity such as reading a newspaper story, preparing an oral presentation, or studying for a test. Teacher can ask them questions designed to identify the processes they used to complete the tasks. Through reflecting on meta-cognitive strategies, students will begin to develop an awareness of how they learn in different contexts and for different tasks. Introducing self-reflection at the beginning of the task set up a climate that encourages continual investigation of their learning (Paul, 2013).

Usually students that mostly involved in traditional classrooms, expect the teacher to evaluate them. They tend to look outside themselves to evaluate their learning progress. However, with by involving learning strategies in teaching process or instruction, students are trained to take more control concerning their own learning. Without doing self-assessment, students are often unaware of the strategies they use. In this case, teachers can also use self-develop questionnaire or statements concerning learning strategies use as questionnaires are self-assessment tools that can help students become aware of their strategy use.

CONCLUSION

Actually, every student has their own individual, specific strategies to be used in learning but some of them still use it unconsciously. Strategies are students' tactics, plans, actions, and reflections to assist them in learning target language they are learning in. They are good tools to be used in learning as it has been widely accepted. Lots of contribution that learning strategies can offer for both teachers and students. Therefore, the awareness of using the strategies is an important point to be focused on through identifying the strategies use as well integrating them in teaching learning activities.

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INCORPORATING CRITICAL LITERACY THROUGH ONLINE INTERACTIVE READING JOURNAL

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ABSTRACT

The advancement of information and technology has made information more readily-accessible than it has ever been before. Unfortunately, not all the information available is valid and credible. With the ever-flowing amount of information, some of which may be hoax, spam, or even hate speech, it is crucial to equip 21st century citizens with critical literacy – the ability to critically read text in an active, reflective manner. Being critically literate, people will not just be able to comprehend texts of any kind but also critically respond to what is informed on various kinds of media, be they printed, offline, online, and even social media. In the context of ELT, critical literacy can be taught by exposing students to some issues and asking them to respond to them. One of the ways to promote critical literacy is by administering reading response assignment, where students are given texts on various controversial issues and are required to write a critical response to the texts in the form of reading journal. This paper will elaborate how critical literacy can be promoted through online interactive reading journal assignment.

Key words: *Critical literacy, online interactive reading journal*

INTRODUCTION

The advancement of information and communication technology (ICT) has brought about dramatic changes in almost all aspects of our life. In literacy education, for example, the focus has changed in line with the shift of meaning of literacy. Traditionally, literacy has been conceptualized as monolithic, a set of universal, decontextualized cognitive skills, usually taking the form reading and writing (Auerbach, 1995; Kalantzis & Cope, 2000). In other words, literacy dealt with the ability to read and write printed materials.

Today, however, with the invention of various ICT tools, literacy has expanded to multiple literacies, which, according to Piazza (1999, p.2), refers to the complex blend of communicative channels, symbols, forms, and meanings inherent in oral and written language (verbal and nonverbal) as well as the arts – visual arts, music, dance, theatre, and film (including television, video, and technology). Similarly, Street (2003) maintains that multiple literacies involve individual making sense of the world in different contexts and time through the use of different means.

There is an expanding definition of ‘text’ as well. It does not only refers to ‘written’ texts. The text has now been multimodal in the sense that the texts use more than one semiotic systems (Anstey & Bull, 2006). For example, an advertisement may have textual, visual (using pictures or images), auditory (sound of music/person), spatial (the use of spacing in writing) semiotic systems, etc. Likewise, an advertisement can be written or oral.

Multiple media forms are multiple media where a particular information can be found. The media can be print (on paper), electronic (digital information on computer screen or on the web) and live. Related to the previous example, an advertisement can be found in a magazine (printed), on computer/mobile phone screen (electronic) and live on TV or on stage.

With the more digitalized society, being literate today means being able to function in many different forms of communication. In other words, they have to be able to read, write, find, interpret, and convey information in multiple media forms. Many scholar even maintain that users

of language today should be able to actively analyse texts and “transform relations of cultural, social, and political power” (Luke & Dooley, 2011, p. 856), and ability known as critical literacy.

Students today experience a “constant stream of ideas and information- online, in print and through electronic games and mass media. They need skills to determine where to direct their attention and how to interpret messages and use them appropriately” (Ontario Ministry of education, 2004, p.9). They need digital literacy, in order to be able to function in this digital world. More importantly, they require critical literacy, in order not to be the victim of the digitalized world.

As you may have read from many sources of information, there has been an increasing number of crime on the net. For example, some women were deceived by their newly met friend on social media (e.g. Facebook) who pretended to be a charming gentleman. This guy turned out to be the one who deceived the ladies using various ways. Being not aware of this, those ladies are subject to theft, deceit, or even violence. Still, there are many less sophisticated way of misleading uncritical readers, for example messages on short message service (SMS) which try to deceive the readers, such as those pretending to be the children/the parents who ask for phone credit or transfer of money. Besides, there is often provoking news online which may cause hatred, anger, conflict, even war. Reading without critical mind may then lead us to disadvantaged situations.

It is in this era that critical literacy is gaining its importance. Not only is it a new basic, but it is a necessary life skill, without which people may find it difficult to survive. What can we, as an English teacher, do to foster this literacy among our students? It is a big challenge, because we still have to struggle in helping students acquire English literacy, a hard job due to its status as a foreign language. We tend to focus on helping students master the linguistic aspects such as reading, writing, speaking and listening skills rather than going beyond those more observable skills.

Regarding the challenge of incorporating critical literacy in EFL setting, Ko and Wang (2013) explored the critical literacy practices of four EFL learners who had varying English language proficiency levels and had participated in a critical literacy-based reading class. It was found that despite the difference in their respective English proficiency, the four students all demonstrated a certain degree of critical literacy and all recognized the importance of critical literacy. This shows that critical literacy can be applied in EFL setting even with students having low proficiency of English.

Another study by Gustine (2014) on the implementation of critical literacy pedagogy in an EFL class as at a secondary school in Bandung, Indonesia found that critical literacy pedagogy has some benefits in that it helps students to become more critical, tolerant, and socially aware, improves their written language indicated by greater use of more complex English structure, as well as enhances students' motivation in English learning. This shows that critical literacy is feasible and beneficial for students' language improvement as well as character building.

We can actually incorporate critical literacy in our classroom, in any subject. Reading from a critical perspective involves thinking beyond the text to understand issues such as way the author wrote about a particular topic, wrote from a particular perspective, or chose to include some ideas about the topic and exclude others. With the expanding definition of text, the critical literacy can actually be applied to speaking, reading, listening, and writing classes, because they can respond to 'texts' they read or they listen either orally speaking or in writing.

Critical Literacy in Reading Classes

Critical literacy-based reading class can be conducted using the Four Model developed by Luke and Freebody (1980). According to this model, readers in today's society have four basic roles; as the code breaker, meaning maker, text user, and text critic. As the code breaker, a reader knows about the alphabetic principle, sight vocabulary, and conventions of texts. As a meaning maker, a reader reads to make meaning. As a text user, a reader understands that a text is written according to its social and cultural conventions. Finally, a text critic/analyst understand that a text is not neutral, so s/he evaluates a text to determine the author's purpose and whose voice the author

represents. Thus, using this model, readers go beyond breaking the code and making meaning to evaluating how well the author and/or illustrator achieved their purpose.

Critical Literacy can also be approached from the Four Dimension Model by Lewison et al. (2002) which consists of four dimensions: disrupting the commonplace, considering multiple view points, focusing on the socio-political system, and taking action. *Disrupting the common place* suggests an investigation into widely-held beliefs using a new lens (Van Sluys et al., 2006). The second dimension, *considering multiple viewpoints*, requires learners to examine experience and texts from their own perspectives as well as others'. Meanwhile, *focusing on the socio-political system* requires students to make connections between their personal lives and their socio-political contexts. This is necessary because literacy is not neutral and is often socially and politically constructed to achieve certain agenda (Lee, 2012). The last dimension, *taking action*, which can be in the form of a shift in attitude or a change from superficial reading to resistant reading (Van Sluys et al., 2006, cited in Gustine, 2014).

Regardless of what model a teacher uses, teachers have to be critically aware in order to make students engaged actively by providing motivational settings which can foster critical literacy. Using appropriate critical literacy strategies, thought-provoking texts can stimulate students to participate in substantial amounts of critical discussion.

Online Interactive Reading Journal

Considering that students today are digital natives who use ICT a lot in their daily life, teachers should adapt their old way of teaching using the new technology. Critical literacy-based reading class can also be conducted by integrating ICT in the teaching learning process. Mohammadkhani et al. (2015) investigate the effect of applying critical literacy in a conventional class and in an online class on Facebook as an example of Social Networking websites. Learners were instructed and familiarized with CL questions they were presented and wrote reflective journal entries on each topic they discussed. Findings revealed that learners from both groups developed three skills of questioning taken-for-granted concepts and redefining them, problem posing, offering solutions and suggestion. Learners using Facebook have more chances to voice themselves. This shows that applying critical literacy online might be more advantageous to students because they can interact with each other outside of the class hours.

The lesson can be implemented following critical literacy lesson framework (McLaughlin & Devoogd, 2004) consisting of four parts: Engaging students' thinking, guiding students' thinking, extending students' thinking, and reflection. Teachers can stimulate the discussion in the class by posing some questions such as why the author wrote the text, for what purpose, who might be advantaged/disadvantaged, what if it is written in different point of view, etc.

Teachers can give students texts of current controversial issues, hoaxes found online, and other thought-provoking texts. Students are also encouraged to propose the texts they find interesting to discuss. Then, encourage students to critically evaluate and question the text to identify possible biases. The discussion can be done in the classroom with teacher's guidance. These questions can be asked to stimulate discussion (McLaughlin et al., 2006).

- Who is in the text/picture/situation? Who is missing?
- Whose voices are represented? Whose voices are marginalized/discounted?
- What are the intentions of the author? What does the author want the reader to think?
- What would an alternative text/picture say?
- How can the reader use information to promote equity?

In the reflection part, students can write their response to the reading in a reading journal which is posted online. It can be in a blog, Facebook, or other social learning platform for education, such as Edmodo. After students write their reading response, other students can comment on their journal, thus an online peer interaction can be promoted.

CONCLUSION

Critical literacy is gaining more importance today and thus needs to be incorporated in EFL teaching. In reading classes, EFL students should go beyond a code breaker and meaning maker who can comprehend a text in a foreign language, but they have to move to be text user and text analyst. They should be encouraged to question ideas they are confronted to. The use of online interactive reading journal can foster students' critical literacy in the digital era by making use of the technology to make lesson more meaningful and contextual to students' current life. It can also promote interaction among them which can open their mind for diverse opinion and viewpoints.

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ASSESSING LEARNERS' PRAGMATIC COMPETENCE TO INTERPRET IMPLICATURES

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ABSTRACT

In Indonesian pedagogical context, the EFL learners' pragmatic competence is essentially needed. The EFL classes are aimed to improved learners' ability to communicate effectively beyond the level of grammar. However, it is found that Indonesian ELT concentrates more on grammar than on improving learners' pragmatic competence. The difficulties in determining implicatures are mainly caused by learners' inability to elaborate contexts with utterances. Considering the importance of improving pragmatic competence in EFL context, this research is fundamentally aimed to assess learners' ability to interpret implicatures. In order to achieve the objectives, the quantitative research was conducted with 30 Indonesian student respondents of Universitas Bunda Mulia, Jakarta. Learners' pragmatic competence to interpret implicatures was measured by using implicature test items designed by Bouton (1994), incorporating different types of implicature (Irony, Relevance, Minimum Requirement Rules, Indirect Criticism, Pope-Q, and Sequence Implicature). Each item of the test consists of a situation, dialogue, and question to be interpreted. In order to obtain more information about learners' level of competencies, the respondents are asked to rate the level of accuracy and difficulty of each item tested. This research is expected to be beneficial for pedagogical implications, particularly for designing effective syllabus in the EFL context.

Key words: *Assessment, Pragmatic Competence, Implicature*

INTRODUCTION

Due to the advances of technology, communication can be done across international borders. This phenomenon portrays the importance of international language (such as English) in the context of global communication. It can be concluded that English (as a global language) plays a very important and significant role for bridging people across borders. In global context, English speakers are expected to have sufficient 'communicative competences' in order to communicate effectively and appropriately. The statement implies that speakers are expected to master grammatical principles of English and to use English appropriately in accordance with the context of utterance.

The term 'communicative competences' can be defined as speakers' ability to communicate correctly (following linguistics systems and principles) and appropriately in particular linguistic community (Saville-Troike, 1982). This statement underlines the importance of speakers' mastery and awareness of grammar. Canale and Swain (1980) divide communicative competence into several types namely: linguistic, discourse, strategic, and sociolinguistics.

Linguistic or grammatical competence is related to speakers' ability to use linguistic elements correctly and in accordance with linguistic systems or principles (Canale and Swain: 1980). Learners' linguistic competence can be measured from their ability to construct grammar (syntactically and morphologically), phonology (pronunciation of speech sounds), lexis (vocabulary), and graphology (spelling and punctuation) correctly.

Discourse competence is the ability to build the text cohesively and coherently (Canale and Swain: 1980). It relates to two main aspects (i) cohesion, which refers to how ideas link linguistically and (ii) coherence, which refers to how the meaning linked one another.

Strategic competence is related to the speakers' ability to properly apply communication strategies. Speakers' strategic competence can be seen from their ability to keep communication going while there is communication breakdown (Canale and Swain: 1980). A competent speaker will apply different strategies in order to maintain communication between participants.

Sociolinguistic or pragmatic competence is the ability to speak appropriately in accordance with different social situations (Canale and Swain: 1980). The level of pragmatic competence can be seen from learners' ability to identify language function, relative status of participants, topic, and situation of communication. Speakers' pragmatic competence is essentially needed in cross cultural communication because the lack of pragmatic competence can trigger serious impact for participant (particularly for the second language speakers). Speakers' pragmatic incompetence results the inappropriate use of linguistic expression or even misinterpretation. At the end, it will leave native speakers with the perception that the non-native speaker is ignorant or impolite (Brock and Nagasaka, 2005).

Regarding to the importance of improving learners' pragmatic competence, Indonesian pedagogical context are aimed to improve learners' ability to communicate effectively beyond the level of grammar. Learners are expected to produce grammatically flawless speech and pragmatically appropriate expression.

Learners' pragmatic competence can be seen from their ability to interpret implicature (implied meanings). Implicature is the meaning suggested through utterances. Gazdar (1979) underlines this definition by defining implicature as the implied proposition from the utterance of a sentence in a context even though it is not a part of what was actually uttered. The meaning of implicature is implied through utterances. Therefore, speakers need to elaborate their interpretation with the context.

Grice (1975) classifies implicature into two basic types: conventional and conversational. Conventional implicature is the implied meaning that is conventionally accepted. The meaning can be implied directly through linguistic expressions used. Sometimes, cultural specific information must be elaborated in order to interpret the meaning.

Conversational Implicature focuses on the relation between expressions uttered and speakers' intention (or meaning) in the conversation (Grice, 1975). The implicatures in the conversation are commonly caused by the violation of cooperative principles. The cooperative principle is based on the assumption that participants in a conversation normally attempt to be more informative, truthful, relevant, and clear (Gazdar, 1979). Cooperative principle can be further classified into four conversational maxims which people must be followed in order to communicate effectively: (a) The maxim of quantity that requires the speakers to give necessary amount of information by making contribution as informative as is required. (b) The maxim of quality that requires speakers to be truthful, and to give information that are supported with evidences by contributing fact that can be believed and supported with lack of evidence. (c) The maxim of relation that requires speakers to utter relevant utterances with the issues or topic discussed. (d) The maxim of manner that requires the speakers to give information clearly and briefly in order to avoid ambiguity.

Realizing the importance of English in the global context, the EFL classes are focused on strengthening learners' linguistic and pragmatic competences by providing contextual materials. However, In Indonesian EFL contexts, it is found that ELT concentrates more on improving English basic skills (reading, listening, writing, and conversation) than on improving learners' pragmatic competences. Some learners find it hard to imply the pragmatic meaning (implicature) of utterances, although they have mastered vocabulary and grammatical principles. This phenomenon is mainly caused by learners' inability to elaborate contexts and particular cultural values with utterances. Some learners do not take into account whether the interpretations are in accordance with condition, participants, and even the existing cultural values.

Considering the importance of improving learners' pragmatic competence particularly in interpreting implicature, this research is fundamentally aimed to assess learners' competence in interpreting various types of implicatures. The competence was measured by using implicature test

items designed by Bouton (1994). The results are expected to be beneficial for pedagogical implications, particularly for designing effective syllabus in the EFL context.

METHOD

This research is a quantitative research which is aimed to assess learners' pragmatic competence to interpret implicatures. In order to achieve the objectives, the quantitative research was conducted with 30 Indonesian student respondents of English Language and Culture in Universitas Bunda Mulia, Jakarta.

The instrument used to assess learners' competence in interpreting implicature is Bouton's implicature test tool consisting 15 items. The students have 40 minutes to complete the test by choosing one answer from four options given. After that, the students are asked to rate the accuracy level of their answers and the difficulty level of questions. The accuracy and difficulty level ranged from one to five. The following is the example based on Bouton's questionnaire (1994).

Sarah and Joan are colleagues at work. Joan turns Sarah and says:

Joan: By the way, how much are you getting this year? I heard you get a really nice raise

Sarah: Have you seen any good movies, lately? I'd really like to see one or two before the workload gets heavier.

Why does Sarah bring movie?

- Sarah wants to do to some before she gets busy this fall
- She did get a nice raise and is inviting Joan to her guest at the movie.
- She does not want to talk about how much money she makes.
- She hasn't seen any good movies in a long time.
- (other + Reason): _____

Rate how accurate your answer is!

Not at all 1 2 3 4 5 very accurate

Rate how difficult was it to answer!

Figure 1. Item 15 (Example)

Investigations and researches of implicature in cross-cultural communication context has been done in the past few decades. Bouton (1994) states that EFL learners' pragmatic competences to interpret implicatures can be assessed by using several types of questions that potentially can cause pragmatic failure. The questions included different types of implicature such as Irony, Relevance, Minimum Requirement Rule, Indirect Criticism through Implicature, Pope-Q Implicature, and Sequence implicature.

Irony is type of question that indicates the violation of maxim quality by stating utterance that ironically containing opposite meaning. The following is the example irony together with its options that is used in Bouton's (1994) research.

Item 1

Bill and Peter have been good friends since they were children. They roomed together in college and travelled Europe together after graduation. Now friends have told Bill that they saw Peter dancing with Bill's wife while Bill was away.

Bill : Peter knows how to be a really good friend.

Which of the following best says what Bill means?

- Peter is not acting the way a good friend should.
- Peter and Bill's wife are becoming really good friends while Peter is away
- Peter is a good friend, so Bill can trust him
- Nothing should be allowed to interfere with Bill and Peter's friendship.

The utterance uttered by Bill (*Peter knows how to be a really good friend*) is basically contrary to what he implies (*Peter is not acting the way a good friend should*) because Peter has done an action which should not be carried out by a good friend

Relevance is the types of question that contains implicature created by violating maxim relation. Explicitly, the participant stating something irrelevant with the topic or issues discussed. The following are the example relevance-based implicature used in this research (Based on Bouton's previous research (1994)).

Item 2

Frank wanted to know what time it was, but he did not have a watch.

Frank: What time is it, Helen?

Helen: The postman has been here.

Frank: Okay. Thanks.

What message does Frank probably get from what Helen says?

- a. She is telling him approximately what time it is by telling him that the postman has already been there.
- b. By changing the subject, Helen is telling Frank that she does not know what time it is.
- c. She thinks that Frank should stop what he is doing and read his mail.
- d. Frank will not be able to derive any message from what Helen says, since she did not answer his question.

The utterance is not in accordance or relevant with the question that was delivered by Frank. However, it implies that Helen is telling approximately what time it is by telling that the postman has been there.

Minimum requirement rule is the implicature that can be gained only from the given context. Speakers can interpret the meaning by totally depended on the context. The following is the example (Bouton, 1994) minimum requirement rule used in this research

Item 3

Lars: Where's Rudy, Tom? Have you seen him this morning?

Tom: There's a yellow Honda parked over by Sarah's house.

What Tom is saying is that...

- a. he just noticed that Sarah has bought a new yellow Honda.
- b. he doesn't know where Rudy is.
- c. he thinks Rudy may be at Sarah's house.
- d. he likes yellow Hondas and wants Lars to see one.

The utterance is not in accordance or relevant with the question that was delivered by Lars. However, it implies that the 'Yellow Honda' is Rudy's car. Therefore, Rudy may be at Sarah's house.

Item 4

Nigel Brown is a dairy farmer and needs to borrow money to build a new barn. When he goes to the bank to apply for the loan, the banker tells him that he must have at least 50 cows on his farm in order to borrow enough money to build a barn.

Banker: Do you have 50 cows, Mr. Browns

Nigel: Yes, I do.

Which of the following says exactly what Nigel means?

- a. He has exactly 50 cows.
- b. He has at least 50 cows - maybe more.
- c. He has no more than 50 cows - maybe less.
- d. He could mean any of these three things.

The implicature can be interpreted by totally depending on the context. Bill has at least 50 cows or more. Therefore he can borrow enough money to build a barn.

Indirect Criticism through Implicature is the implicature that is aimed to indirectly criticize other speakers' action. This is the example based on Bouton's questionnaires (1994).

Item 5

Teachers are talking about a student's paper:

Mr. R: Have you finished with Mark's term paper yet?

Mr. M: Yeah, I read it last night.

Mr. R: What did you think of it?

Mr. M: Well, I thought it was well typed.

How did Mr. M like Mark's paper?

- a. He liked it; he thought it was good
- b. He thought it was important that the paper was well typed.
- c. He really hadn't read it well enough to know.
- d. He did not like it.

The utterance 'Well, I thought it was well typed' does not imply the quality of students' writing but to criticize it for he does not like it.

Pope Q- Implicature is the implicature that obviously refer to one polar answer (yes or no). The speakers use Pope-Q because the answer is obvious. Therefore, the question is not necessary to be delivered. The following is the example taken from Bouton's Research (1994).

Item 6

Group of students are talking over their coming vacation. They would like to leave a day or two early but one of their professors has said that they will have a test on the day before vacation begins. No one will be excused, he said. Everyone had to take it. After class, some of the students get together to talk about the situation.

Kate: I wish we didn't have that test next Friday. I wanted to leave for Florida before that.

Jake: Oh, I don't think we'll really have that test. Do you?

Mark: Professor Schmidt said he wasn't going anywhere this vacation. What do you think, Kate? Will he really give us that test? Do you think we have to stay around here until Friday?

Kate: Does the sun come up in the east these days?

What is the point of Kate's last question?

- a. I don't know. Ask me a question I can answer.
- b. Let's change the subject before we get really angry about it.
- c. Yes, he'll give us the test. You can count on it.
- d. Almost everyone else will be leaving early. It always happens. We might as well do it, too.

It is obvious that 'the sun rises in the east'. It implies that Kate implicitly says that the answer for Mark's questions is obviously 'yes'.

Sequence implicature is the implicature implied through the sequence of events. The interpretation can be made by totally understanding the events.

Item 7

Two friends are talking about what happened the previous evening.

Maria: Hey, I hear that Sandy went to Philadelphia last night and stole a car.

Tony: Not exactly. He stole a car and went to Philadelphia.

Maria: Are you sure? That's not the way I heard it. What actually happened is that Sandy stole a car in Philadelphia last night.

Which of the two has the right story then?

- a. Maria.
- b. Tony.
- c. Both are right since they are both saying essentially the same thing.
- d. Neither of them has the story quite right.

The item is taken from Bouton's research (1994). It can be concluded that Maria has the right story because he can completely describe the events.

FINDINGS AND INTERPRETATION

There are 15 items delivered to 30 respondents. The result shows that most respondents provide the quite accurate answers, although the interpretation for items tested is very ambiguous. Learners' level of accuracy in answering the items is 3,254 ranged from 2 to 4. Correlated with the level of difficulty, it can be concluded that the item tested is quite easy for they can answer the question, although they need more time to answer. Learners' level of difficulty in answering the items is 3,167 ranged from 2 to 4.

There are six types of implicature tested in this research. Table 1 shows learners' performance in interpreting six types of implicature in Bouton's implicature test tools.

Table 1. Learners Performance in Interpreting Implicatures

Number of items	15
Total answers	450
Correct answers	235
Percentage of correct answers	52%

The percentage of correct answers (in table 1) shows that respondents difficult to answer the correct options. From 450 expected answers; the respondents only give 235 correct answers (or 52 % from total answers). Some learners stated that their difficulties in interpreting implicatures are mainly caused by their limitation to understand the meaning of particular words. For examples, in item 10, some learners difficult to interpret the statement "Is the Pope Catholic?" correctly because they have no knowledge about 'Pope' and even 'Catholic'.

Table 2 below shows the tabulation of fifteen correct answers tested according to the items.

Table 2. Tabulations of Correct Answers According to the Items Tested

Items	Types of Implicature	Number of Correct Answer (CA)	Percentage of CA
1	Irony	11	36 %
2	Relevance	22	73%
3	Relevance	20	66%
4	Minimum Requirement Rule	13	43%
5	Indirect Criticism	6	2%
6	Pope-Q Implicature	16	53%
7	Sequence Implicature	16	53%
8	Irony	4	13%
9	Relevance	17	56%
10	Pope-Q Implicature	19	63%
11	Indirect Criticism	22	73%
12	Irony	16	53%
13	Relevance	19	63%
14	Sequence Implicature	20	66%
15	Relevance	14	46%
	Total	235	

The table above shows that the highest number of incorrect answer (lowest number of correct answer) is item 8 (taken from Bouton's Questionnaire (1994)).

Item 8

At a recent party, there was a lot of singing and piano playing. At one point, Sue played the piano and Mary sang. When Tom asked a friend what Mary had sung, the friend replied,

Friend: I'm not sure, but Sue was playing "My Wild Irish Rose."

Which of the following is the closest to what the friend meant by this remark?

The item contains irony. The statement implies that Mary sing the song very badly for he cannot identify the song sung by Mary. The learners found that the implicatures cannot be implied directly from the dialogue and context. Learners' find that it is difficult and even need more effort to interpret expressions that contain opposite meanings.

It can be concluded that relevance (item 2) and indirect question (item 11) have the highest scores. Most respondents can interpret these implicatures easily because they realize the irrelevancy of expression must be related to implicature. Besides, these types of implicature are commonly found and used in Indonesian language.

Table 3 below shows the tabulation of correct answer according to the types of implicatures.

Table 3. Tabulations of answers according to the types of implicature

No	Types of implicatures	total answers	Number of Correct Answer (CA)	% CA
1	Irony	90	31	34%
2	Relevance	150	92	61%
3	minimum requirement rules	30	13	43%
4	Indirect Criticism	60	28	46%
5	Pope-Q Implicatures	60	35	58%
6	Sequence Implicature	60	36	60%
	Total	450	235	

Table 3 above shows that relevance-based implicature item has the highest percentage of correct answer. It can be concluded that learners are able to interpret expressions, although the utterance uttered irrelevantly with the topic or issues discussed. Most students can interpret relevance-based implicature because the meaning can be implied directly by using their logical reasoning. Besides, these implicatures are commonly found in Indonesian language.

More than 50 % from total respondents can answer Pope-Q Implicatures and Sequence implicatures. It indicates that the learners can imply implicature that obviously refer to one polar answer and from the sequence of events. Learners' knowledge about English specific culture will help them to understand the specific cultural elements in the Pope-Q implicatures. Less than 50 % from total respondents can answer the item concerning minimum requirement rules and indirect criticism. It is clearly indicated that learners need to focus on comprehending the instruction and the context of utterance.

CONCLUSIONS AND SUGGESTIONS

Learners' pragmatic competence is fundamentally related to linguistic competence. Learners' limitation to understand the meaning of particular words will influence the interpretation of implicature. Therefore, improving these two competences (linguistic and pragmatic) are essentially needed to build students' competences in creating linguistic expression and to comprehend English cultural expressions. Introducing English culture must be done in EFL classes because learners'

understanding of English culture will improve their ability to comprehend and use the specific cultural expressions.

Learners find that Irony-based implicatures are difficult to be interpreted. The interpretation cannot be implied directly from the text. The Irony-based implicatures contains opposite meaning that can be interpreted by focusing on the instruction given. Bouton (1994) states that students' ability in interpreting irony can be improved by repeatedly giving explicit taught. Therefore, the teacher needs to focus on improving learners' ability to find pragmatic clues from the contexts and instructions.

Learners find that minimum requirement rules and indirect criticism are quite difficult to be interpreted. It is difficult for learners to interpret implicature by totally depending on the context. Therefore, learners need to focus on comprehending the instruction and the context of utterance. The EFL must give emphasis on how to understand instruction and context.

Learners relatively know how to interpret Pope-Q Implicatures and Sequence implicatures. Learners' knowledge about English culture will help them to understand the specific cultural information. Therefore, Teaching English in native context must be fundamentally implemented in the EFL.

Most learners can interpret relevance-based implicature directly by using their logical reasoning. Relevance implicature can be easily interpreted because it is related to learners' cultural values. Relevance appears to be logically universal because it can be interpreted by the native or the non-native speakers.

Implicature that are specifically related to particular cultural values are difficult to be interpreted. Therefore, learners must be knowledgeable with the culture. In order to develop EFL learners' pragmatic competence specifically in interpreting implicature, the EFL teachers must improve learners' knowledge about cultural information influencing implicature. The EFL class must be aimed to build learners awareness about implicatures by giving explicit instruction containing specific cultural values, providing examples, and practicing how to interpret different types of implicature in English.

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DEVELOPING STUDENTS' LISTENING COMPREHENSION BY USING VIDEO MATERIAL

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ABSTRACT

In recent years, a great tendency towards the use of technology and its integration into the curriculum has gained a great importance. Particularly, the use of video as an audio-visual foreign language teaching classrooms has grown rapidly because of the increasing emphasis on communicative techniques, and it is obvious that the use of video is a great help for foreign language teachers in simulating and facilitating the target language. The purpose of this study was to develop the listening comprehension of university students studying English with the use of video materials in teaching listening comprehension. The sample of students population for this study was 38 second-year English students in the third semester of the academic year 2014/2015 at Islamic University of Riau, Pekanbaru. They were selected by simple random sampling. The study was conducted over 12 teaching periods. The one-group pretest-posttest design was implemented in this study. The instruments used in this study were lesson plans and listening comprehension tests (pretest and posttest). Regarding the data analysis, mean, percentage and t-test scores for the dependent sample were employed. The result indicated that the students' listening comprehension ability increased significantly after learning with videos.

Key words: Video materials, listening comprehension, University students

INTRODUCTION

This paper stresses on the need to make English language lessons easy and enjoyable through innovative English Language Teaching methods. Learning English as a foreign language has become an essential part of our lives. In teaching practice there are some difficulties such as classes contain more students that it would be ideal for teaching languages such as and this leads into another problem that in these large classes there are learners with a lot of different learning styles and diverse needs. Since listening comprehension belongs among the most difficult skills it is crucial for teachers to help their students to learn good listening strategies, because without proper understanding can not contribute to various discussions and more over listening provide exposure to the target language. To solve those problems the researcher used one of the social media that presented through internet. It provides numerous opportunity for English teacher of all backgrounds to teach ESL or EFL. One of trend E' learning is the use video.

Listening comprehension occurs when listeners can successfully combine their pre-existing knowledge and experiences with the listening text. Zeng (2007) points out that teaching listening in an interactive process in which an information and storage processing are involved during which listeners need to apply the available knowledge of language, background knowledge and the listening material itself. In fact, listening comprehension occurs as a result of the two combinations of processes, known as top-down and bottom-up processes. Gough (1972) suggests a bottom-up model for the reading process in which a serial fashion is followed, that is, from letter to sound, then to words, followed by meaning. This process is accompanied by listeners' bottom-up skills to decode words and phrases depending on their linguistic knowledge. Through top-down processing (also known as concept-driven model), listeners make inferences about what the speaker intended. A top-down model is an approach that highlights what the listener reflects to the spoken text itself, it claims that listening is made by meaning and proceeds from whole to part.

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-

linked by both students and teacher (Hemei cited by Cakir 2006). Students like it because video presentation are interesting, challenging and simulating to watch. Video shows them how the people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. It is known that deficiencies in vocabulary can make even a simple task very difficult for our students. Video makes meaning clearer by illustrating relationship in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minutes program can be useful for more advanced students. Less advanced students may wish something much shorter because their limited command of the language also limits their attention span.

Further, a recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. It is obvious that non-native speakers of a language rely more heavily on visual clues to support their understanding and there is no doubt that video is an obvious medium for helping learners to interpret the visual clues effectively. According to a research, language teachers like video because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment. Moreover, in this issue, Athur cited by Chakir (2006) claims that video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability.

In second language education, video materials have proved especially useful for a number of reasons. Primarily, these materials provide students with the opportunity to experience the target language in a more natural context. Language is presented in an apparently less structured way through the use of video materials, English as a second language (ESL) students are afforded the opportunity to observe and participate in a more active learning experience, while maximizing the use of several cognitive skills (William and Lutes).

Integrating video into lessons creates an enticing visual and a special interactive environment in the EFL/ESL classroom. Teaching English through videos also allows teachers to be creative when designing language lessons. As Cundell (2008, 17) in Sahla Yassaei notes, "One of the most powerful ways that video can be integrated into courses is for the visual representation by provided for learners on otherwise abstract concept."

Video materials have been identified as valuable resources for language study since they can provide a total communicative situation. Studies have suggested that visual support can facilitate listening comprehension (Wagner, 2007). Rubin (1990) found that the listening comprehension of high-beginning Spanish students who watched dramas on video improved significantly in comparison to those who received no video support for their listening training. She argues that "video is a useful tool to enhance listening comprehension if it is selected so that it provides sufficient clues for information processing. It is the selection that is critical, not just the use of video alone".

Additional support for enhancing listening comprehension is provided by the great availability of video and computer programs with multilingual soundtracks and captions. Video-based instruction can help college-level ESL/EFL students improve their communicative competence and their listening comprehension.

METHOD

The population of this study was 210 second-year English major students in the fourth semester of academic year 2014/2015 at Islamic University of Riau Pekanbaru. The sample in the study was 38 of these students, selected by simple random sampling from seven classes. The study was conducted during the semester of academic year 2014/2015. It involved 10 periods of an hour each. Two periods were used for the pre-test and post-test and other 10 periods were used for the experiment (treatments). This research consists of two variables, those are independent variable: The

use of video materials in teaching listening comprehension, and the dependent variable: the students' listening comprehension.

Data were collected from the students' scores of the pre-test and post-test of listening comprehension. The data obtain from this method of teaching in the study was analyzed and interpreted through quantitative analysis. Quantitative data includes the data obtained from the pre-test and the post-test. The t-test was to compare the students' listening comprehension. The procedure followed in the teaching plan used in the study encompassed the following three stages:

Pre-listening

At the beginning of the class, the researcher devided students into some groups and outlined the objectives of the lesson and the topic of the presentation material, then asked the students about their background knowledge and related vocabulary. A series of leading questions was put to the students to help them before studying with the material.

While-listening

First, the students were presented with the entire learning material and instructed to take a notes or write down key words and discuss it with their own group. Second, the material was present again accompanied by an exercise to be completed by the students.

Post-listening

The students completed a questionnaire and checked the answers carefully for a minute before exchanging it with their friends in their own group in order to check if the answers are correct, then handed in the exercise to the researcher. They were then given the opportunity to discuss the material presented and express their ideas or questions about it.

FINDINGS AND INTERPRETATION

After calculating pre-test and post test. It is shown that the students' listening comprehension increased after teaching listening by using video material. The increasing of the students' scores can be seen in the following table:

Table 1 students' scores for each indicator of listening comprehension

No.	Indicators	Test	
		Pre-Test	Post-Test
1	Vocabulary	52.38	82.86
2	Grammar	46.67	72.38
3	Sound	60	65.71
4	Comprehension	42.86	64.76
MEAN		46.19	71.43

Table 1 shows the students' listening comprehension for each indicator. Students' listening comprehension on vocabulary indicated that pre-test was 52.38 (poor) and post-test was 82.86 (very good). Students' listening comprehension on grammar indicated that pre-test was 46.67 (poor) and post-test was 72.38 (good). Students' listening comprehension on sound indicated that pre-test was 60 (fair) and post-test was 65.71 (fair). The last indictor of students' listening comprehension was comprehension test indicated that the pre-test was 42.86 (poor) post-test was 64.76 (fair). The mean of all indicators on pre-test was 46.19 (poor) and on post-test was 71.43 (good).

As seen in Table 1, generally, the matter of comprehension as one of the students' fundamental listening problems. According to potosi that students encounter a lot of problems during listening. The problems that were found during this research are caused by pronunciation, students have lack of control of a speaker's speech speed, learners didn't have ability to get things repeated, the learners' limited word stock, the failure to concentrate, the interpretation, the inability to identify the signs, the langage and the lack of visual support.

One of the most common problems encountered by learner is the way English words are pronounced but unfortunately this aspect of English cannot be overlooked as pronunciation of English can cause students problems in recognition, and therefore in comprehension (Rixon 1986:38). Firstly, students can find it difficult to comprehend with fact that there are different ways how to pronounce the same sound. Secondly, learners can encounter a difference between sound and spelling. As there is a difference between spoken and written form of words in English students can fail to identify the pronounced form of words they know in written form. Thirdly, students must be aware of the fact that words are not pronounced in isolation. The way they are used is called connected speech and this aspect of English can cause students problems to recognize individual words. One of the factor connected speech is called elision. This means a loss sounds appearing in natural speech. Feature of adjacent sound may combine so that one of the sounds may not be pronounced. The nasal feature of the *mn* combination in *hymn* results in the loss of /n/ in this word (progressive assimilation)

Another problem caused by the lack of control of a speaker's speech speed. In this case, many students feel that one of the greaterst difficulties they have to deal with during listening exercises in comparison with reading exercises is the lack of possibility how to control the speed of speakers' speech. Students believe that during the listening they can miss important information and in contrast to reading they cannot re-listen to it. Most of the learners are busy to find out the certain meaning of words from the first part that they miss information or sometimes they stop listening. Because they are not able to select the correct information quickly. Ur suggests that students should be exposed to as much as natural informal speech as they are able to understand. The third problem caused by the inability to get things repeated. Another problem connected with listening is the fact that listeners cannot always make the speaker repeat what they have just said. (Ur: 1984) argues that learners should be exposed to the recording more than once in order to understand the discourse.

Futhermore, the limitation of word stock that students have also causes problem. For listeners who do not know all vocabulary used by the speaker, listener can be very stressful as they usually start thinking about the meaning and as a result of this they miss the following information. Students ought not to dwell on what exactly has been said but focus on the next information and the context as they do it in their mother tongue since this strategy will help them to be more successful Underwood (1989).

Moreover, it is common problem that it is hard for the students to concentrate while listening. So, the failure to concentrate in listening contributes a problem for learners. There are many factors influencing learners' concentration e.g. selection of a good topic and others become very important to consider as it is easier for students to concentrate if the topic is appealing for them. Ur (1984) claims that if the exercise is too long it would be more suitable to break it up into shorter parts by pausing or a change of the speakers.

On the other hand, misinterpretation will cause a problem on listening. A learner should be able to interpret what the speaker said. A learner who is not familiar with the context background knowledge of the speaker's experience can have difficulties in communication. But on the other hand this can even happen to people who use the same language and are from the same background Underwood (1989). Futher, problem is caused by the inability to identify the signals. For a learner learning to the foreign language is not usually easy to recognise the indicators of giving examples, repeating a point and so on so their task is to learn how to listen for these signals which will unable to understand better Underwood (1989).

Another problem is about language that can cause a problem on listening. A majority of recordings played in the classrooms contain language that is slower, formal and speakers speak clearly but the listening out side of the classroom does not possed these qualities and contains informal colloquial phases and teaches preparing their sudents for real-life listening shoud know about these features. According to Helgesen there are a lot of differences between classroom recordings and natural speech. For example the language used in classrooms have these characteristics slow pace of the speech with very limited variation, clear intonation pattern, words are carefully articulated, the language is more formal and background noises are usually missing,

whereas natural speech have these features such as a vast variety of the speed of the language, is very often fast; contain natural intonation and the common features of connected speech, is full of colloquial language and background noises.

In addition, the problem caused by the lack of visual support. In real life listening is not only about hearing some information but also about seeing the other people e.g. they guessteres and body language. This means that teachers must spend time on a good presentation about the background so that the context is presented to the students (Helgesen).

Table 2

The result of comparison between English listening pre-test and post-test scores

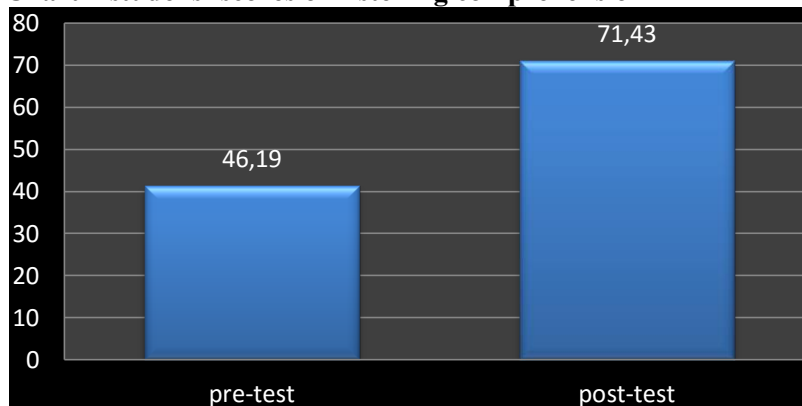
Mean Score	Pre-test	Post-test	Increasing
	46.19	71.45	25.24

Table 2 above showed the comparative result of English listening pre-test and post-test scores of students. The avarage scores of pre-test and the post-test are 46.19 and 71.45 respectively. It can be concluded that the learning achievement of students' post-test is higher than the pre-test at a significance level of 0,05. The students' listening comprehension ability increased significantly after learning with the videos.

The use of video materials allows listeners to utilise the non-verbal components of communication that can assist them in processing and comprehending aural input. In the majority of EFL or L2 listening situations (including situations such as talking on the phone, listening to the radio, or listening to loudspeakers, ect.), the listener is able to see the speaker (Wegner, 2007). In these circumtences, EFL or L2 learners are usually afraid of speaking in public due to lack of fluency and accuracy; something which will not be achieved without mastery in listening comprehension.

Moreover, the fact that audio-visual material provide students with comprehensible input by practicing pronunciation through repetition or words they identyty in the video, is reaffirmed by Potosi theory, which states that through videos students become more fluent in their oral skills, since they try to pronounce the listed words. Thus, videos help students to improve their pronunciation because they serve as models of the different language components.

Chart 1 studens' scores on listening comprehension



CONCLUSION AND SUGGESTION

The findings of this study revealed that the use of video material to develop listening comprehension of second-year English major students seemed to be effective, as indicated by the post-test scores which was significantly higher than the pretest scores. Fathermore, the keyword preview before waching videos motivated them to learn English. It was easier for them to remember and understand vacabulary in the video which they have previously taught by researcher

during the pre-listening stage. Overall, videos were beneficial in learning English, and that English subtitles in video movies were an excellent aid to learn English.

Exploiting technology in teaching listening skill promotes participants' achievement. It functions as a facilitator to acquire newly taught materials. Bringing video-projector to the classroom increases not only students' interest but also it provides a better chance of presentation for the instructors. Of course, since they will have the text displayed on the screen, careful attention has to be paid not to create a situation that leads the class to a passive state and causes the learners do nothing; only watching the scene and ignoring the main task. The written text has to be displayed once or at most twice for the parts the learners have had problems with.

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USING “BEFORE AND AFTER” CHART IN READING A NURSERY RHYME TO BUILD THE COMPREHENSION SKILLS OF EARLY YEAR STUDENTS

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ABSTRACT

The nursery rhyme is a very popular rhythmic reading genre which can be used in introducing reading to children. The question is how to use the nursery rhyme to be more than just clapping hands to identify the rhyming words and to put more meaning into it. How do early year teachers use nursery rhymes to help children practice their reading comprehension skills? There are two major issues in teaching reading for the early years. The first is to build their skills to recognize the letters and to sound them, then understand the system. The second is to encourage them to understand the message of the reading text. The first issue usually will accomplish as the children get enough “drilling” but the second issue maintains forever unsolvable. It is often found that a child is really good in reading, pronouncing words by words but then difficult to understand and comprehend the story. To build the children understand and comprehension in reading, an effective comprehension strategies teaching should be utilized. Using the “before and after” chart after reading a nursery rhyme is one of the ways to help the students to understand the story. In the activity, students will learn to predict, visualize, and monitor the understanding in reading a text.

Keywords: *reading comprehension, nursery rhyme, before and after chart*

INTRODUCTION

The world leaders in the United Nation have been set up the next 15 years development agenda that education becomes the center of efforts to achieve the goals of the Sustainability Development Goals (SDGs) in which literacy has become the main problems as in many places, literacy is still a rarity (Pope Francis, 2015). The concerning background of children literacy proficiencies especially in Indonesia is showed in the result of Progress in International Reading Literacy Study (PIRLS) in 2011 that Indonesian students are at below average level i.e. 500. (Litbang-Kemendikbd Indonesia, 2011). From the participants i.e. students of year four, there are only 0,1% who could answer the advanced competency questions and 66% who could answer the low competency questions. That results has pointed out that the students’ reading comprehension skill has become in an important issue. As if there is no serious action to answer the problem, it will bring the negative impact in achieving the development goals as set in SDGs 2030.

As it was stated by Willy Renandaya in his presentation in the 62nd TEFLIN International Conference 2015 that the effective teaching reading has become a never ending trending topic among teachers and parents. They are always busy discussing, brainstorming, debating, doing research to search the best way in teaching reading. Furthermore, he said that some experts in linguistics believe that teaching reading is a systematic process which dealing with acquiring some skills thus teaching reading means teaching reading skills. However the other groups, the naturalists, believe that it is not needed specifically teaching reading skills as kids only need to read regularly in their phases. Despite all those differences among the experts, parents and teachers never stops conducted different kinds of teaching reading methods, in order to make the children are able to read. Among the parents’ beliefs, the best method is the one which can make their children read fluently. This condition has been arisen since some of the primary school in Indonesia has been determined that able to read is one of the requirement to join the first grade (Andiani, 2005, as cited in Sarikasdani 2012). Meanwhile, the teachers put their concerns in the students’ understanding when they are reading a text. It is usually found in the class room that students are able to read fluently, words by words, a sentence by a sentence but then when come the questions and answer

time, they hardly can answer the questions. They have difficulties in finding the main idea, recounting the supporting details, or retelling their similar experiences relate to the topic discuss in the texts. So determining the most effective teaching reading has been the most continuous debatable issue.

The problem related to the reading comprehension usually begins to reveal at the mid-year of year two level and grows to the next year levels if there is no comprehensive action to avoid the condition. The preliminary assumption towards this condition is the focus of teaching reading at the pre-reading level only focuses on the ability to encode and decode the letters. Teachers put their attentions in introducing the phonics and phonemes as the basic steps of reading before they asks the students practice to blend the letters into words and words into sentences. As the result, students successfully read the text sentence by sentence but failed to catch the meanings of the content. For example, one case is found in one of elementary school in South Jakarta that most of the year two students are very fluent in reading the text aloud but their comprehension levels are below the designated benchmarks. Therefore, it is very important to pay attention to build the students comprehension skills since their early-year time.

The nursery rhyme is a very popular rhythmic reading genre which is usually used in introducing reading to children. Many researches states that reciting nursery rhymes can help the reading ability as it arises the children's phonological awareness. It is stated by Harper (2011) in his research paper findings, that "knowledge of nursery rhymes enhances children's phonological awareness and sensitivity to individual phonemes and rhymes and stimulate phonemic skill development". Similar with Harper, Duntet all (2011), state that there is a relationship between the children's ability in reciting the nursery rhymes and their phonological-and print-related skills, including emergent reading. Knowing that nursery rhymes are important to the children pre-reading abilities, teachers are still not aware of those importance and use nursery rhymes mostly to gather the students, filling the gap between activity, or any other "killing time activity".

Based on the background of the problem which mentioned in previous part, it can be identify that encouraging the children comprehension in reading a text is still a big challenging that needs to be solved. This paper is promoting an alternative technique which can be conducted in the class in order to help the early year students building their reading comprehension. The technique which is offered by this paper hopefully might maximize the use of nursery rhyme that is usually used as pre-introduction of reading to the early year students. As it is known that there are many kinds techniques which can be applied to build the early year students reading comprehension, so the technique which offered by this paper might give a positive contribution to the early year education field in teaching reading. The technique might enrich the teaching variation techniques which can be used by the teacher to gain an effective learning and teaching activity.

Reading Comprehension Skill and The Strategies

Teaching reading to children is covering many aspects as it does not only teach how to read it also teach how to understand the text being read. As it is said by Duke and Pearson (2001) that reading is comprehension. They believe that reading is about understanding what the text is all about, thus decoding without comprehension is simple word barking-being able to articulate the word correctly without understanding its meaning. According to Jay Samuels (1979) in his book "The Method of Repeated Reading", reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which meaning is constructed through interactions between text and reader. In order to understand the meaning of a text a reader should equip themselves with enough prior knowledge of the text. That definition is likely similar the top-down process in reading which offered by Kenneth Goodman who introduced the distinction between bottom-up and top down process. The top-down process requires the reader to draw their own intelligence and experience in order to understand a text. In might be said that reading comprehension skills refer to the ability of constructing meaning of a text conducted by a reader by bringing his own intelligence and experience.

Based on those two definitions, it can be defined that reading is also a metacognition process since in constructing meaning it require an active brain thinking process to understand meaning of a text. Keene and Zimmermann (1997 in Duke & Pearson, 2001)) has defined that metacognition is thinking about one's own thinking which becomes the umbrella under which all other strategies fall. Metacognition is affected by children's attitudes toward reading and their knowledge of the strategies used by effective readers (Duke & Pearson, 2001). Furthermore they define the numbered strategies that follow are some of the most effective, as it is stated in this following table.

Table 1. Strategies That Work in Reading Comprehension

No	Strategies	Remarks
1	Monitoring Comprehension	Children must be taught to <ul style="list-style-type: none"> ▪ be aware of what they do understand ▪ identify what they do not understand ▪ use appropriate fix-up strategies when comprehension breaks down
2	Using Mental Imagery/Visualization	Mental images or picture helps readers to understand and remember what they have read
3	Visual Representation of Text	Children's comprehension improves through the use of graphs and semantic organizers.
4	Making Use of Prior Knowledge/Predicting	Using strategies to activate prior knowledge will support effective prediction and comprehension.
5	Summarizing/Retelling	In order to summarize, children must determine the important information (the gist) and condense this into their own words. Children who can summarize: <ul style="list-style-type: none"> ▪ identify or generate main idea(s) (the gist) ▪ connect the main idea, or central ideas ▪ eliminate redundant and unnecessary information ▪ remember what they have read
6	Using Text Structure	Comprehension also improves when children are taught to recognize and use <ul style="list-style-type: none"> ▪ story structure ▪ informational (expository) text structure
7	Generating Questions	Effective readers are always asking themselves questions. Children must be taught how to ask questions about the text and they must also be given practice in asking questions. Readers ask questions for clarification, to predict, and to integrate information from different segment of the text.
8	Answering Questions	Research shows that children's learning from reading is strongly supported and advanced by teachers questioning children and teaching them how to answer questions. This occurs because questions: <ul style="list-style-type: none"> ▪ give children a purpose for reading ▪ focus children's attention on what they are to learn ▪ help children to think actively as they read ▪ encourage children to monitor their comprehension ▪ help children to review content and relate what they have learned to what they already know. ▪ help children to understand the nature of question-answer relationships.

The strategies listed on the table 1 has the similar components which has been released by the USA National Reading Panel's (2000) that there are five strategies should be taught to ensure good reading comprehension. The strategies are: prediction, questioning, clarifying, imagining, and summarization. Based on the discussion, it can be concluded that teaching reading is not merely teaching the students how to decode the words without knowing the meaning, but it also needs to teach the comprehension strategies because it will build good reading comprehension of the students.

Conducting Meaningful Comprehension in Reading Nursery Rhyme Using the “Before and After” Chart

Reciting the nursery rhymes is fun as apart of poem in which it has highly rhythmic, tightly rhythmic, and popular with small children (Temple, Martinez, & Yokotam 2011), the goal of creating nursery rhymes is to entertain children (Sayakhan&Bradley, 2014). Many early years students love to rhyme as many teachers of early years use it in their teaching activities. The rhyming words which written in the nursery rhymes are easily caught by the early year students' ears, so then nursery rhymes have become effective ways to introduce how to sound letters in reading. As further stated by Sayakhan and Bradley 2014 that, “Listening to and reciting nursery rhymes enhance early reading skills and phonemic awareness which is said to predict a child's reading success”. It is said by some researchers that the roots of phonemic awareness are found in the rhyming and word games (Harper, 2011; Dunts, Meter, & Hamby, 2011). The earliest research about the relationship of reciting nursery rhymes and phonological awareness development had been conducted by Maclean, Bryant and Breadl (1987, 1989, 1990) found that young children's ability to recite family nursery rhymes was both directly or indirectly related to later literacy and language ability. Moreover, it is believed that the use of nursery rhymes with young children promotes positive attitudes toward language learning and helps children to build awareness of sound patterns of language. (Happer, 2011: 76). Thus, many of early-year teachers use nursery rhymes as one of the pre-reading activities. They encourage the students to recognize the rhyming words while reciting it. However, many of them cannot expand the activities becomes more meaningful, they got trapped in the idea that nursery rhymes is only fun clapping activity while locating the rhyming words.

Susan Kenney (2005), has said that nursery rhyme is not a process of reciting the rhymes only but it also a process of reading which helps early-year students to develop their cognitive. It is explained in the journal that nursery rhyme patterns help the children learn easy recall and memorizing. As nursery rhymes usually tell story, it teaches children that event happen in sequence and they begin to understand stories and follow along. Moreover nursery rhymes introduce alliteration, onomatopoeia, and imaginative imagery which encourage children to act out what they imagine. Children can practice the comprehension skill while reciting the nursery rhymes. As stated by Cullinan and Galda (1998, as cited in Sayaka&Bradley, 2014), and Boden (2010, as cited in Sayaka& Bradley, 2014) that through nursery rhymes children learn basic story patterns, encounter vivid plots, develop sense of theme, and meet intriguing characters that in turn become stepping stones for subsequent literary education. Those literacy activities are learned by the students in fun way as they the simple rhythm and rhyme of the language, then the often predictable structure of narratives, and the appealing characters combine to produce memorable language models, moreover children delight in the opportunities to chant the catchy phases (Cullinan&Galda, 1998; Temple, Martinez & Yakota, 2011, cited in Sayaka& Bradley 2014).

By giving appropriate activities and prompt questions, reciting nursery rhymes can be turned into a meaningful reading activity and it emphasizes that reciting nursery rhymes is more than just chanting the rhyming words in beats. The “Before and After” chart is developed in order to help the early year students to build their reading comprehension skill which lead them to understand a text. By applying this chart, the students will be exposed and encouraged to monitor their comprehension by visualizing, predicting, retelling, and using text structure. This chart has been introduced by Blake Education (1999) in the book entitle “Targeting Text”. However for the purpose of the

effectiveness of teaching and learning activity, the chart has been modified based on the needs of learning process of the students. This following table is the procedure to conduct the chart.

Table 1. The Procedure of Before and After Chart

Name	Before and After Chart for Reading Nursery Rhyme
Purpose	To encourage students' comprehension skills. Students will expect to monitor their comprehension, visualizing, predicting, and retelling.
Additional teaching media	<ul style="list-style-type: none"> ▪ Nursery rhyme song video/ book/ chart ▪ The flash cards related to the characters.
Possibility Activity	For 3-4 year old students <ul style="list-style-type: none"> ▪ They might choose and match pictures of activities on the chart.
	For 5-6 year old students <ul style="list-style-type: none"> ▪ Students might draw the events happen before and after on the chart. ▪ Students might write simple words or simple phrases of the events happen before and after on the chart. ▪ Student might draw and write the events happen before and after on the chart
	For 7-8 year old students <ul style="list-style-type: none"> ▪ Students might draw and write a simple sentence to describe what happen before and after on the chart. ▪ Students might draw, write a simple sentence and a simple dialog of the character before and after on the chart.

The procedure at Table 1 is very flexible to be developed and adjusted based on the needs of the students. In the activity for year 3-4 year old students, the teacher might conduct a pre-reading activity which focuses on introducing the simple verbs are used to support the reading activities.

The examples of implementing the reading comprehension strategies to reading nursery rhymes may be varied in techniques. The questions and the activities given are only example of how to add meaningful learning activities into the fun reciting nursery rhymes.

CONCLUSION

Reading comprehension will always be a continuous hot debatable issue. The problems faced by the teacher and educator are how to make them able to read by system and understand what they have read. Many researches and studies have been conducted to gain the most effective technique in teaching reading. The use of nursery rhymes in the pre-reading activities for the early-year students is not only for arising the phonological awareness which helps them in decode the sentence, but it is also can be used to improve the students good comprehension skills. Some studies have been shown that nursery rhyme is more than just a clapping hand activity in used to gather the students or to filling the time gap between sessions. Nursery rhymes may be used also to improve the early year students' comprehension skills by giving suitable activities and prompt questions while reciting it.

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DEVELOPING TEACHING MATERIALS FOR ENGLISH ELEMENTARY TEACHERS

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ABSTRACT

This study aims at developing teaching materials for English Elementary school teachers in the form of a Handbook and two DVDs. It used the ADDIE model of five stages, carried out in two phases. In the first phase, the writers conducted the Analysis, Design and Development stages, resulting in the prototype of the materials. At the beginning, a needs-analysis was conducted by distributing a questionnaire to 30 respondents who were English elementary school teachers from various schools. Based on their feedback, the materials were designed and developed. The second phase covered the remaining stages: Implementation, Evaluation, and the Follow-up stage. In the first two stages, the prototype of the materials were evaluated by teachers through a workshop obtaining their feedback to form the basis for the revisions. Later, it led to the production of the materials in the form of a handbook called 'Fun in the English Classroom' containing five modules supplemented with 2 DVDs which show classroom scenes of English teachers using the techniques of storytelling, drama, songs/rhymes and games. While the follow-up stage was an intensive training for teachers coming from the respondent schools to be trained to spread out their knowledge to other teachers in their environment.

Keywords: *techniques of teaching English, storytelling, drama, songs / rhymes and games*

INTRODUCTION

Graduates from Teacher Training and Education Faculties in Indonesia generally are not trained to become teachers of English for young learners (preschool and elementary school levels). This is due to the fact that they are usually prepared to teach secondary and high school levels, as English is not a compulsory subject at preschool and elementary school levels. However, the demand for teachers of English at those levels has been increasing, as quite often English is used as a medium of instructions besides Bahasa Indonesia. It is also partly due to the fact that the stakeholders have been more and more aware that English becomes a means of global communication.

Considering this, since the year 2000 the English Department of the Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya has added some new subjects dealing with childhood education, such as Teaching English to Young Learners (TEYL) Child Education, Developmental Psychology, Teaching Math and Science in English. Therefore, when those graduates enter the working world, they have the appropriate knowledge and competence to teach English to young learners. Meanwhile, there are many other teachers who are not yet appropriately equipped to teach English to young learners.

English at preschool level is usually taught in a fun way to make the students enjoy learning the language. Unlike those at preschool levels, many teachers of English at elementary schools do not know how to enliven the class. One of the reasons is that those teachers lack knowledge of how to teach English to young learners. Thus, training them with appropriate techniques and equipping them with the knowledge of children's characteristics will be useful to assist them in teaching English in a fun and effective way in the classroom.

In line with the reasons stated above, the main objective of this study is to design an Elementary School Teacher's Handbook containing practical tips of how to use various techniques, such as Storytelling, Drama, Songs/Rhymes and Games to teach English to young learners. The content of the Handbook covers a brief introduction of each technique and a sample lesson plan. This Handbook is accompanied with 2 DVDs containing classroom scenes where teachers are seen teaching English using those different techniques to their students.

METHOD

Based on the purpose of the research, this study follows the framework of a Developing Material Model called ADDIE consisting of 5 stages (Analyzing, Designing, Developing, Implementation and Evaluation) which was followed by a follow-up activity. This study consists of 2 phases. In the first phase three stages were covered, which are Analyzing, Designing and Developing, while the Implementation, Evaluation and Follow-up activity are carried out in phase 2.

The Analysis Stage was carried out by conducting a needs assessment survey to elementary school teachers from 30 Elementary schools in Surabaya to find out their difficulties in teaching English. In this survey, questionnaires were distributed to samples of teachers of English from different grades (1st up to 6th grades in elementary schools), which were chosen randomly.

In the Design Stage, based on the needs assessment, the modules and their contents were decided. Each module consisted of the definition of each technique, the reasons of choosing and the impact of those techniques on the learning process, the steps in carrying out those techniques, and samples of integrated lesson plans of the respective techniques as a model for teachers to be used in class. These lesson plans were carried out in real classroom settings which became the classroom scenes recorded in the DVD accompanying the handbook.

In the Development stage, the prototype of the Handbook and the DVD were made, so they were ready to be evaluated by the teachers in the second stage of the research starting in August 2014.

The last two stages, Implementation and Evaluation stages were done in the second phase of the research plan:

In the Implementation Stage, the prototype of the Handbook and DVD were evaluated by English Elementary teachers through workshops to obtain their feedback.

In the Evaluation Stage, the Handbook and DVD were revised based on teachers' feedback and later multiplied to be distributed to teachers who are the respondents in the survey.

As a follow up activity, intensive training for Trainers (TOT) workshops was conducted for teachers who will be using the materials.

Table 1. Research Plan (phase 1 and 2)

Year	Target	Activity	Subjects
1	Analysis stage: Identification of teachers' needs	Conducting a needs assessment survey	English teachers of preschool and elementary schools

	Design Stage: a. Identification of the learning units in the handbook b. Identification of the objectives of each learning module and the design of the samples of the integrated lesson plans	Designing the prototype of the handbook and the DVD	Research team and students with multimedia experts
	Development stage: The prototype of the handbook and the DVD	Developing the prototype of the handbook and DVD	Research team and students with multimedia experts
2	Implementation stage: Revision of the handbook based on the teachers' feedback	a. Conducting a workshop to get feedback from teachers b. Having an in-depth interview with the teachers	Teachers who are respondents of the survey
	Evaluation stage: The revised Teacher's Handbook and DVD	Revising and Editing the handbook and DVD based on the teachers' feedback	Research team and students with multimedia experts
	The follow-up stage: Intensive Training for Trainers Workshop Observation in teachers' classrooms	Conducting the TOT workshop Conducting classrooms observations in which the core teachers are giving demonstrations in using the lesson plans to their students	Core teachers who will be trainers for other teachers in their respective areas

RESULTS AND DISCUSSIONS OF THE STUDY

After the needs analysis done in the first phase, it was found out that the respondents, most of them were familiar with techniques, however they needed some guide lines how to use those techniques in the correct way. Thus, the Handbook and the sample lesson plans would help them to carry out those techniques. Moreover, from the DVD teachers could see how it is done in real classroom settings. To obtain feedback from the teachers who were the former respondents, a seminar was conducted on March 28, 2015, in which the researchers explain the modules and showed the DVDs to the participants. After the seminar a questionnaire was distributed and each

participant had to answer some questions which gave us information about the strength and weakness of the teaching material designed. .

There were 22 statements in the questionnaires which were grouped into six categories (TEYL presentation, the examples of lesson plan, Storytelling video, Drama video, Songs video, and Games video). The presentation of TEYL got a high appreciation as according to them the knowledge was useful for them as teachers of English at primary level. The examples of lesson plan were also useful for them in carrying out the techniques in the classroom. Storytelling video was very good in the stages of activities, good quality of sound and picture, very interesting activities, and quite inspiring in teaching English attractively. On the contrary, Drama video was not as good as that of Storytelling. The weaknesses were on the quality of sound and picture. Besides, the overall activities were not very interesting and not very inspiring. Meanwhile, all respondents stated that the stages of activities in Song video were clear and effective, the sound and picture quality was good (only 5 % did not quite agree), and inspiring. The stages of activities in the last one— Games video— were clear and effective, the quality of sound and picture was good (5% did not agree), the overall activities was very good, and it was very inspiring.

Besides the responses above, the respondents also gave some general comments and suggestions. The general comments were as follows: (a) On the whole, the seminar and workshop were very good and interesting; (b) The techniques presented—teaching English through Storytelling, Drama, Songs, and Games in the classroom—were inspiring and able to make young learners happy and not bored; (c) The handbook met primary students' need and it was presented clearly accompanied with the lesson plans as well as the multimedia.

The following are the suggestions given by the participants: (1) The video presentation should be improved to create the compatibility between picture and sound; (2) The teaching demonstrations should be in the real classroom with more students; (3) There should be an example of the application of TPR in Storytelling and Drama; (4) In applying Drama, the students should memorize the dialogues and understand the role or character; (5) In using Songs, it is important for the teacher to read the lyric first to be repeated by the students. Besides, some more songs should be added for the teachers to practice at their schools.

Based on those feedback from the participants, the Handbook and the DVDs were revised in the Implementation and Evaluation Stage. At the end of the last stage, the Handbook and DVDs were produced.

The handbook consists of 5 modules which are described as follows:

1. module 1 discusses the nature of young learners and the teaching and learning activities that can maximize their potentials.
2. module 2 discusses story-telling activities that can enhance the learners' English skills, and the techniques and strategies of presenting stories in a classroom.
- 3, module 3 discusses drama to make learners experience personal and interpersonal relationships with the characters they are playing the roles of.
4. module 4 discusses songs, chants and rhymes to train learners for better pronunciation, to motivate them to learn English .
5. module 5 discusses games that can help develop learners' skills and encourage them to be creative and imaginative.

Each module (module 2 up to module 5) is completed with model lesson plans to show teachers how to teach their young students using stories, drama, songs, chants, rhymes, and games. Besides, teachers can get some examples of how to conduct the activities in a real classroom by watching the DVD. The model lesson plans and the teaching demonstrations were done by some alumni of the English Department.

Therefore, the Handbook will be accompanied with a DVD that shows how the model lesson plans made by the alumni/student of the English Department of Widya Mandala Catholic University Surabaya are carried out in a real classroom setting.

In the follow-up stage, a TOT workshop was conducted to train a specific number of teachers from the different schools used as the respondents during the survey. These teachers will have the responsibility to spread out the techniques to English Elementary School teachers in their surroundings. The TOT was attended by 19 teachers of Elementary Schools throughout Surabaya. The TOT was divided into 2 sessions. The first was playing the videos, which have been revised. The “teachers” in the video were also present in the event to give short and practical explanations about the lesson plan. They also brought along with them the media or properties they had used in their performances in the video. In this session, the participants were invited to ask some questions or give comments.

After the video viewing was over, in the second session the participants were divided into four groups according to the teaching techniques presented by using lotteries. So, one group belonged to Storytelling group, one group for Drama, one group for Song, and the last one was for Games. Each group, which consisted of four or five teachers, then sat together to prepare for their performance or teaching demonstration using the media that had been prepared by the “teachers” in the video. They were given an hour to prepare for their teaching demonstration. They could use the same story/song/game or a different one. After they had finished with their preparation and lunch, each group performed their teaching demonstration in front of the rest of the workshop participants. After each presentation, some evaluations as well as suggestions were given by the research team. Finally, after all had had their teaching demonstration, they filled in the questionnaires that were distributed. As two teachers had to leave early, the results of the questionnaire from the 17 participants were as follows:

- ❖ Most of them (75 %) were attracted to the 4 techniques with the following reason: they give a new atmosphere in the classroom that motivates the students to learn better and understand the learning materials more easily
- ❖ The Video was good in picture and sound, thus it can be used as reference for the teachers
- ❖ The lesson plans were well-designed and contain innovative ideas that can be carried out, modified or adapted in their respective classrooms
- ❖ The training was beneficial for their professional development and they were hoping for other trainings in the field of teaching English.

CONCLUSIONS AND SUGGESTIONS

Although theoretically all the subjects—the teachers teaching English at elementary schools—know the techniques of teaching English to young learners such as storytelling, drama, songs and games, they still need the knowledge and a practical guidance of how to carry out each of them in details. Otherwise, they can be trapped in simply teaching the techniques, whereas the target is actually English. The TOT workshop helped them with how to use the techniques as well as how to teach English using each of the techniques as also shown in the Handbook. Besides, the DVDs can be the media from which teachers can learn how to carry out the techniques in a classroom.

Considering the fact that teachers of English at elementary schools hope for other trainings, it is advisable to conduct trainings of other techniques of teaching English to young learners such as using chants, TPR, Community Learning, or Multiple Intelligence with a wider scope of participants. Such trainings will not only encourage them to implement interesting and fun techniques in teaching, which benefit the young learners, but also make the participants learn from each other, and later, spread their skills to other teachers.

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